

VIVEKANANDHA
College of Arts and Sciences for Women
(Autonomous)
Elayampalayam, Tiruchengode, Namakkal Dt.



PG and Research Department of English
B.A English
Syllabus and Regulations
For Candidates admitted from 2024 – 25

Vivekanandha Educational Institutions
Angammal Educational Trust
Elayampalayam,
Tiruchengode,
Namakkal Dt – 637 205

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PG and Research Department of English

B.A. English

Vision

To Mentor a heterogeneous group of students by offering need-based programmes, provided in an academic environment of quality higher education and thereby grooming the holistic development of the youth

Mission

To strengthen the learner's ability to analyse all forms of literary expression and to prepare them for careers and higher education.

To introduce the students to the tools of research and broaden their critical sensibilities.

To make students alive to the richness, range and vitality of the English Language and Literature.

To prepare the students to discover the dynamics of English studies in the contemporary context, imbued with multi-cultural perspective and qualified by critical thought thereby bridging the gap between the word and world.

Bloom's Taxonomy Based Assessment Pattern

K1-Remember; K2- Understanding; K3- Apply; K4-Analyze; K5- Evaluate; K6- Creativity

External Examination Theory: 75 Marks

Internal Examination: 25 Marks (CIA I, CIA II, Model, Assignment, Attendance, Seminar)

Project/Practical: 60 External Marks, 40 Internal Marks

Knowledge Level	Section	Marks	Description	Total
K1	A (Answer all)	10x01=10	MCQ	75
K2, K3 & K4	B (Either or pattern)	05x07=35	Short Answers	
K5 & K6	C (Answer 3 out of 5)	03x10=30	Descriptive/ Detailed	

Knowledge Level	Paper	Internal Marks	External Marks	Total
K1, K2, K3, K4, K5 & K6	Practical	40	60	100

Programme Outcomes (POS)

1. To inspire an aesthetic appreciation for English literature and language.
2. To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
3. To enhance effective use of English in creative expression and day-to-day life.
4. To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.
5. To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability / self-employment.

Programme Specific Outcomes (PSOs)

1. Enhancing knowledge of different literatures in English.
2. Understanding of values and culture inherited in literary texts.
3. Cultivating critical ability to explore literary texts from varied points of view.

Programme Educational Objectives (PEOs)

1. To comprehend the world of English literature and diverse literary works.
2. To acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature.
3. To develop a flair for English Language and understand the various techniques and patterns employed in various literatures.

I B.A., English - First Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part I	23U1LT01	Tamil - I	3	6	25	75	100
2	Part II	23U1LE01	English – I	3	4	25	75	100
3	Part III Core 1	23U1ENC01	Introduction to Literature	5	5	25	75	100
4	Part III Core 2	23U1ENC02	Indian Writing in English	5	5	25	75	100
5	Part III DSE 1	23U1ENDE01	Social History of England	3	4	25	75	100
6	Part III Skill Enhancement Course – I	23U1ENS01	English for Communication	2	2	25	75	100
7	Part III (Foundation Course)	23U1ENAC01	Soft Skills for Effective Communication	2	2	25	75	100
8	Part IV Value Education	23U1VE01	Health, Human Values and Yoga	2	2	25	75	100
9	Part V (Orientation Course / Bridge Course)	-	Language and Literature – An Overview	-	-	-	-	-
Total				25	30	200	600	800

I B.A., English - Second Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part I	23U2LT02	Tamil - II	3	5	25	75	100
2	Part II	23U2LE02	English - II	3	5	25	75	100
3	Part III Core 3	23U2ENC03	British Literature - I	5	5	25	75	100
4	Part III Core 4	23U2ENC04	American Literature – I	5	5	25	75	100
5	Part III DSE 2	23U2ENDE02	History of English Literature	3	4	25	75	100
6	Part IV Skill Enhancement Course – II	23U2ENS02	Entrepreneurial Skills	2	2	25	75	100
		23U2CSAC02	Office Automation	2	2	25	75	100
		23U2EVS01	Environmental Studies	2	2	25	75	100
Total				25	30	200	600	800

II B.A., English - Third Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part-I	23U3LT03	Tamil - III	3	5	25	75	100
2.	Part-II	23U3LE03	English - III	3	5	25	75	100
3.	Part-III Core 5	23U3ENC05	British Literature - II	4	5	25	75	100
4.	Part III Core 6	23U3ENC06	American Literature -II	4	5	25	75	100
5.	Part III DSE 3	23U3ENDE03	Literary Genres and Terms	4	4	25	75	100
6.	Part III - Practical - I	23U3ENP01	English Phonetics	2	4	40	60	100
7.	Part IV NMEC 1	23U3ENN01	English for Professional Communication	2	2	25	75	100
Total				22	30	190	510	700

II B.A., English - Fourth Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part I	23U4LT04	Tamil - IV	3	5	25	75	100
2.	Part II	23U4LE04	English - IV	3	5	25	75	100
3.	Part III Core 7	23U4ENC07	World Literature in Translation	4	5	25	75	100
4.	Part III Core 8	23U4ENC08	Aspects of Language & Linguistics	4	5	25	75	100
5.	Part III DSE 4	23U4ENDE04	Film Studies	4	4	25	75	100
6.	Part III - Practical - II	23U4ENP02	Communication Skills	2	4	40	60	100
7.	Part IV NMEC 2	23U4NN04	Human Rights	2	2	25	75	100
Total				22	30	190	510	700

III B.A., English – Fifth Semester

S. No.	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part III Core 9	23U5ENC09	Authors in Focus	4	6	25	75	100
2.	Part III Core 10	23U5ENC10	Women's Writings in English & in Translation	4	6	25	75	100
3.	Part III Core 11	23U5ENC11	Indian Writing in Translation	4	6	25	75	100
4.	Part III DSE 5	23U5ENDE05	English Language for Competitive Examinations	4	6	25	75	100
5.	Part III DSE 6	23U5ENDE06	Mass Communication and Journalism	3	4	25	75	100
6.	Part III	23U5ENINT01	Internship	2	-	-	-	-
7.	Part IV SBEC 1		Professional Ethics	2	2	25	75	100
Total				23	30	150	450	600

III B.A., English – Sixth Semester

S. No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part III Core 12	23U6ENC12	Literary Criticism	4	6	25	75	100
2.	Part III Core 13	23U6ENC13	Shakespeare Studies	4	6	25	75	100
3.	Part III Core 14	23U6ENC14	English Language Teaching	3	5	25	75	100
4.	Part III DSE 5	23U6ENDE07	Children's Literature	3	5	25	75	100
5.	Part III DSE 6	23U6ENDE08	Translation: Basic Concepts and Practice	3	5	25	75	100
6.	Part III Project	23U6ENP03	Creative Writing	3	1	40	60	100
7.	Part IV SBEC 2		Academic Writing and Academic Portfolio	2	2	25	75	100
8.	Part V	23U6EX01	Extension Activity	1	-	-	-	-
Total				23	30	190	510	700

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I B.A., English - First Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part I	23U1LT01	Tamil - I	3	6	25	75	100
2	Part II	23U1LE01	English – I	3	4	25	75	100
3	Part III Core 1	23U1ENC01	Introduction to Literature	5	5	25	75	100
4	Part III Core 2	23U1ENC02	Indian Writing in English	5	5	25	75	100
5	Part III DSE 1	23U1ENDE01	Social History of England	3	4	25	75	100
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8	Part IV Value Education	23U1VE01	Health, Human Values and Yoga	2	2	25	75	100
9	Part V (Orientation Course / Bridge Course)	-	Language and Literature – An Overview	-	-	-	-	-
Total				25	30	200	600	800

First Year - Semester I - Part II - English - I

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
		Y	Y	-	-			CIA	ESE	Total
23U1LE01	Part II	3	3			3	4	25	75	100
		Learning Objectives								
LO1	To enable learners to acquire the linguistic competence necessarily required in various life situations									
LO2	To help them understand the written text and able to use skimming, scanning skills									
LO3	To assist them in creative thinking abilities									
LO4	To enable them to become better readers and writers									
LO5	To assist them in developing correct reading habits silently extensively and intensively									

Details of the Syllabus
<p>Unit – I - Poetry</p> <p>1.1 A Patch of Land - Subramania Bharati 1.2 The Sparrow - Paul Laurence Dunbar 1.3 A Nation's Strength – Ralph Waldo Emerson 1.4 Love Cycle - Chinua Achebe</p> <p>Unit – II - Prose</p> <p>2.1 JRD - Harish Bhat 2.2 Us and Them - David Sedaris From Dress Your Family in Corduroy and Denim 2.3 Uncle Podger Hangs a Picture - Jerome K Jerome</p> <p>Unit – III - Short Stories</p> <p>3.1 The Faltering Pendulum- Bhabani Bhattacharya 3.2 How I Taught my Grandmother to Read- Sudha Murthy 3.3 The Gold Frame- R.K. Laxman</p> <p>Unit – IV - Language Competency</p> <p>4.1 Vocabulary : Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction</p> <p>Unit – V - English for Workplace</p> <p>5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions</p>

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
CO2	Understand the total content and underlying meaning in the context.	PO1, PO2
CO3	Form the habit of reading for pleasure and for information	PO4, PO6
CO4	Comprehend material other than the prescribed text	PO4, PO5, PO6
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PO3, PO8

Course Outcomes	
Text Books (Latest Editions)	
1.	Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1	How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004
Web Resources	
1	A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false
2	The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0
3	A Nation's Strength by Emerson https://poets.org/poem/nations-strength

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I - Part III - Introduction to Literature

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
		Y	Y	-	-			5	5	CIA
23U1ENC01	Core I	3	2					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									

Details of the Syllabus

Unit – I

Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric, Ballad, Prose

Unit – II

William Shakespeare - Sonnet 116.

