

**SRI MEENAKSHI GOVT. ARTS COLLEGE FOR WOMEN
(AUTONOMOUS),
MADURAI – 2**



PG AND RESEARCH DEPARTMENT OF ENGLISH

Syllabus

B.A.

For students who are admitted in the academic year 2023 - 2024

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

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

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

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

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

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

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

QUESTION PATTERN AND MARKS DISTRIBUTION

Part A

MCQs $10 \times 1 = 10$ or $5 \times 2 = 10$

Part B (Internal choice - either/or)

$5 \times 5 = 25$

Part C (Internal choice - either/ or)

$5 \times 8 = 40$

1. All Part IV and Part V papers will have internal question setting and evaluation.
2. Students are expected to undergo Summer Internship/ Industrial training for a minimum of 30 hours in the semesters mentioned in the template.
3. Evaluation pattern for Internship shall be as follows:
 - Attendance (mandatory) - 40 marks
 - Field work and performance- 40 marks
 - Report writing - 20 marks
4. Extension activities should be carried out after the class hours for a minimum of 15 hours.
5. Evaluation pattern for Extension Activity shall be as follows:
 - Attendance - 50 marks
 - Participation - 25 marks
 - Report - 25 marks
6. Skill Based courses can be replaced with Naan Mudhalvan courses for the III and V semesters, if necessary.

**B.A ENGLISH
SEMESTER-I**

Part	Course Type	Course Code	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A1/U231H1	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A1	English	6	3	3	25	75	100
III	CC1	U23CV1	INTRODUCTION TO LITERATURE	5	5	3	25	75	100
III	CC2	U23CV2	INDIAN WRITING IN ENGLISH	5	4	3	25	75	100
III	GEC 1	U23GV15	SOCIAL HISTORY OF ENGLAND	4	4	3	25	75	100
IV	SEC1/ NM	U23SEV1	POPULAR LITERATURE AND CULTURE	2	2	3	25	75	100
IV	Foundation Course:	U23FV1	ENGLISH FOR COMMUNICATION	2	2	3	25	75	100
Total				30	23				700

SEMESTER-II

Part	Course Type	Course Code	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A2/U231H2	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A2	English	6	3	3	25	75	100
III	CC3	U23CV3	BRITISH LITERATURE-I	5	5	3	25	75	100
III	CC4	U23CV4	AMERICAN LITERATURE-I	5	4	3	25	75	100
III	GEC 2	U23GV16	HISTORY OF ENGLISH LITERATURE	4	4	3	25	75	100
IV	SEC2	U23SEV2	PUBLIC SPEAKING SKILLS	2	2	3	25	75	100
	SEC3/ NM	U23SEV3	PERSONALITY ENRICHMENT	2	2	3	25	75	100
Total				30	23				700

SEMESTER-III

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A3/U231H3	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A2	English	6	3	3	25	75	100
III	CC5	U23CV5	BRITISH LITERATURE-II	5	5	3	25	75	100
III	CC6	U23CV6	AMERICAN LITERATURE-II	5	4	3	25	75	100
III	GEC3	U23GV17	COMMUNICATIVE ENGLISH: GRAMMAR, COMPREHENSION & COMPOSITION	4	4	3	25	75	100
IV	SEC4	U23SEV4	ENTREPRENEURIAL SKILL	1	1	3	25	75	100
IV	SEC5/NM	U23SEV5	SPOKEN AND PRESENTATION SKILLS	2	2	3	25	75	100
IV	E.V.S.	U23EVS1		1	--	--	--	--	--
Total				30	22				700

SEMESTER-IV

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A4/U231H4	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A4	English	6	3	3	25	75	100
III	CC7 Core Industry Module:	U23CV7	WORLD LITERATURE IN TRANSLATION	5	5	3	25	75	100
III	CC8	U23CV8	ASPECTS OF LANGUAGE AND LINGUISTICS (4	4	3	25	75	100
III	GEC 4	U23GV18	FILM & LITERATURE	4	4	3	25	75	100
IV	SEC6	U23SEV6	ENGLISH FOR BUSINESS	2	2	3	25	75	100
IV	SEC7	U23SEV7	INTERVIEW SKILLS	2	2	3	25	75	100
IV	E.V.S.	U23EVS1		1	2	3	25	75	100
Total				30	25				800

SEMESTER-V

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
III	CC9	U23CV9	AUTHORS IN FOCUS	6	4	3	25	75	100
III	CC10	U23CV10	WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION	5	4	3	25	75	100
III	CC11	U23CV11	INDIAN WRITING IN TRANSLATION	5	4	3	25	75	100
III	CC12	U23CV12	MYTH AND LITERATURE	4	4	3	25	75	100
III	DSEC1	U23DV01	ENGLISH FOR COMPETITIVE EXAMS	4	3	3	25	75	100
III	DSEC2	U23DV02	TRAVEL WRITING	4	3	3	25	75	100
IV		U23VE1	Value Education	2	2	3	25	75	100
IV		U23SIV1	Summer Internship/Industry Training	--	2	--	--	--	100
Total				30	26				800

SEMESTER-VI

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
III	CC13	U23CV13	INTRODUCTION TO LITERARY THEORY AND CRITICISM	6	5	3	25	75	100
III	CC14	U23CV14	BIOGRAPHIES, AUTOBIOGRAPHIES AND MEMOIRS	6	4	3	25	75	100
III	CC15	U23CV15	SHAKESPEARE STUDIES	6	3	3	25	75	100
III	DSEC3	U23DV03	ENGLISH TEACHING METHODS & MATERIALS	5	3	3	25	75	100
III	DSEC4	U23DV04	ART & LITERARY AESTHETICS	5	3	3	25	75	100
IV			Extension Activity	--	1	--	--	--	100
IV	Professional Competency Skill:	U23PCV1	WRITING FOR MEDIA	2	2	3	25	75	100
Total					21				700

GEC COURSES

TITLE OF THE PAPER	DEPARTMENT THAT OFFERS THE COURSE	DEPARTMENT TO WHICH IT IS OFFERED
SOCIAL HISTORY OF ENGLAND	ENGLISH	ENGLISH
HISTORY OF ENGLISH LITERATURE	ENGLISH	ENGLISH
COMMUNICATIVE ENGLISH: GRAMMAR, COMPREHENSION & COMPOSITION	ENGLISH	ENGLISH
FILM & LITERATURE	ENGLISH	ENGLISH
TRANSLATION: BASIC CONCEPTS AND PRACTICE	ENGLISH	ENGLISH
ART AND LITERATURE	ENGLISH	ENGLISH
FILM STUDIES	ENGLISH	ENGLISH
DIGITAL LITERACY AND CONCEPTS	ENGLISH	ENGLISH
MASS COMMUNICATION AND JOURNALISM	ENGLISH	ENGLISH

DSEC COURSES

TITLE OF THE PAPER	DEPARTMENT THAT OFFERS THE COURSE	DEPARTMENT TO WHICH IT IS OFFERED
ENGLISH FOR COMPETITIVE EXAMS	ENGLISH	ENGLISH
TRAVEL WRITING	ENGLISH	ENGLISH
ENGLISH TEACHING METHODS & MATERIALS	ENGLISH	ENGLISH
ART & LITERARY AESTHETICS	ENGLISH	ENGLISH
INTRODUCTION TO COMPARATIVE LITERATURE	ENGLISH	ENGLISH
FUNDAMENTALS OF ACADEMIC WRITING	ENGLISH	ENGLISH

LIST OF GEC COURSES

S.NO	SEM	CODE	TITLE	CREDITS	HOURS
1	I	U23GV15	SOCIAL HISTORY OF ENGLAND	4	4
2	II	U23GV16	HISTORY OF ENGLISH LITERATURE	4	4
3	III	U23GV17	COMMUNICATIVE ENGLISH: GRAMMAR, COMPREHENSION & COMPOSITION	4	4
4	IV	U23GV18	FILM & LITERATURE	4	4

