

A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503

PG & Research Department of English

B.A. Programme in English

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM

SCHEME OF PROGRAMME AND SYLLABUS

(For the candidates admitted from 2023-2024 onwards)

Vision and Mission of the college

Vision

To provide quality academic programmes and value oriented higher education to the rural community, equip them to encounter current regional, national and global demands upholding moral standards and intellectual competency.

Mission

- To provide a conducive environment for a quality teaching-learning process and innovative research.
- To bestow substantial educational experience that is intellectually, socially, and personally transformative.
- To strive to bring out the latent potentiality and core competency of the learners
- To foster the culture of research-based learning, independent academic inquiry by encouraging the students to involve in research activities ranging from hands on training, student projects, publications etc.,
- To nurture essential skills, competent minds and compassionate hearts.
- To impart a practical, demanding and overall development of the personality generated by love, consideration and care for the society.
- To serve the society by extending needful outreach programmes to the rural populace.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- Make the learners realise the transformative power of education.
- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.
- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.
- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.
- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

PROGRAMME OUTCOMES for B.A. Programmes

Under Graduate Programme

Programme Outcomes:

- PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- PO4: Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
- PO5: Scientific Reasoning:** Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

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

PO7: Reflective 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 for B.A. English Programme

Programme Specific Outcomes:

PSO1: Understanding the world of literature and analyzing and interpreting texts, including literature, digital media, and popular culture.

PSO2: Enhancement of students creative and critical thinking, problem – solving, decision making and leadership skills within the realm of literary studies and in the broader context of life.

PSO3: Broadening of students’ thought horizons who will demonstrate respectful engagement with other’s ideas, behaviors, and beliefs and apply diverse frames of reference to decisions and actions.

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: Establishment of a strong connection between knowledge acquisition and character development and enabling a holistic perspective towards the socio-political inequalities and environmental issues

Curriculum structure for UG Programmes (OBE-CBCS) – 2023

	Nature of Course	Total No. of Courses	Total marks	Total credits	Total credits for the Programme
Part – I	Language (Tamil / Hindi)	04	400	12	123 (CGPA)
Part – II	English	04	400	12	
Part – III	Core Courses	14	1400	65	
	Core Industry Module (CIM)	01	100	04	
	Allied	06	600	18	
	Elective Courses	04	400	12	
Part – IV	Skill Enhancement Course - Non Major Elective (NME)	01	100	02	17 (Non CGPA)
	Skill Enhancement Course – Discipline Specific (SEC)	02	200	04	
	Professional Competency Skill Enhancement Course (PCSE)	01	100	02	
	Gender Studies (GS)	01	100	02	
	Environmental Studies (EVS)	01	100	02	
	Value Education (VE)	01	100	02	
	Internship / Industrial Activity	--	--	02	
Part – V	Extension Activity (EA)	--	--	01	
	Total	40	4000	140	140
Value Added Course (VAC)		01	100	--	--
Extra Credit Course – MOOC / Field visit / Hands on Training		--	--	Max: 4	--

***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. IV, V has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

Course Structure: B.A. English (2023)

S. No.	Seme ster	Part	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks			Hours/ Week	Credits
						CIA	EE	Total	CIA	EE	Total		
1.	I	I	Language	23U1ENT1/H1	Tamil – I / Hindi – I	25	75	100	10	30	40	6	3
2.		II	Language	23U1ENE1	English – I	25	75	100	10	30	40	6	3
3.		III	Core	23U1ENC1	Introduction to Literature	25	75	100	10	30	40	5	5
4.			Core	23U1ENC2	Indian Writing in English	25	75	100	10	30	40	5	5
5.			Allied	23U1ENA1	Myth and Literature	25	75	100	10	30	40	5	3
			Allied	23U2ENA2	Social History of England (NS)	-	-	-	-	-	-	3	-
6.		IV	EVS	23U1ENES	Environmental Studies	-	100	100	-	-	40	SS	2
7.	II	I	Language	23U2ENT2/H2	Tamil – II / Hindi – II	25	75	100	10	30	40	6	3
8.		II	Language	23U2ENE2	English – II	25	75	100	10	30	40	6	3
9.		III	Core	23U2ENC3	British Literature - I	25	75	100	10	30	40	5	5
10.			Core	23U2ENC4	American Literature - I	25	75	100	10	30	40	5	5
11.			Allied	23U2ENA2	Social History of England (NS)	25	75	100	10	30	40	3	3
12.			Allied	23U2ENA3	Literary Genres and Terms	25	75	100	10	30	40	5	3
13.		IV	VA	23U2ENVA	Value Education	25	75	100	10	30	40	SS	2
			Extra Credit	MOOC(Massive open online course)		-	-	-	-	-	-		
14.	III	I	Language	23U3ENT3/H3	Tamil – III / Hindi – III	25	75	100	10	30	40	6	3
15.		II	Language	23U3ENE3	English – III	25	75	100	10	30	40	6	3
16.		III	Core	23U3ENC5	British Literature - II	25	75	100	10	30	40	5	5
17.			Core	23U3ENC6	American Literature - II	25	75	100	10	30	40	5	5
18.			Allied	23U3ENA4	English Teaching Methods and Materials	25	75	100	10	30	40	5	3
			Allied	23U4ENA5	History of English Literature (NS)	-	-	-	-	-	-	3	-
			Extra Credit	MOOC / Field visit / Hands on Training		-	-	-	-	-	-		

S. No.	Seme ster	Part	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks			Hours/ Week	Credits
						CIA	EE	Total	CIA	EE	Total		
19.	IV	I	Language	23U4ENT4/H4	Tamil – IV / Hindi – IV	25	75	100	10	30	40	5	3
20.		II	Language	23U4ENE4	English – IV	25	75	100	10	30	40	5	3
21.		III	Core - CIM	23U4ENCIM	Industry Module - Media, Communication and Publication	25	75	100	10	30	40	5	4
22.			Core	23U4ENC7	World Literature in Translation	25	75	100	10	30	40	5	4
23.			Allied	23U4ENA5	History of English Literature (NS)	25	75	100	10	30	40	3	3
24.			Allied	23U4ENA6	Translation: Basic Concepts and Practice	25	75	100	10	30	40	5	3
25.		IV	SEC	23U4ENSEC1	Digital Literacy in English	25	75	100	10	30	40	2	2
26.			GS	23U4ENGs	Gender Studies	-	100	100	-	-	40	SS	2
			Extra Credit	Field visit / Hands on Training		-	-	-	-	-	-	-	-
27.	V	III	Core	23U5ENC8	Aspects of Language and Linguistics	25	75	100	10	30	40	5	5
28.			Core	23U5ENC9	Authors in Focus	25	75	100	10	30	40	5	4
29.			Core	23U5ENC10	Women's Writings	25	75	100	10	30	40	5	4
30.			Elective	23U5ENEL1A/ 23U5ENEL1B	Introduction to Comparative Literature English for Competitive Examinations	25	75	100	10	30	40	4	3
31.			Elective	23U5ENEL2A/ 23U5ENEL2B	Film Studies Fundamentals of Academic Writing	25	75	100	10	30	40	4	3
32.			NME	23U5ENNME	Popular Literature and Culture	25	75	100	10	30	40	2	2
33.			Core	23U5ENC11PR	Project with Viva Voce	25	75	100	10	30	40	5	4
		IV	Internship / Industrial Training (Carried out in II Year summer vacation – 30 hours)									-	2
34.	VI	III	Core	23U6ENC12	Introduction to Literary Theory and Criticism	25	75	100	10	30	40	6	5
35.			Core	23U6ENC13	Indian Writing in Translation	25	75	100	10	30	40	5	5
36.			Core	23U6ENC14	Biographies, Auto-biographies and memoirs	25	75	100	10	30	40	5	4
37.			Elective	23U6ENEL3A/ 23U6ENEL3B	Communicative English Art and Literary Aesthetics	25	75	100	10	30	40	5	3
38.			Elective	23U6ENEL4A/ 23U6ENEL4B	Writing for Media English for Technical Writing	25	75	100	10	30	40	5	3
39.		IV	SEC	23U4ENSEC2	Public Speaking Skills	25	75	100	10	30	40	2	2
40.			PCSE	23U6ENPCSE	Comprehensive Knowledge	-	100	100	-	40	40	2	2
		V			Extension Activities (Outside College hours)	-	-	-	-	-	-	-	1
					Total			4000					140
			VAC	23U6__VAC	Value Added Course- Employability Skill	-	100	100	-	40	40	SS	-

Internship/ Industrial Activity:

Students must complete in-plant training in any industry or organization where a programme-related procedure is being used, and this training must be done during the summer vacation at the end of II Year. A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

MOOC:

Massive Open Online Course (MOOC) is offered in the II and III Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

Field visit / Hands on Training:

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the III & IV Semester.

Evaluation of visit report will be held at the end of IV Semester.

Components of Evaluation:

Internal Marks : 25

External Marks : 75

Total : 100

Skill Enhancement course (SEC) offered by the Department of English

1. Digital Literacy in English

2. Public Speaking Skills

Non – Major Elective (NME) Course offered by the Department of English

Popular Literature and Culture

Value Added Course offered by the Department of English

“EMPLOYABILITY SKILL” will be conducted for III UG students as a certificate Course.