John Milton - When I Consider How My Light is Spent,

John Keats - Ode to a Nightingale.

William Wordsworth – Daffodils

Unit – III

J. M. Barrie - The Admirable Crichton

Unit – IV

Katherine Mansfield -A Dill Pickle, The Escape

Unit – V

Saki - The Open Window

Robert Lynd–Sweet

Self-Study (Questions Should Not Be Taken For Exam)

Unit – I : Self – Study

Novella, Tragic-Comedy

Unit – II : Self-Study

William Shakespeare - Sonnet 18,

Michael Drayton - The Parting,

Theodore Roethke – The Meadow Mouse,

Robert Frost - Mending Wall,

Thomas Gray - Elegy Written in a Country Churchyard.

Unit – III : Self-Study

Lady Gregory-The Rising of the Moon.

Unit – IV : Self-Study

Don Quixote-Tilting at the Windmills.

Shiv K Kumar - Indian Women

Manohar Malgonkar - Spy in Amber, Bliss and other stories

Unit – V : Self-Study

Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Appreciate and analyse and the basic elements 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

Course Outcomes	
Text Books (Latest Editions)	
1.	Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing X.J.Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing-9 th edition Laurie Kirszner, by Cengage Learning, 2016
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Henny Herawati et.al., Introduction to Literature, Sanata Dharma University Press, October 2021
2	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford /St. Martin's, August 2021.
3	Janice Campbell., Introduction to Literature: Excellence in Literature English 14 th Ed, Everyday Education, LLC, January 2021
4	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
Web Resources	
1	ASIATIC:IITUMJournalofEnglishLanguage&Literature
2	The English Historical Review (EHR)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

First Year - Semester I
Part III - Indian Writing in English

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
		Y	Y	-	-			5	5	CIA
23U1ENC02	Core II	3	2					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									

Details of the Syllabus

Unit – I

Winning of Friends (Panchathantra) – Vishnu Sharma (There are four stories Chosen - The Winning of Friends, The Birds' Escape, Swift seeks Gold, The Gold meets swift)

Brother's Day from Folktales – A.K. Ramanujan

Unit – II

Pearl S Buck- India Through a Traveller's Eye excerpt from My Several Worlds

Ruskin Bond - The School Among the Pines, Boy Scouts Forever

M.K. Gandhi - Autobiography Inspection Episode - Examination from Part - I Childhood

Unit – III

The Tiger and the Deer - Sri Aurobindo

Unit – IV

Sarojini Naidu - The Village Song

A.K. Ramanujan - Still Another View of Grace

Unit – V

Rabindranath Tagore - Mukhthadhara.

Self-Study (Questions Should Not Be Taken For Exam)

Unit – I : Self – Study

Handful of Nuts, Night Train to Deoli from Ruskin Bond

Sparrows- K.A. Abbas

Hachiko– Pamela S. Turner

Unit – II: Self – Study

Rabindranath Tagore -Khabhuliwala

Uncle Ken's Rumble in the Jungle from School Days – Ruskin Bond

Unit – III : Self – Study

The Lotus – Toru Dutt

Unit – IV : Self – Study

Shiv K Kumar-Indian Women

Mirza Ghalib-It is not Love, it is Madness

Unit – V : Self – Study

The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay

Nalini:A Comedy in Three Acts – Three Plays - Nissim Ezekiel

Joginder Paul- Sleepwalkers.

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, Post colonialism, Regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

Course Outcomes	
Text Books (Latest Editions)	
1.	Back pack 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
Reference 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 English 1 4th Ed, Everyday Education, LLC, January 2021
4	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
Web Resources	
1	ASIATIC: IITUM Journal of English Language & Literature
2	The English Historical Review(EHR)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I
Part III – DSE I : Social History of England

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
		Y	Y	-	-			3	4	CIA
23U1ENDE01	DSE - 1	3	2					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									

Details of the Syllabus

Unit-I : Early History of England

The Renaissance and Its Impact on England, The Reformation-Causes And Effects

Unit II : Age of Charles I and Queen Anne

The Commonwealth of Nations, The Restoration, Coffee-Houses and Their Social Relevance

Unit III : Age of Revolution

Impact of The Industrial, Agrarian and The French Revolutions on The English Society, Humanitarian Movements in England

Unit IV : Developments in England

The Reform Bills and The Spread of Education -Social Impact of The Two World Wars, The Labour Movement, The Welfare State

Unit V : Modern England

The Cold War (1985-1991)-The Falkland War (1981)-The Gulf War (1991)

Self-Study (Questions Should Not Be Taken For Exam)

Unit – I : Self-Study : The Origins of the English Society

PRACTICAL WORK: Make a comparison -Sangam Literature

Unit –II : Self-Study: The Growth of Political Parties in England.

PRACTICAL WORK: Religious movements of the West Vs. Bhakthi Movements of the East

Unit – III : Self-Study : Religious Movements of Victorian Age

PRACTICAL WORK: Educational Commissions in India.

Unit – IV : Self-Study: Religious Movements of Victorian Age

PRACTICAL WORK: Educational Commissions in India.

Unit –V : Self-Study : Modern British Society

PRACTICAL WORK: Impact of Colonialism in Post-Independent India.

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I :
Part IV - Skill Enhancement Course – I : English for Communication

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
								CIA	ESE	Total
23U1ENS01	Skill Enhancement Course – I	Y	Y	-	-	2	2	25	75	100
		3	2							
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.									

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

Self-Study (Questions Should Not Be Taken For Exam)	
Unit I	Significance of communication
Unit II	Kinds of Communication
Unit III	Technical Skills
Unit IV	Body Language
Unit V	Application skills

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

Course Outcomes	
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. Understanding Body Language by Alan Pease.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
Web Resources	
1	https://www.academia.edu/40833205/Subject_ENGLISH_COMMUNICATION_SKILLS_THEORY

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I
Part II – Foundation Course : Soft Skills for Effective Communication

Subject Code	Category	L	T	P	S	Credits	Total Contact Hours / Week	Marks		
								CIA	ESE	Total
23U1ENAC01	Soft Skills for Effective Communication	Y	Y	-	-	2	2			
		2	-					25	75	100
Learning Objectives										
LO1	To enable learners to acquire the linguistic competence necessarily required in various life situations									
LO2	To help them understand the written text and able to use skimming, scanning skills									
LO3	To assist them in creative thinking abilities									
LO4	To enable them to become better readers and writers									
LO5	To assist them in developing correct reading habits silently extensively and intensively									

Details of the syllabus

Unit I

Introduction
 Definition of Communication
 Types of Communication – Verbal & Non Verbal
 Process of Communication
 Direction and Channels of Communication

Unit II

Writing Skills
 Resume Writing
 Job Application and Covering Letter
 Writing Proposals

Unit III

Professional Communication
 Public Speaking
 Job Interviews

Unit IV

Meeting
 Conference
 Group Discussion

Unit V

Technology in Communication
 E-Mail
 Social Media
 Blogs

Self-Study (Questions Should Not Be Taken For Exam)

Unit I
Seven Cs of Communication

Unit II
Business Letters
Business Reports

Unit III
Business Presentation
Business Conversation

Unit IV
Team Presentation

Unit V
Phone
Wikis

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
CO2	Understand the total content and underlying meaning in the context.	PO1, PO2
CO3	Form the habit of reading for pleasure and for information	PO4, PO6
CO4	Comprehend material other than the prescribed text	PO4, PO5, PO6
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PO3, PO8

Course Outcomes

Text Books (Latest Editions)

- Mathew, S. 2018. Communication Skills. Pune: Technical Publications, pp.1.2- 1.24.
- Murphy, H., Hildebrandt, H., and Thomas, J., 2008. Effective Business Communication. 7th ed. New Delhi: Tata McGraw Hill Publishing Company Limited, pp. 04-27 Ober, S. 2008.

Reference Books

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

- Contemporary Business Communication 5th ed. New Delhi: Biztantra, an Imprint of Dream tech Press. pp. 12-22
- Raman, M. and Prakash, S., 2012. Business Communication. 2nd ed. New Delhi: Oxford University Press, pp. 03-43
- Business Communication (Study Material). 2004. published by Dr. T.P.Ghosh, Director of Studies, ICAI, Noida. pp.02-14

Web Resources

- <https://www.merriam-webster.com/dictionary/communication>
- <https://www.coursehero.com/file/p5nj8kh/12-Definitions-ofCommunication-Different-scholarshave-defined-communication/>

3	https://www.businessmanagementideas.com/notes/managementnotes/communication-management-notes/notes-on-communicationmeaning-nature-and-importance/5183
4	https://www.thoughtco.com/professional-communication-1691542
5	https://www.businessmanagementideas.com/notes/managementnotes/communication-management-notes/notes-oncommunication-meaning-nature-and-importance/5183
6	https://www.msuniv.ac.in/Download/Pdf/b125554a866946f
7	http://www.universityofcalicut.info/SDE/B%20Com%20-VI%20Sem.%20Additional%20course%20-%20Business%20Communication.pdf
8	https://www.uou.ac.in/sites/default/files/slm/BHMAECC-II.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

I B.A., English - Second Semester

S.No.	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part I	23U2LT02	Tamil - II	3	5	25	75	100
2	Part II	23U2LE02	English - II	3	5	25	75	100
3	Part III Core 3	23U2ENC03	British Literature - I	5	5	25	75	100
4	Part III Core 4	23U2ENC04	American Literature – I	5	5	25	75	100
5	Part III DSE 2	23U2ENDE02	History of English Literature	3	4	25	75	100
6	Part IV Skill Enhancement Course – II	23U2ENS02	Entrepreneurial Skills	2	2	25	75	100
		23U2CSAC02	Office Automation	2	2	25	75	100
		23U2EVS01	Environmental Studies	2	2	25	75	100
Total				25	30	200	600	800