LIST OF DSEC COURSES

1	V	U23DV01	ENGLISH FOR COMPETITIVE EXAMS	4	3
2	V	U23DV02	TRAVEL WRITING	4	3
3	VI	U23DV03	ENGLISH FOR TEACHING METHODS & MATERIALS	5	3
4	VI	U23DV04	ART & LITERARY AESTHETICS	5	3

LIST OF SEC COURSES

1	I	U23SEV1	POPULAR LITERATURE AND CULTURE	2	2
2	II	U23SEV2	PUBLIC SPEAKING SKILLS	2	2
3	II	U23SEV3	PERSONALITY ENRICHMENT	2	2
4	III	U23SEV4	ENTREPRENEURIAL SKILL	1	1
5	III	U23SEV5	SPOKEN AND PRESENTATION SKILLS/ NAAN MUDHALVAN	2	2
6	IV	U23SEV6	ENGLISH FOR BUSINESS	2	2
7	IV	U23SEV7	INTERVIEW SKILLS	2	2

**COURSE STRUCTURE ABSTRACT
FOR B.A ENGLISH**

Part	Course	Total No. of Courses	Hours	Credit	Marks
I	Tamil	4	24	12	400
II	English	4	24	12	400
III	Core Course -Major(CCM)	15	77	64	1500
III	Generic Elective Course	4	16	16	400
III	Discipline Specific Elective Course	4	18	12	400
IV	Internship	1	--	2	100
IV	Skill Enhancement Course	7	13	13	700
IV	Foundation Course	1	2	2	100
IV	E.V.S.	1	2	2	100
IV	Extension Activity/NSS/NCC/SPORTS	1	-	1	100
IV	Professional Competency Skill	1	2	2	100
V	Value Education	1	2	2	100
Total		44	180	140	4400

**FIRST YEAR - SEMESTER I
PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U232A1	Part II	Y	Y	-	-	3	6	25	75	100

Relevant to Global need	√	Employability Oriented		Addresses Professional Ethics	
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need	√	Skill Development Oriented	√	Addresses Environment and Sustainability	
Relevant to Local need	√			Addresses Human Values	√

LO1	To enable learners to acquire the linguistic competence necessarily required in various life situations.
LO2	To help them understand the written text and able to use skimming, scanning skills
LO3	To assist them in creative thinking abilities
LO4	To enable them become better readers and writers

Learning Objectives

V	English for Workplace 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions	15
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
CO2	Understand the total content and underlying meaning in the context.	PO1,PO2
CO3	Form the habit of reading for pleasure and for information	PO4,PO6
CO4	Comprehend material other than the prescribed text	PO4,PO5,PO6
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PO3,PO8

	Text books (Latest Editions)
1	<i>Steel Hawk and other stories</i> by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
2	<i>How I taught my Grandmother to Read and other Stories,</i> Murthy, Sudha, Penguin Books, India, 2004

Web Resources	
1.	A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false
2.	The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0
3.	A Nation's Strength by Emerson https://poets.org/poem/nations-strength
4.	Love cycle by Chinua Achebe : https://www.best-poems.net/chinua_achebe/love-cycle.html
5.	JRD by Harish Bhat https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories
6.	Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html
7.	Uncle Podger Hangs a Picture: http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html
8.	The Gold Frame: https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html

Reference Books

1.	<i>English in use - A textbook for College Students</i> (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas
2	<i>Practical English Usage</i> - 4th Edition By Michael Swan
3.	The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace -Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

(Latest Editions, and the style given must be strictly adhered to)

	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 Outcomes:

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

Mapping with Programme Specific Outcomes:

3 – Strong, 2 – Medium, 1 – Low

FIRST YEAR - SEMESTER II
PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U232A2	Part II	Y	✓	-	-	3	6	25	75	100
LO1		To introduce learners to the essential skills of communication in English								
LO2		To enable them use these skills effectively in academic and non-academic contexts								
LO3		To help them identify and eliminate common mistakes in writing and speaking								
LO4		To enable them use various business communication strategies and to use advanced vocabulary								
LO5		To familiarize them in writing descriptive essays and respond to arguments orally and in writing								
Relevant to Global need	✓	Employability Oriented			Addresses Professional Ethics					
Relevant to National need	✓	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need	✓	Skill Development Oriented		✓	Addresses Environment and Sustainability					
Relevant to Local need	✓				Addresses Human Values					✓

Unit No.	Unit Title & Text	No. of Periods for the Unit
I	Poetry 1.1 Nissim Ezekiel -Very Indian Poem in Indian English 1.2 Maya Angelou -Still I Rise 1.3 Tennyson -The Flower 1.4 Gieve Patel-On Killing a Tree	20
II	Prose 2.1 Dale Carnegie-If You Are Wrong Admit it 2.2 Shashi Tharoor -Kindly Adjust Please 2.3 W.R. Inge-The Spoon-fed Age	20
III	Fiction Paulo Coelho -Alchemist	20
IV	Language Competency 4.1 Homonyms, Homophones, Homographs Portmanteau words 4.2 Verbs and Tenses, Subject Verb Agreement 4.3 Error correction	15
V	English in the Workplace 5.1 Reading for General and Specific information [charts, tables, schedules, graphs etc] 5.2 Reading news and weather reports 5.3 Writing paragraphs 5.4 Taking and making notes	15

Learning Objectives

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Learn to introduce themselves and talk about everyday activities confidently	PO1

CO2	Be able to write short paragraphs on people, places and events	PO1, PO2
CO3	Identify the purpose of using various tenses and effectively employ them in speaking and writing	PO4, PO6
CO4	Gain knowledge to write subjective and objective descriptions	PO4, PO5, PO6
CO5	Identify and use their skills effectively in formal contexts.	PO3, PO8

Text Books (Latest Editions)

1. *The Alchemist* - Paulo Coelho Harper - 2005

Reference Books

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

- | | |
|----|--|
| 1. | <i>Advanced English Grammar</i> . Martin Hewings. Cambridge University Press, 2000 |
| 2. | <i>Descriptive English</i> . SP Bakshi, Richa Sharma · 2019, Arihant Publications (India) Ltd. |
| 3. | <i>The Reading Book: A Complete Guide to Teaching Reading</i> . Sheena Cameron, Louise Dempsey, S & L. Publishing, 2019. |
| 4. | <i>Skimming and Scanning Techniques</i> , Barbara Sherman, Liberty University Press, 2014 |
| 5. | <i>Brilliant Speed Reading: Whatever you need to read, however ...</i> Phil Chambers, Pearson, 2013. |
| 6. | <i>The Archer</i> , Paulo Coelho. Penguin Viking, 2020. |

WebResources

- | | |
|----|---|
| 1. | Very Indian poem by Nissim Ezekiel
http://econtent.in/pacc.in/admin/contents/40_%20_2020103001102714.pdf |
|----|---|

2.	Still I Rise by Maya Angelou https://www.poetryfoundation.org/poems/46446/still-i-rise
3.	The Flower by Tennyson: https://www.poemhunter.com/poem/the-flower-2/
4.	On Killing a tree by Gieve Patel: https://www.poemhunter.com/poem/on-killing-a-tree/
5.	If you are wrong, admit it: https://www.tbr.fun/if-youre-wrong-admit-it/
6.	Kindly Adjust please - Shashi Tharoor https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3lhdtXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/
7.	The Spoon Fed Age: https://www.nrkademy.com/2016/04/spoon-feeding-by-wringe.html
8.	The Alchemist: https://www.youtube.com/watch?v=IxBYpmxjeDU

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**SECOND YEAR - SEMESTER III
PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U232A3	Part II	Y	Y	-	-	3	6	25	75	100

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

Relevant to Global need	√	Employability Oriented	√	Addresses Professional Ethics	√
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need	√	Skill Development Oriented	√	Addresses Environment and Sustainability	
Relevant to Local need	√			Addresses Human Values	

