BA ENGLISH - SYLLABUS

2024-2025 ONWARDS

For the Students of Manonmanium Sundaranar University

The course content is prepared as per the model syllabus prescribed for B.A. English by the **TANSCHE.**

The BoS unanimously approved the syllabus template approved by the meeting of the chairpersons of Board of Studies held on 31.05.2024. The course content shall be as per the model syllabus prescribed for B.A. English by the TANSCHE.

The new template shall be implemented from the academic year **2024-25 (**for the 2024 batch onwards).

The students who joined in the academic year 2023-24 (2023 batch) shall follow the new template from their **II year onwards**.

It was also decided to follow the same syllabus of the Foundation Course (Semester I) prescribed for the academic year 2023 – 2024.

The following courses shall be offered to the students under the new pattern.

No. of Papers	Category	Course Title	Credits	Hours
		Semester I		
1	Part I	Language	3	6
2	Part II	English	3	6
3	**PART III** Core1	Introduction to Literature	5	5
4	**PART III** Core2	Indian Writing in English	5	5
5	**PART III** Elective 1	Social History of England	3	4
6	**PART IV** SEC 1	English for Communication	2	2
7	**PART IV** Foundation Course		2	2
		Total	**23**	**30**
		Semester II		
1	Part I	Tamil	3	6
2	Part II	English	3	4
3	**PART III** Core 3	British Literature I	5	5
4	**PART III** Core 4	American Literature I	5	5
5	**PART III** Elective 2	History of English Literature	3	4
6	**PART IV** SEC 2	Entrepreneurial Skills	1	2
7	**PART IV** SEC 3	Public Speaking	1	2
8	Naan Mudhalvan		2	2
		Total	**23**	**30**
		Semester III		
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	**PART III** Core 5	British Literature II	5	4
4	**PART III** Core 6	American Literature	5	4
5	**PART III** Elective 3	Literary Genres and Terms	3	4
6	**PART IV** SEC 4	English for Career	1	2
7	**PART IV** EVS		2	2
8	Naan Mudhalvan		2	2
		Total	**24**	**30**

Semester IV				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	**PART III** Core 7	World Literature in Translation	5	4
4	**PART III** Core 8	Aspects of Language and Linguistics	5	4
5	**PART III** Elective	Non Mandatory Elective 4	3	4
6	**PART VI** SEC 5	English for Business	1	2
7	**PART IV** Value Education		2	2
8	Naan Mudhalvan		2	2
		Total	**24**	**30**
Semester V				
1	**PART III** Core9	Authors in Focus	4	5
2	**PART III** Core10	Women's Writings in English & in Translation	4	5
3	**PART III** Core11	Indian Writing in Translation	4	5
4	**PART III** Core12	Project(with Viva Voce)	3	5
5	**PART III** Elective	Non Mandatory Elective 5	3	4
6	**PART III** Elective	Non Mandatory Elective 6	3	4
7	**PART IV** Naan Mudhalvan		2	2
9	Internship /Industrial Visit /Field Visit / Knowledge / Updation Activity (40 hours)		2	-
		Total	**25**	**30**
Semester VI				
1	**PART III** Core13	Introduction to Literary Theory and Criticism	4	6
2	**PART III** Core14	Non-Mandatory Core	4	6
3	**PART III** Core15	Non-Mandatory Core	4	6
4	**PART III** Elective	Non-Mandatory Elective 7	3	5
5	**PART III** Elective	Non-Mandatory Elective 8	3	5
6	Naan Mudhalvan		2	2
7	Extension Activity		1	-
		Total	**21**	**30**
		Grand Total	**140**	**180**

Non-Mandatory Core Areas for B.A Programme Semester VI

(Any 2 may be opted - 4 credits each)

III Year Sem VI	CNM1.Biographies, Auto-biography & Memoirs
	CNM2.Shakespeare Studies
	CNM3.Literary Criticism
	CNM4.Culture Study through Film (India and America)
	CNM5.Media, Communication & Publication
	CNM6.Modern English Grammar and Composition
	CNM7.ELT and Computer Assisted Language Learning
	CNM8.Creative Writing
	CNM9.English at Work Place
	CNM10. Travel Writing

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

Sem IV	NME1.Myth and Literature
(1 to be opted)	NME2.Film and Literature
ELECTIVE 4	NME3.English Teaching Methods and Materials
	NME4.Translation: Basic Concepts and Practice.
	NME1.English for Competitive Examinations
Sem V	NME2.Introduction to Comparative Literature
(2 to be opted)	NME3.Fundamentals of Academic Writing
ELECTIVE 5,6	NME4.Mass Communication and Journalism
	NME5.Film Studies
	NME1.Art & Literary Aesthetics
Sem VI	NME2.Communicative English
(2 to be opted)	NME3.Writing for the Web/English for Internet
ELECTIVE 7,8	NME4.Digital Literacy and Concepts
	NME5.Technical Writing

Internship

a. Internship should be completed in the V Semester.
b. Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
c. The Internship should cover a minimum period of 40 hours.
d. The organisation/firm, hosting the intern should certify that the intern has completed the requirements.
e. The student should submit a 20–25-page report on daily activities and skills acquired at the end of the internship.
f. The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.
g. The Internship Advisor and the Head of the Department should certify the successful completion of the internship after a viva-voce exam, conducted internally.

Assessment Format:

Project Viva-Voce Examination

- Internal:50 Marks External:50 Marks (by the External Examiner)
- Individual/Group project report of minimum 30 pages should be submitted.

Extension Activity

- Internal:50 Marks External:50 Marks

FIRST YEAR - SEMESTER I

CORE I – INTRODUCTION TO LITERATURE

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

Learning Objectives	
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable leaners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To create the ability of critically examining a text
UNIT	**Details**
I	**Introduction:** Poetry - Different forms of poetry - Sonnet, Ode, Elegy, Lyric, Ballad, Prose - Short Story, Novella, Novel. Drama - Comedy, Tragedy, Tragi-Comedy.
II	William Shakespeare – *Sonnet 18, Sonnet 116*. John Milton- *When I Consider How My Light is Spent,* William Wordsworth - *Daffodils.* John Keats – *Ode to Nightingale.* Thomas Gray- *Elegy Written in a Country Churchyard.* Robert Frost - *Mending Wall*
III	J.M. Barrie - *The Admirable Crichton*. Lady Gregory-*The Rising of the Moon*.
IV	Manohar Malgonkar - *Spy in Amber*. Don Quixote - *Tilting at the Windmills.* Katherine Mansfield - *A Dill Pickle, The Escape*
V	Saki - The Open Window Robert Lynd – Forgetting 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 story telling including play structure, monologues, dialogue, and scene setting.	PO4,PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4,PO5,PO6
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3,PO8

