

PERIYAR UNIVERSITY

SALEM – 636011



CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

B.A., ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR 2023 - 2024

REGULATIONS

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

COMMENCEMENT OF THIS REGULATION

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

ELIGIBILITY

Refer this office circular No: PU/R/AD-1/UG/PG/Programmes Eligibility/2019 Dated: 16-04-2019.

DEFINITIONS

Programme: A programme means a set of courses designed on the basis of a curriculum to be taught to the aspirants in colleges/universities with some specific outcomes/goals for the award of a degree.

Course: Course refers to the papers offered under any degree programme.

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Introduction

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

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

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

further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creativewriting and public relations, helping students get enrolled in communication- based courses with the right foundation.

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

PO 10: Social Skills & Empathetic Approach: Reorganize a professional and

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

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

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

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

Highlights of the Revamped Curriculum:

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

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

Value additions in the Revamped Curriculum:

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

IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		<ul style="list-style-type: none"> ➤ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H	T. C
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	----	--	--	--	--	-	12
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	---	---	--	---	--	--	12
1.3 Core Course – CC I- Introduction to Literature	5	5	2.3 Core Course – CC III British literature -1	5	5	3.3 Core Course – CC V British literature -2	5	5	4.3 Core Course – CC VII World Literature in Translation	5	5	5.3. Core Course CC -IX Authors in Focus	4	5	6.3 Core Course – CC XIII Introduction To Literary Theory & criticism	4	6	28
1.4 Core Course – CC II Indian Writing in English	5	5	2.4 Core Course – CC IV American literature -1	5	5	3.4 Core Course – CC VI American literature -2	5	5	4.4 Core Course – CC VIII Aspects of language & linguistics	4	5	5.4. Core Course CC -X Women's Writing in English (In Translation)	4	5	6.4 Core Course CC -XII Project With Viva-Voce	4	5	27
1.5 Allied -1 AC -1 Social History of England	3	4	2.5 Allied -1 AC -2 History of English literature	3	4	3.5 Allied III Literary genres & terms	3	4	4.5 Allied IV Film & Literature	3	3	5.5. Core Course CC -XI Indian Writing in Translation.	4	4	6.5 Core Course – CC XV Shakespearean Studies	4	5	20
1.6 Skill Enhancement Course SEC-1 Functional English	2	2	2.6 Skill Enhancement Course SEC-2 Eng For Communication	2	2	3.6 Skill Enhancement Course SEC-3 Entrepreneurial skill	2	1	4.6 Skill Enhancement Course SEC-4 English For Career	2	2	5.6 Core Course – CC XIV Biographies ,Auto-Biographies & Memo	4	4	6.6 Elective VII Communicative English	3	5	15

												irs						
1.7 Non-Major Elective – I - Social Psychology	2	2	2.7 Non-Major Elective – II - Social Anthropology	2	2	3.7 Skill Enhancement Course SEC-4 Public Speaking skill	2	2	4.7 Skill Enhancement Course SEC-5 English For Business	2	2	5.7 Elective -5 Introduction To Comparative Lit	3	2	6.7 Elective VIII English for Competitive Examinations	3	5	14
						Environmental Science	2	1	Value Education	2	1	Elective -6 Mass communication & Journalism	3	4	Extension Activities	1	-	8
							-					5.8 Summer Internship	2	--	Professional competency skill- Interview skills	2	2	4
	23			23			25			24			24			21		140

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

First Year – Semester-I

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

Semester-II

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

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & (Allied/Elective Courses) including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-3 (Entrepreneurial Based)	2	1
	Skill Enhancement Course -SEC-4 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & (Allied/Elective Courses) including laboratory [in Total]	12	13
Part-4	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2

	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Value Education	2	1
		24	30

**Third Year
Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	16	24
Part-4	Elective-I	3	2
	Elective-II	3	2
	Internship / Industrial Visit / Field Visit	2	2
		24	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based & LAB	12	24
Part-4	Elective-III	3	2
	Elective-IV	3	2
	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	30

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	12	16	12	79
Part IV	4	4	6	6	8	9	37
Total	23	23	25	24	24	21	140

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

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

Duration: **Three Hours**

Maximum Marks:75

Part A: (15 X 1 = 15 marks)

Answer ALL Questions

(Multiple Choice Questions ,3 from each unit)

Part B: (2 X 5 = 10 marks)

Answer ANY TWO Questions

(TWO out of FIVE questions)

Part C: (5 X 10 = 50 marks)

Answer ALL Questions

(One Question from Each Unit with internal choice)

QUESTION PAPER PATTERN

FOR ELECTIVE –II

English Literature for Competitive Examinations

All Questions in Part-A, B, & C are MCQ type Questions

in the above pattern

PASSING MINIMUM

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

not less than 40 marks in total (CIA mark + Theory Exam mark) with minimum of 30

marks in the Theory Exam conducted by the University.