Unit No.	Unit Title & Text	No. of Periods for the Unit
I	Poetry: 1.1 - Mamang Dai -The Voice of the Mountains 1.2 Toru Dutt -Sita 1.3 - Oodgeroo Noonuccal -A Song of Hope 1.4 - Christina Rossetti-In an Artist's Studio	20
II	Scenes From Shakespeare: 2.1 Romeo & Juliet -The Balcony Scene 2.2 Macbeth-Banquet Scene 2.3 Julius Caesar - Murder Scene	20

Learning Objectives

III	Speeches of Famous personalities 3.1 Jawaharlal Nehru -Tryst with Destiny 3.2 -Barack Obama -Yes, We Can 3.3 -Steve Jobs-You've Got to Find What You Love	20
------------	---	----

IV	Language Competency 4.1 Writing letters and emails 4.2 Writing and messaging in social media platforms [blogs, twitter, instagram.facebook] 4.3 Learning netiquette, email etiquette	15
V	English for Workplace 5.1 Data Interpretation and Reporting 5.2 Data Presentation and analysis 5.3 Meeting Etiquettes - language, dress code, voice modulation. Online Meetings - Terms and expressions used 5.4 Conducting and participating in a meeting	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in perspectives.	PO1
CO2	Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society	PO1,PO2
CO3	Produce grammatically and idiomatically correct language.	PO4,PO6
CO4	Gain knowledge in writing techniques to meet academic and professional needs.	PO4,PO5, PO6
CO5	Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests.	PO3,PO8

Text Books (Latest Editions)	
1	Arden Shakespeare Complete works by Shakespeare (Author), William (Author), Bloomsbury, 2011)

References Books (Latest Editions, and the style as given below must be strictly adhered to)	
1	The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015
3	Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016
4	How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
5	Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse, Michigan Teacher Training, 2016.
6	Role Play-Theory and Practice. Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

Web Resources	
1	The Voice of the Mountains by Mamang Dai: https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence
2	A song of Hope by Kath Walker: http://www.wordslikethis.com.au/a-song-of-hope/
3	In an artist's studio by Christina Rossetti: https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio
4	Sita by Toru Dutt: https://www.poetrynook.com/poem/s%E2%94%9C%C2%ABta

5	Tryst with Destiny: https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html#:~:text=Jawaharlal%20Nehru%2C%20delivering%20his%20Tryst%20with%20Destiny%20speech.&text=%22Long%20years%20ago%20we%20made,awake%20to%20life%20and%20freedom.
6	Yes, We Can: https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/
7	You've got to find what you love: https://www.businessbusinessbusiness.com.au/steve-jobs-youve-got-to-find-what-you-love/#:~:text=Steve%20Jobs%2C%20in%20his%20commencement,emphasizes%20on%20believing%20in%20oneself.

	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 Outcomes:

3 – Strong, 2 – Medium , 1 - Low

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

Mapping with Programme Specific Outcomes:

**SECOND YEAR - SEMESTER IV
PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U232A4	Part II	Y	Y Y			3	6	25	75	100

Learning Objectives

LO1	To help learners imbibe the rules of language unconsciously and tune to deduce language structure and usage.				
LO2	To enable them use receptive skills through reading and listening to acquire good exposure to language and literature.				
LO3	To help them develop style in speech and writing and manipulate the tools of language for effective communication.				
LO4	To provide exposure to plays, autobiographies and expose them to value based ideas.				
LO5	To enhance their language skills especially in the areas of grammar and pronunciation.				
Relevant to Global need	√	Employability Oriented	√	Addresses Professional Ethics	√
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need	√	Skill Development Oriented	√	Addresses Environment and Sustainability	
Relevant to Local need	√			Addresses Human Values	

Unit No.	Unit Title & Text	No. of Periods for the Unit
I	Life Writing 1.1 -Malala Yousafzai -I am Malala- Chapter 1 1.2 - Nikola Tesla-My Inventions - Chapter 2	20
II	One Act Plays 2.1- Edward Albee -The Zoo Story 2.2 Anton Chekhov-The Proposal	20
III	Interviews 3.1 Nelson Mandela’s Interview with Larry King. 3.2 Rakesh Sharma’s Interview with Indira Gandhi from Space 3.3 Lionel Messi with Sid Lowe (Print)	20
IV	Language Competency 4.1 Refuting, Arguing & Debating 4.2 Making Suggestions & Responding to Suggestions, Asking for and Giving Advice or Help 4.3 Interviews (face to face, telephone and video conferencing)	15
V	English for Workplace 5.1 Job Applications: Covering letters, CV and Resume 5.2 Creating a digital profile - LinkedIn 5.3 Filling Forms (Online & Manual): creation of account, railway reservation, ATM, Credit/debit card 5.4 Body Language -Practical Skills for Interviews	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Learn to communicate effectively and appropriately in real life situation.	PO1
CO2	Use English effectively for study purpose across the curriculum	PO1,PO2
CO3	Develop interest in and appreciation of Literature	PO4,PO6
CO4	Develop and integrate the use of the four language skills	PO4,PO5,PO6
CO5	Enhance their language skills especially in the areas of grammar and pronunciation.	PO3,PO8

Text Books (Latest Editions)	
1	I Am Malala The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai, Christina Lamb , Little Brown, 2013.
2	My Inventions by Nikola Tesla Ingram Short title, 2011 Edition
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Writing Your Life: A Guide to Writing Autobiographies, Mary Borg, Taylor & Francis, 2021

2	One-act Plays for Acting Students: An Anthology of Short Norman A. Bert · 1987 ·
3	The One-Act Play Companion: A Guide to plays, playwrights ... Colin Dolley, Rex Walford · 2015
4	How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
5	Role Play-Theory and Practice.Krycia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

Web Resources	
1	For Readers' Theatre: https://www.youtube.com/watch?v=JaLQJt8orSw&t=469s (the link to the performance; refer scripts by Aaron Sheperd)
2	http://BBC learn English.com
3	http://onestopenglish.com
4	http://hearn-english-today.com
5	http://talkenglish.com
6	The Zoo Story: http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/zoostory.pdf
7	The Proposal: https://www.one-act-plays.com/comedies/proposal.html
8	Nelson Mandela with Larry King Interviews: http://edition.cnn.com/TRANSCRIPTS/0005/16/lk1.00.html

9	Rakesh Sharma with Indira Gandhi Interview : https://www.ndtv.com/offbeat/what-first-indian-astronaut-rakesh-sharma-told-indira-gandhi-about-india-from-space-2204839
10	Lionel Messi with Sid Lowe Interview: https://www.worldsoccer.com/world-soccer-latest/lionel-messi-interview-part-one-338553

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV1	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need	√	Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		
UNIT	Details									
I	INTRODUCTION Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	POETRY Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18, Sonnet 116</i> . John Milton - <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> . John Keats - <i>Ode to Nightingale</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i> Theodore Roethke – <i>The Meadow Mouse</i>									

III	DRAMA J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.
IV	FICTION Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> . Jerome K. Jerome - excerpt from - <i>Three Men in a Boat</i> – (Packing Episode)
V	SHORT FICTION Saki - The Open Window Robert Lynd – Sweet A Dill Pickle, The Escape from Katherine Mansfield - <i>Bliss and other stories</i> .