B.A. English

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
I	23U1ENT1	வாதுத் தமிழ் – 1	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது	✓	7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

<p>1. முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்</p> <p>2. தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்தல்.</p> <p>3. மாணவர்களுக்குத் தமிழ் படைப்பாற்றலைத் தூண்டுதல்.</p> <p>4. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p>

Unit	Details	Hours
Unit-I	<p>மரபுக் கவிதை</p> <p>1. பெ. சுந்தரனார் - தமிழ்த் தெய்வ வணக்கம்</p> <p>2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா</p> <p>3. கவிமணி - புத்தரும் சிறுவனும்</p> <p>4. முடியரசன் - மொழி உணர்ச்சி</p> <p>5. கண்ணதாசன் - ஆட்டனத்தி ஆதிமந்தி — ஆதிமந்தி புலம்பல்</p> <p>6. சுரதா - துறைமுகம் தொகுப்பிலிருந்து ஏதேனும் ஒரு கவிதை</p> <p>7. தமிழ் ஒளி - கடல்</p>	18 Hrs

B.A. English

Unit-II	புதுக்கவிதை 1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் 2. ஈரோடு தமிழன்பன் - சென்றியூ கவிதைகள் (ஏதேனும் ஐந்து கவிதைகள்) 3. வைரமுத்து - பிற்சேர்க்கை 4. மு.மேத்தா- வாழைமரம் 5. அறிவுமதி -வள்ளுவம் பத்து 6. நா முத்துக்குமார் - ஆனந்த யாழை மீட்டுகிறாய் 7. சுகிர்தராணி - சபிக்கப்பட்ட முத்தம் 8. இளம்பிறை -நீ எழுத மறுக்கும் எனது அழகு	18 Hrs
Unit-III	சிறுகதைகள் 1. வாய்ச் சொற்கள் - ஜெயகாந்தன் (மாலை மயக்கம் தொகுப்பு) 2. கடிதம் - புதுமைப்பித்தன் 3. முள்முடி - தி ஜானகிராமன் 4. சிதறல்கள் - விழி.பா.இதயவேந்தன் 5. காகித உறவு - சு.சமுத்திரம் 6. வீட்டின் மூலையில் சமையல் அறை - அம்பை 7. (மொழிபெயர்ப்புக் கதை) ஆண்டன் செக்காவ் - நாயக்காரர் சீமாட்டி, சந்தியா	18 Hrs
Unit-IV	1. பாடம் சார்ந்த இலக்கிய வரலாறு 2. இராகபாவம் — கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன் போட்டி தேர்வு 1.பொருள் பொதிந்த சொற்றொடர் அமைத்தல் 2. ஓர் எழுத்து ஒரு மொழி 3. வேற்றுமை உருபுகள் 4. திணை, பால், எண், இடம் 5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு. (குறிப்பு: அலகு 4, 5 ஆகியன போட்டித் தேர்வு நோக்கில் நடத்தப்பட வேண்டும்).	18 Hrs

CO Number	CO Statement	Cognitive Level
CO1	பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதை இலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல்.	K2
CO2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்.	K3
CO3	இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுவர்.	K4
CO4	மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல்.	K3
CO5	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல்.	K5

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooksdownloads.blogspot.com)
7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —I												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1ENE1	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To enable earners to acquire self awareness and positive thinking required in Various life situations.	
LO2	To help the macquire the attribute of empathy	
LO3	To assist them in acquiring creative and critical thinking abilities	
LO4	To enable them to learn the basic grammar	
LO5	To assist the min developing LSRW skills	
Unit No.	Unit Title &Text	No.of Periods for the Unit
I	SELF-AWARENESS(WHO) & POSITIVE THINKING (UNICEF) Life Story Chapter 1 from Malala Yousafzai, I am Malala An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi Poem Where the Mind is Without Fear–Gitanjali 35– Rabindranath Tagore Love Cycle– Chinua Achebe	20
II	EMPATHY Poem Nine Gold Medals– David Roth Alice Fellor poverty–William Words worth Short Story The School for Sympathy– E.V. Lucas Barn Burning – William Faulkner	20
III	CRITICAL & CREATIVE THINKING Poem The Things That Haven't Been Done Before– Edgar Guest Stopping by the Woods on a Snowy Evening– Robert Frost Readers Theatre The Magic Brocade – A Tale of China Stories on Stage–Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)	20
IV	Reflective Thinking The Running Rivulets of man The Lady in the Silver Coat Mr.Applebaum at Play The Feigning Brawl of an Imposter Thy Life is my Lesson	15
V	Communication Skill Part of Speech Articles Noun Pronoun Verb Adverb Adjective Preposition	15

Course Outcomes		
Course Outcomes	On completion of this course, students will:	
CO1	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
CO2	Acquire the attribute of empathy.	PO1,PO2,PO10
CO3	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
CO4	Learn basic grammar	PO4,PO5,PO6
CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8

Textbooks (Latest Editions)	
1.	Malala Yousafzai. Iam Malala, Little, Brown and Company, 2013.
2.	M.K.Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
6.	J.C.Nesfield. English Grammar Composition and Usage, Macmillan, 2019.
7.	Sri.KTV. Melodious Harmony, New Century Book House. 2022

Web Resources	
1	Malala Yousafzai. Iam Malala (Chapter 1) https://archive.org/details/i-am-malala
2	M.K.Gandhi. An Auto biography or The Story of My Experiments with Truth (Chapter-1)- Rupa Publication, 2011 https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx
3	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) https://www.poetryfoundation.org/poems/45668/gitanjali-35
4	Aaron Shepard. Stories on Stage, Shepard Publications, 2017 https://amzn.eu/d/9rVzINv
5	JCNesfield. Manual of English Grammar and Composition. https://archive.org/details/in.ernet.dli.2015.44179

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

3– Strong, 2 –Medium, 1-Low

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1ENC1	INTRODUCTION TO LITERATURE	5	5

Learning Objectives	
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable learners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To create the ability to critically examine a text
UNIT	Details
I	Introduction: Poetry-Different forms of poetry- Sonnet,Ode,Elegy, LyricBallad.Prose-ShortStory,Novella,Novel.Drama-Comedy,Tragedy,Tragi-Comedy.
II	Michael Drayton- <i>The Parting</i> . WilliamShakespeare- <i>Sonnet18,Sonnet116</i> . John Milton- <i>When I Consider How My Light is Spent</i> , John Keats- <i>Ode to Nightingale</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost- <i>Mending Wall</i>
III	J.M. Barrie - <i>The Admirable Crichton</i> .Lady Gregory- <i>The Rising of the Moon</i> .
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote – <i>Tilting at the Windmills</i> . Katherine Mansfield - <i>Bliss</i>
V	Saki - <i>The Open Window</i> Emmy Laybourne – <i>Sweet</i> Jerome K. Jerome – excerpt from – <i>Three Men in a Boat - Packing</i>

Course Outcomes		
Course Out comes	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 story telling 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 skill fully with in a team, respect coworkers, delegate work and contribute to a group project.	PO3,PO8

Text Books(Latest Editions)	
1.	Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing-X.J.Kennedy,byPearson,2016.
2.	Portable Literature: Reading, Reacting, Writing-9thedition–LaurieKirschner, by Cengage Learning,2016
References Books (Latest editions, and the style as given below must best strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al. (ed), Teaching English Language and Literature, Taylor & Francis, 2020
Web Resources	
1.	<i>ASIATIC: IITUM Journal of English Language & Literature</i>
2.	<i>The English Historical Review (EHR)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1ENC2	INDIAN WRITING IN ENGLISH	5	5

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 learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts
UNIT	Details
I	Toru Dutt -The Lotus Sri Aurobindo -The Tiger and the Deer Sarojini Naidu-The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women
II	Rabindranath Tagore - Khabhuliwala RuskinBond –Night Train to Deoli K.A. Abbas–Sparrows
III	M. K. Gandhi - Playing the English Gentleman S. Radhakrishnan - The World Community.
IV	<u>Nissim Ezeikel-Nalini: A Comedy in Three Acts</u> <u>Vijay Tendulkar - Silence the Court is in Session</u>
V	Joginder Paul– Sleepwalkers Amitav Ghosh - The Calcutta Chromosome

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	PO4,PO6
	Political awakening and the use of English in India for creative writing	
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,P O6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8

Text Books (Latest Editions)	
1.	M.K. Naik. <i>Indian English Poetry: from the Beginnings up to 2000</i> . Delhi: Pen craft International, 2006
References Books (Latest editions and the style as given be strictly adhered to)	
1.	King Bruce, <i>Modern Indian English Poetry</i> . New Delhi: OUP, 1989
2.	C.D. Narasimhaiah (ed.). <i>Makers of Indian English Literature</i> . Delhi: Pen craft International, 2000.
3.	K. R. Srinivasa Iyengar, 1962, – History of Indian Writing in English, Sterling Publishers, New Delhi.
Web Resources	
1.	https://entri.app/blog/brief-history-of-indian-writing-in-english/

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1ENA1	ALLIED - MYTH AND LITERATURE	5	3

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

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, Super natural birth, Mountains & Rivers, Holy places & Festivals	PO4,PO6

CO4	Understand symbolism with its different types and dimensions.	PO4,PO5,PO6
CO5	Develop in – depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3,PO8

Text Books (Latest Editions)	
1.	Bauman, Richard. A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
2.	Boas, Franz. A Introduction to James Teit, @Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.
References Books (Latest editions, and the style as given be low must be strictly adhered to)	
1.	Eller, Cynthia. The Myth of the Matriarchal Pre history: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
2.	Grimm, Jakob and Wilhelm Grimm. A Preface to the First and Second Editions @of the Nursery and House hold Tales, in Maria Tatar, The Hard Facts of the Grimms =Fairy Tales . Princeton: Princeton University Press, 1987 (originally published 1812-1819):203-222.
Web Resources	
1.	Bascom, William. A The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965:3-20.