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

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

CONVERSION OF MARKS TO GRADE POINTS AND LETTER GRADE (Performance in a Course/Paper)

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

C_i = Credits earned for course i in any semester

G_i = Grade Point obtained for course i in any semester

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

**I YEAR
FIRST SEMESTER**

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part – I	LANGUAGE - I	3	3			3	6	25	75	100
2	Part – II	Foundation ENGLISH -I	3	3			3	6	25	75	100
3	Part – III CORE 1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part – III CORE 2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part – III ALLIED/ ELECTIVE	SOCIAL HISTORY OF ENGLAND (ALLIED/ ELECTIVE I)	2	2			3	4	25	75	100
6	Part – IV	NON-MAJOR ELECTIVE-1 Social Psychology	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)-Functional English	1	1			2	2	25	75	100
TOTAL							23	30			

SECOND SEMESTER

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

II-YEAR THIRD SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - III	3	3			3	6	25	75	100
2	PART II	Foundation ENGLISH -III	3	3			3	6	25	75	100
3	PART III CORE 5	BRITISH LITERATURE - II	3	2			5	5	25	75	100
4	PART III CORE 6	AMERICAN LITERATURE -II	3	2			5	5	25	75	100
5	PART III ALLIED/ ELECTIVE	LITERARY GENRES AND TERMS ALLIED/ ELECTIVE 3	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC 2 (ENTREPRENEURIAL SKILL)	1	0			2	1	25	75	100
		Skill Enhancement Course Sec-3-Public Speaking	1	1			2	2	25	75	100
		ENVIRONMENTAL SCIENCE	2	0			2	1	25	75	100
TOTAL							25	30			

FOURTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	ASPECTS OF LANGUAGE AND LINGUISTICS	3	2			4	5	25	75	100
5	PART III ALLIED/ ELECTIVE	NON-MANDATORY ELECTIVE 4-Film and Literature	2	2			3	3	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE SEC-4-English for Career	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE SEC-5-English for Business	1	1			2	2	25	75	100
		Value Education - Yoga	1	0			2	1	25	75	100
TOTAL							30				

III YEAR -FIFTH SEMESTER

S I. N O	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 9	AUTHORS IN FOCUS	3	2			4	5	25	75	100
2	PART III CORE 10	WOMEN'S WRITING	3	2			4	5	25	75	100
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	5	25	75	100
4	PART III CORE 12	PROJECT WITH VIVA VOCE	3	2			4	5	25	75	100
5	PART III ALLIED/ ELECTIVE	MAJOR (ELECTIVE) I- Introduction to Comparative Literature	2	2			3	4	25	75	100
6	PART III ALLIED/ ELECTIVE	MAJOR (ELECTIVE) II - Mass Communication and Journalism	2	2			3	4	25	75	100
7	PART IV	SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		TOTAL					24	30			

SIXTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 13	INTRODUCTION TO LITERARY THEORY AND CRITICISM	3	3			4	6	25	75	100
2	PART III CORE 14	BIOGRAPHIES,AUTO BIOGRAPHIES AND MEMOIRS (NON MANDATORY CORE)	3	3			4	6	25	75	100
3	PART III CORE 15	SHAKESPEARE STUDIES (NON MANDATORY CORE)	3	3			4	6	25	75	100
4	PART III ALLIED/ ELECTIVE	MAJOR (ELECTIVE) - III Communicative English	3	2			3	5	25	75	100
5	PART III ALLIED/ ELECTIVE	MAJOR (ELECTIVE) - IV English for Competitive Exams	3	2			3	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONAL COMPETENCY SKILL- Interview Skills	1	1			2	2			
		TOTAL					21	30			

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

7A - Mandatory Core Areas for B.A Programme

I Year	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
Sem I	C3. British Literature I (5 credits)
Sem II	C4. American Literature I (5 credits)
II Year	C5. British literature - II (5 credits)
	C6. American literature - II (5 credits)
Sem III	C7. World literature in translation(4 credits)
Sem IV	C8. Aspects of Lang Linguistics (4 credits)
III Year	C9. Authors in Focus (4 credits)
	C 10. Women's Writing in English and in Translation(4 credits)
Sem V	C11. Indian Literature in Translation (4 credits) C 12. Project (4 credits)
Sem VI	C13. Introduction to literary Theory and Criticism(4 credits) C14. C15.