First Year – Semester II : Part II – English - II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U2LE02	PART II	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To introduce learners to the essential skills of communication in English									
LO2	To enable them use these skills effectively in academic and non-Academic contexts									
LO3	To help them identify and eliminate common mistakes in writing and speaking									
LO4	To enable them use various business communication strategies and to use advanced vocabulary									
LO5	To familiarize them in writing descriptive essays and respond to arguments orally and in writing									
UNIT	Details of the Syllabus									
I	Poetry Very Indian Poem in Indian English- Nissim Ezekiel Still I Rise-Maya Angelou The Flower-Tennyson On Killing a Tree-Gieve Patel									
II	Prose If You Are Wrong Admit it-Dale Carnegie Kindly Adjust Please- Shashi Tharoor The Spoon-fed Age-W. R. Inge									
III	Fiction Alchemist- Paulo Coelho									
IV	Language Competency Homonyms, Homophones, Homographs , Portmanteau words Verbs and Tenses, Subject Verb Agreement, Error correction									
V	English in Workplace Reading for General and Specific information [charts, tables, schedules, graphs etc] Reading news and weather reports Writing paragraphs Taking and making notes									

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Learn to introduce themselves and talk about everyday activities confidently	PO1
CO2	Be able to write short paragraphs on people, places and events	PO1, PO2
CO3	Identify the purpose of using various tenses and Effectively employ them in speaking and writing	PO4, PO6
CO4	Gain knowledge to write subjective and objective descriptions	PO4, PO5, PO6
CO5	Identify and use their skills effectively in formal contexts.	PO3, PO8

Text Books (Latest Editions)	
1.	The Alchemist-Paulo Coelho Harper-2005
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Advanced English Grammar.Martin Hewings. Cambridge University Press, 2000
2.	Descriptive English. SP Bakshi, RichaSharma·2019, Arihant Publications(India)Ltd.
3.	The Reading Book : A Complete Guide to Teaching Reading. Sheena Cameron, Louise Dempsey,S&L.Publishing,2019.
4.	SkimmingandScanningTechniques,BarbaraSherman,LibertyUniversityPress, 2014
5.	Brilliant Speed Reading: What everyone needs to read, however...Phil Chambers, Pearson, 2013.
6.	The Archer, Paulo Coelho.PenguinViking, 2020.
Web Resources	
1.	VeryIndianpoembyNissimEzekiel http://econtent.in/pacc.in/admin/contents/40_%20_2020103001102714.pdf
2.	Still I Rise by Maya Angelou https://www.poetryfoundation.org/poems/46446/still-i-rise
3	TheFlowerbyTennyson: https://www.poemhunter.com/poem/the-flower-2/
4	OnKillingatreebyGievePatel: https://www.poemhunter.com/poem/on-killing-a-tree/
5	If you are wrong, admitit: https://www.tbr.fun/if-youre-wrong-admit-it/
6	Kindly Adjust please-ShashiTharoor https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg
7	The Spoon Fed Age : https://www.nrkacademy.com/2016/04/spoon-feeding-by-wringe.html
8	The Alchemist: https://www.youtube.com/watch?v=lxBYpmxjeDU

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO 8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

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

Mapping with Programme Specific Outcomes:

First Year- Semester II : Part III : Core III – British Literature - I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U2ENC03	Core - III	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									

UNIT	Details of the Syllabus
I	Francis Bacon - Of Truth, Of Adversity Joseph Addison and Sir Richard Steele - The Spectator Club, On Giving Advice
II	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter William Blake - The Chimney Sweeper
III	P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty
IV	Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conquer
V	Jonathan Swift - Voyage to Lilliput / Houyhnhnms From Gulliver's Travels Charles Dickens - Recalled to Life - From A Tale of Two Cities.

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Oliver Goldsmith -A City Night – Piece Joseph Addison and Sir Richard Steele -On Gratitude
II	Anne Bradstreet-Prologue John Keats - Endymion Book-I
III	John Milton-Paradise Lost Book- IV.
IV	Francis Beaumont and John Fletcher - Philaster
V	Mary Shelly-Captain Walton's Conclusion-Frankenstein

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.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp.51–68., https://doi.org/10.1007/978-1-349-07664-2_5 .
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO 8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

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

Mapping with Programme Specific Outcomes

Semester –II: Part III : Core - IV - American Literature-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U2ENC04	Core - IV	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									

UNIT	Details of the Syllabus
I	Poetry Walt Whitman - O Captain, My Captain! Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.
II	Prose Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr - I have a Dream
III	Drama Tennessee Williams- The Glass Menagerie
IV	Fiction Harriet Beecher Stowe - Uncle Tom's Cabin
V	Short Story Washington Irving - The Legend of the Sleepy Hollow, Rip Van Winkle

UNIT	Self- Study(Questions Should Not Be Taken For Exam)
I	Walt Whitman Passage to India (Lines1-68), E.M. Foster- The Prologue
II	Sherman Alexie-Crow Testament, Evolution
III	Abraham Lincoln-Gettysburg Address
IV	Herman Melville- Billy Budd Eugene O' Neill - Emperor Jones
V	Leslie Marmon Silko- Ceremony

Course Outcomes		
Course Outcome	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
	Identify relationships between moments in American history, colonialism, and culture and their representation in works of	

CO2	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:

	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO 8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2–Medium, 1–Low

Mapping with Programme Specific Outcomes:

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

Mapping with Programme Specific Outcomes

First Year - Semester II : Part III : DSE - II History of English Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U2ENDE02	DSE - II	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									

UNIT	Details of the Syllabus
I	History of British Literature British Poetry – Chaucer, Wyatt and Surrey, Prose – Bacon, Drama – University Wits, Shakespeare, Ben Jonson
II	The Renaissance Period (1350 – 1660) Introduction to the Bible Translation Tyndale, Coverdale, Jacobean Dramatists - John Webster, Thomas Middleton
III	The Late 17th and 18th Centuries (1660 – 1800) Comedy of Manners –Richard Sheridan, William Wycherley, William Congreve, George Etherege; Neo Classicist - John Dryden, Alexander Pope; Pre-Romanticist – Robert Burns, Thomas Gray, James Thomson, William Blake
IV	Well-Made Play Drama of Ideas - Shaw and Ibsen; Existential Drama –Thomas Beckett; Comedy of Menace – Harold Pinter; Kitchen-Sink Drama - John Osborne; Problem Play – John Galsworthy
V	The Victorian Age (1832 - 1901) Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray

UNIT	Self- Study (Questions Should Not Be Taken For Exam)
I	Covering Representative Writers Down The Ages
II	The Renaissance Period (1350–1660) Comedy of Humors The University Wits, Elizabethan And Jacobean Drama,
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800) Comedy of Manners, Neo-Classicism, Pre-Romantics Sentimental And Anti-Sentimental Comedies
IV	Didactic Drama (Propaganda Play), One-Act Play
V	Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

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

Text Books (Latest Editions)	
1	Hamilton, I. (ed.). <i>The Oxford Companion to Twentieth-Century Poetry in English</i> (Oxford: Oxford University Press, 1994). A well-edited and balanced Reference book
2	Parker, P. (ed.). <i>The Reader's Companion to Twentieth-Century Writing</i> (London: Helicon, 1995). Stringer, J. (ed)
3	<i>The Oxford Companion to Twentieth-Century Literature in English</i> (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book
4	Albert, Edward. <i>A History of English Literature</i> . 1960.
5	Abrams M. H, <i>A Glossary of Literary Terms</i> . 2004.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Bergonzi, B. <i>Heroes 'Twilight: A Study of the Literature of the Great War</i> , 2nd ed.. (London: Constable, 1980).
2	Fussell, P. <i>The Great War and Modern Memory</i> (Oxford: Oxford University Press, 1975)
	Web Resources
1	<i>ALEX00.PDF</i> (manavata.org)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

Mapping with Programme Specific Outcomes

Part IV : Skill Enhancement Course – II : Entrepreneurial Skills

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U2ENS02	SEC - II	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 of the Syllabus
I	Introduction to Entrepreneurship, Role of Entrepreneurship, Characteristics of Entrepreneurship,
II	Types of Entrepreneurship Skills: Business management skills, Team work and Leadership skills, Communication and listening, Financial skills, Analytical and problem-solving skills,
III	Introduction to various types of entrepreneurship, Strategic thinking and planning,
IV	Marketing and networking skills Introduction to import-export
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur,

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	The Entrepreneurial Mindset, Traits of Entrepreneurship
II	Customer service skills, Critical thinking skills
III	Technical skills, Time management and organizational behavior, Branding
IV	How to improve entrepreneurial skills, Entrepreneurial skills in the workplace,
V	Discuss on source of entrepreneurship, Meeting with entrepreneurs.

Course Outcomes		
Course Outcome	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	Khanka, S. S. (2006, January 1). Entrepreneurial Development. S. Chand
2	Prasath, S. Kanda. <i>Entrepreneurship Development</i> . 2014th ed., India, Thakur Publishers.
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.,
Web Resources	
1	https://www.ediindia.org/
	6Must-HaveEntrepreneurialSkills HBSOnline Mind Tools Home

Mapping with Programme Outcomes:

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

3–Strong, 2–Medium, 1-Low

Mapping with Programme Specific Outcomes:

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

Mapping with Programme Specific Outcomes

II B.A., English - Third Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part-I	23U3LT03	Tamil - III	3	5	25	75	100
2.	Part-II	23U3LE03	English - III	3	5	25	75	100
3.	Part-III Core 5	23U3ENC05	British Literature - II	4	5	25	75	100
4.	Part III Core 6	23U3ENC06	American Literature -II	4	5	25	75	100
5.	Part III DSE 3	23U3ENDE03	Literary Genres and Terms	4	4	25	75	100
6.	Part IV NMEC 1	23U3ENN01	English for Professional Communication	2	2	25	75	100
7.	Part III Practical - I	23U3ENCP01	English Phonetics	2	4	40	60	100
Total				22	30	190	510	700

English Phonetics Exam Hours – 3 Hours

Second Year - Semester III: Paper II : English III

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3LE03	Part II	Y	Y	-	-	3	5	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 them to the major issues in the society and the world.									
LO3	To provide them with an ability to build and enrich their communication skills									
LO4	To equip them to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically.									