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J. Kennedy, by Pearson,2016.
2.	Portable Literature: Reading, Reacting, Writing-9thedition– Laurie Kirszner, by CengageLearning,2016
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literaturewith2021 MLA Update, Bedford / St.Martin's, August2021.
3.	JaniceCampbell., Introduction to Literature: Excellence inLiteratureEnglish1,4thEd, Everyday Education, LLC, January2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & FrancisLtd.,2021.
5.	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge UniversityPress,2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020

Web Resources	
1.	*ASIATIC:IITUMJournalofEnglishLanguage&Literature*
2.	The *English Historical Review* (*EHR*)

Mapping with Programme Outcomes:

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

FIRST YEAR - SEMESTER I

CORE II – INDIAN WRITING IN ENGLISH

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

Learning Objectives	
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the presentation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross cultural transformations.
LO3	To enable leaners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	TohelplearnersapplytheideasencapsulatedinIndianAestheticstoliterarytexts
UNIT	**Details**
I	Pamela S. Turner - *Hachiko* A.K. Ramanujan - *Brother's Day* Ruskin Bond - *Handful of Nuts, Night Train to Deoli* K.A. Abbas - *Sparrows*
II	Pearl S Buck - India through a Traveller's Eye excerpt from *My Several Worlds* M.K. Gandhi -*Autobiography* Inspection Episode – Examination- from Part I 'Childhood' Dr Radhakrishnan - Science, Humanities and Religion
III	Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer Nissim Ezekiel – Night of the Scorpion R Parthasarathy – Home Coming
IV	Sarojini Naidu- The Village Song Jayantha Mahapatra - Freedom Shiv K Kumar-Indian Women Mirza Ghalib -It is not Love, It is Madness

V	Rabindranath Tagore - Mukhthadhara. Nissim Ezekiel Nalini: A Comedy in Three Acts Joginder Paul- Sleepwalkers.

Course Outcomes
On completion of this course, students will

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

Text Books
(Latest Editions)

Mapping with Programme Outcomes:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER I

ME 1– SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Instr. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3 4	4	25	75	100

Learning Objectives	
LO1	To provide students with a comprehensive idea about the development of English literature and languageover the ages
LO2	To help student trace the trajectory of the growth ofEnglish 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 thelanguage
LO5	To create the ability of critically examining a text
UNIT	**Details**
I	The Renaissance and its Impact on England, TheReformation – Causes and Effects
II	The Puritan Age, The Restoration, Coffee – Houses Andtheir Social Relevance
III	Impact of the Industrial Revolution, Agrarian Revolution and The French Revolution on The English Society, The Methodist Movement, The Humanitarian Movement in England
IV	The Reform Bills and The Spread of Education in the Victorian Age, Social Impact of The Two World Wars, The Labour Movement.
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991), the Contemporary England
Course Outcome	
Course Outcomes	**On completion of this course, students will;**

CO1	Gain extensive insight into the historyof English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO 1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literarystalwarts of those times.	PO4, PO5 , PO6
CO5	Gain in-depth understanding on the growth of the English language underthe 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.	A. G. Xavier: *Social History of England*	
References Books (Latest editions, and the style as given below must bestrictly adhered to)		
1.	Ed. Rosemary Horrox, A Social History of England, 1200-1500, June2012, Cambridge University Press	
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England,900-1200,2012, Cambridge University Press.	
3.	Padmaja Ashok, *Social History of England,* Orient Blackswan, 2011	
Web Resources		
4.	*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 Contributionto POS	3.0	3.0	3.0	2.8	3.0

The Development of Education in Victorian period World Wars

FIRST YEAR - SEMESTER I

ENGLISH FOR COMMUNICATION (SEC -I)

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

Learning Objectives	
LO1	To enhance the level of literary and aesthetic experience of students and to helpthem respond creatively.
LO2	To sensitize students to the major issues in the society and the world.
LO3	To provide the students with an ability to build and enrich their communicationskills.
LO4	To equip students to utilize the digital knowledge resources effectively for theirchosen fields of study
LO5	To help them think and write imaginatively and critically
UNIT	**Details**
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.
II	Types of communication-Verbal-Non-Verbal.
III	Effective communication skills
IV	Skills to be acquired in communication – Speaking / reading / writing / listening
V	Application of learning

Course Outcomes		
Course Outcomes	**On completion of this course, students will;**	
CO1	Identify the basic principles of communication	PO1
CO2	Analyze the various types of communication	PO1, PO2
CO3	Make use of the essential principles of communication	PO4, PO6
CO4	Identify the prominent methods and models ofCommunication.	PO4, PO5, PO6
CO5	Learn about the four skills of language and getfamiliarized with them.	PO3, PO8

Text Books (Latest Editions)	
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.

3.	Understanding Body Language by Alan Pease.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
1.	***(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY | goiga la jijuna - Academia.edu***

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II

CORE III - BRITISH LITERATURE-I

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

Learning Objectives	
LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and theirplace in it.
LO3	To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.
LO4	To closely examine the various themes and methodologies present in Britishliterature
LO5	To create an aptitude of critically probing through the text

UNIT	Details
I	Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice -
II	William Blake – "The Chimney Sweepers" John Keats – "Endymion" Book-I (lines 1 – 605)
III	William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks in Beauty John Milton - Paradise Lost Book IV.
IV	Christopher Marlowe - *Dr. Faustus* Francis Beaumont and John Fletcher - *Philaster*
V	Jonathan Swift – A Voyage to Lilliput - *Gulliver's Travels* Charles Dickens - *A Tale of Two Cities*.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II

CORE IV - AMERICAN LITERATURE - I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	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 Britishliterature
LO5	To create an aptitude of critically probing through the text
UNIT	**Details**
I	Robert Frost – *Stopping by Woods on a Snowy Evening* Walt Whitman *O Captain, My Captain!* Henry Wadsworth Longfellow – *The Bridge* Sylvia Plath - Tulips
II	Sherman Alexie- *Crow Testament* Edgar Allan Poe - *The Raven* Emily Dickinson - *Because I Could Not Stop for Death.* E E Cummings – *I Carry Your Heart with Me*
III	Edger Allan Poe – The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- *The Glass Menagerie* Eugene O' Neill - *Emperor Jones*
V	Harriet Beecher Stowe - *Uncle Tom's Cabin* Herman Melville- *Billy Budd*

Course Outcomes

Course Outcomes	On completion of this course, students will;