B - Suggested Non Mandatory Core Areas for B.A Programme

Semester VI (any 2 may be opted (C14 & C15 (4 credits each)

III Year Sem VI	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film (India and America)
	CNM5. Media, Communication & Publication
	CNM 6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM 9. English at Work Place CNM 10. Travel Writing

C- Mandatory Elective Areas for B.A Programme

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

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

Sem IV (1 to be opted) ELECTIVE 4	NME 1. Myth and Literature
	NME 2. Film and Literature
	NME 3. English Teaching Methods and Materials
	NME 4. Translation: Basic Concepts and Practice.
Sem V (2 to be opted) ELECTIVE 5,6	NME 1. English for Competitive Examinations
	NME2. Introduction to Comparative Literature
	NME3. Fundamentals of Academic Writing
	NME4. Mass Communication and Journalism
	NME5. Film Studies
Sem VI (2 to be opted) ELECTIVE 7,8	NME 1. Art & Literary Aesthetics
	NME 2. Communicative English
	NME 3. Writing for the Web/ English for Internet
	NME 4. Digital Literacy and Concepts
	NME 5. Technical Writing

(SKILL ENHANCEMENT COURSES)

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

B.A. ENGLISH
Core Component Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Different forms of poetry- Ballad, Epic, Sonnet, Lyric, Ode, Elegy. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	<p style="text-align: center;">Poetry</p> 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>La belle Dame Sans Merci</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> .									
III	<p style="text-align: center;">Drama</p> J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i> .									
IV	<p style="text-align: center;">Fiction – I</p> Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> .									
V	<p style="text-align: center;">Fiction – II</p> Saki - <i>The Open Window</i> Robert Lynd – <i>Sweet</i> Jerome K. Jerome - excerpt from - <i>Three Men in a Boat – (Packing Episode)</i>									

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

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

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts									
UNIT	Details									
I	<p><i>Fiction – I (Short Stories)</i> <i>Winning of Friends (Panchathantra)</i> – Vishnu Sharma (there are four stories to choose from) <i>Brother’s Day</i> from Folktales – A.K. Ramanujan <i>Handful of Nuts, Night Train to Deoli</i> from Ruskin Bond <i>Sparrows</i> - K.A. Abbas</p>									
II	<p><i>Fiction – II (Short Stories & Anecdotes)</i> Rabindranath Tagore - Kabuliwala. India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days</i> - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanities and Religion</p>									
III	<p><i>Poetry – I</i> The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo</p>									
IV	<p><i>Poetry – II</i> 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</p>									
V	<p><i>Drama</i> Rabindranath Tagore – Mukhtha dhara. Harindranath Chattopadhyay - 1)The Window, 2)Sentry’s Lantern - Joginder Paul - Sleepwalkers.</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 to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

Text Books

References Books

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

Furnished by TANSCHÉ

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Prose Of Truth, Of Adversity - Francis Bacon A City Night – Piece - Oliver Goldsmith 1) The Spectator Club, 2) On Ghosts and Apparitions – Coverley Papers from The Spectator.									
II	Poetry - I Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats – On First Looking into Chapman's Homer.									
III	Poetry - II P.B. Shelley – 1) Ozymandias , 2) To a Skylark William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks in Beauty John Milton - Paradise Lost Bk 4.									
IV	Drama Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conquer									
V	Fiction Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput - Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Poetry – I E.M.Foster - <i>The Prologue</i> <i>Passage to India (Lines 1 - 68)</i> .Walt Whitman <i>O Captain, My Captain!</i> – Walt Whitman									
II	Poetry – II Sherman Alexie- <i>Crow Testament, Evolution</i> Edgar Allan Poe - <i>The Raven</i> Emily Dickinson - <i>Because I Could Not Stop for Death.</i>									
III	Prose Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									
IV	Drama Tennessee Williams- <i>The Glass Menagerie</i> Eugene O' Neill - <i>Emperor Jones</i>									
V	Fiction 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> , Rip Van Winkle									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).								PO1	
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.								PO1, PO2	

CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, 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.	
Web Resources		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green - <i>Winged Words</i> – 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

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

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

CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1, PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO4, PO6
CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8
Text Books (Latest Editions)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. 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:

	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
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER IV
CORE VII – WORLD LITERATURE IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	Details									
I	Poetry-I Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang Von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran - Your Children are not your children.									
II	Poetry-II Pablo Neruda - If you forget me. Ovid – Pyramus & Thisbe. Alexander Pushkin - The Gypsies. Horace - Satires Gabriel Okara - The Mystic Drum Jean Arasanayagam - Two Dead Soldiers									
III	Prose Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.									
IV	Drama Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot.									
V	Fiction Gabriel García Márquez - A Very Old man With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus - The Pot of Gold.									