Mapping with Programme Outcomes:

	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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I & II	23U2ENA2	ALLIED - SOCIAL HISTORY OF ENGLAND (NS)	3	3

Learning Objectives		
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages	
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era	
LO3	To help them develop an understanding of the structural development of the English language	
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language	
LO5	To create the ability of critically examining a text	
UNIT	Details	
I	The Renaissance and its Impact on England, The Reformation – causes and effects	
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance	
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England	
IV	The Reform Bills and the Spread of Education - Social impact of the two World Wars, the Labour Movement, the Welfare State	
V	The Cold War (1945-1991) – The Falkland War (1982)- The Gulf War (1991).	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
CO5	Gain in - depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty – gritty of the language.	PO3, PO8

Text Books (Latest Editions)	
1.	Ed. Keith Wright son, A Social History of England, 1500-1750, 2018, Norton Press.
2.	Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900-1200, 2012, Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web Resources	
1.	<i>A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
II	23U2ENT2	வாதுத் தமிழ் - 2	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது	✓	7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

1. சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. மாணவர்களுக்கு மொழித்திறனை வளர்க்கப் பயிற்சி அளித்தல்.
3. மாணவர்களுக்குச் சிறுகதை இலக்கிய வடிவத்தை உணர்த்துதல்.

Unit	Details	Hours
Unit-I	1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்) 2. ஆண்டாள் - திருப்பாவை (முதல் 10 பாசரம்)	18 Hrs
Unit-II	1. வள்ளலார் - அருள் விளக்க மாலை (முதல் 10 பாடல்) 2. எச். ஏ. கிருட்டிணப்பிள்ளை - இரட்சணிய மனோகரம் - பால்ய பிரார்த்தனை 3. குணங்குடி மஸ்தான் சாகிபு - பராபரக்கண்ணி (முதல் 10 கண்ணி)	18 Hrs
Unit-III	சிற்றிலக்கியங்கள் 1. தமிழ்விடு தூது (முதல் 20 கண்ணி) 2. திருக்குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறுதல் 3. முக்கூடல் பள்ளு - நாட்டு வளம்	18 Hrs
Unit-IV	1. பாடம் தழுவிய இலக்கிய வரலாறு 2. மனோரஞ்சிதம் - கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. தொடர் வகைகள் 2. மரபுத்தொடர், பழமொழிகள் 3. பிறமொழிச் சொற்களைக் களைதல் 4. வழச்சொற்கள் நீக்குதல் 5. இலக்கணக் குறிப்பு அறிதல்	18 Hrs

CO Number	CO Statement	Cognitive Level
CO1	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும்,சமய நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர்.	K1, K2
CO2	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்.	K2
CO3	பட்டப் படிப்பினைப் படிக்கும் போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினைப் பெறுவர்.	K4
CO4	தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவர்.	K3
CO5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் ஏற்ற பயிற்சி பெறுவர்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC,SWAYAM,NPTEL,Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamilebooksdownloads. blogspot.com](http://tamilebooksdownloads.blogspot.com)
7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —2												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2ENE2	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To make students realize the importance of resilience	
LO2	To enable them to become good decision makers	
LO3	To enable them to imbibe problem-solving skills	
LO4	To enable them to use tenses appropriately	
LO5	To help the muse English effectively at the work place.	
Unit No.	Unit Title & Text	No.of Periods for the Unit
I	RESILIENCE Poem Don't Quit – Edgar A. Guest Still Here–Langston Hughes Short Story Engine Trouble – R.K.Narayan RipVan Winkle– Washington Irving	20
II	DECISION MAKING Short Story The Scribe– Kristin Hunter The Lady or the Tiger- Frank Stockton Poem The Road not Taken–Robert Frost Snake – D. H Lawrence	20
III	PROBLEM SOLVING Prose life Story How I taught My Grandmother to Read– Sudha Murthy Autobiography How frog Went to Heaven–ATale of Angolo Wings of Fire(Chapters1, 2, 3) by A.P.J Abdul Kalam	20
IV	Moral Values The Stoic Penalty Nobility in Reasoning Malu, the Frivolous Freak Honesty is the Cream of Chastity A Boy in Boy's Town	15
V	Tenses Present Past Future Concord	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Realize the importance of resilience	PO1,PO7
CO2	Become good decision-makers	PO1,PO2,PO10
CO3	Imbibe problem-solving skills	PO4,PO6,PO9
CO4	Use tenses appropriately	PO4, PO5,PO6
CO5	Use English effectively at the work place.	PO3,PO8

Text Books (Latest Editions)

References Books

1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: What every ouneed to read, however. Pearson, 2013.
6.	Communication Skills: Practical Approach Ed.Shaikh Moula Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.
7.	Sri.KTV.Melodious Harmony, New Century Book House. 2022

Web Sources

1	LangstonHughes.StillHere https://poetryace.com/im-still-here
2	R.K. Narayan.Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf
3	Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm
4	FrankStockton. TheLadyor the Tiger https://www.gutenberg.org/ebooks/396

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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2ENC3	BRITISH LITERATURE - I	5	5

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 the irplace in it.
LO3	To enable learners to understand that British literature is at the foundation of English – speaking peoples' culture.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text
UNIT	Details
I	Francis Bacon-Of Truth, Of Adversity Oliver Gold smith – A City Night - Piece Joseph Addison and Sir Richard Steele - The Spectator club, On Gratitude, On Giving Advice.
II	Robert Jamieson- Robinhood & The Monk Robert Edgar Burns -The Potter Anne Bradstreet -Prologue William Blake – The Chimney Sweeper John Keats – Endymion Book-I
III	William Wordsworth - Ode: To Intimation & Immorality JohnMilton-ParadiseLostBk-4.
IV	Christopher Marlowe – Dr .Faustus Oliver Goldsmith – She Stoops to Conquer
V	Mary Shelly-“Captain Walton’s Conclusion”- Frankenstein Jonathan Swift-“Voyage to Lilliput/ Houyhnhnms” - Gulliver’sTravels 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 back drop for the development to fearly British Literature.	PO1
CO2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism an devaluation.	PO1,PO2

CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4,PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4,PO5,PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3,PO8
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD,2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015.	
4.	Swift, Jonathan, etal. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	<i>Ranger, Paul. "Technical Features."</i> 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 <i>Tale of Two Cities</i> ,2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .	

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2ENC4	AMERICAN LITERATURE - I	5	5

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	H.W.Longfellow- The Psalm of Life Ralph Waldo Emerson- Brahma Ezra Pound- In a Station of a Metro Walt Whitman- O Captain,My Captain!
II	Sherman Alexie -Crow Testament, Evolution Edgar Allan Poe-The Raven Emily Dickinson - BecauseI Could not Stop for Death.
III	Edgar Allan Poe -The Philosophy of Composition Martin Luther King Jr – I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams-The Glass Menagerie Eugene O'Neill – Emperor Jones
V	Harriet Beecher Stowe –Uncle Tom's Cabin (novel) Washington Irving – The Legend of the Sleepy Hollows (short fiction) Leslie Marmon Silko –Ceremony(novel)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from arrange 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

B.A. English

CO4	Produce a mix of critical, creative, and /or reflective works about American literature to 1865.	PO4,PO5,P O6
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., etal. <i>The Norton Anthology of American Literature</i> . W.W.Norton & Company, 2022.
References Books (Latest editions, and the style as given be low must be strictly adhered to)	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DO DD, MEAD, 1980.
3.	Poe, Edgar Allan, etal. <i>Poetry for Young People: Edgar Allen Poe</i> .Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.
Web Resources	
1.	“Harriet Beecher Stowe’s Uncle Tom’s Cabin.”2003, https://doi.org/10.4324/9781315812113 .
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I & II	23U2ENA2	ALLIED - SOCIAL HISTORY OF ENGLAND (NS)	3	3

Learning Objectives		
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages	
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era	
LO3	To help them develop an understanding of the structural development of the English language	
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language	
LO5	To create the ability of critically examining a text	
UNIT	Details	
I	The Renaissance and its Impact on England, The Reformation- causes and effects	
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance	
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England	
IV	The Reform Bills and the Spread of Education-Social impact of the two World Wars, the Labour Movement, the Welfare State	
V	The Cold War(1985-1991)-The Falkland War(1981)-The Gulf War(1991).	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop 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- gritty of the language.	PO3,PO8
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Text Books (Latest Editions)	
1.	Ed. Keith Wrightson, A Social History of England, 1500-1750, 2018, Norton Press.
2.	Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900-1200, 2012, Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web Resources	
1.	<i>A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2ENA3	ALLIED - LITERARY GENRES AND TERMS	5	3

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 – Characterization, Dialogue, Genre, Imagery plot, Point of view, Style, Symbolism, theme, Tone, types of Narrative.
II	Types of prose text: Bildungsroman, Epistolary, Essay, Novella.
III	Terms for Interpreting Authorial Voice: Apology, Irony, Satire, Stream of Consciousness, Terms for Interpreting Characters: Antagonist, Anti-hero, Archetype, Epithet, Personification, Protagonist.
IV	Terms for Interpreting Word Choice, Dialogue, and Speech- Poetic Diction, Connotation, Denotation, Alliteration, Apostrophe. Terms for Interpreting Plot – Climax, Denouement, Deus Ex Machina, Exposition Frame Narrative, In Media res.
V	Terms for Interpreting Layers of Meaning – Allegory, Allusion, Hyperbole, Metaphor, Metonymy, Parody, Simile.