CO1	Analyze and discuss works of American literature from arange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon,public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representationin works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	**PO4, PO6**
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	**PO4, PO5, PO6**
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	**PO3, PO8**
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. *The Norton Anthology of American Literature*. W.W.Norton & Company, 2022.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. ChartwellBooks, 2015.	
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD,MEAD, 1980.	
3.	Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub.Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. 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.'" *Tempo*, no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II

ME 2 – HISTORY OF ENGLISH LITERATURE (ELECTIVE)

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

Learning Objectives	
LO1	To help students with a survey of the history of English literature from OldEnglish times to the Modern period.
LO2	Help them gain particular reference to the major literary movements andauthors
LO3	To help them with an overview of the major linguistic influences on theEnglish language
LO4	To provide them with a look at certain linguistic processes that havecontributed to the development of the English language
LO5	To create the ability of critically examining a text
UNIT	**Details**
I	History of British Literature British Poetry, Prose, Drama andFiction, Covering Representative Writers Down the Ages
II	The Renaissance Period (1350 – 1660): An Introduction to The Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean Drama, Comedy of Humours
III	The Late Seventeenth and The Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-Sentimental Comedies, Pre- Romantics
IV	Well Made Play (Drama of Ideas - Shaw and Ibsen), Existential Drama,Comedy of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti, Victorian Poets -Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are heldto be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historicalphenomena 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 otherlanguages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
	TEXT BOOKS (LATEST EDITION)	
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English(Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing(London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford UniversityPress, 1996). Another well-edited and balanced reference book	
3	William J. Long: History of English Literature by	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1. 2.	Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War,2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford UniversityPress, 1975)	
1.	**Web Resources** ***ALEX00.PDF (manavata.org)***	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR –
SEMESTER II

ENTREPRENEURIAL SKILLS (SEC-II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	1	2	25	75	100

s	
LO1	To introduce learners to various qualities required for entrepreneurship
LO2	To discuss about various entrepreneurship models
LO3	To help them think creatively and innovatively
LO4	To enable them understand various schemes supporting entrepreneurship
LO5	To discuss the steps in venture development and new trends in entrepreneurship.
UNIT	**Details**
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the foundation of Entrepreneurship Development and its theories.	PO1
CO2	Explore entrepreneurial skills and management function of a company.	PO1, PO2

CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4, PO6
CO4	Understand various steps involved in starting a venture.	PO4, PO5, PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3, PO8
Text Books (Latest Editions)		
1.		
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York	
Web Resources		
1.	6 Must-Have Entrepreneurial Skills | HBS Online MindTools | Home	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR – SEMESTER I
PUBLIC SPEAKING SKILLS (SEC-III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	1 2	2	25	75	100

Learning Objectives	
LO1	To help students understand the goals and benefits of public speaking
LO2	To help them recognize communication apprehension and guide them on how to reduce it
LO3	To familiarize them on how public speaking can be used to advocate or create change
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
LO5	To help them think and speak imaginatively and critically
UNIT	**Details**
I	What is Public Speaking? What Makes a Good Speaker? Researching and Writing Your Speech, How to speak with a strategy? How to simplify your speech? How to assess the audience? How to fix the context? How to win over the audience? Attention and Controlling
II	Need for Public Speaking – Introducing speaker, The first three minutes, Nervous to Natural, Making short talks to get action, Making impromptu Talks, Organizing a longer talk,
III	Significance and essentials of public speaking skills, Controlling the tone – pitch variation, being credible, Taking care of grammar, Using the right intonation, Ensuring clear transition, Developing confidence
IV	Techniques in acquiring the skill – Selecting, planning and arranging the materials, Listening, Barriers of listening, barriers of speaking, Fluency through preparation, Concentration in delivery
V	Speaking any common topic in front of the class – Subject and preparation, Starting, carrying on ending, Triumph over adversity, Influencing by exposition, Feeling and enthusiasm, Persuasive and advocacy, Leading a group discussion and answering
Course Outcomes	
Course Outcome	On completion of this course, students will;

s		
CO1	Demonstrate an understanding of the principles of public speaking	P O 1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1, PO2
CO3	Understand how to give effective verbal and nonverbal feedback	PO4, PO6
CO4	Learn about planning speech organization for the intended audience	PO4, PO5, PO6
CO5	Practice effective group delivery and speech in formal context.	PO3, PO8
Text Books (Latest Editions)		
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience - centred approach (6th ed.). New York: Pearson	
2.	Fraleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins	
Books to aid		
	Tony Jeary - Inspire Any Audience Patsy Rowe – Public Speaking Walter Thampson – Better Speeches Made Easy S. R. M. Sokkalingam – The Art of Speaking English Edward Frank Allen – How to Write and Speak Effective English	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	*Apple, W. Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715- 727.*	
Web Resources		
1.	***Learning Outcomes | Public Speaking (lumenlearning.com)*** ***lu03_public_speaking.pdf (indianhills.edu)***	

Mapping with Programme Outcomes:

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

CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR SEMESTER - III

CORE V – BRITISH LITERATURE - II

ORE V - BRITISH LITERATURE – II

Semester III				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 5	British Literature II	5	4
4	Core 6	American Literature II	5	4
5	Elective 3	Literary Genres and Terms	3	4
6	SEC 4	English for Career	1	2
7	EVS		2	2
8	Naan Mudhalvan		2	2
Total			**24**	**30**

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

Learning Objectives	
LO1	To help learners analyze British Literature written from the late 18th Centuryto 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 writingabout literature.
UNIT	**Details**
I	Alfred Tennyson- Tithonus Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T. S. Eliot - The Wasteland (1 – 144 Lines) W. H. Auden - The Unknown Citizen

II	G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers
III	G.B. Shaw – *Arms and the Man* John Osborne - *Look Back in Anger*
IV	Jane Austen - *Persuasion* Charlotte Brontë - *Jane Eyre*
V	Arthur Conan Doyle – *Hound of Baskervilles* Agatha Christie (Graphic Novel) – *Murder on the Orient Express*

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 workand 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 usingstandard literary lexicon and other literary conventions.	PO3, PO8

Text Books (Latest Editions)

1.	Renard, Virginie. *The Great War and Postmodern Memory: The First World Warin Late 20 Th -Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2.	David Green - Winged Words – Mac Millan

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
2.	Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
3.	*Look Back in Anger, by John Osborne: Theatre Program, 1974, La MamaTheatre*. 1974.
Web Resources	
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and HerContemporary Culture." *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6.
2.	Smith, Grover. "Eliot's World before the Waste Land." *The Waste Land*, 2020, pp.1–17., https://doi.org/10.4324/9781003070627-1