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> . Talon books Limited, 2005.	
Web Resources		
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
I	Introduction to study of language – George Yule An Introduction to Language and Linguistics - Edited by Ralph Fasold & Jeff Connor - Linton									
II	Theory of Communication – From Communication Theory – David Holmes General Semiotics - from The Theory of General Semiotics – Alfred Solomonick Linguistics, Sign, Language & Culture Language & Writing.									
III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure Introduction to Phonology & Morphology – Gimson’s Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky									
IV	Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach									
V	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language - The Psychology of Language – Trevor A. Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin TEXTS Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish Language – Bloomfield Structural Aspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt									

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

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

THRID YEAR - SEMESTER V
CORE IX - AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of authors of various backgrounds.									
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and theirworks.									
LO4	To equip them with the ability to use this knowledge to analyze problems inboth other academic settings and work contexts.									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
UNIT	Details									
I	Aristotle-Life and works.									
II	Charles Dickens-Life & Works									
III	Rabindranath Tagore-Life & Works									
IV	Jane Austen-Life & Works									
V	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts							PO 1		
CO2	Integrate knowledge of the diversity of cultures and peoples							PO1, PO2		
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature							PO4, PO6		
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.							PO4, PO5, PO6		
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.							PO3, PO8		

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <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	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V

CORE X - WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
UNIT	Details									
I	Poetry-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	Poetry-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	Tales & Myths Clarissa Pinkola Estés - Women Who Runs With Wolves Ambai - In a forest, A deer.
IV	Fiction – I Kate Chopin – Awakening Aphra Behn - Oroonoko
V	Fiction – II L. M. Montgomery - Anne of Green Gables Louisa May Alcott - Little Women Margaret Atwood - Surfacing

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
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER V
CORE XI – INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
	Core	Y	Y	-	-	4	5	25	75	100	
Learning Objectives											
LO1	To introduce the students to the polyphony of modern Indian writing in translation										
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.										
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.										
LO4	To explore images in literary productions that express the writers sense of their society.										
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.										
UNIT	Details										
I	Poetry– I (In Translation) 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	Poetry– 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	Prose 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 (The Autobiography of an Unknown Indian) – Nirad C. Chaudri										
IV	Drama Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq										
V	Fiction 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	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V

Core XII – BIOGRAPHIES, AUTO-BIOGRAPHIES & MEMOIRS

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

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
Text Books (Latest Editions)		
1.	<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:

	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 XIII – INTRODUCTION TO LITERARY THEORY & CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To intensify students' proficiency in the skills at the heart of a liberal education									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.									
UNIT	Details									
I	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)									
II	Feminism 20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (P g . x i – x x x) When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray									
III	Post Structuralism Jacques Derrida Structure, Sign and Play from 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 Classes, 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
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER VI**Core XIV– Project**

The students are required to submit a project report at the end of the programme in partial fulfillment of the Degree Programme. The topic of the project should be relevant to English literature (No Topic Restriction is given). The report must be submitted to the University in the typed format in about 20 pages, following the eighth edition of MLA Handbook.

THIRD YEAR - SEMESTER VI**Core XV– SHAKESPEARE STUDIES**

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

IV	Detailed- Merchant of Venice Detailed- Julius Caesar Non-detailed-Macbeth Non-Detailed- Tempest.	VERITY EDITION
V	Wilson Knight - <i>The Wheel Of Fire</i> . Akram Hossain - <i>An Approach To Shakespeare Scholarship And Criticism</i> Neema Parvini - <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> –Stephen Greenblatt	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed	PO1
CO2	Show evidence of wider reading and 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.	<u>Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc</u>	

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
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER I
ME 1– SOCIAL HISTORY OF ENGLAND (ALLIED/ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Allied - Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects									
II	The Commonwealth Of England, 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.	Social History of England by Xavier
	References Books (Latest editions, and the style as given below must be strictly adhered to)
	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press; Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Allied - Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages									
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours									
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre- Romantics									
IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen), Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play									
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – W.B. Yeats									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various Literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	

CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
Web Resources		
1.	ALEX00.PDF (manavata.org)	

Mapping with Programme Outcomes:

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

CO 5	3	2	3	3	3	3	3	2	2	3
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3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III

ME 3– LITERARY GENRES AND TERMS (ALLIED/ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Allied - Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students apply literary terminology to fiction, drama, and poetry.									
LO2	Help them recognize the main elements of different literary genres and assess their significance									
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry									
LO4	To enable them to Identify a literary text’s main themes and make reasonable assertions about their meaning									
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.									
UNIT	Details									
I	Literary Theory And Terms: The Basics									
II	Types Of Prose Text-Semiotics: The Basics									
III	Terms For Interpreting Authorial Voice- Terms For Interpreting Characters									
IV	Terms For Interpreting Word Choice, Dialogue, And Speech- Terms For Interpreting Plot									
V	Terms For Interpreting Layers Of Meaning -Cultural Theory: The Key Concepts									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand new definitions of contemporary critical issues such as ‘Cybercriticism’ and ‘Globalization’.								PO1	

CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	PO1, PO2
CO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.	PO4, PO6
CO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	PO4, PO5, PO6
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	PO3, PO8