Course Outcomes		
Course Outcome	On completion of this course, students will;	
CO1	Understand new definitions of contemporary critical issues such as 'Cyber criticism' and 'Globalization'.	PO1
CO2	Gain in sight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	PO1,PO2

B.A. English

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 Hand book of Literary Terms. New Haven: Yale University Press, 2007.Print.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Taaffe, James G.A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.	
2.	Owl.Purdue.edu – Online – e text writing.	
Web Resources		
1.	<i>1821-literary-terms.pdf(cgc.edu)</i>	

**Mapping with Programme
Outcomes:**

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

B.A. English

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
III	23U3ENT3	வாதுத் தமிழ் - 3	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது		7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்கல்	✓
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

<p>1. இலக்கியங்களின் சிறப்பினை உணர்த்துதல்.</p> <p>2. காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும், புதினத்தின் இலக்கிய வடிவத்தை மாணவர்கள் உணருமாறு செய்தல்.</p> <p>3. யாப்பு, அணி போன்ற இலக்கிய வகைகளையும் மொழி பெயர்ப்புத் திறனையும் மாணவர்கள் உணருமாறு செய்தல்.</p> <p>4. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p>

Unit	Details	Hours
Unit-I	<p>பெருங்காப்பியங்கள்</p> <p>1. சிலப்பதிகாரம் - வழக்குரைகாதை-இளங்கோவடிகள்</p> <p>2. மணிமேகலை ஆதிரை பிச்சையிட்ட காதை</p> <p>சீத்தலைச்சாத்தனார்</p> <p>3. சீவகசிந்தாமணி - பூமகள் இலம்பகம் திருத்தக்கதேவர்</p> <p>4. வளையாபதி—நாதகுத்தனார்</p>	18 Hrs
Unit-II	<p>சமயக் காப்பியங்கள்</p> <p>1. பெரியபுராணம் - பூசலார் நாயனார்புராணம்-சேக்கிழார்</p> <p>2. கம்பராமாயணம்- மந்தரை சூழ்ச்சிப் படலம்-கம்பர்</p> <p>3. வில்லிபாரதம் - மற்போர் சருக்கம்-வில்லிபுத்தூரார்</p> <p>4. சீறாப்புராணம் - புலி வசனித்த படலம்-உற்றுப்புலவர்</p>	18 Hrs

B.A. English

Unit-III	புதினம் 1.வஞ்சிமாநகரம் (வரலாற்றுப் புதினம்) -நா. பார்த்தசாரதி	18 Hrs
Unit-IV	1.பாடம் தழுவிய இலக்கிய வரலாறு 2.குரல் கொடுக்கும் வானம்பாடி - கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. நூல் மதிப்புரை 2. திறனாய்வு செய்தல் 3. கடிதம் வரைதல் 4. விண்ணப்பம் எழுதுதல்	18 Hrs

CO Number	CO Statement	Cognitive Level
CO1	காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல்.	K1, K2
CO2	தமிழ்ப் புதினங்களின்வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.	K2
CO3	நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத்திறன் வளர்தல்.	K4
CO4	யாப்பு, அணி இலக்கணங்கள், மொழிபெயர்ப்புத்திறன் ஆகியவற்றைக் கற்பதன் மூலம் போட்டித் தேர்வுகளை எதிர் கொள்ளுதல்.	K3
CO5	காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

W eb Resources

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooksdownloads.blogspot.com)
7. Tamil Books on line- [books. tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —3												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	2	3	2	2
CLO3	2	2	2	3	2	3	3	2	2	2	2	3
CLO4	3	2	2	2	3	2	3	3	2	3	3	3
CLO5	2	2	2	3	2	3	2	3	3	2	3	3

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3ENE3	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To make students realize the importance of resilience	
LO2	To enable them to become good decision makers	
LO3	To enable them to imbibe problem-solving skills	
LO4	To enable them to use tenses appropriately	
LO5	To help the student use English effectively at the work place.	
Unit No.	Unit Title & Text	No. of Periods for the Unit
I	ACTIVE LISTENING Short Story Ina Grove–Akutagawa Ryunosuke Translated from Japanese by Takashi Kojima The Gift of the Magi – O’ Henry Prose Listening – Robin Sharma Nobel Prize Acceptance Speech – Wangari Maathai	20
II	INTERPERSONAL RELATIONSHIPS Prose Telephone Conversation–Wole Soyinka Of Friendship – Francis Bacon Songon (Motivational/ Narrative) Ulysses–Alfred Lord Tennyson And Still I Rise– Maya Angelou	20
III	COPING WITH STRESS Poem Leisure– W.H. Davies Anxiety Monster– Rhona McFerran Readers Theatre The Forty Fortunes: A Tale of Iran Where there is a Will–Mahesh Dattani	20
IV	Grammar Phrasal Verb & Idioms Modals and Auxiliaries Verb Phrases–Gerund, Participle, Infinitive	15
V	Composition / Writing Skills Official Correspondence–Leave Letter, Letter of Application, Permission Letter Drafting Invitations Brochures for Programmes and Events	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Listen actively	PO1,PO7
CO2	Develop interpersonal relationship skills	PO1,PO2,PO10
CO3	Acquire self-confidence to cope with stress	PO4,PO6,PO9
CO4	Master grammar skills	PO4,PO5,PO6
CO5	Carryout business communication effectively	PO3,PO8

Text Books (Latest Editions)

1	Wangari Maathai–Nobel Lecture. Nobel Prize Outreach AB 2023.Jul 2023.
2	Mahesh Dattani,Where there is W ill. Penguin, 2013.
3	Martin Hewings, Advanced English Grammar, Cambridge University Press,2000
4	Essential English Grammar by Raymond Murphy

WebResources

1	WangariMaathai–NobelLecture.NobelPrizeOutreachAB2023.Mon.17Jul 2023. https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/
2	TelephoneConversation-Wole Soyinka https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html
3	AnxietyMonster- RhonaMcFerran- www.poetrysoup.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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3ENC5	BRITISH LITERATURE - II	5	5

Learning Objectives	
LO1	To help learners analyze British Literature written from the late 18 th Century to the present.
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Post modernism) and the literature of the period.
LO4	To closely examine literary works using critical perspectives.
LO5	To help them with applying appropriate formal conventions when writing about literature.
UNIT	Details
I	Alfred Tennyson-Ulysses Robert Browning- My Last Duchess W. H. Auden-The Unknown Citizen
II	T. S. Eliot-The Waste land
III	G. K. Chesterton - Piece Charles Lamb- Dream Children William Hazlitt- Indian Jugglers
IV	Jane Austen - Persuasion, Charlotte Brontë - Jane Eyre
V	John Osborne- Look Back in Anger G.B Shaw- Arms and The Man.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1,PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4,PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human	PO4,PO5,PO6

	responsibility, morality, ethics, and the manner and Causes by which human sinter act with one another.	
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3,PO8

Text Books (Latest Editions)	
1.	Renard, Virginie. <i>The Great War and Post modern Memory: The First World Warin Late 20th - Century British Fiction (1985 - 2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissens chaften, 2013.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bronte□ Charlotte, etal. <i>Jane Eyre</i> . Oxford University Press, 2019.
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.
3.	<i>Look Back in Anger</i> , by John Osborne: <i>Theatre Program</i> , 1974, <i>La Mama Theatre</i> . 1974.
Web Resources	
1.	Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” <i>A gatha Christie</i> , 2006, pp.135–157., https://doi.org/10.1057/9780230598270_6 .
2.	Smith, Grover. “Eliot’s World before the Waste Land.” <i>The Waste Land</i> , 2020, pp.1–17., https://doi.org/10.4324/9781003070627-1

**Mapping with Programme
Outcomes:**

	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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3ENC6	AMERICAN LITERATURE - II	5	5

Learning Objectives	
LO1	To help learners examine the roots of American literature by focusing multiple genres — poetry, drama, stories and novel.
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.
LO5	To inculcate arhetorical approach to the literary study of American text sandal so the conceptions, generalizations, myths and beliefs about American Cultural history.
UNIT	Details
I	Theodore Roethke -The Meadow Mouse. Walt Whitman – When Lilac’s Last in the Dooryard Bloom'd, The Gods. Emily Dickinson -The Bird Came Down the Walk Maya Angelou – Phenomenal Women Chief Dan George –My Heart Soars.
II	Lorraine Hansberry- Raisin In the Sun Neil Simon – Bare foot in the Park
III	Henry David Thoreau - Winter Animals Ralph Waldo Emerson-The American Scholar Edgar Allan Poe – Philosophy of Composition
IV	Nathaniel Hawthorne –The Scarlet Letter, Toni Morrison –Beloved
V	Mark Twain -The Adventures of Tom Sawyer. Angeline Boulley – Fire keeper’s Daughter

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	PO1
CO2	Understand the social – cultural – ecological - political, historical, religious and philosophical contexts of the American spirit in literature.	PO1,PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO4,PO6

CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4,PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other Literary devices.	PO3,PO8

Text Books (Latest Editions)	
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dickinson, Emily. <i>A Bird Came Down the Walk – Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.
3.	Morrison, Toni. <i>Beloved</i> . Every man's Library, 2006.
4.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.
Web Resources	
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp.430 – 38, http://dx.doi.org/10.1515/9781400838004.430 .
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." <i>The Scarlet Letter</i> , Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 .