Unit No.	Unit Title & Text
I	Poetry: 1.1 The Voice of the Mountains - Mamang Dai 1.2 Sita - Toru Dutt 1.3 A Song of Hope - Oodgeroo Noonuccal 1.4 In an Artist's Studio - Christina Rossetti
II	Scenes From Shakespeare: 2.1 Romeo & Juliet -The Balcony Scene 2.2 Macbeth-Banquet Scene 2.3 Julius Caesar - Murder Scene
III	Speeches of Famous personalities 3.1 Tryst with Destiny- Jawaharlal Nehru 3.2 Yes, We Can-Barack Obama 3.3 You've Got to Find What You Love-Steve Jobs
IV	Language Competency 4.1 Writing letters and emails 4.2 Writing and messaging in social media platforms[blogs, twitter, instagram.facebook] 4.3 Learning netiquette, email etiquette
V	English for Workplace 5.1 Data Interpretation and Reporting 5.2 Data Presentation and analysis 5.3 Meeting Etiquettes - language, dress code, voicemodulation. Online Meetings - Terms and expressions used 5.4 Conducting and participating in a meeting

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

Text Books (Latest Editions)	
1	Arden Shakespeare Complete works by <u>Shakespeare</u> (Author), <u>William</u> (Author), Bloomsbury, 2011)
References Books (Latest Editions, and the style as given below must be strictly adhered to)	
1	The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015
2	Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016
3	How to Build a Professional Digital Profile Kindle Edition by <u>Jeanne Kelly Bernish</u> , Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
4	Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse, Michigan Teacher Training, 2016.
5	Role Play-Theory and Practice. <u>Krysia M Yardley-Matwiejczuk</u> , SAGE publications Ltd, 1997

Web Resources	
1	The Voice of the Mountains by Mamang Dai: https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence
2	A song of Hope by Kath Walker: http://www.wordslikethis.com.au/a-song-of-hope/
3	In an artist's studio by Christina Rossetti: https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio
4	Sita by Toru Dutt: https://www.poetrynook.com/poem/s%E2%94%9C%C2%ABta
5	Tryst with Destiny: https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html#:~:text=Jawaharlal%20Nehru%2C%20delivering%20his%20Tryst%20with%20Destiny%20speech.&text=%22Long%20years%20ago%20we%20made,awake%20to%20life%20and%20freedom.
6	Yes, We Can: https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/
7	You've got to find what you love: https://www.businessbusinessbusiness.com.au/steve-jobs-youve-got-to-find-what-youlove/#:~:text=Steve%20Jobs%2C%20in%20his%20commencement,emphasizes%20on%20believing%20in%20oneself.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Second Year - Semester III

Part III : Core V - British Literature - II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3ENC05	Core - V	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 of the Syllabus
I	Alfred Tennyson- Ulysses Robert Browning- My Last Duchess
II	Philip Larkin - The Whitsun Weddings G. K. Chesterton - Piece of Chalk
III	John Osborne - Look Back in Anger
IV	Jane Austen - Pride & Prejudice. Charlotte Brontë - Jane Eyre
V	Arthur Conan Doyle - Hound of Baskervilles Murder on the Orient Express – Agatha Christie (Graphic Novel)

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	T.S.Eliot - The Wasteland Christina Rossetti- The Goblin Market W.H.Auden - The Unknown Citizen
II	Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers Charles Lamb - Dream Children
III	G.B.Shaw - Pygmalion, Arms and The Man
IV	Jane Austen - Persuasion Charlotte Brontë - Jane Eyre Wilkie Collins - The Moonstone
V	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 20th -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:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Second Year - Semester III

Par III : Core VI - American Literature-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3ENC06	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 of the Syllabus
I	Walt Whitman- The Gods Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women
II	Lorraine Hansberry - Raisin in the Sun
III	Ralph Waldo Emerson - The American Scholar Henry David Thoreau - Winter Animals
IV	Nathaniel Hawthorne - The Scarlet Letter
V	Mark Twain - The Adventures of Tom Sawyer

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Theodore Roethke - The Meadow Mouse. Walt Whitman- When Lilac's Last in the Dooryard Bloom'd, Maya Angelou - Chief Dan George - My Heart Soars.
II	Neil Simon - Barefoot in the Park
III	Edgar Allan Poe - Philosophy of Composition
IV	Nathaniel Hawthorne - Young Goodman Brown. Toni Morrison – Beloved
V	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)

Angelou, Maya. *The Complete Poetry*. Random House, 2015. An Anthology of American Literature - ?

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

1. Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
2. Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995.
3. Morrison, Toni. *Beloved*. Everyman's Library, 2006.
4. Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009.

Web Resources

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 –

Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Second Year - Semester III
Part III : DSE - III – Literary Genres and Terms

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3ENDE03	DSE III	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 of Main
I	Forms: Poetry – Definition, Types – Subjective and Objective Poetry, Lyric, The Ode, The Sonnet, The Ballad, The Satire Terms: Allegory, Allusion, Alliteration, Blank Verse, Free Verse
II	Forms: Poetry – Elegy, Epic, Limeric, Haiku Stanza Terms: Diction, Epigram, Epithet, Euphemism, Imagery
III	Forms : Drama and Its Types, Tragedy, Comedy, Tragic-Comedy, Farce, Melodrama, The Masque, The One Act Play, Dramatic Devices – Catastrophe, Catharsis, Climax, Four Humours, Tragic Flaw Terms : Irony, Malapropism, Metaphor, Metonymy, Monologue
IV	Forms : Prose Types – Essay, Biography, Autobiography, Memoir Terms : Onomatopoeia, Oxymoron, Palindrome, Parable, Paradox
V	Forms : Prose Types and Fiction : The Novel and its types, The Short Story and its types, The Criticism and its types, The Style Terms : Pun, Rhetoric, Sarcasm, Stream of Consciousness

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
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.	Taaffe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
Web Resources	
1.	1821-literary-terms.pdf (cgc.edu)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Second Year - Semester III

Part IV : NMEC – I : English for Professional Communication

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3ENN01	NMEC – I	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 of Main
I	Basics of Communication, Verbal Communication, Communication in Organizations
II	Dyadic Communication, Audio-Visual Aids
III	Formal Reports, Style, Technical Proposals
IV	Business Correspondence, Notices, Agenda, Minutes, Hand Books and Manuals
V	Research Papers & Articles, Advertisement, Slogan Writing, Job Description

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Four Communication Skills
II	Communication Tools
III	Letters to the Editor, Reports on Regular Events
IV	Drafting Circular to Reporting Events
V	Editorials in Newspapers

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	Essential English Grammar (2 nd and 3 rd Edition) – Raymond Murphy
2	Oxford Guide to English Grammar – John Eastwood
3	Modern English – A Book of Grammar, Usage and Composition – N. Krishnasamy
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Technical Writing for Success – Smith Worthington, Darlene and Sue Jefferson.
Web Resources	
1	http://www.English for Technical Communication.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	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 toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

Second Year - Semester III
Part III : Practical - I : English Phonetics

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U3ENCP01	Practical – I	Y	Y	-	-	2	4	40	60	100
Learning Objectives										
LO1	To inspire an aesthetic appreciation for English literature and language.									
LO2	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
LO3	To inculcate effective use of English in creative expression and day-to-day life.									
LO4	To enhance the ability to think and write critically and clearly.									
LO5	To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									

Unit	Details
I	<p style="text-align: center;">Classification and Description of Vowels, Difference between vowels and consonants – Articulation Practice:</p> <ul style="list-style-type: none"> Have students practice producing various speech sounds, focusing on specific articulatory features such as place and manner of articulation. Provide guidance and feedback on correct articulatory positioning, using diagrams or models of the vocal tract to illustrate proper articulation. Workshop : Prepare an assignment on Articulation in 10 to 15 Pages
II	<p style="text-align: center;">Phonology- Definition, Allophones, Syllables, Consonant clusters – Speech Analysis:</p> <ul style="list-style-type: none"> Provide students with recordings of natural speech and have them analyse the phonetic features, including articulatory gestures, co articulation effects, and speech rate. Encourage students to identify phonological processes such as assimilation, elision, and epenthesis in the speech samples. Discuss the implications of speech analysis for understanding language variation and change. Workshop : Prepare an assignment on Syllable Structure in 5 to 7 Pages
III	<p style="text-align: center;">Word Stress and Pronunciation Practice, Stress – Strong and Weak, Stress in simple word and Stress in complex words – Applied Phonetics Activities:</p> <ul style="list-style-type: none"> Role-play scenarios where students must use phonetic knowledge to effectively communicate in different contexts, such as customer service interactions, language teaching situations, or public speaking engagements. Conduct pronunciation clinics where students provide feedback and guidance to each other on improving their pronunciation skills. Workshop : Prepare an assignment on Stress in Written and Spoken in 10 to 15 Pages
IV	<p style="text-align: center;">Functions of English tones, Pronunciation difficulties for Indian speakers – Technology-Assisted Exercises:</p> <ul style="list-style-type: none"> Use online resources and software tools for interactive phonetics exercises, such as interactive IPA charts, speech synthesizers, and spectrogram viewers. Incorporate phonetics-related apps and games that allow students to practice articulation, transcription, and speech perception skills in a fun and engaging way. E-class software, Audacity, IPA Keyboard – Recommended Apps Workshop : Prepare an assignment on Technology –Assisted Exercises on Questionnaire and Assessment in 10 to 15 Pages
V	<p style="text-align: center;">Phonetic transcription : Word Transcription, Sentence Transcription, Dialogue Transcription – Phonetic Transcription:</p> <ul style="list-style-type: none"> Present students with words or sentences in their native language or a foreign language and have them transcribe the sounds using the International Phonetic Alphabet (IPA). Start with simple words and progress to more complex sentences as students become more proficient in phonetic transcription. Workshop : Prepare an assignment on Phonetic Transcription for 100 words, 50 Sentences and 10 Dialogues