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

**SECOND YEAR - SEMESTER III
ME 4 – FILM AND LITERATURE (ALLIED/ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Allied - Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students look closely into the relation between film and literature.									
LO2	Introduce learners to the various ways in which literature and the moving image diverge.									
LO3	Help the learners understand how each form makes their own claims to the narrative.									
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.									
LO5	Help learners gain perspective on literature's relationship with cinema									
UNIT	Details									
I	Theories, Practices, Forms, Adaptations, Migrations -William Shakespeare's KingLear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)									
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) StanleyKubrick, 2001: A Space Odyssey(1968)									
III	Cinema from novella and dramatic literature									
IV	Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)									
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now(1979)									
Course Outcomes										

Course Outcomes	On completion of this course, students will;	
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize 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, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.	
2.	Nichols Bill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.	
3.	Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.	
2.	Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print	
Web Resources		
1.	<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

MAJOR (ELECTIVE) - IV - ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To develop the students intellectual, personal and professional abilities.									
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.									
LO3	To develop confidence in getting job opportunities.									
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.									
LO5	To develop competitive skills through various types of objective tests.									
UNIT	Details									
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.									
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.									
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.									

IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.	
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.	
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
CO2	Acquire skills in vocabulary usage and grammar.	PO1, PO2
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4, PO6
CO4	Build confidence in getting job opportunities.	PO4, PO5, PO6
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8
Text Books (Latest Editions)		
1.	English for Competitive Examinations- R.P.Bhatnagar & Rajal Bhargava	
2.	Remedial Grammar-F.T.Wood	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

MAJOR (ELECTIVE) - I – INTRODUCTION TO COMPARITIVE LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.									
LO3	To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.									
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.									
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.									
UNIT	Details									
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.									
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology									
III	Literature and other disciplines, Literature and other Arts									
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Liberty</i> , <i>Queen Mab</i> , <i>Love's Philosophy</i> . Selected poems of Subramaniya Bharathi - <i>Bharath Country</i> , <i>Worship of Sun</i> , <i>Kannan My Servant</i> .									
V	Comparative study of Vairamuthu's <i>KallikattuIthikasam</i> and ErnestHemingway's ' <i>The Old Man and the Sea</i> '									

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

Mapping with Programme Outcomes:

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

MAJOR (ELECTIVE)-II – MASS COMMUNICATION AND JOURNALISM

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

Learning Objectives

LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
L O2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
LO3	To empower learners by communication, professional and life skills.
LO4	To develop the ability to structure Essays.
LO5	To enable the students to learn copy- editing.

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

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

Course Outcomes

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

Text Books (Latest Editions)

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

MAJOR (ELECTIVE)-III - COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
UNIT	Details									
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.									
II	<i>Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.</i>									

III	<i>Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.</i>
IV	<i>Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.</i>
V	<i>Nirad C Chaudhuri “Indian Crowds” [Non-Detailed],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 acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference.

Each course outcome should be mapped with the POs.

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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four 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	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	2	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR COMMUNICATION (SEC -II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	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									
UNIT	Details									
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.									
II	Types of communication-Verbal-Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication - Speaking/reading/writing/listening									
V	Application of learning									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication							PO1		
CO2	Analyze the various types of communication							PO1, PO2		
CO3	Make use of the essential principles of communication							PO4, PO6		
CO4	Identify the prominent methods and models of Communication.							PO4, PO5, PO6		
CO5	Learn about the four skills of language and get familiarized with them.							PO3, PO8		
Text Books (Latest Editions)										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									
3.	Understanding Body Language by Alan Pease.									
References Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.									
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY / goiga la jjuna - Academia.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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENTREPRENEURIAL SKILLS (SEC-III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
UNIT	Details									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.							PO1		
CO2	Explore entrepreneurial skills and management function of a company.							PO1, PO2		
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.							PO4, PO6		
CO4	Understand various steps involved in starting a venture.							PO4, PO5, PO6		
CO5	Explore marketing methods & new trends in entrepreneurship.							PO3, PO8		
Text Books (Latest Editions)										
1.										
2.										
3.										
References Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed.,									

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

Mapping with Programme Outcomes:

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

PUBLIC SPEAKING SKILLS (SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking							PO1		
CO2	Recognize barriers to public speaking and identify how to avoid them							PO1, PO2		
CO3	Understand how to give effective verbal and nonverbal feedback							PO4, PO6		
CO4	Learn about planning speech organization for the intended audience							PO4, PO5, PO6		
CO5	Practice effective group delivery and speech in formal context.							PO3, PO8		
Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson									
2.	Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins									
References Books (Latest editions, and the style as given below must be strictly adhered to)										