Text Books (Latest Editions)	
1.	<i>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i> -X. J. Kennedy, by Pearson, 2016.
2.	<i>Portable Literature: Reading, Reacting, Writing</i> - 9th edition–Laurie Kirszner, by Cengage Learning, 2016
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., <i>Introduction to Literature</i> , Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, <i>The Compact Bedford Introduction to Literature</i> with 2021 MLA Update, Bedford/St. Martin’s, August 2021.
3.	Janice Campbell., <i>Introduction to Literature: Excellence in Literature English 1</i> , 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., <i>The Making of Indian English Literature</i> , Taylor & Francis Ltd., 2021.
5.	Adamson H. D. <i>Linguistics and English Literature: An Introduction</i> , Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), <i>Teaching English Language and Literature</i> , 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
Weightage	15	15	15	15	15
Weighted percentage of CourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV2	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.									
LO3	To enable 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									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need	√	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented			Addresses Environment and Sustainability					
Relevant to Local need					Addresses Human Values				√	
UNIT	Details									
I	POETRY The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo									
II	POETRY Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness									

III	<p>PROSE Pearl S Buck.-India through a Traveller's Eye excerpt from <i>My Several Worlds</i> Ruskin Bond - The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from <i>School Days</i> M.K. Gandhi – <i>An Autobiography</i>- Inspection Episode- Examination- from Part I Childhood</p>
IV	<p>FICTION Vishnu Sharma -<i>Winning of Friends (Panchathantra)</i> (there are four stories to choose from) Rabindranath Tagore - Khabhuliwala A.K. Ramanujan -Brother's Day from <i>Folktales from India</i> K.A. Abbas - Sparrows Ruskin Bond - Night Train to Deoli Joginder Paul – <i>Sleepwalkers</i></p>
V	<p>DRAMA Rabindranath Tagore - <i>Mukhthadhara</i>. Harindranath Chattopadhyay -The Window/ Sentry's Lantern - <i>Five Plays</i> - Nissim Ezeikel -Nalini: A Comedy in Three Acts – <i>Three Plays</i></p>

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 till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism ,post colonialism,regionalism,and nationalism	PO1,PO2
CO3	Understand the role of English as a medium for Political awakening and the use of English in India for creative writing	PO4,PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8
Text Books (Latest Editions)		

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER I
GEC 1- SOCIAL HISTORY OF ENGLAND

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23GV15	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									

Relevant to Global need		Employability Oriented		Addresses Professional Ethics	
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need		Skill Development Oriented		Addresses Environment and Sustainability	
Relevant to Local need				Addresses Human Values	√

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-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Ed. Keith Wrightson, <i>A Social History of England, 1500- 1750</i> , 2018, Norton Press.	
2.	Ed. Julia Crick, Elisabeth Van Houts, <i>A Social History of England, 900- 1200</i> , 2012, Cambridge University Press.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, <i>A social History of England, 1200-1500</i> , June 2012, Cambridge University Press	
Web Resources		
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC 1 - POPULAR LITERATURE AND CULTURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
U23SEV1	Core	Y	Y	-	-	2	2	25	75	100	
Learning Objectives											
LO1	To broaden the idea of literature and the concept of texts.										
LO2	To learn the difference between genre fiction and literary fiction.										
LO3	To make students gain an understanding of the folk roots of popular literature.										
LO4	To make students find a perspective into the debate between high and low cultures.										
LO5	To analyze the fantasy work that gains popularity.										
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics			
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		√	
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability			
Relevant to Local need								Addresses Human Values		√	
UNIT Details											
I	Glover, David and Scott McCracken. —Introduction as an essay Felicity Hughes - Children’s Literature: Theory and Practice, <i>English Literary History</i> , vol. 45, 1978										
II	Brothers Grimm – —The Juniper Tree Sir Arthur Conan Doyle - Adventure of the Speckled band Band Roald Dahl - Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters 13 to 15,Penguin2013)										
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> Somdev Bhatt: —The Story of Padmavati and Prince Vajramukti (Vikram-Betaal Story)										

V	Anuja Chauhan: <i>The Zoya Factor</i> J. K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The blooms taxonomy verbs will be given as a separate annexure for your reference.</p> <p>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	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. PO1
CO2	Have an awareness of the major schools of thought in western philosophy. PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning. PO4, PO6
CO4	Talk about some of the key figures in Philosophy. PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives. PO3, PO8
Text Books (Latest Editions)	
1	Chute, Hillary. —Comics as Literature .Reading Graphic Narrative. <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.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.
2.	Gill, Rosalind & Herdieckerhoff, Elena. —Rewriting the romance: new femininities in chick lit? <i>Feminist Media Studies</i> 6(4). 2006.

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

FOUNDATION COURSE: ENGLISH FOR COMMUNICATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23FV1	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
Relevant Global need	to					Employability Oriented	√		Addresses Professional Ethics	
Relevant National need	to	√				Entrepreneurship Oriented			Addresses Gender Sensitization	
Relevant Regional need	to					Skill Development Oriented	√		Addresses Environment and Sustainability	
Relevant Local need	to								Addresses Human Values	
UNIT										
Details										
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.									
II	Types of communication-Verbal-Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication - Speaking/reading/writing/listening									
V	Application of learning									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify the basic principles of communication	PO1
CO2	Analyze the various types of communication	PO1, PO2
CO3	Make use of the essential principles of communication	PO4, PO6
CO4	Identify the prominent methods and models of Communication.	PO4, PO5, PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3, PO8
Text Books (Latest Editions)		
1	<i>Technical Communication: Principles and Practice</i> , Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.	
2	<i>Effective Technical Communication</i> by M Ashraf Rizvi, The McGraw-Hill companies.	
3	<i>Understanding Body Language</i> by Alan Pease.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Communicative Grammar of English</i> by Geoffrey Leech and Ian Svartik.	
1	(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY goiga la jijuna - Academia.edu	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

CORE III - BRITISH LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV3	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
Relevant to Global need		Employability Oriented	√	Addresses Professional Ethics						
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need		Skill Development Oriented		Addresses Environment and Sustainability						
Relevant to Local need				Addresses Human Values					√	
√										
UNIT	Details									
I	POETRY Anne Bradstreet - Prologue John Milton - Paradise Lost Book IV. William Blake - The Chimney Sweeper									

II	<p>POETRY</p> <p>John Keats - Endymion Book-I P.B.Shelley - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty Robert Jamieson - Robinhood & The Monk</p> <p>Robert Edgar Burns - The Potter</p>
III	<p>PROSE</p> <p>Francis Bacon -Of Truth, Of Adversity Oliver Goldsmith -A City Night – Piece Sir Richard Steele & Joseph Addison -The Spectator Club, On Gratitude, On Giving Advice</p>
IV	<p>DRAMA</p> <p>Christopher Marlowe - <i>Dr. Faustus</i> Francis Beaumont and John Fletcher - <i>Philaster</i> Oliver Goldsmith - <i>She Stoops to Conquer</i></p>
V	<p>FICTION</p> <p>Mary Shelley - Captain Walton’s Conclusion-<i>Frankenstein</i> Jonathan Swift - Voyage to Lilliput - <i>Gulliver’s Travels</i> Charles Dickens - Recalled to Life- <i>A Tale of Two Cities</i>.</p>

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

Text Books (Latest Editions)	
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.
Web Resources	
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5 .
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

Mapping with Programme Outcomes:

	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
Weightedpercentage ofCourseContributiontoPO s	3.0	3.0	3.0	2.8	3.0

CORE IV - AMERICAN LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV4	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		√
Details										
UNIT										
I	POETRY E.M.Forster - The Prologue Walt Whitman -Passage to India (Lines 1 - 68). Walt Whitman -O Captain, My Captain!									
II	POETRY Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.									
III	PROSE Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									

IV	<p>DRAMA</p> <p>Tennessee Williams- <i>The Glass Menagerie</i> Eugene O' Neill - <i>Emperor Jones</i></p>
V	<p>FICTION</p> <p>Harriet Beecher Stowe - <i>Uncle Tom's Cabin</i> Herman Melville- <i>Billy Budd</i> Washington Irving- <i>The Legend of the Sleepy Hollow</i>, <i>Rip Van Winkle</i> Leslie Marmon Silko- <i>Ceremony</i></p>
<p>Text Books (Latest Editions)</p>	
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.
<p>References Books (Latest editions, and the style as given below must be strictly adhered to)</p>	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.
<p>Web Resources</p>	
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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