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3ENA4	ALLIED - ENGLISH TEACHING METHODS AND MATERIALS	5	3

Learning Objectives		
LO1	To enable learners, get an over view of the place of English in India.	
LO2	Help them understand the position of English in the post – independence period.	
LO3	Enable them to interpret and justify the place of English in Three Language formula.	
LO4	Help them gain in sight in to the unique and very important place of English in 21 st century.	
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).	
UNIT	Details	
I	<u>Teaching English in India : Some General Principles</u> The Place of English in India Today Conditions under which English is taught and learnt General Principles of Language Learning and Teaching Aims and Objectives of Teaching English	
	<u>Methods and Approaches of Teaching English</u> Method of Teaching English The Structural Approach and Situational Teaching The Communicative Language Teaching Approach	
	<u>Developing Language Skills – II Reading and Writing</u> Teaching Prose Teaching Poetry Teaching English Grammar Teaching Composition and Creative Writing	
	<u>Lesson Planning and Audio – Visual Aids</u> Lesson Planning Audio – Visual Aids and Language Games	
V	<u>Micro Teaching Concept and Testing and Evaluation</u> Micro Teaching Concept and Procedure Testing and Evaluation	
Course Outcomes		
On completion of this course, students will;		
CO1	Learn about the methods and materials of teaching ESL	PO1
CO2	Learn about some of the strategies and techniques used to address specific languages kills	PO1,PO2
CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	PO4,PO6
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	PO4,PO5, PO6

CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	PO3,PO8
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Text Books (Latest Editions)

1.	A.L. Kokhi, Techniques of Teaching English, Dhanpat Rai Publishing Company, New Delhi 2018.
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References Books

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

1.	Godwin - Jones, R.(2005). Emerging technologies: messaging, gaming, peer – to - peer sharing: Language learning strategies & tools for the millennial generation. Language Learning and Technology, 9 (1),17-22.Availableat: http://ilt.msu.edu
2.	Gonzalez, V.(2001). The role of socio economic and socio cultural factors in Language minority children’s development. Bilingual Research Journal, 25 (1& 2), 1-30.

Web Resources

1.	<i>Hanson -Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically - enhanced environments. The Reading Matrix, 3(3).Available at: http://www.reading matrix. com/current.html.</i>
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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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III & IV	23U4ENA5	ALLIED - HISTORY OF ENGLISH LITERATURE (NS)	3	3

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 over view 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	The Renaissance and the Elizabethan period – Chaucer - Ben Jonson – Shakespeare - Edmund Spenser - The University Wits Jacobean dramatists - Webster, Fletcher, Beaumont, Miracle, Morality, Interlude, Dekker.	
II	The Puritan Period and the Augustan Age - John Milton, John Donne and the Metaphysical Poets, The Caroline Poets, The Caroline Prose writers. John Dryden, John Bunyan, Samuel Butler, Daniel Defoe, Swift, Addison and Steel, Dr. Johnson, Oliver Goldsmith, Samuel Richardson, Henry Fielding.	
III	The Romantic Revival and the Romantic Age- William Blake, Burns, Cowper, Gray, William Wordsworth, Coleridge, Byron, Shelley, Keats, Walter Scott, Jane Austen, Charles Lamb, William Hazlitt.	
IV	The Victorian Age- Alfred Lord Tennyson, Browning, Arnold, Dickens, Thackeray, George Eliot, Carlyle, Ruskin.	
V	The Modern Age- Gerard Manley Hopkins, W.B Yeats, T.S Eliot, Bernard Shaw, D.H Lawrence, James Joyce, Drama- Samuel Beckett, James Osborne, J.M. Synge, Galsworthy, Ibsen, Existential drama, Problem play, Kitchen Sink drama, one Act plays.	
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 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
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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	
3.	Hudson, W.H. History of English Literature. Atlantic publishers, 1999.	
4.	Albert Edward .History of English Literature, 8 th ed. 2017, Oxford University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bergonzi, B.Heroes’ Twilight: A Steady of the Literature of the Great War, 2 nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
Web Resources		
1. <i>ALEX00. PDF(manavata.org)</i>		

Mapping with Programme

Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

B.A. English

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
IV	23U4ENT4	வாதுத் தமிழ் – 4	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது		7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்	✓	11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

1. சங்க இலக்கியத்தின் சிறப்பையும், நாடகம் என்னும் இலக்கிய வகையின் தன்மையையும் அகத்திணை, புறத்திணை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.
3. சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வார்.
4. தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்.

Unit	Details	Hours
Unit-I	எட்டுத்தொகை 1 நற்றிணை (10, 14, 16), குறுந்தொகை (16, 17, 19, 20, 25, 29, 38, 440) கலித்தொகை (38, 51), அகநானூறு (15, 33, 55), புறநானூறு (37, 86, 112), பரிபாடல் —55	18 Hrs
Unit-II	எட்டுத்தொகை 2 நெடுநல்வாடை-நக்கீரர்	18 Hrs
Unit-III	நாடகம் - சபாபதி-பம்மல் சம்பந்த முதலியார்	18 Hrs
Unit-IV	1. பாடம் தழுவிய இலக்கிய வரலாறு 2. பயணங்கள் தொடரும் - கேட்டிவி	18 Hrs

B.A. English

Unit-V	1. மொழிபெயர்ப்பு / கலைச்சொற்கள் 2. கொடுக்கப்பட்டுள்ள ஆங்கிலப்பகுதியைத் தமிழில் மொழிபெயர்த்தல் 3. அலுவலகத் கடிதம் - தமிழில் மொழிபெயர்த்தல்	18 Hrs
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CO Number	CO Statement	Cognitive Level
CO1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.	K1, K2
CO2	தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்.	K2
CO3	நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும். கலைத்தன்மையையும், படைப்பாற்றலையும் வளர்த்தல்.	K4
CO4	தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைப் பெறுவர்.	K3
CO5	மொழியறிவோடு வேலை வாய்ப்பினைப் பெறுதல்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ் பார்வை நூல்கள்.
2. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்.
3. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
4. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resources

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamilebooks downloads. blogspot.com](http://tamilebooks.downloads.blogspot.com)
7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —4												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4ENE4	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To make students realize the importance of resilience	
LO2	To enable them to become good decision makers	
LO3	To enable them to imbibe problem-solving skills	
LO4	To enable them to use tenses appropriately	
LO5	To help the student use English effectively at the work place.	
Unit No.	Unit Title & Text	No. of Periods for the Unit
I	GOALSETTING(UNICEF) Life Story From Chinese Cinderella–Adeline Yen Mah Why I Write- George Orwell Short Essay On Personal Mastery–Robin Sharma On the Love of Life – William Hazlitt	20
II	INTEGRITY Short Story The Taxi Driver – K.S. Duggal Kabuliwala -Rabindranath Tagore A Retrieved Reformation –O Henry Extract from a play The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)	20
III	COPING WITH EMOTIONS Poem Pride – Dahlia Ravikovitch Phenomenal Woman – Maya Angelou Reader's Theatre The Giant's Wife A Tall Tale of Irel and–William Carleton The Princess and the God :A Tale of Ancient India	20
IV	Language Competency Sentences Simple Sentences Compound Sentences Complex Sentences Direct and Indirect Speech	15
V	Report Writing Narrative Report Newspaper Report Drafting Speeches Welcome Address Vote of Thanks	15

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Determine their goals	PO1,PO7
CO2	Identify the value of integrity.	PO1,PO2,PO10
CO3	Deal with emotions.	PO4,PO6,PO9
CO4	Frame grammatically correct sentences	PO4,PO5,PO6
CO5	Write cohesive reports.	PO3,PO8

Text Books (Latest Editions)

1	Oxford Practice Grammar, John Eastwood, Oxford University Press
2	Cambridge Grammar of English, Ronald Carter and Michael McCarthy
3.	George Orwell Essays, Penguin Classics

Web Resources

1	http://www.gradesaver.com/George-orwell-essays/study/summary
2	O' Henry. A Retrieved Reformation. https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
	Maya Angelou. Phenomenal Woman. https://www.poetryfoundation.org/poems/48985/phenomenal-woman
3	TheQuality ofMercy, https://poemanalysis.com
4	https://www.oxfordscholarlyeditions.co.in/display/10.1093/acrade/9780199235742.book.1/acrade-9780199235742-div1-106 -WilliamHazlitt

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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4ENCIM	Industry Module - MEDIA , COMMUNICATION AND PUBLICATION (INDUSTRY VISIT)	5	4

Learning Objectives	
LO1	To enable students to understand theoretical concepts related to social media as a form of communication.
LO2	To enable students to gain an analytical in sight in to research frame work in Social Media
LO3	To enable students to understand audiences and usage patterns of social media in communication studies
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life
LO5	To enable students to identify varied form sof new media communication
UNIT	Details
I	Introduction to Mass Communication - Globalisation, Forms – Students Presentation – Case Study on Current Issues, Street Plays, Posters and Pamphlets etc.
II	Advertisements - ethics-how to create advertisements and story boards – student presentation -jingles, taglines - visual advertisements - Script Writing - TV & Radio - News Reports
III	Script writing -TV and Radio, News Reports, Editorials – students presentation – Editing –Particles - review writing
IV	Cyber media and social media – history of cyber media – types and impact of social cyber media.
V	Internship in the relevant field for fifteen days - Hand book of journalism and mass communication of writing.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Comprehend theoretical concepts related to social media as a form of communication.	PO1
CO2	Apply theoretical concepts in to research frame work.	PO1,PO2
CO3	Be able to analyze audience usage patterns of varied social media applications.	PO4,PO6
CO4	Get familiarized with different the matic comparisons of media, communication and publication.	PO4,PO5,PO6
CO5	Identify and examine various back ground theories related to the three concepts.	PO3,PO8

Text Books (Latest Editions)	
1.	The Social Media Bible by Lon Safko and David Brake 2009, Publisher: John
2.	Wiley& Sons.. Mc Quail's Mass Communication Theory,2010, Published by Sage Publications.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing
2.	Frank Webster, Theories of Information Society, 2002, Published by Routledge.
Web Resources	
1.	Media and Communication Peer – reviewed Open Access Journal (cogitation press. 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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4ENC7	WORLD LITERATURE IN TRANSLATION	5	4

Learning Objectives

LO1	To help learners achieve accessibility to regional and international literary forms.
LO2	To enable them to contextualize the texts and be familiar with translation theory.
LO3	To enable them to develop a comparative perspective to study the texts
LO4	To exhibit appreciation of literature and writers from various nations and cultures.
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.