1.	<i>Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
Web Resources	
1.	<i>Learning Outcomes / Public Speaking (lumenlearning.com)</i> <i>lu03_public_speaking.pdf (indianhills.edu)</i>

Mapping with Programme Outcomes:

	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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR CAREERS (SEC-IV)

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

Learning Objectives

LO1	To help students gain knowledge about the job search, application, and interview process
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners to describe themselves and their experiences in a résumé
UNIT	Details
I	Definition of English Language-Characteristic Features
II	Purposes of English Language
III	Major Roles played by English Language in Education and various career choices
IV	English language as a identity to popular culture
V	The major developments happening in the contemporary world by using English language.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Attain communicative competence so that they can use language accurately and appropriately	PO1
CO2	Understand the basic features of communication and aim at improving language skills	PO1, PO2
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	PO4, PO6
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Text Books (Latest Editions)

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

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDkzMTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR BUSINESS (SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students learn strategies and practical language to deal with real life situations.									
LO2	To help them improve on how to speak and write in order to keep communication going and always appear professional and competent									
LO3	To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts									
LO4	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!									
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources									
UNIT	Details									
I	Business English Definition and Difference									
II	Highlights/ Significance/Essentials of Business English									
III	Needs of Business English									
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
V	Economic Development through Business English									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Strengthen their language skills : writing, reading, listening & speaking							PO1		
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech							PO1, PO2		
CO3	Improve their confidence and learn how to connect with people in English							PO4, PO6		
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.							PO4, PO5, PO6		
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues							PO3, PO8		

Text Books (Latest Editions)	
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - FederalUniversity of Technology - Paraná. Curitiba. 2015.
Web Resources	
1.	<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	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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

INTERVIEW SKILLS (SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable students understand the information needed to prepare for an interview									
LO2	To enable them to research company information before heading to an interview									
LO3	To familiarize them with how to handle Interview Questions									
LO4	To enable them to use comfortable vocabulary									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	Definition of Interview-Essentials of Interview Skill									
II	Needs and Requirements of Interview skills									
III	Resume Preparation- Do's and Don'ts of an interview									
IV	Body language-gesture-attitude-facial expression-sound knowledge									
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.							P O 1		
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbalpace).							PO1, PO2		
CO3	Demonstrate professional behavior(s) including papers professional attire, and respectful presentation.							PO4, PO6		
CO4	Develop confidence in relationship to their interviewing skills.							PO4, PO5, PO6		
CO5	Be able to identify, discuss, and implement key job interview skills.							PO3, PO8		
Text Books (Latest Editions)										
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall									
2.	David Beckham (2013), The illustrated Book, Headline Publications									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>									

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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

FUNCTIONAL ENGLISH (SEC-I)

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

Web Resources

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

Internship - Guidelines for Internship Programme

Internship programme is an integral part of the Under Graduate Degree Programme. It has been designed by the University as part of the UG programme to sustain the general abilities, the acquired skills and the language proficiency of the students. Every student must undergo the internship programme for fifteen days in any of the institutions/firms/organizations mentioned below. And the students are required to submit the attendance certificates and the report duly signed by the Head of the Institution in which the student has undergone the internship programme.

Institutions/Organizations:

1. Media Centres
2. Soft skill training centers
3. Publishing Houses (as proof reader)
4. Media Photography and Reporting
5. Schools.

Extension Activities

The extension activities are meant for moulding the students in various other capacities in order to make him a useful citizen/personality. The report (In a Page – Typed matter) of the extension activities must be submitted to the University to obtain the credit point.

Recommended areas:

1. Visiting Historical monuments
2. Visiting socially enlightening places
3. National Wonders,
4. National Geographical parks
5. Community services in areas of Natural disasters
6. Cultural events
7. Sports and games
8. Alumni Meet

9. Temple car festival

10. Country fair / Gala

Course	Non Major Elective - I
Title of the Course:	SOCIAL PSYCHOLOGY
Credits:	2
Learning Objectives	<ol style="list-style-type: none">1. The aim of the course is to enable the students to understand the various socio psychological concepts.2. The course will help the students to briefly summarize the importance of self and stages in developing self.3. The course will help the students to compare and contrast the collective behavior and their impacts on formation of deviance4. The course is designed so that students can enumerate the significance of social psychology and various methods used in social psychology5. The aim of the course is to enable the students to aware of social mind of society
Course Outcomes	<ol style="list-style-type: none">1. The students can explain the scope of social psychology and its relationship with other social sciences.2. The students can get acquisition of knowledge that goes beyond mere memorization of facts.3. The students can assess the different group process and leaderships patterns4. The students can explain various social processes that affect the individual attitude5. The students create awareness on the major problems and issues in the discipline of social psychology
Pre-requisites, if any:	

Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Nature and Scope of social psychology • Methods of social psychology • Importance of social psychology
II	<p>Personality and Culture</p> <ul style="list-style-type: none"> • Personality types and traits • Influence of culture on personality
III	<p>Collective Behavior</p> <ul style="list-style-type: none"> • Crowd • Mobs • Riots
IV	<p>Motivation</p> <ul style="list-style-type: none"> • Meaning, definition and characteristics • Approaches to motivation – Behaviorist, Humanistic and Cognitive. • Types – Intrinsic and Extrinsic.
V	<p>Aggression and prejudice</p> <ul style="list-style-type: none"> • Types and causes of aggression • Types and causes of prejudice <p>Attitude, Public Opinion and Propaganda</p> <ul style="list-style-type: none"> • Attitudes and formation of attitudes • Dynamics of public opinion • Mass media and public opinion • Principles and techniques of propaganda • Social effects of propaganda

<p>Recommended Books</p>	<ol style="list-style-type: none"> 1. Adinarayanan, S.P. (1964) Social Psychology, Longman, India 2. Aronson. Elliot, Wilson D. Tmothhy and Akery M. Robert(1977) Social Psychology, Longman Publishers 3. Baron,A. Robert Boon Byrne (1998) Social Psychology, Prentice Hall of India, India. 4. Morris Rosenberg, Ralf H. Turner (1990). Social Psychology: Sociological perspective. First Edition. Taylor and Francis. 5. Arun Kumar Singh (2019) Social Psychology. Second Edition. Delhi.
<p>Text Books</p>	<ol style="list-style-type: none"> 1. Bhatia, Hansraj. (1974) Elements of Social Psychology, Somaiya publications, Bombay. 2. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 3. Lindgren, Henry Clay (1998) Social Psychology, Wiley Eastern publications, New Delhi-1998. 4. Pearson (2017) Social Psychology. 14 Edition. 5. David G. Myers (2020) Exploring Social Psychology. 8th edition.
<p>Web resources</p>	<ul style="list-style-type: none"> • https://www.simplypsychology.org/social-psychology.html • https://2012books.lardbucket.org/books/sociology-comprehensive-edition/s24-01-types-of-collective-behavior.html • http://www.psychologydiscussion.net/social-psychology-2/aggression/aggression-basis-forms-and-control-social-psychology/1328 • https://brocku.ca/MeadProject/Young/1930/1930_27.html • https://us.sagepub.com/sites/default/files/upm-assets/90582_book_item_90582.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	1	2	1	1	3	3	2	3	3
CO 2	1	3	3	3	3	3	2	2	3	3
CO 3	1	3	3	3	3	3	3	3	3	3
CO 4	3	1	1	3	3	3	3	2	3	3
CO 5	3	3	2	1	1	3	3	2	2	3
Average	3	3	2	3	3	3	3	2	3	3

3-Strong

2-Medium

1-Low

Course	Non Major Elective - II
Title of the Course:	SOCIAL ANTHROPOLOGY
Credits	3
Course Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to understand the functions of primitive society 2. The course will explain the tribal culture and tribal economy of the tribal society. 3. The course will elaborate the socio-economic institutions, structure of family and kinship. 4. The aim of the course is to understand the types of culture and its classifications. 5. The course also explains the branches of Anthropology and its relationship with other Social sciences.
Learning Outcomes	<ol style="list-style-type: none"> 1. The students can identify the cultural attributes and types of cultures. 2. They can differentiate primary and secondary institutions in the society. 3. The students can describe how evolutionary and historical processes have shaped primates and human ancestors. 4. The students can discuss human diversity and how knowledge about human diversity leads to a better understanding. 5. The students can explain the evolutionary changes of Economic and Political Organizations among tribe population.
Pre-requisites, if any:	
Units	
I	Introduction

	<ul style="list-style-type: none"> • Meaning and Scope of Anthropology • Branches of Anthropology • Relationship between Sociology and Anthropology
II	<p>Culture</p> <ul style="list-style-type: none"> • Attributes of Culture • Culture Traits • Culture Complex • Culture Area • Culture Integration • Enculturation, ethnocentrism, cultural relativism and Transculturation
III	<p>Marriage and Kinship</p> <ul style="list-style-type: none"> • Marriage: Typology by mate selection- Levirate and Sororate- Hypergamy and Hypogamy. • Types of Decent • Kinship: Consanguinal and Affinal. • Kinship: Tribe, Class, Moiety and phratry. • Kinship Behaviour: Joking and Avoidance relationship.
IV	<p>Economic Organization</p> <ul style="list-style-type: none"> • Meaning, Scope and Relevance of economic anthropology • Property: Primitive Communism- Individual- Collective. • Stages of Economy: Food gathering- Hunting- Fishing- Pastoralism- Cultivation. • Systems of trade exchange: Reciprocity- Redistribution- barter and market
V	<p>Political Organization</p> <ul style="list-style-type: none"> • Band, Tribe and State. • Kinship and chiefdom. • Primitive law and Justice. • Types of Punishment