GEC 2 – HISTORY OF ENGLISH LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23GV16	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
Relevant to Global need		Employability Oriented	√	Addresses Professional Ethics						
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need		Skill Development Oriented		Addresses Environment and Sustainability						
Relevant to Local need				Addresses Human Values						
UNIT	Details									
I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages									
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours									

III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre- Romantics	
IV	Well Made Play Drama Of Ideas - Shaw And Ibsen, Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play	
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Hamilton, I. (ed.). <i>The Oxford Companion to Twentieth-Century Poetry in English</i> (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	

2.	Parker, P. (ed.). <i>The Reader's Companion to Twentieth-Century Writing</i> (London: Helicon, 1995). Stringer, J. (ed.). <i>The Oxford Companion to Twentieth-Century Literature in English</i> (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1. 2.	Bergonzi, B. <i>Heroes' Twilight: A Steady of the Literature of the Great War</i> , 2nd edn (London: Constable, 1980). Fussell, P. <i>The Great War and Modern Memory</i> (Oxford: Oxford University Press, 1975)
1.	Web Resources <i>ALEX00.PDF (manavata.org)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Weightage	15	15	15	15	15
Weightedpercentage ofCourseContributiontoPo s	3.0	3.0	3.0	3.0	3.0

SEC2 - PUBLIC SPEAKING SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23SEV2	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
Relevant to Global need		Employability Oriented		√	Address <input type="checkbox"/> Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need					Address <input type="checkbox"/> Human Values					

UNIT	Details	
I	What is Public Speaking?	
II	Need for Public Speaking.	
III	Significance and essentials of public speaking skills	
IV	Techniques in acquiring the skill	
V	Speaking any common topic in front of the class	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1, PO2
CO3	Understand how to give effective verbal and nonverbal feedback	PO4, PO6
CO4	Learn about planning speech organization for the intended audience	PO4, PO5, PO6
CO5	Practice effective group delivery and speech in formal context.	PO3, PO8
Text Books (Latest Editions)		
1.	Beebe, S. A., & Beebe, S. J. (2006). <i>Public Speaking: An audience -centred approach</i> (6th ed.). New York: Pearson	
2.	Fraleigh, D.M., & Tuman, J.S.(2009). <i>Speak up! An illustrated guide to public speaking</i> . New York: Bedford/St. Martins	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. <i>Journal of Personality and Social Psychology</i> , 37, 715- 727.	
Web Resources		
1.	<i>Learning Outcomes Public Speaking (lumenlearning.com)</i> <i>lu03_public_speaking.pdf (indianhills.edu)</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC3- PERSONALITY ENRICHMENT

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23SEV3	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable learners to develop talent, facilitate employability and to excel and sustain in a highly competitive world of business.									
LO2	To familiarize them about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.									
LO3	To make students know about self-awareness, life skills, soft skills, need for personal development etc.									
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing									
LO5	To enable learners have a basic idea of significance and reasons for Personality development and self-grooming.									
Relevant to Global need	√	Employability Oriented		Addresses Professional Ethics						
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need		Skill Development Oriented	√	Addresses Environment and Sustainability						
Relevant to Local need				Addresses Human Values						
UNIT	Details									
I	Definition and goals of Personality enrichment									
II	Necessities-Spiritual-Emotional-Mental-Social									
III	Intra/Inter Communication Skills									
IV	Perseverance-Resilience-Leadership Qualities-Benevolence- Team Player-Empathy-Time management.									
V	Essentials of personality development- Action, Self-assessment, Goal setting, Self-discovery.									
Course Outcomes										

Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand, analyze develop and exhibit accurate sense of self.	PO1
CO2	Learn to think critically	PO1, PO2
CO3	Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.	PO4, PO6
CO4	Learn to balance confidence with humility and overcome problems associated with personality.	PO4, PO5, PO6
CO5	Understand that personality is an important attribute in one's life not only for success in professional life, but also in determining the overall behaviour and attitude of the individual.	PO3, PO8
Text Books (Latest Editions)		
1.	Dunham, R.B. (1984), <i>Organizational Behavior, People and Processes in Management</i> , Homewood: Richard D. Irwin, Inc.	
2.	Greenberg, J. and Baron, R.A. (2007), <i>Behavior in Organizations</i> , 8th edi., New Jersey: Pearson Prentice Hall.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Opatha, H.H.D.N.P. (2009), <i>Human Resource Management: Personnel</i> , Colombo: Department of HRM, University of Sri Jayewardenepura.	
Web Resources		
	https://www.researchgate.net/publication/282698731_Personality_Development?enrichId=rgreq-13235a16ef508a10f4bb8e97c3134c55-XXX&enrichSource=Y292ZXJQYWdlOzI4MjY5ODczMTtBUzozMDMwOTg1NDk5OTc1NjhAMTQ0OTI3NTczMzY1NA%3D%3D&el=1_x_2&_esc=publicationCoverPdf	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

CORE V - BRITISH LITERATURE-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV5	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
Relevant to Global need						Employability Oriented	√		Addresses Professional Ethics	
Relevant to National need	√					Entrepreneurship Oriented			Addresses Gender Sensitization	√
Relevant to Regional need						Skill Development Oriented			Addresses Environment and Sustainability	
Relevant to Local need									Addresses Human Values	√

UNIT	Details	
I	POETRY Alfred Tennyson- Ulysses Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T.S.Eliot - The Wasteland W.H.Auden - The Unknown Citizen Philip Larkin - The Whitsun Weddings	
II	PROSE G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers	
III	DRAMA G.B.Shaw - <i>Pygmalion, Arms and The Man</i> John Osborne - <i>Look Back in Anger</i>	
IV	FICTION Jane Austen - <i>Persuasion, Pride & Prejudice</i> . Charlotte Brontë - <i>Jane Eyre</i> Wilkie Collins - <i>The Moonstone</i>	
V	FICTION Arthur Conan Doyle - <i>Hound of Baskervilles</i> Agatha Christie - <i>Murder on the Orient Express</i> – (Graphic Novel) Bram Stoker- - <i>Dracula</i> .	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6

CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green - Winged Words – Mac Millan	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Brontë Charlotte, et al. <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, by John Osborne: Theatre Program, 1974, La Mama Theatre</i> . 1974.	
Web Resources		
1.	Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 .	
2.	Smith, Grover. “Eliot’s World before the Waste Land.” <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

CORE VI - AMERICAN LITERATURE-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV6	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives

LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

Relevant to Global need	√	Employability Oriented		Addresses Professional Ethics	
Relevant to National need		Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need		Skill Development Oriented		Addresses Environment and Sustainability	
Relevant to Local need				Addresses Human Values	√

UNIT	Details	
I	<p>POETRY Theodore Roethke - The Meadow Mouse . Walt Whitman- When Lilacs Last in the Dooryard Bloom'd, Gods. Emily Dickinson - A Bird Came Down the Walk Maya Angelou - Phenomenal Woman Chief Dan George - My Heart Soars</p>	
II	<p>PROSE Henry David Thoreau - Winter Animals Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - Philosophy of Composition</p>	
III	<p>DRAMA Lorraine Hansberry - <i>Raisin in the Sun</i> Neil Simon - <i>Barefoot in the Park</i></p>	
IV	<p>FICTION Mark Twain - <i>The Adventures of Tom Sawyer</i> Nathaniel Hawthorne - <i>The Scarlet Letter, Young Goodman Brown.</i></p>	
V	<p>FICTION Toni Morrison – <i>Beloved</i> Angeline Boulley - <i>Fire keeper's Daughter</i></p>	
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. An Anthology of American Literature - ?
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> . Everyman'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	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPO s	3.0	3.0	3.0	2.8	3.0