UNIT	Details
I	Dante - Ulysses's Last Voyage Johann Wolfgang von Goethe –The Violet, The Rose Bush on the Moor. Victor Hugo – Sunset Khalil Gibran – Your Children are not your children.
II	Pablo Neruda- If you forget me. Ovid - Pyramus, Thisbe. Alexander Pushkin-The Gypsies. Satires Gabriel Okara –The Mystic Drum Jean Arasayanagam - Two Dead Soldiers
III	Walter Benjamin - Unpacking My Library Montaigne – Of Friendship.
IV	Antoinede Saint – Exupery – The Little Prince. Fyodor Dostoyevsky – The Brothers Karamazov
V	Henrik Johan Ibsen – A Doll's House. Plautus - The Pot of Gold.

Course Outcomes

Course Outcomes	On completion of this course, student s 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 special attention to critical thinking and writing with in a frame work of cultural diversity as well as comparative and inter disciplinary analysis	PO4,PO5,PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non –Western literary traditions.	PO3,PO8

Text Books (Latest Editions)	
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.
2.	Benjamin, Walter, and Martin Jay. <i>Un packing My Library</i> . 2010.
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.
5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talon books Limited, 2005.
Web Resources	
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .
2	https://en.wikipedia.org/wiki/A_Doll%27s_House https://en.wikipedia.org/wiki/Chemmeen

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III & IV	23U4ENA5	ALLIED - HISTORY OF ENGLISH LITERATURE (NS)	3	3

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 over view 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	The Renaissance and the Elizabethan period - Chaucer - Ben Jonson - Shakespeare- Edmund Spenser- The University Wits Jacobean dramatists- Webster, Fletcher, Beaumont , Miracle, Morality, Interlude, Dekker.
II	The Puritan Period and the Augustan Age - John Milton, John Donne and the Metaphysical Poets, The Caroline Poets, The Caroline Prose writers. John Dryden, John Bunyan, Samuel Butler, Daniel Defoe, Swift, Addison and Steel, Dr. Johnson, Oliver Goldsmith, Samuel Richardson, Henry Fielding.
III	The Romantic Revival and the Romantic Age - William Blake, Burns, Cowper, Gray, William Wordsworth, Coleridge, Byron, Shelley, Keats, Walter Scott, Jane Austen, Charles Lamb, William Hazlitt.
IV	The Victorian Age- Alfred Lord Tennyson, Browning, Arnold, Dickens, Thackerary, George Eliot, Carlyle, Ruskin.
V	The Modern Age- Gerard Manley Hopkins, W.B Yeats, T.S Eliot, Bernard Shaw, D.H Lawrence, James Joyce, Drama- Samuel Beckett, James Osborne, J.M. Synge, Galsworthy, Ibsen, Existential drama, Problem play, Kitchen Sink drama, one Act plays.

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 there presentatives 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 anuanced 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.
3.	Hudson, W.H. History of English Literature. Atlantic publishers, 1999.
4.	Albert Edward .History of English Literature, 8 th ed. 2017, Oxford University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bergonzi, B.Heroes ' Twilight : A Steady of the Literature of the Great War, 2 nd edn (London: Constable, 1980).
2.	Fussell,P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)
Web Resources	
1. ALEX00.PDF (manavata.org)	

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4ENA6	ALLIED - TRANSLATION: BASIC CONCEPTS AND PRACTICE	5	3

Learning Objectives	
LO1	To enable learners, get an overview of translation concepts
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.
LO3	Gain exposure to some basic concepts related to Translation.
LO4	Familiarize with some Important Institutions of Translation and their contributions
LO5	Help learners get a knowledge on Translation Studies
UNIT	Details
I	TRANSLATION THROUGH AGES: History of Translation –The Romans-Bible Translation- The Renaissance -17 th Century and 18 th Century.
II	TRANSLATION AT PRESENT: Romanticism and Victorians 20 th Century and 21 st Century.
III	IMPORTANT TRANSLATORS: G.U Pope : Tirukkural- Friendship A.K Ramanujan – Yaadhum Oure YavarumKelir.
IV	BASIC OF TRANSLATION STUDIES: Translation- Definition –Theories –Types-Principles of Translators
V	TRANSLATION PRACTICE: Translating Proverbs and Prose from English to Tamil and Vice Versa.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to explain the growth and development of Translation and some basic concepts related to it.	PO1
CO2	Be ready to discuss and define Translation Studies.	PO1,PO2
CO3	Familiarize and learn about the different types of books and the need for their translation.	PO4,PO6
CO4	Gain exposure to the field of translation studies and explore the dynamics of the field.	PO4,PO5,PO6
CO5	Learn about the use of translation and the methods of assessing the written concepts of translation.	PO3,PO8

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

Mapping with Programme Outcomes:

	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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4ENSEC1	Skill Enhancement Course - DIGITAL LITERACY IN ENGLISH	2	2

Learning Objectives	
LO1	To help the students to be introduced to digital platforms.
LO2	To Stay up to date with existing technologies
LO3	To find, evaluate, and communicate information using digital media platforms and technologies
LO4	To develop ability to understand and interpret digital content
LO5	To analyze socio – economic factors in digital literacy
UNIT	Details
I	Introduction to Computer Devices of the Computer, Memory and drives of the computer, Classifications of the computer: Computers, mobile/Tablet and their applications, connecting power cord, keyboard, mouse, Monitor and Printer to CPU. Operating a computer System OS and its usage, Basic operations: Mouse and Keyboard, Starting and shutting down a computer, User Interface for Desktop and Laptop (Task bar, Icons, Shortcuts running an application, Scroll bars, Using help), File and Folder Management, Types of file extensions.
II	Create, Edit and Format documents using MS-Office Word processing Basics, Opening MS-Office, Title-bar, menu bar, creating, opening and closing document, page setup, print preview, printing of documents, PDF File and Saving document as PDF File, Document Manipulation & Formatting, Shortcut keys, Working with E-Mails Understanding Financial Literacy and e-Governance services: Digital financial tools, Understanding OTP, QR code, UPI (Unified Payment Interface), AEPS (Aadhar Enabled Payment System), USSD(Unstructured Supplementary Service Data), Card (Credit/Debit), e-Wallet, PoS, Internet Banking (NEFT, RGS, IMPS), online Bill Payment, Passport, e-Hospital, Overview of a e-Governance services like Railway, Passport, e-Hospital.

Text Books (Latest Editions)	
1	Introduction to Digital Literacy (2 nd Edition) – Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood– J. Marsh
3	Digital Literacy: Different Cultures, Different Understandings– E.Helsper.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Implementing Media Literacy: Empowerment ,Participation and Responsibility– S. Livingston.
2.	Literacy: Reading the word and the word –P.Freire and P.Macedo.
3.	Media Literacy in Schools: Practice, Production and Progression – A.Burnand J.Durran.
4.	Digital Literacy for Learning– A.Martin and D.Madigan Changing Literacies– C.Lankshear.

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENC8	ASPECTS OF LANGUAGE AND LINGUISTICS	5	5

Learning Objectives	
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language
LO2	To enable them gain specialized knowledge related to other areas of linguistic Research and applications
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.
UNIT	Details
I	Introduction to the study of language, Theories of the origin of language, the sounds of language, Human Communication and Animal Communications. Speech and Writing.
II	The Growth of Vocabulary, change in Meaning.
III	Phonetics
IV	Morphology
V	Syntax & Semantics

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1,PO2
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4,PO6
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4, PO5, PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	PO3, PO8

Text Books (Latest Editions)	
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.
2.	Harley, Trevor A. <i>The Psychology of Language</i>. Psychology Press, 2013.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Derbyshire, A.E. <i>A Description of English</i> . New Delhi: Arnold – Heinemann, 1967
2.	Hackett, Charles F. <i>A Course in Modern Linguistics</i> New Delhi: Macmillan, 1958.
3.	Wood, F.T. <i>An Outline History of the English Language</i> . Chennai: Macmillan, 1967.
4.	A.C.Baugh, <i>A History of the Language</i> . New Delhi: Allied Publisher, 1997.
5.	J.D.O.Connor <i>Better English Pronunciation</i> . New Delhi: Universal Books, 1997.
6.	Syal, P and Jindhal, D.V. <i>An Introduction to Linguistics</i> . Delhi: PHI Learning Pvt.Ltd., 2018
7.	Yule, George. <i>The Study of Language</i> . New Delhi: Cambridge University Press, 1985
8.	Sethi, J. and P.V.Dhamija. <i>A Course in Phonetics and Spoken English</i> . New Delhi: Prentice – Hall, 2005.
9.	Jones, Daniel. <i>The Pronunciation of English</i> . Cambridge: Cambridge UP, 1998.