<p style="text-align: center;">VI</p>	<p>Religious Organization</p> <ul style="list-style-type: none"> • Anthropological approaches to the study of religion- • (Evolutionary, Psychological and Functional) • Monotheism and Polytheism • Sacred and profane; myths and rituals • Form of religion in tribal societies (animism, animatism, fetishism, naturism and totemism)
<p>Recommended Books</p>	<ol style="list-style-type: none"> 1. Majumdar D.N and T.N.Madan (1994) Introduction to Social Anthropology, Mayoer Paper Backs, Noida. 2. Beals R and Haiger.H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 3. Makhan Jha (2003) An introduction to Social Anthropology. Second edition. 4. S.F. Nadel (1969). The foundations of Social Anthropology 5. Eliot Dismore Chapple, Carleton Stevens Coon (1978) Principles of Anthropology. R.E Krieger Publication.
<p>Text Books</p>	<ol style="list-style-type: none"> 1. Jha, Makhan (1994) An Introduction to Social Anthropology, Sage Publications, New Delhi. 2. Manna Samita (2013). An Introduction to Social Anthropology, Dorling Kindersley (India) Pvt.Ltd. 3. Majumdar D. N and T.N. Madan (1994) Introduction to Social Anthropology, Mayoer Paper Backs, Noida. 4. Beals R and Haiger. H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 5. S.F. Nadel (1969). The foundations of Social Anthropology.
<p>Web resources</p>	<ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960 • https://opentextbc.ca/introductiontosociology/chapter/chapter-3-culture/ • https://www.cartercenter.org/resources/pdfs/health/ephti/libra

	<p>ry/lecture_notes/health_science_students/ln_socio_anthro_fin al.pdf</p> <ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/41233/1/Unit-1.pdf • https://mahabubjnu.files.wordpress.com/2013/09/59811078-lewellen-political-anthropology.pdf
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

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Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	1	3	3	3	2	2	3	3	2	3
CO 3	3	1	3	3	2	3	3	2	3	3
CO 4	1	3	3	2	2	3	3	3	3	3
CO 5	3	1	1	1	3	3	3	2	3	3
Average	3	3	3	3	2	3	3	3	3	3

3-Strong 2-Medium 1-Low

Ability Enhancement Compulsory Courses (AECC – Environmental Studies)

Unit 1: Introduction to environmental studies

- Multidisciplinary nature of environmental studies; components of environment – atmosphere, hydrosphere, lithosphere and biosphere.

- Scope and importance; Concept of sustainability and sustainable development.
(2 Lectures)

Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
 (6 Lectures)

Unit 3: Natural Resources: Renewable and Non-renewable Resources

- Land Resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Heating of earth and circulation of air; air mass formation and precipitation.
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.
(8 Lectures)

Unit 4: Biodiversity and Conservation

- Levels of biological diversity :genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.
(8 Lectures)

Unit 5: Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil, chemical and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste..
- Pollution case studies.
(8 Lectures)

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity

(CBD). The Chemical Weapons Convention (CWC).

- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context (7 Lectures)

Unit 7: Human Communities and the Environment

- Human population and growth: Impacts on environment, human health and welfare.
- Carbon foot-print.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). (6 Lectures)

Unit 8: Field work

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc. (Equal to 5 Lectures)

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalayadams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeil, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, h.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*.

S. Chand Publishing, New Delhi.

16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C.E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E.O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on environment and Development. 1987. *Our Common Future*. Oxford University Press.
21. www.nacwc.nic.in
22. www.opcw.org

PROFESSIONAL COMPETENCY SKILL - INTERVIEW SKILLS (PCS1)

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

Learning Objectives

LO1	To enable students understand the information needed to prepare for an interview
LO2	To enable them to research company information before heading to an interview
LO3	To familiarize them with how to handle Interview Questions
LO4	To enable them to use comfortable vocabulary
LO5	To help them think and speak imaginatively and critically

UNIT Details

I	Definition of Interview-Essentials of Interview Skill
II	Needs and Requirements of Interview skills
III	Resume Preparation- Do's and Don'ts of an interview
IV	Body language-gesture-attitude-facial expression-sound knowledge
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.	P O 1
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbalpace).	PO1, PO2
CO3	Demonstrate professional behavior(s) including papers professional attire, and respectful presentation.	PO4, PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4, PO5, PO6
CO5	Be able to identify, discuss, and implement key job interview skills.	PO3, PO8

Text Books (Latest Editions)

1.	Ros Jay (2002), Brilliant Interview, Prentice Hall
2.	David Beckham (2013), The illustrated Book, Headline Publications
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>

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
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