GEC3- COMMUNICATIVE ENGLISH: GRAMMAR, COMPREHENSION AND COMPOSITION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23GV17		Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
Relevant to Global need	√	Employability Oriented		√	Addresses Professional Ethics					
Relevant to National need	√	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need	√				Addresses Human Values					
UNIT										
Details										
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.									
II	<i>Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.</i>									
III	<i>Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.</i>									
IV	<i>Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.</i>									

V	<i>Nirad C Chaudhuri “Indian Crowds” [Non-Detailed], DrS Radhakrishnan “The Shaping of my Character” [Detailed] Charles Lamb “Dream Children” [Detailed], Ruskin Bond “Night Train at Deoli” [Non-Detailed] Rabindranath Tagore “Subha” [Non-Detailed, Agra Gra “And you call me coloured” [Detailed] Alfred Lord Tennyson “Ulysses” [Detailed].</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 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	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8

Text Books (Latest Editions)

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC 4-ENTREPRENEURIAL SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23SEV4	Core	Y	Y	-	-	1	1	25	75	100
Learning Objectives										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
Relevant to Global need		Employability Oriented				Addresses Professional Ethics		√		
Relevant to National need		Entrepreneurship Oriented				Addresses Gender Sensitization	√			
Relevant to Regional need		Skill Development Oriented				Addresses Environment and Sustainability	√			
Relevant to Local need						Addresses Human Values				
UNIT	Details									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									

V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the foundation of Entrepreneurship Development and its theories.	PO1
CO2	Explore entrepreneurial skills and management function of a company.	PO1, PO2
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4, PO6
CO4	Understand various steps involved in starting a venture.	PO4, PO5, PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3, PO8
Text Books (Latest Editions)		
1.		
2.		
3.		
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York	
Web Resources		
1.	6 Must-Have Entrepreneurial Skills HBS Online MindTools Home	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC5 -SPOKEN AND PRESENTATION SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23SEV5	SEC5	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To understand the basics of sounds in English.									
LO2	To distinguish different sounds, place and manner of articulation.									
LO3	To be able to articulate different English sounds									
LO4	To refine and neutralize accent									
LO5	To generate sentences in English in domestic situation with accurate pronunciation.									
Relevant to Global need	√	Employability Oriented				√	Addresses Professional Ethics			
Relevant to National need	√	Entrepreneurship Oriented					Addresses Gender Sensitization			
Relevant to Regional need	√	Skill Development Oriented				√	Addresses Environment and Sustainability			
Relevant to Local need	√						Addresses Human Values			
UNIT	Details									
I	Organs of speech, air-stream mechanism, speech sounds: consonants and vowels, sound and speech patterns									
II	Syllables, phones, allophones, minimal pairs, Accent, rhythm, intonation, assimilation and elision									
III	International phonetic alphabets (IPA), phonetic transcription, using pronouncing dictionaries, pronunciation guides in dictionaries: IPA, syllabification									
IV	Articulation: place and manner of articulation, articulation exercises, tongue twisters, accent neutralization exercises with words.									

V	Sentence production: domestic situation- drawing room, kitchen/ dining hall, garden activities; asking questions with proper intonation; giving instructions; describing objects, things, activities using adjectives, adverbs; expressing likes/ dislikes, approval/ disapproval with intonation, and correct words of expression.
---	---

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 she completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the phonetics skills.	PO1
CO2	Apply different sound production for effective articulation	PO1, PO2
CO3	Participate in accent training activities to refine accent and pronunciation.	PO4, PO6
CO4	Be familiar with IPA and use dictionaries to learn correct pronunciation	PO4, PO5, PO6
CO5	Use all the learning experience to generate sentences with accurate accent.	PO3, PO8

Text Books (Latest Editions)	
1.	George Yule, <i>The Study of Language</i> , Cambridge University Press, New Delhi
2.	Balasubraminian T., <i>A Text Book of English Phonetics for Indian Students</i> , Macmillan India Ltd, New Delhi.
3.	Kamalesh Sadanand, Susheela Punitha, <i>Spoken English: A Foundation Course</i> , Parts 1&2, Orient Black Swan, Hyderabad.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

SEMESTER –IV
CORE VII – WORLD LITERATURE IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV7	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		√
UNIT	Details									
I	POETRY Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran - Your Children are not your children.									

II	POETRY Pablo Neruda - If you forget me. Ovid – Pyramus & Thisbe. Alexander Pushkin - The Gypsies. Horace - Satires Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers
III	PROSE Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.
IV	DRAMA Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - <i>Waiting for Godot</i> . Federico García Lorca - <i>Yerma</i>
V	FICTION Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus - The Pot of Gold. Antoine de Saint-Exupéry - The Little Prince.

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER IV
CORE VIII - ASPECTS OF LANGUAGE & LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV8	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need					Addresses Human Values					
UNIT	Details									
I	George Yule -Introduction to study of language <i>An Introduction to Language and Linguistics</i> - Edited by Ralph Fasold & Jeff Connor – Linton									

II	<p>Theory of Communication – From Communication Theory – David Holmes General Semiotics - from The Theory of General Semiotics – Alfred Solomonick Linguistics, Sign, Language & Culture Language & Writing.</p>	
III	<p>Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure Introduction to Phonology & Morphology – Gimson’s Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky</p>	
IV	<p>Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach</p>	
V	<p>Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language - The Psychology of Language – Trevor A.Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin</p> <p>TEXTS Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish Language – Bloomfield Structural Aspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt</p>	
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.

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

1.	McLuhan, Eric, and Marshall McLuhan. <i>Theories of Communication</i> . Peter Lang Pub Incorporated, 2011.
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.
3.	Bloom, Leonard. <i>Language</i> . University of Chicago Press, 1984.
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

GEC4- FILM AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23GV18	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students look closely into the relation between film and literature.									
LO2	Introduce learners to the various ways in which literature and the moving image diverge.									
LO3	Help the learners understand how each form makes their own claims to the narrative.									
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.									
LO5	Help learners gain perspective on literature's relationship with cinema									
Relevant to Global need	√		Employability Oriented				√	Addresses Professional Ethics		
Relevant to National need			Entrepreneurship Oriented					Addresses Gender Sensitization		
Relevant to Regional need			Skill Development Oriented				√	Addresses <input type="checkbox"/> Environment and Sustainability		
Relevant to Local need								Addresses Human Values		
UNIT										
Details										
I	Theories, Practices, Forms, Adaptations, Migrations- William Shakespeare's <i>King Lear</i> 1606 Akira Kurasawa- <i>Ran</i> (1985) Gregory Kozintsev- <i>King Lear</i> (1971)									
II	Arthur C Clarke - <i>The Sentinel</i> (1948), <i>Encounter in the Dawn</i> (1953) Stanley Kubrick's film - <i>2001 A Space Odyssey</i> (1968)									
III	Cinema from novella and dramatic literature									
IV	Boris Pasternak, <i>Dr Zhivago</i> (1957) David Lean, <i>Dr Zhivago</i> (1965)									
V	Joseph Conrad- <i>Heart of Darkness</i> (1902) Francis Ford Coppola- <i>Apocalypse Now</i> (1979)									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize with the inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6
CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6
CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8
Text Books (Latest Editions)		
1.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.	
2.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990. Print.	
2.	Horton Andrew, 'Film and Literature', <i>Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print	
Web Resources		
1.	<i>(PDF) Film and Literature (researchgate.net)</i>	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC6- ENGLISH FOR BUSINESS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
U23SEV6	Core	Y	Y	-	-	2	2	25	75	100	
Learning Objectives											
LO1	To help students learn strategies and practical language to deal with real life situations.										
LO2	To help them improve on how to speak and write in order to keep communication going and always appear professional and competent										
LO3	To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts										
LO4	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!										
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources										
Relevant to Global need	√	Employability Oriented					√	Addresses Professional Ethics			
Relevant to National need	√	Entrepreneurship Oriented						Addresses Gender Sensitization			
Relevant to Regional need		Skill <input type="checkbox"/> Development Oriented					√	Addresses Environment and Sustainability			
Relevant to Local need								Addresses Human Values			
UNIT		Details									
I		Business English -Definition and Difference									
II		Highlights/ Significance/Essentials of Business English									