UNIT	Details of Self-Study
I	International Phonetic Alphabet
II	The Cardinal Vowels
III	Diphthongs
IV	Allophones for Indian Students
V	Phonetic Transcription

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	Balasubramanian, T. A Textbook of English Phonetics for Indian Students (Low Price Edition). Chennai: Macmillan, 1997. Print.
2	Asher, R.E. and Henderson, E.J.A. (eds.) Towards a History of Phonetics. Edinburgh: EUP, 1981. Print
3	Bowen, J.D. Patterns of English pronunciation. Cambridge MA: Newbury House, 1975. Print
4	Jones, Daniel. English Pronouncing Dictionary. Seventeenth Ed. 2006. Print.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Technical Writing for Success – Smith Worthington, Darlene and Sue Jefferson.
Web Resources	
1	http://www.English for Technical Communication.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

II B.A., English - Fourth Semester

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part I	23U4LT04	Tamil - IV	3	5	25	75	100
2.	Part II	23U4LE04	English - IV	3	5	25	75	100
3.	Part III Core 7	23U4ENC07	World Literature in Translation	4	5	25	75	100
4.	Part III Core 8	23U4ENC08	Aspects of Language & Linguistics	4	5	25	75	100
5.	Part III DSE 4	23U4ENDE04	Film Studies	4	4	25	75	100
6.	Part IV NMEC 2	23U4NN04	Human Rights	2	2	25	75	100
7.	Part III : Practical – II	23U4ENP02	Communication Skills	2	4	40	60	100
Total				22	30	190	510	700

Second Year - Semester IV

Paper II – English - IV

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U4LE04	Part II	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help learners imbibe the rules of language unconsciously and tune to deduce language structure and usage.									
LO2	To enable them use receptive skills through reading and listening to acquire good exposure to language and literature.									
LO3	To help them develop style in speech and writing and manipulate the tools of language for effective communication.									
LO4	To provide exposure to plays, autobiographies and expose them to value based ideas.									
LO5	To enhance their language skills especially in the areas of grammar and pronunciation.									

Unit	Unit Title & Text
I	Life Writing 1.1 I am Malala-Malala Yousafzai - Chapter 1 1.2 My Inventions - Nikola Tesla - Chapter 2
II	One Act Plays 2.1 The Zoo Story- Edward Albee 2.2 The Proposal- Anton Chekhov
III	Interviews 3.1 Nelson Mandela’s Interview with Larry King. 3.2 Rakesh Sharma’s Interview with Indira Gandhi from Space 3.3 Lionel Messi with Sid Lowe (Print)
IV	Language Competency 4.1 Refuting, Arguing & Debating 4.2 Making Suggestions & Responding to Suggestions, Asking for and Giving Advice or Help 4.3 Interviews (face to face, telephone and video conferencing)
V	English for Workplace 5.1 Job Applications: Covering letters, CV and Resume 5.2 Creating a digital profile - LinkedIn 5.3 Filling Forms (Online & Manual): creation of account, railway reservation, ATM, Credit/debit card 5.4 Body Language -Practical Skills for Interviews

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

Text Books (Latest Editions)	
1.	I Am Malala The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai, Christina Lamb , Little Brown, 2013.
2.	My Inventions by Nikola Tesla Ingram Short title, 2011 Edition
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Writing Your Life: A Guide to Writing Autobiographies, Mary Borg, Taylor & Francis, 2021
2.	One-act Plays for Acting Students: An Anthology of Short Norman A. Bert · 1987
3.	The One-Act Play Companion: A Guide to plays, playwrights ... Colin Dolley, Rex Walford · 2015
4.	How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
5.	Role Play-Theory and Practice.Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997
Web Resources	
1.	For Readers' Theatre: https://www.youtube.com/watch?v=JaLQJt8orSw&t=469s (the link to the performance; refer scripts by Aaron Sheperd)
2.	http://BBC learn English.com
3.	http://onestopenglish.com
4.	http://hearn-english-today.com
5.	http://talkenglish.com
6.	The Zoo Story: http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/zoostory.pdf
7.	The Proposal: https://www.one-act-plays.com/comedies/proposal.html
8.	Nelson Mandela with Larry King Interviews: http://edition.cnn.com/TRANSCRIPTS/0005/16/lk1.00.html
9.	Rakesh Sharma with Indira Gandhi Interview : https://www.ndtv.com/offbeat/what-first-indian-astronaut-rakesh-sharma-told-indira-gandhi-about-india-from-space-2204839
10.	Lionel Messi with Sid Lowe Interview: https://www.worldsoccer.com/world-soccer-latest/lionel-messi-interview-part-one-338553

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Second Year - Semester IV

Part III : Core VII : World Literature in Translation

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U4ENC07	Core VII	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 multiculturalism.									

UNIT	Details of the Syllabus
I	Dante - Ulysses' Last Voyage Khalil Gibran - Your Children are not your children
II	Pablo Neruda - If you forget me. Alexander Pushkin - The Gypsies. Gabriel Okara - The Mystic Drum
III	Walter Benjamin - Unpacking My Library.
IV	Samuel Beckett - Waiting for Godot.
V	Antoine de Saint - Exupéry - The Little Prince.

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn.
II	Ovid- Pyramus & Thisbe. Horace - Satires Jean Arasayanagam - Two Dead Soldiers
III	Montaigne - Of Friendship.
IV	Marie Clements - The Unnatural & Accidental Women. Federico García Lorca - Yerma
V	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> . TalonbooksLimited, 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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Second Year - Semester IV

Part III : Core VIII : Aspects of Language & Linguistics

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U4ENC08	Core VIII	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 of the Syllabus
I	Trevor A. Harley - The study of language What is language and how did it originate? The history and methods of Psycholinguistics, Sociolinguistics
II	Alfred Solomonick -General Semiotics
III	Ferdinand De Saussure - Sign, Signifier, Signified. Daniel Jones-Introduction to Phonology & Morphology Noam Chomsky-Syntax & Semantics
IV	F.T. Wood - Linguistic Changes-English Language Varieties:- Idiolect, Dialect, Pidgin & Creole, Pragmatics
V	David Holmes -Introduction – A Second Media Age? Communication in cyber cultures The overstatement of linguistic perspectives on media The first and second media age – the historical distinction

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Introduction to study of language What is language for? – George Yule -An Introduction to Language and Linguistics - Edited by Ralph Fasold & Jeff Connor - Linton
II	Theory of Communication – From Communication Theory – David Holmes Linguistics, Sign, Language & Culture Language & Writing.
III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand DeSaussure
IV	Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach
V	Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language - The Psychology of Language From Data to Theory – Trevor A. Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin

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.
3.	Holmes, David. <i>Communication Theory. Media, Technology, Society</i> . Sage Publications, London, 2005
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.

COs	COURSE OUTCOME
CO 1	To recollect English sounds and the symbols associated with them.
CO 2	To understand the nuances of producing sounds that are not in their L1 and to learn articulation mechanism of English vowels
CO 3	To assess the English rhythm system, Intonation system, reduction, consonant, clusters, linking and assimilation system of the English.
CO 4	To increase better listening abilities and to have better communication with native speakers.
CO 5	To help the students to have a broad outlook on English phonetics and make them understand the proper pronunciation of English sounds.
Pre-requisites	Basic Knowledge on Communication skills

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Second Year - Semester IV

Part III : DSE - IV : Film Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U4ENDE04	Core VIII	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
LO2	To inculcate effective use of English in creative expression and day-to-day life.									
LO3	To enhance the ability to think and write critically and clearly.									
LO4	To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									
LO5	To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability/ self-employment.									

UNIT	Details of the Syllabus
I	Unit I : Understanding Film 1. What is Film 2. The Hybrid Nature of Film 3. Language of Cinema 4. Beginning and Growth of Cinema (A Brief History)
II	Unit II : Film Movements 1. The Early Cinema (The Silent Era) 2. Classical Hollywood Cinema 3. Contemporary Hollywood Cinema 4. Contemporary Tamil Cinema
III	Unit III : Film Language 1. Mise-en-scene 2. Pro-filmic- Elements of Mise-en-scene (Setting, Costume, Lighting, Props and Acting) 3. Cinematography (Distance, Height, Angle and Level, Movement and Focus) 4. Editing (Chronological Editing, Continuity Editing, Paralleled Editing and Montage) 5. Sound (Diegetic and Extra-Diegetic)
IV	Unit IV : Theories and Genres of Film 1. Auteur Theory 2. Realism 3. Apparatus Theory 4. Genres (Documentary, Narrative, Avante- Garde Film, Feature Film, Short Film, Thriller, Melodrama, Musical, Animation, Fantasy, Film Noir, Historical and Digital)
V	Unit V : Film Appreciation 1. City Lights, Citizen Kane, Bicycle Thieves, The God Father, Roshomon, Up, and Inception. 2. Pather Panchali, Nayagan, Karnan (Sivaji Ganesan), Thalpathi, Paruthiveeran and Pariyerum Perumal.