Mapping with Programme Outcomes:

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

– Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes

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

SECOND YEAR – SEMESTER III

CORE VI - AMERICAN LITERATURE - II

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

Learning Objectives	
LO1	To help learners examine the roots of American literature by focusingmultiple 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 elementsof the changes in American literature.
LO4	To help them explore distinct literary characteristics of American literatureand analyze literary works of eminent American writers.
LO5	To inculcate a rhetorical approach to the literary study of American texts andalso the conceptions, generalizations, myths and beliefs about American cultural history.
UNIT	**Details**
I	Theodore Roethke - The Meadow Mouse. Wallace Stevens - The Emperor of Ice Cream Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women
II	Lorraine Hansberry – *A Raisin in the Sun* Neil Simon - *Barefoot in the Park*
III	Henry David Thoreau - *Winter Animals* Ralph Waldo Emerson - *The American Scholar*
IV	Nathaniel Hawthorne - *The House of the Seven Gables* Toni Morrison – *Beloved*
V	Mark Twain - *The Adventures of Tom Sawyer*. Angeline Boulley - *Fire keeper's Daughter*
Course Outcomes	
Course Outcomes	**On completion of this course, students will;**

CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to thepresent.	**P O 1**
CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of theAmerican 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 ideologieslike Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8
Text Books (Latest Editions)		
1.	Angelou, Maya. *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 EmilyDickinson*. 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:

	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

SECOND YEAR - SEMESTER III

ME 3– LITERARY GENRES AND TERMS (ELECTIVE)

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

Learning Objectives	
LO1	To help students apply literary terminology to fiction, drama, and poetry.
LO2	Help them recognize the main elements of different literary genres and assesstheir 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 reasonableassertions about their meaning
LO5	To guide them to re-narrate the plot of a short story, both orally and inwriting.
UNIT	**Details**
I	**Literary Theory and Terms:** The Basics of Classicism (62), Comparative Literature (70), Eco Criticism (109), Existentialism (129), Feminist Criticism (138), Marxist Criticism (214), Modernism (230), Naturalism (239), New Criticism (244), Neo formalism (245), Postcolonial Literature (285), Postmodernism (288), Psychoanalytic Criticism (296)
II	**Types of Prose Text-semiotics: The Basics** Fictional Prose: Novel (252), Novella (254), Screen Plays (326) Non-fictional Prose: Memoirs (218), Autobiographies (30), Biographies (40), Epistles (122) Heroic Prose: Legends (199), Fables (133) Prose Poem (294)
III	**Terms for Interpreting Authorial Voice- Terms for Interpreting** Interpreting Authorial Voice: Characterization (56), Dialogue (96), Point of View (283), Symbolism (351), Narratives (first person (141), second person (359), unreliable narrator (373)), Apology (22), Irony (187), Satire (322), Stream of Consciousness (343), Interpreting Characters: Antagonist (16), Anti-hero (17), Archetype (24), Epithet (123),
IV	**Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot** Terms for Interpreting Word choice: Denotation (91), Connotation (73), Colloquialism (66), Diction (96), 2. Terms for Interpreting dialogues: Rising action (MHA), Falling action (MHA), Persuasion (MHA), Point of view (283), Pun (298) 3. Speech terms for interpreting plot: Flashback / Analepsis (13), Climax (64), Exposition (129), Setting, Motif (233)
V	**Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts**

	Culture, *Avant Garde* (33), Intertextuality (184), Deconstruction (88), Discourse (99), Cultural Materialism (81), Transnationalism, Diaspora, Hybridity, Hegemony, Melting Pot, Alienation, Identity Crisis, Ethnicity	
Course outcomes		
Course Outcomes	**On completion of this course, students will;**	
CO1	Understand new definitions of contemporary critical issues such as 'Cyber criticism' and 'Globalization'.	PO 1
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 UniversityPress, 2001.
2.	Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The WorldPublishing Company, 1967. Print.
Web Resources	
1.	***1821-literary-terms.pdf (cgc.edu)***

Mapping with Programme Outcomes:

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

SECOND YEAR - SEMESTER III

ENGLISH FOR CAREER (SEC-IV)

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

Learning Objectives	
LO1	To help students gain knowledge about the job search, application, and interviewprocess
LO2	Help them to explore their global career path, while building vocabulary andimproving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, makingsmall talk, and describing
LO5	To enable learners to describe themselves and their experiences in a résumé
UNIT	**Details**
I	**Definition of English Language -** Characteristic Features – English in the past, present and the future, **Purposes of English Language** – Importance of Essential Grammar (Concord, Articles, Preposition and Tenses) and Essentials of English Speeches
II	Verbal Communication: The Written Channel (writing a Resume and C V, writing a formal letter of application, writing for a specific audience)
III	Major Roles played by English Language in Education and various career choices – Group Discussion, Interview Skills, searching for a job offering web site and screening them, Vocabulary, and Paralinguistics.
IV	English language as an identity to popular culture – Advertisements, Short films, Documentary, WhatsApp, twitter, and LinkedIn
V	The major developments happening in the contemporary world by using English language – email, blog, websites, media, content writing and Vlog.

Course Outcomes	On completion of this course, students will;	
CO1	Attain communicative competence so that they can use language accurately and appropriately	PO1
CO2	Understand the basic features of communication and aimat improving language skills	PO1, PO2
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	PO4, PO6

CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Text Books (Latest Editions)	
1.	*English for JOBSEEKERS, Language and Soft Skills for the Aspiring*: Foundation Books, Cambridge University Press India Pvt. Ltd., 2013. Print
2.	*Methods of Teaching English*, N Krishnaswamy and Lalitha Krishnaswamy, Macmillan, 2011, Print
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration CommemorationVolume 1885- 1985. Kolkata: Bose Institute, 1995. Print
2	*Speaking and Writing for Effective Business Communication*, Francis Soundararaj, Macmillan, 2007, Print
3.	*Communication Skills*, Sanjay Kumar, Pushpalatha. Oxford University Press, 2013. Print
4	*An Outline History of the English Language*, F T Wood, Macmillan, 1978
Web Resources	
1.	*https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf*

Mapping with Programme Outcome:

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

CORE VII – WORLD LITERATURE IN TRANSLATION

Semester IV				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 7	World Literature in Translation	5	4
4	Core 8	Aspects of Language and Linguistics	5	4
5	Elective 4	Non-Mandatory Elective	3	4
6	SEC 5	English for Business	1	2
7	Value Education		2	2
8	Naan Mudhalvan		2	2
Total			**24**	**30**

Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**		
								CIA	**External**	**Total**
	Core	Y	Y	-	-	5	4	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 andcultures.
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.
UNIT	**Details**
I	Dante - *Ulysses' Last Voyage* Johann Wolfgang von Goethe - *The Violet* Victor Hugo -*Tomorrow at Dawn.* Khalil Gibran - *Your Children are not Your Children.*
II	Pablo Neruda - *If you forget me.*Ovid – *Pyramus and Thisbe.* Alexander Pushkin - *The Gypsies*. Horace - *Satires* (On Discontent) Gabriel Okara - *The Mystic Drum* Jean Arasayanagam - *Two Dead Soldiers*

III	Walter Benjamin - *Unpacking My Library* Montaigne - *On Friendship.*
IV	Marie Clements - *The Unnatural & Accidental Women.*Samuel Beckett - *Waiting for Godot.*
V	Gabriel García Márquez - *A Very Oldman with Enormous Wings*. Ivan S. Turgenev - *The District Doctor*. Antoine de Saint-Exupéry - *The Little Prince.*

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
CO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8
Text Books (Latest Editions)		
1.	Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.	
2.	Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Angelou, Maya. *The Complete Poetry*. Random House, 2015.	
2.	Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.	
3.	Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.	
4.	Bolton, David. *The Pot of Gold by Plautus*. Lulu.com, 2019.	

5.	Clements, Marie Humber. *The Unnatural and Accidental Women*. Talonbooks Limited, 2005.
Web Resources	
1.	The Introduction of Victor Hugo to the English (1823–1830).” *The Fortunes of Victor Hugo in England*, Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002.

Mapping with Programme Outcomes:

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

CORE VIII - ASPECTS OF LANGUAGE & LINGUISTICS

Semester IV				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 7	World Literature in Translation	5	4
4	Core 8	Aspects of Language and Linguistics	5	4
5	Elective 4	Non Mandatory Elective	3	4
6	SEC 5	English for Business	1	2
7		Value Education	2	2
8		Naan Mudhalvan	2	2
Total			**24**	**30**

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

Learning Objectives	
LO1	To help learners gain knowledge of linguistic research methods and of differenttheories 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 distinctivecharacter of the academic field of English linguistics.
LO4	To familiarize them with the ability to use this knowledge to analyze problemsin both other academic settings and work contexts.
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.
UNIT	**Details**
I	George Yule - Introduction to Study of Language (pp. 1-12) Ralph Fasold & Jeff Connor - Linton: An Introduction to Language and Linguistics (Introduction)

II	David Holmes - Theory of Communication - From Communication Theory (pp. 20-38) Alfred Solomonick - General Semiotics - From The Theory of General Semiotics Linguistics, Sign, Language & Culture Language & Writing (pp. 14-23)
III	Ferdinand De Saussure - Introduction to Saussurian Structuralism - Course in Linguistics (pp. 65-78) Daniel Jones - Introduction to Phonology & Morphology - (Gimson's Pronunciation of English) - (Chapter 1) Noam Chomsky - Syntax & Semantics from Syntactic Structures (pp. 92-105)
IV	Peter Roach: Computing in Linguistics & Phonetics-Introductory Reading.
V	F.T.Wood - Linguistic Changes-English Language Varieties-Idiolect, Dialect, Pidgin & Creole Tej K. Bhatia, William C. Ritchie (Editors) - Bilingualism / Multilingualism - The Handbook of Bilingualism and Multilingualism (pp. 5-22) Alexander Clark, Chris Fox, and Shalom Lappin - Natural Learning Process - The Handbook of Computational Linguistics and Natural Language Processing (pp. 1-8)
	TEXTS Akamajian A., R.A.Demers & M Harnish - *Linguistics: An Introduction of Language & Communication* Bloomfield - Language D. Bolinger: *Structural Aspects of Language Change* Ferdinand De Saussure - *Course in General Linguistics* Rajend Mesthrie & Rakesh M.Bhatt: *The Study of New Linguistic Varieties*

Course Outcomes

Course Outcomes	**On completion of this course, students will;**	
CO1	Be able to analyze a wide range of problems relatingto linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projectsinvolving the gathering and systematizing of a substantial amount of information	PO1, PO2

CO3	Communicate the results of independent research andgain mastery of advanced linguistic terminology	PO4, PO6
CO4	Communicate about academic issues related to languagesand linguistics, both with specialists and the general public.	PO4, PO5, PO6
CO5	Contribute to new thinking and innovation processeswithin the area of linguistic specialization.	PO3, PO8

Text Books (Latest Editions)	
1.	Eco, Umberto. *A Theory of Semiotics*. Indiana University Press, 1979.
2.	Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013.

Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter LangPub Incorporated, 2011.
2.	Sakoda, Kent, and Jeff Siegel. *Pidgin Grammar*. Bess Press, 2003.
3.	Bloom, Leonard. Language. University of Chicago Press, 1984.
4.	Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986.Yule, George. *The Study of Language*. Cambridge University Press, 2010.

Mapping with Programme Outcomes:

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

Suggested Non-Mandatory Elective (Allied) Areas for B.A Programme (3 credits)
SECOND YEAR - SEMESTER IV
NME 1 – MYTH AND LITERATURE (ELECTIVE)

Sem IV (1 to be opted) ELECTIVE 4	NME1.Myth and Literature
	NME2.Film and Literature
	NME3.English Teaching Methods and Materials
	NME4.Translation: Basic Concepts and Practice.

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

Learning Objectives	
LO1	To help students at the origin and sources of myths in literature.
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
LO3	Get an In-depth study of the theoretical approaches
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
LO5	Help them to understand the definition of symbolism with its different types and dimensions.
UNIT	**Details**
I	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii)The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas' (Poem) - Carol Ann Duffy
III	General idea of Vedic, Epic and Puranic Mythology
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths
V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)

Course Outcomes		
Course Outcomes	**On completion of this course, students will;**	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
Text Books (Latest Editions)		
1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1. 2.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000. Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.	
Web Resources		
1.	*Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.*	

Mapping with Programme Outcomes:

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

3– Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER IV

NME 2 – FILM AND LITERATURE (ELECTIVE)

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

LEARNING OBJECTIVES	
LO1	To help students look closely into the relation between film and literature.
LO2	Introduce learners to the various ways in which literature and the moving image diverge.
LO3	Help the learners understand how each form makes their own claims to the narrative.
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
LO5	**Help learners gain perspective on literature's relationship with cinema**
UNIT	**Details**
I	**Theories, Practices, Forms, Adaptations, Migrations**William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) Stanley Kubrick, 2001: A Space Odyssey (1968)
III	**Cinema from novella and dramatic literature**
IV	Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalyse Now (1979)

COURSE OUTCOMES		
Course Outcomes	**On completion of this course, students will;**	
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize withthe interdependence of the two art forms that collectively and individually represent, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6
CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6
CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8
Text Books (Latest Editions)		
1.	Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.	