III	Needs of Business English	
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.	
V	Economic Development through Business English	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Strengthen their language skills : writing, reading, listening & speaking	PO1
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech	PO1, PO2
CO3	Improve their confidence and learn how to connect with people in English	PO4, PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8
Text Books (Latest Editions)		
1.	Nabila, H. (2015). <i>English for Specific Business Purposes</i> . University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.	
2.	Hutchinson, T. & Waters, A. (1987). <i>English for specific purposes</i> . Cambridge: Cambridge University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.	
Web Resources		
1.	<i>English language skills for the future Cambridge English</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC7- INTERVIEW SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23SEV7	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable students understand the information needed to prepare for an interview									
LO2	To enable them to research company information before heading to an interview									
LO3	To familiarize them with how to handle Interview Questions									
LO4	To enable them to use comfortable vocabulary									
LO5	To help them think and speak imaginatively and critically									
Relevant to Global need	√	Employability Oriented			√	Addresses Professional Ethics				
Relevant to National need	√	Entrepreneurship Oriented				Addresses Gender Sensitization				
Relevant to Regional need		Skill Development Oriented			√	Addresses Environment and Sustainability				
Relevant to Local need						Addresses Human Values				
UNIT Details										
I	Definition of Interview-Essentials of Interview Skill									
II	Needs and Requirements of Interview skills									
III	Resume Preparation- Do's and Don'ts of an interview									
IV	Body language-gesture-attitude-facial expression-sound knowledge									
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.							PO1		

CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).	PO1, PO2
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.	PO4, PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4, PO5, PO6
CO5	Be able to identify, discuss, and implement key job interview skills.	PO3, PO8
Text Books (Latest Editions)		
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall	
2.	David Beckham (2013), The illustrated Book, Headline Publications	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>	
Web Resources		
1.	<i>Tips for a Successful Interview (ung.edu)</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER –V
CORE IX - AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV9	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of authors of various backgrounds.									
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and their works.									
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		√
UNIT										
Details										
I	Aristotle-Life and works.									
II	Charles Dickens-Life & Works									
III	Rabindranath Tagore-Life & Works									
IV	Jane Austen-Life & Works									
V	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].									

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

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	“About the Authors.” Beyond Performance, John Wiley & Sons, Inc., 2015, pp. 269–70, http://dx.doi.org/10.1002/9781119202455.about.
2.	<i>Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV10	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization				√	
Relevant to Regional need		Skill Development Oriented			Addresses Environment and Sustainability				√	
Relevant to Local need					Addresses Human Values					
UNIT										
Details										
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter									

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

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

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.
4.	Woolf, Virginia. <i>A Room of One's Own</i> . Renard Press Ltd, 2020.
Web Resources	
1.	“Ambai (C. S. Lakshmi) b. 1944.” <i>Name Me a Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

CORE XI – INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV11	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the students to the polyphony of modern Indian writing in translation									
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.									
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.									
LO4	To explore images in literary productions that express the writers sense of their society.									
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.									
Relevant to Global need						Employability Oriented			Addresses Professional Ethics	
Relevant to National need		√				Entrepreneurship Oriented			Addresses Gender Sensitization	√
Relevant to Regional need						Skill Development Oriented			Addresses Environment and Sustainability	√
Relevant to Local need									Addresses Human Values	√
UNIT	Details									
I	Kalidasa - The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - <i>The Book of Vanci.</i> – Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam									

II	<i>Where The Mind Is Without Fear,</i> Gitanjali, <i>Far Below Flowed Jumna, Fruit</i> Gathering, <i>Song 85 - The Gardener.</i>	<i>ALL by TAGORE</i>
	Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar - An Old Woman	
III	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri	
IV	Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq	
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning, M.C.C., Before the Examinations</i> from Swami & His Friends – R.K. Narayan Arjun - Sunil Gangopadhyay	

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

CCXII – MYTH AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV12	Core	Y	Y	-	-	4	4	25	75	100

Learning Objectives

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

Relevant to Global need	√	Employability Oriented		Addresses Professional Ethics	
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need	√	Skill Development Oriented		Addresses Environment and Sustainability	
Relevant to Local need	√			Addresses Human Values	√

UNIT

Details

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

DSEC1- ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23DV01	NME	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To develop the students intellectual, personal and professional abilities.									
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.									
LO3	To develop confidence in getting job opportunities.									
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.									
LO5	To develop competitive skills through various types of objective tests.									
Relevant to Global need	√	Employability Oriented					√	Addresses Professional Ethics		
Relevant to National need	√	Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need	√	Skill Development Oriented					√	Addresses Environment and Sustainability		
Relevant to Local need	√							Addresses Human Values		
Details										
UNIT										
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	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8

Text Books (Latest Editions)

1.	<i>English for Competitive Examinations-</i> R.P.Bhatnagar & Rajal Bhargava
2.	<i>Remedial Grammar-</i> F.T.Wood

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

DSEC2- TRAVEL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23DV02	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	Introduce students to a range of travel writing practices and genres									
LO2	Develop students' capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)									
LO3	Develop students' awareness of the nexus between reading and writing works of travel writing									
LO4	Develop students' ability to evaluate and apply critical material pertaining to travel writing									
LO5	Develop students' ability to produce travel writing demonstrating a range of contemporary techniques and styles									
Relevant to Global need	√	Employability Oriented	√	Addresses Professional Ethics						
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need	√	Skill Development Oriented	√	Addresses Environment and Sustainability						
Relevant to Local need	√			Addresses Human Values						
Details										
UNIT										
I	The Court Of Muhammad Bin Tughlaq – Ibn Batuta CityImprobable:Writings on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV,LXV&LXVI IN INDIA – AL Biruni									
II	Innocent Abroad Chapter VII, VIII, IX – Mark Twain The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara									
III	City of DJINN (Prologue, Chapters I & II) – William Darlymple From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan									
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller									
V	Eat, Pray, Love – Elizabeth Gilbert									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers	PO1
CO2	Share work in progress with peers, giving and receiving constructive criticism	PO1, PO2
CO3	Gain awareness of the nexus between reading and writing works of travel writing	PO4, PO6
CO4	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)	PO4, PO5, PO6
CO5	Reflect upon their own work in the context of travel writing by established writers	PO3, PO8
Text Books (Latest Editions)		
1.	Paul Theroux .The Tao of Travel (Hamish Hamilton 2011)	
2.	Andrea Loselle. Translations of Orient paperbacks 2012	
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey	
4.	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Michael Caesar. Comparative Literature Vol.38 No. 1(Winter 1986, pp 106-108)	
2.	James Gallant Utopian Studies, Vol.9, No 2(1998) pp-234-244	
Web Resources		
1.	Issue16 - ShrutiDabhi.pdf	

Mapping with Programme Outcomes:

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

- VALUE EDUCATION-U23VE1
- INTERNSHIP-U23SIV1

SEMESTER –VI

CORE XIII – INTRODUCTION TO LITERARY THEORY & CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV13	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives										
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To intensify students' proficiency in the skills at the heart of a liberal education									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.									
Relevant to Global need	√	Employability Oriented		√	Addresses Professional Ethics					
Relevant to National need	√	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need	√	Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need	√				Addresses Human Values					
UNIT	Details									
I	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)									
II	Feminism 20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (Pg.xi –xxx) When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray									
III	Post Structuralism Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123) Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)									

IV	Post-Colonial Studies Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106) The Scope Of Orientalism (Pg. 29-110) Edward said	
V	Indian Literature- Definition of category in Theory Classe, Nations, Literature (Pg. 243-285) – Aijaz Ahmad	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists 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.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017	
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015	
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015	
3.	D.J. Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera, 2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/engl795 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