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENC9	AUTHORS IN FOCUS	5	4

Learning Objectives	
LO1	To help learners gain knowledge of authors of various back grounds.
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and their works.
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.
UNIT	Details
I	Aristotle – Life, Poetics Chapters – VI, VII,
II	Charles Dickens – Life, <i>A Tale of Two Cities</i>
III	Rabindranath Tagore – Life, <i>Natir Puja</i>
IV	Jane Austen – Life, Sense and Sensibility
V	Margaret Atwood – Life, The Handmaid’s Tale

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

Text Books(Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paper backs, 2000.
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.
References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Mad woman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . PenguinUK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	"About the Authors." Beyond Performance, John Wiley & Sons, Inc., 2015, pp.269–70, http://dx.doi.org/10.1002/9781119202455.about .

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENC10	WOMEN'S WRITINGS	5	4

Learning Objectives	
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help them analyze representations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the Representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.
UNIT	Details
I	Toru Dutt – Our Casuarina Tree. Elizabeth Browning – How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) Rupi Kaur - The Healing (Milk & Honey)
III	Virginia Woolf - A Room of One's Own. Chimamanda Ngozi Adichie - We All Should Be Feminist
IV	Aphra Behn - Oroonoko Carol Churchill - Top Girls
V	Kate Chopin - Awakening Amy Tan - The Kitchen God's Wife

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by socio cultural - economic contexts in defining women.	PO1
CO2	Been lightened about the issues and concerns of the women writers of the developed and developing countries.	PO1,PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4,PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4,PO5,PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms..	PO3,PO8

Text Books(Latest Editions)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W.W.Norton, 2007.
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walter de Gruyter, 2012.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.
4.	Woolf, Virginia. <i>A Room of One's Own</i> . Renard Press Ltd, 2020.
Web Resources	
1.	"Ambai (C.S. Lakshmi) b. 1944." <i>Name Mea Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENEL1A	Major Elective- I INTRODUCTION TO COMPARITIVE LITERATURE	4	3

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, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on – site research and travel a broad as means of participation in cultural.
LO5	To enable the students to produce sophisticated or a land written argumentations on literary and cultural topic sin comparative contexts.
UNIT	Details
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation – Periodization Movement, Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Libert , Queen Mab, Love’s Philosophy</i> . Selected poems of Subramaniya Bharathi- <i>Bharath Country, Worship of Sun, Kannan My Servant</i> .
V	Comparative study of Vairamuthu’s <i>Kallikattu Ithikasam</i> and Ernest Heming way’s ‘ <i>The Old Man and the Sea</i> ’

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1,PO2
CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4,PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4, PO5, PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3,PO8
Text Books (Latest Editions)		
1.	Ulrich Weisste in: Comparative Literature and other	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
2.	Arts Wellek & Warren: Theory of Literature	
3.	PartIIS. S. Prawar: Comparative Literatures	

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENEL1B	Major Elective- I ENGLISH FOR COMPETITIVE EXAMINATIONS	4	3

Learning Objectives		
LO1	To develop the students in tell ectual, personal and professional abilities.	
LO2	To acquire basic language skills listening, speaking, reading and writing for effective e communication.	
LO3	To develop confidence in getting job opportunities.	
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.	
LO5	To develop competitive kills through various types of objective tests.	
UNIT	Details	
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.	
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.	
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.	
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.	
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.	
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
CO2	Acquire skills in vocabulary usage and grammar.	PO1,PO2
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4,PO6
CO4	Build confidence in getting job opportunities.	PO4,PO5,PO6
CO5	A ware of the various types of jobs offered in both in the Central and State Government.	PO3,PO8

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

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENEL2A	Major Elective- II FILM STUDIES	4	3

Learning Objectives	
LO1	Aims to train students to decode the visual messages imparted by movies.
LO2	To amplify their impacts.
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.
LO4	To enabling the learners to use a various methods.
LO5	To learn ouch stone methodine valuating contemporary Indian main stream cinema with World Cinema as well as Indian Classics.
UNIT	Details
I	Introduction, Seeing Film : Mise – en – Scene, Cinematography
II	Film and Narrative: Narrative Films and its other, Two Approaches to Character in film, Film and Time, The sense of an ending, Narrative and Power
III	Film and genre, Film and Authorship
IV	Film and Ideology
V	Star Studies, Writing film reviews
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference. EachCourse Outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.	

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

B.A. English

Text Books (Latest Editions)	
1.	Monaco, James <i>How to Read a Film</i> 5 th ed. OUP, 2005.
2.	Bord well, David and Thompson, Kristin, <i>Film Art: an Introduction</i> , 7 th ed. McGraw-Hill Co., 2004.
3.	Cook, David A. , <i>A History of Narrative Film</i> , 4 th ed. W.W.Norton,2004.
4.	Dix, Andrew. <i>Beginning Film Studies</i> , 2 ed. Viva Books,2017.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Kawin, Bruce, <i>How Movies Work</i> .University of California Press, 1992.
2.	Nelken, Jill, <i>Introduction to Film Studies</i> , 5 th ed. Routledge, 2011.
3.	Feild, Syd, <i>Screen play: The Foundations of Screen writing</i> . RHUS, 2005.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENEL2B	Major Elective- II FUNDAMENTALS OF ACADEMIC WRITING	4	3

Learning Objectives	
LO1	To attain broad knowledge.
LO2	To understand various styles of sentence pattern.
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.
LO4	To develop the ability to structure Essays.
LO5	To enable the students to learn copy - editing.
UNIT	Details
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies ; developing writing through extended practices; developing reflective abilities & meta – awareness about writing.
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)
IV	Structuring Essays-Introduction; development of body; conclusion; description, narration, exposition; argumentation.
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	To design the process writing	PO1
CO2	To express sentences skills.	PO1,PO2
CO3	To structure and develop paragraphs through techniques	PO4,PO6
CO4	To compose academic essays	PO4,PO5,PO6
CO5	To distinguish between content editing and substantive editing.	PO3,PO8

Text Books (Latest Editions)	
1.	Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan
2.	Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: Mc Graw Hill.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Hartley, James.2008. <i>Academic Writing and Publishing: A Practical Hand book</i> . London: Routledge.
2.	Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London: Routledge Falmer.

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5ENNME	NME - POPULAR LITERATURE AND CULTURE	2	2

Learning Objectives	
LO1	To broaden the idea of literature and the concept to f texts.
LO2	To learn the difference between genre fiction and literary fiction.
LO3	To make students gain an understanding of the folk roots of popular literature.
LO4	To make students find a perspective in to the debate between high and low cultures.
LO5	To analyze the fantasy work that gains popularity.
UNIT	Details
I	Brothers Grimm – The Juniper Tree Adventure of the Speckled Band Road Dahl – Extracts from Charlie and the Chocolate Factory (Chapters 13 to 15, Penguin 2013)
II	Chetan Bhagat – The Great Indian Social Network (essay) Dave Eggers – The Circle (Novel)
III	Satyajit Ray– -Professor Shonku and the UFO (from <i>The Mystery of Munroe Island and Other Stories</i> , Puffin Classics 2015)
IV	Herge: <i>Tintin in Tibet</i> (Hergé. Tintin in Tibet. London: Egmont. 2012) Somdev Bhatt:-The Story of Padmavati and Prince Vajramukti (Vikram - BetaalStory).
V	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>	

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

B.A. English

CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8
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Text Books (Latest Editions)	
1	Chute, Hillary. -Comics as Literature. Reading Graphic Narrative . <i>PMLA</i> – Publications of The Modern Language Association of America. 123. 452-465.2008.
2	Herge. <i>Tintin in Tibet</i> . Baker and Taylor, 2009.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Chauhan, Anuja. <i>The ZoyaFactor</i> Harper Collins,2008.
2.	Gill,Rosalind&Herdieckerhoff, Elena.-Rewriting the romance: new femininities in chicklit? □. <i>Feminist Media Studies</i> 6(4).2006.
Web Resources	
1.	https://documents.in/document/childrens-literature-55845ad6244ac.html
2.	http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENC12	INTRODUCTION TO LITERARY THEORY AND CRITICISM	6	5

Learning Objectives	
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
LO2	To equip learners with ideas related to the theory and criticism of literary texts.
LO3	To intensify students 'proficiency in the skills at the heart of a liberal education
LO4	To help them think critically about arrange of literary theories.
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.
UNIT	Details
I	Marxist Criticism
II	Feminist Criticism
III	Post – Colonialism
IV	Ecocriticism
V	Indian Literature – Notes towards the definition of a category – Aijaz Ahmad (from in theory Classes, nations, Literatures)

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	Explain to others the meaning, significance, and value of specific literary theoretical works.	PO4,PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4, PO5, PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3,PO8

Text Books (Latest Editions)	
1.	Peter Barry, Beginning Theory – An Introduction to Literary and Cultural Theory
2.	Aijaz Ahmad – In Theory – Classes, Nations, Literatures.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	B.Rajan & A.G.George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3.	D.J.Enright & E.D English Critical Texts, eds D.J.Enright & E.D.Kolkata: Oxford University Press, Chickera, 2017
Web Resources	
1.	www.ksu.edu/english/eiselei/engl795 .