2.	NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.
3.	Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1. 2.	RobergeGaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print. Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93- 99. Print
Web Resources	
1.	*(PDF) Film and Literature (researchgate.net)*

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

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

NME 3 – ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE)

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

Learning Objectives	
LO1	To enable learners get an overview of the place of English in India.
LO2	Help them understand the position of English in the post – independence period.
LO3	Enable them to interpret and justify the place of English in Three Language formula.
LO4	Help them gain insight into the unique and very important place of English in 21st century.
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).
UNIT	**Details**
I	Introduction- Historical Background of English in India English in Post- Independent period- The Three Language Formula
II	English in 21st century- Objectives of Teaching English- at elementary level- at secondary level
III	Methods of Teaching English- Grammar Translation Method - Direct Method - Importance and Principles

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

Text Books (Latest Editions)	
1	Methods of Teaching English - N.Krishnaswamy & Lalita Kishnaswamy, Trinity Press
2.	Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. ISBN: 0-205-35543
3.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
4.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.
References Books (Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)	
	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation.

1.	Language Learning And Technology, 9 (1), 17-22. Available At: Http://Llt.Msu.Edu Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children's Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
Web Resources	
1.	*Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: http://www.readingmatrix.com/current.html.*

	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

Mapping with Programme Outcomes:

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**	**PSO 5**
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER IV

NME 4 – TRANSLATION: BASIC CONCEPTS AND PRACTICE (ELECTIVE)

Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**		
								CIA	**External**	**Total**
	Core	Y	Y	-	-	4	4	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**
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), John Benjamins Publishing, Amesterdam and Philadelfia	
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:

	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

SECOND YEAR - SEMSTER - IV

ENGLISH FOR BUSINESS (SEC-V)

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

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

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

Course Outcomes

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

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

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

THRID YEAR - SEMESTER V

CORE IX - AUTHORS IN FOCUS

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

Learning Objectives	
LO1	To help learners gain knowledge of authors of various backgrounds.
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and their works.
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.
UNIT	**Details**
I	Aristotle - Life and works. Introduction "Poetics" - Chapters 1-5
II	Charles Dickens - Life & Works Introduction *David Copperfield*
III	Rabindranath Tagore - Life & Works "Gitanjali" – Introduction Where the Mind Is without Fear
IV	Jane Austen - Life & Works *Sense and Sensibility*
V	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	PO 1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6

CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.	PO3, PO8

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. *Who Was Jane Austen?* Penguin, 2017.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic*. Yale University Press, 2020.
2.	Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999.
3.	Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*. 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***
3.	https://antilogicalism.com/wp-content/uploads/2016/12/aristotle_anima_final.pdf
4.	https://homepages.hass.rpi.edu/ruiz/AdvancedIntegratedArts/ReadingsAIA/Aristotle%20Poetics.pdf
5.	https://classics.mit.edu/Aristotle/poetics.mb.txt
6.	https://www.amazon.in/Dignifying-Science-Stories-About-Scientists-ebook/dp/B01IDP4MPC https://oceanofpdf.com/authors/jim-ottaviani/pdf-dignifying-science-stories-about-women-scientists-download/

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V

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

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

Learning Objectives	
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help them analyze representations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

UNIT	**Details**
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Judith Wright – Eve to the Daughter
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb Rupi Kaur - The Healing (Milk & Honey)
III	Virginia Woolf - A Room Of One's Own. https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-e.html Clarissa Pinkola Estés - Women Who Runs With Wolves (Chapters 1 -7 only) https://islingtonpeoplestheatre.co.uk/site/assets/files/1194/women_who_run_with_the_wolves_estes_clarissa__z-lib_org.pdf
IV	Kate Chopin – Awakening https://pages.pomona.edu/~vis04747/h21/readings/The_awakening.pdf Carol Churchill – Top Girls
V	Aphra Behn – Oroonoko https://web.english.upenn.edu/~cavitch/pdf-library/Behn_Oroonoko.pdf L. M. Montgomery - Anne of Green Gables https://www.argentina.gob.ar/sites/default/files/anne_of_the_green_gables_montogomery.pdf

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
UNIT	**Details**
I	Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - *The Book of Vanci.* – Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. G U Pope Virtue (*araththupaal*) 34, 45, 69, 72, 76, 90, 100, 110, 129, 131, 151, 231, 260, 291, 314 Wealth (*porutpaal*) – 391, 400, 411, 423, 450, 475, 595, 616, 647, 714, 786, 788, 948, 972, 997
II	Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar - An Old Woman *Kurunthogai* (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam *kurinji tinai* – 2, 3, 18, 23, 40. *mullai tinai* – 21, 98, 167, 186, 188. *marutha tinai* – 8, 19, 33, 157, 196. *neithal tinai* – 49, 57, 92, 97, 102. *palai tinai* – 16, 20, 27, 37, 135
III	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri
IV	Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq
V	Joseph Jacob – Indian Fairy Tales "How the Raja's Son won the Princess Labam by." from R.K. Narayan - *Swami & His Friends - Monday Morning*, M.C.C., *Before the Examinations*,

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3, PO8
Text Books (Latest Editions)		
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000	
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019	
Web Resources		
1.	Modern Indian Writing in Translation - Course (nptel.ac.in).	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
CORE XII – PROJECT VIVA-VOCE

Project Viva-Voce Examination

- **Internal:50 Marks (by the Internal Examiner)**

  External:50 Marks (by the External Examiner)

- **Individual/Group project report of minimum 30 pages should be submitted.**

NON - MANDATORY ELECTIVE PAPER – I
ENGLISH FOR COMPETITIVE EXAMINATIONS

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

Learning Objectives	
LO1	To develop the students intellectual, personal and professional abilities.
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.
LO3	To develop confidence in getting job opportunities.
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.
LO5	To develop competitive skills through various types of objective tests.

UNIT	Details
I	Reading Comprehension,
II	Expansion of Proverbs, Essay Writing.
III	Spot the Errors
IV	Homonyms, Idioms and Phrases, Jumbled Sentences,
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Punctuation.