CORE XIV– BIOGRAPHIES, AUTO- BIOGRAPHIES & MEMOIRS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV14	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives									
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.									
LO3	To help them engage in imagination, critical inquiry and self-reflection									
LO4	To help them explore significant texts from diverse cultures and people in history									
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need	√	Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need	√	Skill Development Oriented						Addresses Environment and Sustainability		√
Relevant to Local need	√							Addresses Human Values		√
UNIT	Details									
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.									
II	Anne Frank- excerpts from The Diary of a Young Girl Malala Yousafzai - from I am Malala Florence Nightingale – from Eminent Victorians									

III	R.K. Narayan - My Days. Salim Ali - The Fall Of A Sparrow	
IV	Tom Alter - The Man Who Made The Elephant Dance. R.K.Laxman - The Tunnel Of Time Vladimir Nabokov, Speak, Memory (1951/1966). London: Penguin, 2000.	
V	Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love Michael Ondaatje, Running in the Family (1982). London: Bloomsbury, 2009.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4, PO6

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
Text Books (Latest Editions)		
1.	<i>Knots in My Yo-yo String: The Autobiography 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.	
3.	Autobiography by Linda Anderson 2010, Routledge.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Henry Ford (Rookie Biographies)</i> by Wil Mara. Children's Press, 2004.	
2.	<i>Amelia Earhart (Graphic Biography)</i> by Saddleback 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
Weightage	15	15	15	15	15
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER VI
CORE XV– SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23CV15	Core	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To facilitate learners with a deeper understanding of Shakespeare’s drama by reading a range of his plays from a variety of different critical perspectives									
LO2	To provide learners with an overview of Shakespeare’s historical and political contexts									
LO3	To help learners gain an appreciation of Shakespeare’s dramatic practice through close readings of the plays themselves									
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions									
LO5	To equip learners with a good working knowledge of both Shakespeare’s drama and Shakespeare criticism									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented			Addresses Environment and Sustainability					
Relevant to Local need					Addresses Human Values	√				
UNIT										
Details										
I	Shakespeare & his relevance – G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett How To Do Things With Shakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr 4 th Edition (CUP)									
II	The Four Phases of Shakespeare’s, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I & II – A.C. Bradley Characters of Shakespeare – L.A.Rowse									
III	30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance									

IV	Detailed- Merchant of Venice Detailed- Julius Caesar Non-detailed-Macbeth Non-Detailed- Tempest.	VERITY EDITION	
V	Wilson Knight - <i>The Wheel Of Fire</i> . Akram Hossain - <i>An Approach To Shakespeare Scholarship And Criticism</i> Neema Parvini - <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> –Stephen Greenblatt		
Course Outcomes			
Course Outcomes	On completion of this course, students will;		
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed	PO1	
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.	PO1, PO2	
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view	PO4, PO6	
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.	PO4, PO5, PO6	
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8	
Text Books (Latest Editions)			
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." in <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.		
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996		
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS.		
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle <i>Dream</i> : the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998)		

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

DSEC3 -ENGLISH TEACHING METHODS AND MATERIALS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23DV03	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of the place of English in India.									
LO2	Help them understand the position of English in the post – independence period.									
LO3	Enable them to interpret and justify the place of English in Three Language formula.									
LO4	Help them gain insight into the unique and very important place of English in 21st century.									
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).									
Relevant to Global need	√	Employability Oriented			√	Addresses Professional Ethics				
Relevant to National need		Entrepreneurship Oriented				Addresses Gender Sensitization				
Relevant to Regional need		Skill Development Oriented			√	Addresses Environment and Sustainability				
Relevant to Local need						Addresses Human Values				
UNIT	Details									
I	Introduction - Historical Background Of English In India									
II	English In Post – Independent Period –The Three Language Formula									
III	English In 21st Century - Objectives Of Teaching English									
IV	Objectives Of Teaching English At Elementary Level									
V	Objectives Of Teaching English At Secondary Level									
Course Outcomes										

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

Text Books (Latest Editions)	
1.	Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. Isbn: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
3.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.
References Books (Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)	
1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1), 17-22. Available At: Http://Lt.Msu.Edu
2.	Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children’s Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
Web Resources	
1.	<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.readingmatrix.com/current.html.</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
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPo s	3.0	3.0	3.0	2.8	3.0

DSEC IV- ART AND LITERARY AESTHETICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23DV04	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To introduce the multidisciplinary 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 from it.									
LO5	To recognize how all forms of art is part of a continuum.									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need	√	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need	√	Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need	√				Addresses Human Values					
UNIT Details										
I	Literature And Visual Arts - Essays.									
II	Romanticism through Coleridge And Delacroix									
III	Pre-Raphaelite Movement - D.G. Rosetti's Prosperine (Painting And Poem)									
IV	Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)									

V	Expressionism - Munch- Scream (Painting) And Kafka- <i>Metamorphosis</i> (Novella)	
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>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	The student will be able to engage with literature in a broader, educated perspective.	P O 1
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.	PO1, PO2
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.	PO4, PO6
CO4	The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.	PO4, PO5, PO6
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.	PO3, PO8
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Herbert Read – extract from <i>The Meaning of Art</i> (pg 17-48) Pelican Books, 1959.	
Web Resources		
1.	Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .	

2.	Benjamin, Elizabeth and Sophie Corser. —INTRODUCTION Literature and Art: Conversations and Collaborations MHRA Working Papers in the Humanities, 9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf
3.	Berger, John. Ways of Seeing. Penguin 1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

EXTENSION ACTIVITY

PROFESSIONAL COMPETENCY SKILL: WRITING FOR MEDIA

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23PCV1	NM E	Y	Y	-	-	2	2	25	75	100

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

Relevant to Global need	√	Employability Oriented	√	Addresses Professional Ethics	
Relevant to National need	√	Entrepreneurship Oriented		Addresses Gender Sensitization	
Relevant to Regional need	√	Skill Development Oriented	√	Addresses Environment and Sustainability	
Relevant to Local need	√			Addresses Human Values	

UNIT	Details
I	Introduction to types of media, print media, electronic media, digital writing, significance of media and social benefits.
II	Writing for the media-the basic principles-style of media writing.
III	Types of media writing-1 News Reports-Interviews-Commentaries.

IV	Types of media writing-2 Reviews of Art, Literature, Film-Reporting- Cultural Events.	
V	Types of media writing- journalism in education- tabloid- investigative- developmental - photography.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall the basics of reporting and writing for print media.	PO1
CO2	Report news keeping values and qualities of a good reporter.	PO1, PO2
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.	PO4, PO6
CO4	Distinguish between the different styles of Journalism and compose specific articles.	PO4, PO5, PO6
CO5	Apply various forms of knowledge in regard to various branches of journalism.	PO3, PO8

Text Books (Latest Editions)	
1.	Pickering, Ian. <i>Writing for News Media: The Story Teller's Craft</i> . Routledge, 2018.
2.	Flak, Vincent F. <i>Dynamics of Media Writing: Adapt and Connect</i> . Sage, 2018.
3.	Batty, Craig and Cain, Sandra. <i>Media Writing: A Practical Introduction</i> . Red Globe Press, 2016.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

COURSE STRUCTURE ABSTRACT
FOR B.A./B.Com/B.B.A

Part	Course	Total No. of Papers	Hours	Credit	Marks
I	Tamil	4	24	12	400
II	English	4	24	12	400
III	Core Course -Major(CCM)	15	77	64	1500
III	GEC– Elective Course (Allied)	4	16	16	400
III	DSEC –Elective Course	4	18	12	400
III	Internship	1	--	2	100
IV	Skill Enhancement Course (SEC-6 & NM)	7	13	13	700
IV	Foundation Course	1	2	2	100
IV	E.V.S.	1	2	2	100
IV	Value Education	1	2	2	100
IV	Extension Activity/NSS/NCC/SPORTS	1	-	1	100
IV	Professional Competency Skill	1	2	2	100
Total		44	180	140	4400