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Brief History of Indian Regional Cinemas
II	Contemporary International Trends in Cinema
III	Colour in Film
IV	Psychoanalytical film theory
V	Literature and Film

Text Books	
1	Babu, N. Introducing Film Studies. Mainspring Publishers. 2015.
References	
1	Materials Prepared by the Department
2	Dix, Andrew. Beginning Film Studies. Viva Books Pvt.Ltd.2010
E-References	
1	www.filmstudies.com and Wikipedia.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

Second Year - Semester IV

Part III : Practical : Communication Skills

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U4ENDE04	Core VIII	Y	Y	-	-	2	4	25	75	100
Learning Objectives										
LO1	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
LO2	To inculcate effective use of English in creative expression and day-to-day life.									
LO3	To enhance the ability to think and write critically and clearly.									
LO4	To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									
LO5	To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability/ self-employment.									

UNIT	Details of the Syllabus
I	Pronunciation and Neutralization of Accent
II	Communication Skills Telephone Skills
III	<p>Writing Skills</p> <ul style="list-style-type: none"> a. Transcoding a given chart, Table or Statistics into a report b. Making Announcements <ul style="list-style-type: none"> i. Announcements in Radio & T.V about Programmes and Missing Persons ii. Announcement in Railway Stations about the arrival / departure / cancellation of Trains c. Filling up Forms <ul style="list-style-type: none"> i. Money order Forms ii. Railway Reservation / Cancellation Forms iii. Mobile Connection Form iv. Passport Application Form v. Bank A/C opening Form <p>Preparing Advertisements and Brochures</p>
IV	<p>A. Group Discussion Skills</p> <ul style="list-style-type: none"> a. Dress and Appearance b. Motivation c. Importance of being calm, friendly & cool d. Importance of Listening e. Leadership qualities f. Knowledge of the subject g. Delivery <ul style="list-style-type: none"> i. Body Language ii. Voice modulation iii. Language: simple, specific, intelligible, concrete & sensuous iv. Brevity v. Humour <p>Note: Students are to be trained to group – discuss current affairs, National</p>

	<p>Issues, International Developments, Social Issues, Systems of Government, Human rights etc.</p> <p>B. Public Speaking Skills</p> <ol style="list-style-type: none"> Preparation Knowledge of the subject Dress and Appearance Delivery: Body Language, Brevity, Humour, Accuracy and Eloquence Use of Anecdotes Sensing of Audience Overcoming fear Time – Management Encountering a hostile atmosphere <p>C. Reading Skills</p> <ol style="list-style-type: none"> Pronunciation, Stress & Intonation Fluency
V	<p>A. Interview Skills</p> <ol style="list-style-type: none"> Making the Interview – File Preparation for the Interview Dress and Appearance Entry & Exit Eye – Contact Gestures and Postures Presence of Mind Communication Skill Knowledge Brevity and Accuracy Leadership Qualities Negative Aspects <p>B. Magazine Making:</p> <p style="text-align: center;">Guidelines</p> <ul style="list-style-type: none"> • Eight to ten students can form a group • Monthly one magazine to be prepared (total 3 magazines) • Students can their own creative contribution <p>Note 1: Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, Public Speaking, Reading and Interview – skills tests.</p> <p>Note 2: For the test in Interview Skills students are required to bring their CV with them.</p>

COs	COURSE OUTCOME
CO 1	To recollect English sounds and the symbols associated with them.
CO 2	To understand the nuances of producing sounds that are not in their L1 and to learn articulation mechanism of English vowels
CO 3	To assess the English rhythm system, Intonation system, reduction, consonant, clusters, linking and assimilation system of the English.
CO 4	To increase better listening abilities and to have better communication with native speakers.
CO 5	To help the students to have a broad outlook on English phonetics and make them understand the proper pronunciation of English sounds.
Pre-requisites	Basic Knowledge on Communication skills

Text Books	
1	A course in Listening and Speaking – I (with CD) by V.Sasikumar, P. KiranmaiDutt and Geetha Rajeevan. Published by Foundation Books, 21/1, (New No. 49), I Floor, Model School Road, Thousand Lights, Chennai 600 006. Test – Material will be taken only from the CD supplied with this practice book.
References	
1	For Unit IV A: Group Discussion Skills 'Group Discussion' by Dr. B. R. Kishore. Published by Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.
2	For Unit IV B: Public Speaking Skills 'Better speeches made easy' by Walter Thompson, Pub. By W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi – 110 007. E-mail: goyal@vsnl.com .
3	For Unit V A: Interview Skills 'The art and Techniques of Interviews' by B. S Sijwal and InduSijwal Pub. By Arihant Publications, Kalindi Transport Nagar, Meeru – 2(U.P) – 250 003 ii. 'Inteview Manual – Interview Techniques and Model Interviews' by Abdul Hashem Pub. By Ramesh Publishing House, 12-H, New Daryaganj Road, (Opp- to Traffic Kotwali), New Delhi – 110

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

III B.A., English – Fifth Semester

S. No.	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part III Core 9	23U5ENC09	Authors in Focus	4	6	25	75	100
2.	Part III Core 10	23U5ENC10	Women's Writings in English & in Translation	4	6	25	75	100
3.	Part III Core 11	23U5ENC11	Indian Writing in Translation	4	6	25	75	100
4.	Part III DSE 5	23U5ENDE05	English Language for Competitive Examinations	4	6	25	75	100
5.	Part III DSE 6	23U5ENDE06	Mass Communication and Journalism	3	4	25	75	100
6.	Part IV SBEC 1		Professional Ethics	2	2	25	75	100
7.	Part III	23U5ENINT01	Internship	2	-	-	-	-
Total				23	30	150	450	600

Third Year - Semester V

Part III : Core IX - Authors in Focus

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENC09	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of authors of various backgrounds.									
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and their works.									
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									

UNIT	Details of the Syllabus
I	Aristotle - Life and Poetics
II	Charles Dickens - Life & Oliver Twist
III	Rabindranath Tagore - Life & Chitra
IV	Jane Austen- Life & Sense and Sensibility
V	Rosalind Franklin by Stephanie Gladden, Donna Barr, Roberta Gregory, and Linda Medley from Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Aristotle's works of logic
II	Charles Dickens' David Copperfield
III	Rabindranath Tagore's The Post Office
IV	Jane Austen's Emma.
V	Virginia Woolf's To the Light House

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	PO1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethical decision-making and interdisciplinary 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.	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	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 toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

Third Year - Semester v
Part III : Core X – Women’s Writings in English & in Translation

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENC10	Core X	Y	Y	-	-	4	6	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 of the Syllabus
I	Sarojini Naidu – Palanquin Bearers Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb
III	Virginia Woolf - A Room Of One’s Own.
IV	Carol Churchill – Top Girls
V	Aphra Behn - Oroonoko. Louisa May Alcott - Little Women

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Toru Dutt - Our Casuarina Tree Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter
II	Rupi Kaur - The Healing (Milk & Honey)
III	Clarissa Pinkola Estés - Women Who Run With Wolves
IV	Kate Chopin – Awakening
V	Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing L. M. Montgomery - Anne of Green Gables Ambai - In a forest, A deer. Vaasanthi - Breaking Free. Tr. By N. Kalyan

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

Text Books (Latest Editions)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W. W. Norton, 2007.(2 Volume Set)
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walterde 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:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO3	PSO 4	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 toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

Third Year - Semester V

Part III: Core XI – Indian Writing in Translation

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENC11	Core XI	Y	Y	-	-	4	6	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 writer's 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 of the Syllabus
I	Kalidasa – <i>Meghadutam</i> (The Cloud Messenger) from The Loom of Time. Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam
II	Tagore's <i>Gitanjali</i> Where The Mind Is Without Fear, Life of My Life Sarojini Naidu - The Soul's Prayer. A.K.Ramanujam - The Striders
III	Vanishing Landmarks – Nirad C. Chaudri
IV	Girish Karnad – Tughlaq
V	Monday Morning, M.C.C., Before the Examinations from Swami & His Friends – R.K. Narayan Arjun - Sunil Gangopadhyay

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - The Book of Vanci. – Silappathikaaram Book 3 Tr. R.Parthasarathy Thirukkural – Tr. Rajaji
II	Tagore's <i>Gitanjali</i> - Far Below Flowed Jumna, Fruit Gathering, The Gardener Nissim Ezeikel - The Railway Clerk. Arun Kolatkar - An Old Woman
III	Theory of Value A Collection of Readings-(33-40) from Garland Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan
IV	Badal Sircar - Evam Indrajit
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob

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).
2.	https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

Third Year - Semester V

Part III: DSE V – English Language for Competitive Examinations

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENDE05	DSE V	Y	Y	-	-	4	6	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 of the Syllabus
I	Direct and Indirect Speech, Letter Writing, Essay Writing.
II	Tenses, Active and Passive Voice,
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory)
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences,
V	Capitalization, Punctuation, Spotting Errors. Email Writing, Report Writing.