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
CO2	Acquire skills in vocabulary usage and grammar.	PO1, PO2
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4, PO6
CO4	Build confidence in getting job opportunities.	PO4, PO5, PO6
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8
Text Books (Latest Editions)		
1.	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	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON - MANDATORY ELECTIVE PAPER – II
INTRODUCTION TO COMPARITIVE LITERATURE

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

Learning Objectives	
LO1	**To attain a broad knowledge of various literary traditions both in their specificity and interrelation.**
LO2	**To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.**
LO3	**To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, geners, periods, and areas.**
LO4	**To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.**
LO5	**To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.**
UNIT	**Details**
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley-*Ode to Libert ,Queen Mab, Love's Philosophy.* Selected poems of Subramaniya Bharathi - *Bharath Country, Worship of Sun, Kannan My Servant.*
V	Comparative study of Vairamuthu's *KallikattuIthikasam* and Ernest Hemingway's '*The Old Man and the Sea'*

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

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

Mapping with Programme Outcomes:

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

NON - MANDATORY ELECTIVE PAPER – III
FUNDAMENTALS OF ACADEMIC WRITING

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

Learning Objectives	
LO1	To attain broad knowledge.
LO2	To understand various styles of sentence pattern.
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.
LO4	To develop the abilityto structure Essays.
LO5	To enable the students to learn copy- editing.
UNIT	Details
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies ;developing writing through extended practices; developing reflective abilities & meta-awareness about writing.
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)
IV	Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	To design the process writing	PO1
CO2	To express sentence skills.	PO1, PO2
CO3	To structure and develop paragraphs through techniques	PO4, PO6

CO4	**To compose academic essays**	**PO4, PO5, PO6**
CO5	**To distinguish between content editing and substantive editing.**	**PO3, PO8**
Text Books (Latest Editions)		
1.	**Zemach, Dorothy E. & Rumisek, Lisa A. *Academic Writing from Paragraph to Essay*.London: Macmillan**	
2.	**Langan, John. 2001. *Sentence Skills with Readings*. Boston: McGrawHill.**	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	**Hartley, James. 2008. *Academic Writing and Publishing: A Practical Handbook*. London:Routledge.**	
2.	**Bailey, Stephen. 2003. *Academic Writing: A Practical Guide for Students*. London:RoutledgeFalmer.**	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER – IV –
MASS COMMUNICATION AND JOURNALISM

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

Learning Objectives			
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.		
LO2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.		
LO3	To empower learners by communication, professional and life skills.		
LO4	To develop the ability to structure Essays.		
LO5	To enable the students to learn copy- editing.		
UNIT	Details		
I	Mass Communication in India, Print Medium, Audio-Visual Media, Other Media		
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.		
III	Advertising, Illustrations.		
IV	House and Trade Journals, Starting of Newspapers and Periodicals.		
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.		

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

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

CO5	**Students would find research gaps.**	**PO3, PO8**

Text Books (Latest Editions)	
1.	**D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.**

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**

NON - MANDATORY ELECTIVE PAPER – V
FILM STUDIES

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

Learning Objectives	
LO1	Aims to train students to decode the visual messages imparted by movies.
LO2	To amplify their impacts.
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.
LO4	To enabling the learnersto use a various methods.
LO5	To learn ouchstone method in evaluating contemporary Indian main stream cinema with World Cinema as well as Indian Classics.
UNIT	Details
I	Introduction, Filmic Visual: Mise-en-Sceneism.
II	Screen writing, One-line, plot, characterization, one-linescene order & treatment.
III	Film history and film genres
IV	Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives
V	Writing film reviews and critic

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

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

Text Books (Latest Editions)	
1.	**Monaco, James *How to Read a Film* 5th ed. OUP, 2005.**
2.	**Bordwell, David and Thompson, Kristin, *Film Art: an Introduction*, 7th ed. McGraw-HillCo., 2004.**
3.	**Cook, David A., *A History of Narrative Film*, 4th ed. W.W. Norton, 2004.**
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	**Kawin, Bruce, *How Movies Work*. University of California Press, 1992.**
2.	**Nelken, Jill, *Introduction to Film Studies*, 5th ed. Routledge, 2011.**
3.	**Feild, Syd, *Screenplay: The Foundations of Screenwriting*. RHUS, 2005.**

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

INTERNSHIP

Internship

a) Internship should be completed in the V Semester.
b) Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
c) The Internship should cover a minimum period of 40 hours.
d) The organization/firm, hosting the intern should certify that the intern has completed the requirements.
e) The student should submit a 20 -25 page report on daily activities and skills acquired at the end of the internship.
f) The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.
g) The Internship Advisor and the Head of the Department should certify the successful completion of the internship after a viva-voce exam, conducted internally.
h) Internship students should submit certificate of attendance from the authorities concerned along with the report.

Assessment Format:

Extension Activity

• Internal: 50 Marks External: 50 Marks

THIRD YEAR - SEMESTER VI

CORE XIII – INTRODUCTION TO LITERARY THEORY & CRITICISM

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

Learning Objectives	
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
LO2	To equip learners with ideas related to the theory and criticism of literary texts.
LO3	To intensify students' proficiency in the skills at the heart of a liberal education
LO4	To help them think critically about a range of literary theories.
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.
UNIT	**Details**
I	**Marxism** The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)
II	**Feminism** 20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (Pg.xi –xxx) When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray
III	**Post Structuralism** Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123) Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)
IV	**Post-Colonial Studies** Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106) The Scope of Orientalism (Pg. 29-110) Edward said
V	Indian Literature- Definition of category in Theory Classe, Nations, Literature (Pg. 243-285) – Aijaz Ahmad Ecocriticism, Humanism, Neohumanism, Historicism, New Historicism
Course Outcomes	
Course Outcomes	On completion of this course, students will;

CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories	PO 1
CO2	Demonstrate an understanding of key concepts in literary Theory	PO1, PO2
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.	PO4, PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4, PO5, PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3, PO8
Text Books (Latest Editions)		
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors,2017	
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015	
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited,2015	
3.	D.J. Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera,2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/engl795.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

CNM 1– BIOGRAPHIES, AUTO- BIOGRAPHIES & MEMOIRS

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

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

UNIT	**Details**
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.
II	Anne Frank- The Diary of a Young Girl (October 9, 1942; November 19, 1942) Malala Yousafzai - from I am Malala (The Diary of Gul Makai Florence Nightingale – from Eminent Victorians
III	R.K.Laxman - The Tunnel Of Time Salim Ali - The Fall of A Sparrow
IV	Tom Alter - The Man Who Made The Elephant Dance. Mahatma Gandhi - *The Story of My Experiments with Truth* - Man Proposes, God Disposes, The Calm after the Storm, 'Love's Labour's Lost'?, In Touch with Labour
V	Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love https://www.pdfdrive.to/filedownload/eat-pray-love-one-womans-search-for-everything-across-italy-india-and-indonesia-5