Mapping with Programme Outcomes:

	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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENC13	INDIAN WRITING IN TRANSLATION	5	5

Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation.
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in the matic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
UNIT	Details
I	Kalidasa – Shakuntala Ilango Adigal – The Book of Vanci – Silappathikaaram
II	Rabindranath Tagore – (Where the mind is without fear, (Gitanjali) Far Below Flowed Jumana (Fruit Gathering) Song 85 – The Gardener.) Sarojini Naidu – The Soul’s Prayer. Nissim Ezekiel – The Railway Clerk. A.K. Ramanujam – The Striders. Arun Kolatkar – The Bus
III	Chapter 6 – Bharata Natya Shastra (100 – 118) Thiruvalluvar – 14. “The Possession of Decorum” (Ozhukkamudaimai), 80. “Investigation in Forming Friendship” (Natapaaraithal), 97. “Honour” (Maanam) from Thirukkural.
IV	Sunil Gangopadhyay – Arjun Thakazhi S.Pillai – Chemmeen
V	Badal Sircar – Evam Indrajit Girish Karnad – Nagamandala

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.	PO1
CO2	Compare literary texts produced across Indian Regional landscapes to seek similarities and differences in	PO1,PO2

B.A. English

	the matic and cultural perspectives.	
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4,PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.	PO3,PO8

Text Books (Latest Editions)	
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K.Srilata,2007
References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	A Clutch of Indian Masterpieces, Edited by David Davidar,2016.
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St.Pierre,2000
3.	100 Great Indian Poems by Abhay K.Bloomsbury, 2019
Web Resources	
1.	Modern Indian Writing in Translation – Course (nptel.ac.in).

Mapping with Programme Outcomes:

	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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENC14	BIO GRAPHIES, AUTO-BIO GRAPHIES AND MEMOIRS	5	4

Learning Objectives	
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives
LO3	To help learners cultivate a more complex understanding of their own culture(s), linguistic / communication practices, and perspectives in relation to others.
LO2	To help them engage in imagination, critical inquiry and self-reflection
LO4	To help them explore significant texts from diverse cultures and people in history
LO5	To help learners understand how an author's own ideology shapes reality in an auto biography or biography.
UNIT	Details
I	John Bunyan's: Grace Abounding to the chief of sinners.
II	James Boswell- Chapter IX, The Dictionary –Life of Johnson. Florence Nightingale - Eminent Victorians
III	Anne Frank-excerpts from The Diary of a Young Girl Helen Keller – My Story of Life
IV	Anne Ernaus – A Man's Place
V	Jeff Kinney- Memoirs of a Wimpy kid Elizabeth Gilbert - Eat, Pray, Love

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Distinguish the structures of biography and auto biography from one another in order to recognize them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1,PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4,PO6
CO4	Connect biographical and auto biographical texts to their historical and cultural contexts.	PO4,PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3,PO8

Text Books (Latest Editions)	
1.	<i>Knotsin My Yo –yo String: The Auto biography of a Kid</i> by Jerry Spinelli. Alfred A. Knopf, 1998.
2.	<i>It Came From Ohio! My Life as a Writer</i> by R.L. Stine. Scholastic Paperbacks,1998.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Henry Ford(Rookie Biographies)</i> by WilMara. Children’sPress,2004.
2.	<i>Amelia Earhart (Graphic Biography)</i> by Saddle back Educational Publishing, 2008.
3.	<i>A Picture Book of Harriet Tubman</i> by David A.Adler. Holiday House Inc.,1993.
Web Resources	
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENEL3A	Major Elective – III COMMUNICATIVE ENGLISH	5	3

Learning Objectives	
LO1	To understand the basic fundamentals.
LO2	To imply different styles of communication.
LO3	To impart knowledge about the extempore communicative activities.
LO4	To dissect information.
LO5	To analyze texts.
UNIT	Details
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners – Agreement (Subject–Verb, Pronoun - Antecedent) collocation.
II	W-H' Question making, Negative interrogative sentences Negative Compound, sentence Compound sentences and Complex sentences, Apt Expression, Set Expressions.
III	Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect – Essay writing: Descriptive and Narrative.
IV	Reading Comprehension–Skimming and scanning – inference and deduction–Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes – Current News Awareness.
V	Nirad C Chaudhuri “Indian Crowds” Dr S Radhakrishnan “The Shaping of my Character” Rabindranath Tagore “Subha” Agra Gra “And you call me coloured” Alfred Lord Tennyson “Ulysses”
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles communication in professional context.	PO1,PO2

B.A. English

CO3	Participate in different planned and extempore communicative activities.	PO4,PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4,PO5,PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3,PO8

Text Books (Latest Editions)	
1.	Ruskin Bond, <i>Time Stops at Shamli and Other Stories</i> , Penguin Books India Pvt Ltd, 1989
2.	yamala,V. <i>Speak English in Four Easy Steps</i> , Improve English Foundation Thiruvananthapuram : 2006

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENEL3B	Major Elective – III ART AND LITERARY AESTHETICS	5	3

Learning Objectives		
LO1	To introduce the multi disciplinarity of Art and Literary Studies.	
LO2	To gain an understanding of various movements in art history.	
LO3	To help students find relevant and associative ideas.	
LO4	To engage with works of art that directly refer to literary works and also draw inspiration from it.	
LO5	To recognize how all forms of art is part of a continuum.	
UNIT	Details	
I	Literature and visual arts - essays.	
II	Romantic ism through Coleridge and Delacroix	
III	Pre – Raphaelite movement - D.G.Rosetti’s Prosperine (painting and Poem)	
IV	Post – Impressionism - Amrityashergill’s Ancient story Teller painting and Virginia Woolf’s The Waves (novel)	
V	Expressionism – Munch – Scream (painting) and Kafka – Metamorphosis (Novella)	
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.		
	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	The student will be able to engage with literature in a broader, educated perspective.	PO1
CO2	The student will be able to think with greater originality and independence about the complex inter relationship between different art forms.	PO1,PO2
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.	PO4,PO6
CO4	The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.	PO4,PO5,PO6

CO5	Initiate students to implement the multi disciplinary scope of art and literary studies.	PO3,PO8
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References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Herbert Read–extract from <i>The Meaning of Art</i> (pg17-48)PelicanBooks,1959.
Web Resources	
1.	Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .
2.	Benjamin, Elizabeth and Sophie Corser. –INTRODUCTION Literature and Art:ConversationsandCollaborations□MHRARWorkingPapersintheHumanities,9(2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf
3.	Berger,John. Ways of Seeing. Penguin1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENEL4A	Major Elective – IV WRITING FOR MEDIA	5	3

Learning Objectives	
LO1	To learn the basics of journalistic reporting, writing, and editing.
LO2	To acquire basic skills in other forms of written communication.
LO3	To learn how to use technology
LO4	To reach, communicate with and increase your audience.
LO5	To explore various branches of journalism.
UNIT	Details
I	Basic tools of writing, Style and style book, Writing in the media environment
II	Basic news writing, Writing for print journalism
III	Writing for the web, writing for broadcast journalism
IV	Writing and image, Writing Advertising copy
V	Writing for public relations, The writer and the law, Getting a job in the Mass Media

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall the basics of reporting and writing for print media.	PO1
CO2	Report news keeping values and qualities of a good reporter.	PO1,PO2
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.	PO4,PO6
CO4	Distinguish between the different styles of Journalism and compose specific articles.	PO4,PO5,PO6
CO5	Apply various knowledge in regard to various branches of journalism.	PO3,PO8

Text Books (Latest Editions)	
1.	James G.Stovall, Writing for the Mass Media, Pearson Education Inc, 2015

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENEL4B	Major Elective – IV ENGLISH FOR TECHNICAL WRITING	5	3

Learning Objectives	
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.
LO2	To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing.
LO3	To help the students to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information.
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.
LO5	Enable the students to apply the study of linguistic ability and grammar in their practical life.
UNIT	Details
I	Languages and skills of communication – Linguistic Techniques - Language acquisition – The History of English – Linguistics – Modern Usage.
II	Reading Comprehension - English, Phonetics – Oral Presentation – Communication – Barriers to Communication.
III	Application of Linguistic ability – Listening – Paragraph writing - Business Letter – Nature and Scope of Letters - Job application letters.
IV	Technical description – Precis writing and application – speech - advertising.
V	Telephone skills – Reports
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	To clearly convey specialized information from a technical field to non – specialized audience.	PO1
CO2	Find jobs for their livelihood be motivated for the irfuture education.	PO1,P O2

CO3	Apply the study of linguistic ability and grammar in their practical life.	PO4,P O6
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.	PO4, PO5, PO6
CO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: white papers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.	PO3, PO8

Text Books (Latest Editions)	
1	Communication Skills- Dr.Gajanan Malviya S.Chand, Prof.R.N.Shukla

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

B.A. English

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6ENSEC2	Skill Enhancement Course - PUBLIC SPEAKING SKILLS	2	2

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? Need for Public Speaking, Significance and essentials of public speaking skills.	
II	Techniques in acquiring the skill Speaking any common topic in front of the class.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1,PO2
CO3	Understand how to give effective verbal and non verbal feedback	PO4,PO6
CO4	Learn about planning speech organization for the intended audience	PO4,PO5,PO6
CO5	Practice effective group delivery and speech in informal 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.	Frleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
Web Resources	
1.	<i>Learning Outcomes Public Speaking(lumenlearning.com)</i> <i>lu03_public_speaking.pdf(indianhills.edu)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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