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Parts of Speech, Reading Comprehension
II	Expansion of Proverbs
III	Hints Development
IV	Dialogue Writing.
V	CV Writing and Cover letter

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
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Third Year - Semester V

Part III : DSE VI - Mass Communication and Journalism

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENDE06	DSE VI	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To inspire an aesthetic appreciation for English literature and language.									
LO2	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
LO3	To inculcate effective use of English in creative expression and day-to-day life.									
LO4	To enhance the ability to think and write critically and clearly.									
LO5	To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									

UNIT	Details of the Syllabus
I	Unit I- Introduction To Mass Communications Definition – Meaning – Process of Mass Communication Functions and Theories of Mass Media
II	Unit II- Introduction To Journalism Role of Press in India –English and Vernacular Press. Ethics and Principles of Journalism
III	Unit III- Reporting Reporting for Print Media. Reporting for Television.
IV	Unit IV- Television and Radio The growth and development of Television in India Television Production and Formats of TV Programmes, Digital Media
V	Unit V- Role and Effects of Mass Media in Social Campaigns Role of Women in Mass Media

Self-Study (Questions Should Not Be Taken For Exam)	
Unit 1	Mass Media & Society Emerging trends and development in information and communication technologies. PRACTICAL WORK: Write a letter to ‘The Hindu’ on an hygiene issue in your area
Unit II	Freedom of the Press Press Council and Press Regulations in India. PRACTICAL WORK: Discuss the advantages of the Press
Unit III	Reporting for Radio Feature Writing. PRACTICAL WORK: Write an article to a magazine on any social issue
Unit IV	Radio genres, Ownership, Control and Broadcasting Policy Impact of TV and Radio on society. Blog PRACTICAL WORK : Attempt Blog writing
Unit V	Preparing for the Examination PRACTICAL WORK Debate on how effective social campaigns are for local development

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

Text Books (Latest Editions)	
1.	The Social Media Bible by Lon Safko and David Brake 2009, Publisher: John
2.	Wiley & Sons Mc Quail's Mass Communication Theory, 2010, Published by Sage Publications.
3.	Handbook Of Journalism And Mass Communication Of Writing – V.S. Gupta & Vir Bala Aggarwal
4.	On Writing – Stephen King
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher : Yorkshire Publishing
2.	Frank Webster, Theories of Information Society, 2002, Published by Routledge.
Web Resources	
1.	Media and Communication Peer-reviewed Open Access Journal (cogitatiopress.com)

Mapping with Programme Outcomes:

	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

Part III : Internship (23U53NINT01)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U5ENINT01	Practical : Project / Internship	-	-	-	-	2	-	-	-	-
Course Objectives										
<ul style="list-style-type: none"> In an internship course students require to participate in a work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. 										
Learning Objectives										
LO1	Develop and apply industry-specific technical skills relevant to the internship role.									
LO2	Apply critical thinking and analytical skills to solve real-world problems									
LO3	Understand and adhere to the professional and ethical standards of the industry									
LO4	Build and maintain professional relationship with colleagues, supervisors, and clients.									
LO5	Gain insight into various career paths and roles within the industry.									

III B.A., English – Sixth Semester

S. No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1.	Part III Core 12	23U6ENC12	Literary Criticism	4	6	25	75	100
2.	Part III Core 13	23U6ENC13	Shakespeare Studies	4	6	25	75	100
3.	Part III Core 14	23U6ENC14	English Language Teaching	3	5	25	75	100
4.	Part III DSE 5	23U6ENDE07	Children's Literature	3	5	25	75	100
5.	Part III DSE 6	23U6ENDE08	Translation: Basic Concepts and Practice	3	5	25	75	100
6.	Part IV SBEC 2		Academic Writing and Academic Portfolio	2	2	25	75	100
7.	Part III : Project	23U6ENP03	Creative Writing	3	1	40	60	100
8.	Part IV	23U6EX01	Extension Activity	1	-	-	-	-
Total				23	30	190	510	700

Third Year - Semester VI

Part III: Core XII - Literary Criticism

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENC12	Core XII	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To Introduce learners to the basics of Literary Criticism									
LO2	To enable learners to widen their knowledge of literary texts and focus on their importance									
LO3	To empower learners to write a critical appreciation									
LO4	To ingrain the minds towards creative writing, appreciation, critical thinking and critical analysis									
LO5	To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews									

UNIT	Details of the Syllabus
I	Aristotle: Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero from Poetics
II	William Wordsworth : Preface to Lyrical Ballads - The Romantic Creed, Definition of Poetry, Diction & Language; S.T. Coleridge: Fancy and Imagination, Poetic Genius;
III	P.B. Shelley: The Concept of Poetry from (Defense of Poetry) Mathew Arnold : Classicism, Touchstone Theory, Grand Style, High Seriousness etc.,
IV	T.S.Eliot : Object Correlative, John Keats: Negative Capability William Empson : Seven Types of Ambiguity
V	Northrop Frye's The Archetypes of Literature Allen Tate's Tension in Poetry

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Plot, Tragic Hero from Poetics – Aristotle (Original)
II	Preface to Lyrical Ballads - William Wordsworth; Biographia Literaria– S.T. Coleridge
III	Defense of Poetry – Shelley Study of Poetry-Mathew Arnold
IV	Indian Aesthetics, Movements and Concepts – An Introduction to Indian Aesthetics – Mini Chandran & V.S.Sreenath Arthur Goldwag : All “isms,” – “isms & ologies” Tinaï – Nirmal Selvomony Rasa, Dhvani, Alankara – A handbook of the Indian Aesthetics – Prof. Dr.Ami Upadhyay
V	Drama: G.B. Shaw - Apple Cart Short Story: Katherine Mansfield - A Cup of Tea Practical Criticism – Peck J. & Coyle M (Palgrave) Poem: William Blake - Tyger Prose: G Chesterton - Running After one's Hat

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning.	PO1
CO2	Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;	PO1, PO2
CO3	Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;	PO4, PO6
CO4	Recognize the need for, and prepare to engage in lifelong learning.	PO4, PO5, PO6
CO5	Demonstrate a service orientation in one's profession	PO3, PO8

Text Books (Latest Editions)	
1.	Dobie, Ann B. (2009). <i>Theory into Practice: An Intro to Literary Criticism</i> . Australia: Wadsworth Cengage Learning.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Fry, Paul H. (2013). <i>Theory of Literature</i> . New Haven: Yale University Press.
2.	Habib, M. R. (2011). <i>A History of Literary Criticism: From Plato to Present</i> . UK: Wiley-Blackwell Publishing.
Web Resources	
1.	https://owl.english.purdue.edu/owl/owlprint/722/
2.	http://editorskylar.com/litcrit.html

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Third Year - Semester VI
Part III : CORE XIII - Shakespeare Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENC13	Core XIII	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives									
LO2	To provide learners with an overview of Shakespeare's historical and political contexts									
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves									
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions									
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism									

UNIT	Details of the Syllabus
I	Part IV - How To Do Things With Animals from <i>How to do Things with Shakespeare New Approaches, New Essays</i> – Laurie Maguire Ed. King Henry IV Part I, Hamlet, Twelfth Night, Antony and Cleopatra - Bartlett's Shakespeare Quotations – John Bartlett
II	Tragedy Lectures I & II – A.C. Bradley
III	The Tempest, As You Like It, King Lear from <i>Tales from Shakespeare</i> by Charles Lamb
IV	The Merchant of Venice
V	Wilson Knight – Macbeth and Metaphysics of Evil from <i>The Wheel of Fire</i> .

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Shakespeare & his relevance – G. Sreenivasappa The Shakespearean Stage 1574–1642 – Andrew Gurr 4 th Edition
II	The Four Phases of Shakespeare's, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Characters of Shakespeare – L.A.Rowse
III	Richard II
IV	Macbeth, The Winter's Tale, Julius Caesar
V	Neema Parvini - <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> – Stephen Greenblatt Akram Hossain - <i>An Approach To Shakespeare Scholarship And Criticism</i>

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

Text Books (Latest Editions)	
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." in <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 1996
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS.
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle <i>Dream</i> : the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998)
Web Resources	
1.	Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

Third Year - Semester VI

Part III : Core – XIV : English Language Teaching

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENC14	Core XIV	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders.									
LO2	To help them gain a background knowledge of ELT and CALL									
LO3	To make learners communicate competently in groups and organizations									
LO4	To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.									
LO5	To assist them in applying knowledge in different situations and the processing skills acquired through the application and synthesis of knowledge									

UNIT	Details of the Syllabus
I	Teacher-Centered Methodologies, Learner-Centered Methodologies, Dealing with Large Class
II	Theory of Language and Learning, Teaching Rapid and Silent Reading
III	Teaching Pronunciation
IV	Teaching Vocabulary
V	Teaching Grammar

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Knowing the learner
II	Structures of English language
III	Method of teaching English language and literature
IV	Materials for language teaching
V	Assessing Language Skills-Using Technology In Language Teaching.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the structures of English language.	PO1
CO2	Understand the critical nuances of teaching language and literature.	PO1, PO2
CO3	Identify the variety of materials available for language learning and teaching	PO4, PO6
CO4	Understand the appropriate ways of assessing language skills	PO4, PO5, PO6
CO5	Learn to use technology in language teaching	PO3, PO8

Text Books (Latest Editions)	
1.	A Course in Language Teaching: Practice & Theory – Penny Ur Aslam Mohammed
2.	Teaching of English, Chand Publishers, 2017
3.	The Routledge Handbook of Language Testing Edited By Glenn Fulcher, Luke Harding
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	R. K. Bansal and J. B. Harrison, Spoken English, A Manual Of Speech And Phonetics, Agarwal Publishing, New Delhi, 2020.
2.	Adrian Doff, Teach English: A Training Course For Teachers (workbook)
Web Resources	
1.	Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia Azam Hashmi International Journal of Applied Linguistics and English Literature (aiac.org.au)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Third Year - Semester VI

Part III : DSE – V : Children’s Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENDE07	DSE V	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To inspire an aesthetic appreciation for English literature and language.									
LO2	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
LO3	To inculcate effective use of English in creative expression and day-to-day life.									
LO4	To enhance the ability to think and write critically and clearly.									
LO5	To agents the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									

UNIT	Details of the Syllabus
I	1. Robert Browning – <i>The Pied Piper of Hamelin</i> 2. Edward Lear – <i>The Owl And The Pussy Cat</i> 3. R.L.Stevenson- <i>Block City</i> .
II	Richard Burton – <i>Selected Tales From 1001 Arabian Nights (1-5)</i>
III	Lewis Carrol – <i>Alice in Wonderland</i>
IV	Rowling – Part I – <i>Harry Potter</i>
V	Richard Burton – <i>Selected Tales From The Panchatantra Tales by NCBH (1-5)</i>

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	William Wordsworth – The Cuckoo PRACTICAL WORK: Comment on the habitual themes
II	Alibaba and Forty Thieves Aladdin and the Wonder Lamp. PRACTICAL WORK: Compare and contrast Arabian Nights and Panchatantra Tales
III	Rudyard Kipling – The Jungle Book PRACTICAL WORK: Write a fantasy story
IV	1. Twelfth Night 2. The Tempest PRACTICAL WORK: Read and Translate Ambulimama’s Stories.
V	Vikramathiya Stories PRACTICAL WORK: Read and Translate Vikramathiya’s stories.

Text Books	
1	Shubha Tiwari: The Panchatantra Tales. Atlantic publishers, New Delhi. 2006.Print
2	The Norton Anthology of Children’s Literature Ed.Jack Zipes.W.W.Norton &co., 2006.
References	
1	Carrol, Lewis: Alice in Wonderland. Atlantic publishers, New Delhi. 2006.Print
E-References	
1	https://horrypotter.com/tag/teaching-with-poems

COS	COURSE OUTCOME
CO 1	To extend the boundaries of Children's Literature to include creative and critical writings of our nation.
CO 2	To introduce children's Literature to widen Fantasy thinking.
CO 3	To acquaint students with cultural authenticity and to sharpen curiosity factor
CO 4	To make students understand how writing for children redirects the way in which genres, texts and new techniques interact creatively with childhood and youth culture.
CO 5	Identify the key literary terms-picture books, chapter book, fantasy, verse, nursery rhyme, folktale, fable, myth and didacticism.
Pre-requisites	Basic Knowledge on Children's Literature

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0	3.0

Third Year – Semester-VI
Part III : DSE – VI : Translation: Basic Concepts and Practice

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENDE08	DSE VI	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of translation concepts									
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.									
LO3	Gain exposure to some basic concepts related to Translation.									
LO4	Familiarize with some Important Institutions of Translation and their contributions									
LO5	Help learners get a knowledge on Translation Studies									

UNIT	Details of the Syllabus
I	A Brief History of Translation and Translation Theory Aspects of Translation Theory Theories of Translation
II	Kinds of Translation
III	Translation Procedures and Translation and Transcreation, Translation as Creative Writing
IV	Comparative Literature and Translation
V	Translation in 21 st Century, The Global Concepts in Translation

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Origin and Development of Translation in Global perspective
II	Origin and Development of Translation and its Present Scenario.
III	Important Institutions of Translation (some important Translators and their works)
IV	Basics of Translation and Translation Studies – An Introduction
V	Objectives and Importance of Translation

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

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0	3.0

Third Year – Semester-VI

Part III: Project - Creative Writing

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23U6ENP03	Project	Y	Y	-	-	3	1	40	60	100
Learning Objectives										
LO1	Develop a foundational understanding of various genres of creative writing.									
LO2	Hone writing skills through regular practice and constructive feedback.									
LO3	Cultivate creativity, imagination, and originality in writing.									
LO4	Explore different techniques and approaches to storytelling.									
LO5	Foster a supportive writing community for sharing and collaboration.									

UNIT	Details of the Syllabus
I	Introduction to Creative Writing, Challenges in Creative Writing, Process in Creative Writing
II	<p>Crafting Poetry : Exploring poetic forms such as Sonnets, Haikus and Free Verse. Experimenting with Imagery, Metaphor and Rhythm in Poetry.</p> <p>Workshop : Composing and Sharing Original Poems.</p> <p>Poetry Collection A poetry collection may consist of 3 poems ranging 2 to 4 pages of each. It is depending on the length and complexity of each poem.</p>
III	<p>The Art of Short Story Writing : Understanding the elements of a Short Story : Plot, Character, Setting and Theme. Analyzing examples of short stories from various authors.</p> <p>Workshop : Writing and Critiquing short stories.</p> <p>Short Story or Flash Fiction: For a short story or flash fiction piece, the project may range from 5 to 10 pages, depending on the word count and the level of detail required.</p>
IV	<p>Creative Nonfiction : Writing from Life: Defining creative nonfiction and its subgenres (Memoir, Personal Essay Etc) Discussing ethical considerations in writing about real people and events.</p> <p>Workshop: Crafting personal essays or memoir excerpts.</p> <p>Memoir or Personal Essay A memoir or personal essay may span anywhere from 5 to 20 pages, depending on the scope of the narrative and the depth of reflection.</p>
V	<p>Travel Writing: Crafting Your Journey in Words: "The Legacy of [Person/Place]: A Comprehensive Case Study" Provide an overview of the person or place being studied. Explain the significance and context of the case study. State the purpose and objectives of the study.</p> <p>Detail the background information of the person or place, including historical, cultural, or contextual factors. Describe relevant events, milestones, or developments leading up to the present situation.</p> <p>Travelogue Choose a Destination: Select a destination or travel experience to write about, whether it's a recent trip, a dream destination, or a fictional journey.</p>

Research and Plan: Conduct research on the chosen destination, gathering information about its history, culture, geography, and attractions. Create an outline or plan for the travelogue, organizing key points and the overall narrative structure.

Use Descriptive Writing: Employ descriptive writing techniques to bring the travel experience to life on the page. Focus on sensory details, vivid imagery, and figurative language to engage the reader's imagination.

Reflect and Revise: Include personal reflections and insights in the travelogue, sharing thoughts, feelings, and observations about the travel experiences. Revise the travelogue for clarity, coherence, and style, and edit for grammar, punctuation, and spelling errors.

The Travelogue comprises 5 to 10 pages.

Instructions to the Students

1. **Choose Your Genre:** Select a genre for your creative writing project. This could include short story, poetry, flash fiction, memoir, or any other form of creative writing that interests you.
2. **Select a Theme or Topic:** Decide on a theme or topic for your writing. This could be inspired by personal experiences, fictional ideas, current events, or anything else that inspires you.
3. **Develop Your Characters (if applicable):** If you're writing a narrative piece, take some time to develop your characters. Think about their backgrounds, motivations, and personalities. This will help bring your story to life.
4. **Outline Your Plot (if applicable):** If you're writing a narrative piece, outline the main events of your story. Consider the beginning, middle, and end, as well as any plot twists or conflicts you want to include.
5. **Start Writing:** Begin writing your creative piece. Don't worry too much about perfection at this stage; the goal is to get your ideas down on paper.
6. **Experiment with Language and Style:** As you write, experiment with language, imagery, and style to create a unique voice for your writing. Try out different techniques such as similes, metaphors, and sensory details to bring your writing to life.
7. **Revise and Edit:** Once you've completed a draft of your creative piece, take some time to revise and edit. Pay attention to clarity, coherence, and pacing, as well as grammar and punctuation.
8. **Seek Feedback:** Share your writing with peers, friends, or family members and ask for feedback. Consider joining a writing group or workshop where you can receive constructive criticism from fellow writers.
9. **Finalize Your Piece:** Based on the feedback you receive, make any final revisions to your creative piece. Polish it until you're satisfied with the final result.
10. **Submit Your Project:** Submit your completed creative writing project according to the guidelines provided by your instructor. Include any necessary formatting or documentation as specified.

Important Considerations

- **Originality:** Your creative writing project should be original and entirely your own work. Avoid plagiarism by citing any sources or inspiration you draw from other sources.
- **Deadline:** Be mindful of the deadline for submitting your project. Plan your time accordingly to ensure you have enough time to complete your writing and revise it thoroughly.
- **Have Fun:** Most importantly, have fun with your creative writing project! Enjoy the process of exploring your imagination and bringing your ideas to life on the page.
- The number of pages for a creative writing project for B.A. English students can vary depending on factors such as the specific assignment requirements, the complexity of the topic, and the depth of exploration. However, here are some general guidelines:
- It's essential to check the specific guidelines provided by the instructor or department for the creative writing project. They may specify requirements such as word count, formatting, and any additional materials to include. Additionally, focus on quality over quantity, ensuring that the writing is polished, engaging, and effectively communicates the intended message or story.

Project Guidelines

- The project should have 40 pages. The chapterization should be based on the study of each units of the syllabus.
- Template : Chapter I : Introduction, Chapter II : Poetry, Chapter III : Short Story, Chapter IV : Travel Writing, Chapter V: Summation

UNIT	Self-Study (Questions Should Not Be Taken For Exam)
I	Creative Writing in the World
II	Composition and Creative Writing
III	The Practice of Fiction
IV	Creative Non-Fiction
V	Writing in the Community and Academy

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate Proficiency in Creative Expression.	PO1, PO2
CO2	Develop a unique voice and style.	PO4, PO6
CO3	Apply literary techniques and devices.	PO4, PO5, PO6
CO4	Craft Well-Structured and Polished writing.	PO3, PO8
CO5	Receive and Incorporate Constructive Feedback.	PO1

Text Books (Latest Editions)

1	Lavinia Spalding. "Writing Away: A Creative Guide to Awakening the Journal Writing Traveler" Traveler's Tales Guides. 2016.
2	David Morely. The Cambridge Introduction to Creative Writing. New York: Cambridge University Pres. 2007.
3	Spinro. Jane. Creative Poetry Writing. Oxford.2004
4	Mills Paul. The Routledge Creative Writing Course Book. New York. Routledge. 2009.

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low