Course Outcomes	
Course Outcomes	On completion of this course, students will;

CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4, PO6
CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
Text Books (Latest Editions)		
1.	*Knots in My Yo-yo String: The Autobiography of a Kid* by Jerry Spinelli. Alfred A. Knopf, 1998.	
2.	*It Came From Ohio! My Life as a Writer* by R.L. Stine. Scholastic Paperbacks, 1998.	
3.	Autobiography by Linda Anderson 2010, Routledge.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	*Henry Ford (Rookie Biographies)* by Wil Mara. Children's Press, 2004.	
2.	*Amelia Earhart (Graphic Biography)* by Saddleback Educational Publishing, 2008.	
3.	*A Picture Book of Harriet Tubman* by David A. Adler. Holiday House Inc., 1993.	
Web Resources		
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

CNM 2– SHAKESPEARE STUDIES

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

Learning Objectives		
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives	
LO2	To provide learners with an overview of Shakespeare's historical and political contexts	
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves	
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions	
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism	
UNIT	**Details**	
I	Shakespeare & his relevance – G. Sreenivasappa "The Staging" The Shakespearean Stage 1574–1642 – Andrew Gurr 4th Edition (CUP)	
II	The Four Phases of Shakespeare's, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I & II – A.C. Bradley	
III	30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance	
IV	Detailed- *Merchant of Venice* Non-detailed-*Macbeth*	VERITY EDITION
V	Howard Jacobson: *Shylock is my Name(2016)* Arnold Wesker: The Merchant (1976) by	

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 3– LITERARY CRITCISM

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

Learning Objectives	
LO1	To Introduce 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**
I	Longinus - 'On Sublimity'- Features of True Sublimity - Five Sources of Sublimity Sir Philip Sydney- 'An Apology for Poetry '
II	Preface to Lyrical Ballads - The Romantic Creed, Definition of Poetry, Diction & Language – William Wordsworth Fancy and Imagination, Poetic Genius – S.T. Coleridge
III	The Concept of Poetry - Defence of Poetry – Shelley Classicism, Touchstone Theory, Grand Style, High Seriousness etc., Mathew Arnold
IV	Indian Aesthetics, Movements and Concepts – An Introduction to Indian Aesthetics – Mini Chandran & V.S.Sreenath Tinai – Nirmal Selvomony Object Correlative,Negative Capability – T.S.Eliot – John Keats Seven Types of Ambiguity – William Empson
V	PRACTICAL CRITICISM – Peck J. & Coyle M (Palgrave) Poem: William Blake - *Tyger*. Prose: G K.Chesterton - *Running After one's Hat* Short Story: Katherine Mansfield - *A Cup of Tea*

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). *Theory into Practice: An Intro to Literary Criticism*. Australia: Wadsworth Cengage Learning.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Fry, Paul H. (2013). *Theory of Literature.* New Haven: Yale University Press.	
2.	Habib, M. R. (2011). *A History of Literary Criticism: From Plato to Present*. UK: Wiley-Blackwell Publishing.	
Web Resources		
1. 2.	https://owl.english.purdue.edu/owl/owlprint/72 2/ http://editorskylar.com/litcrit.html	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 4– CULTURE STUDY THROUGH FILM

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

Learning Objectives	
LO1	To help learners get an overview of different cultural and sociological theories that address 'culture', 'media' and 'society' as part of a broader global and historical context.
LO2	To help them explore the different perspectives on human nature
LO3	To help learners appreciate the different paradigms underlying different Traditions
LO4	To help learners observe the different, sometimes contrastive ways in which common themes are handled in Western and Asian movies
LO5	To help them understand different points of view, particularly those with which they may be unfamiliar.

UNIT	Details
I	Introduction to Film Studies – What is Cinema – Andre' Bazin Vol. 1 & 2 Basic Film Theory – Film Theory: An Introduction – Robert Stam Terminology-MISE-EN SCENE-SHOTS, TAKES, ANGLES, EDITING, SOUND AND COLOUR – The Oxford History of World Cinema Ed. – Geoffrey Nowell-Smith Film Genres – Literature into Film – Theory & Practical Approaches – Linda Costanzo Cahir Anime / Manga – the Anime Companion – Gilles Poitras
II	The Silent Era – Indian Cinema – Yves Thoraval Classic Hollywood Era – Film History – David Bordwell Italian Neo – Realism – Charles L. Leavitt The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette James Monaco Third Cinema / Indian Cinema – Yves Thoroval Asian Cinemas - Routledge Handbook Of Asian Theatre
III	CASE STUDIES François Roland Truffaut - The 400 Blows Ken Kesey - One flew over the Cuckoo's nest Alfred Hitchcock - Vertigo Niki Caro - Mulan Ron Clements – Moana Adapting Novels into Films: Three Case Studies Hardcover – by Raghu Ram Bandi
IV	Federico Fellini - 8 and Half Andrei Tarkovsky - The Mirror Ousmane Sembène - Guelwaar Kim Ki Duk - Spring, Summer, Fall, Winter…Spring Adoor Gopalakrishnan - Elippathaayam.

V	Scriptwriting for Film, Television and New Media - Alan C. Hueth	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze cultural meanings in films;	PO1
CO2	Compare and contrast different cultural concepts in films;	PO1, PO2
CO3	Analyze and criticize the similarities and differences in	PO4, PO6
	cultural imaginations.	
CO4	Get familiarized with different thematic comparisons of films on topics including city and its subjectivity, gender and politics, comedy and tragedy.	PO4, PO5, PO6
CO5	Identify and examine critical and cultural theories	PO3, PO8
Text Books (Latest Editions)		
1.	James Goodwin, Akira Kurosawa and Intertextual Cinema, Baltimore: Johns Hopkins University Press, 1994..	
2.	Film Theory & Criticism: Introductory Readings - Leo Braudy, Marshall Cohen	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Lloyd Michaels, ed., Ingmar Bergman's Persona, Cambridge: Cambridge University Press, 2000.	
2.	Mitsuhiro Yoshimoto, Kurosawa: Film Studies and Japanese Cinema, Durham, NC: Duke University Press, 2000	
Web Resources		
1.	TRA_3238_20200604.pdf (ln.edu.hk)	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

CNM 5– MEDIA, COMMUNICATION & PUBLICATION

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

Learning Objectives	
LO1	To enable students to understand theoretical concepts related to social media as a form of communication.
LO2	To enable students to gain an analytical insight into research framework in Social Media
LO3	To enable students to understand audiences and usage patterns of social media in communication studies
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life
LO5	To enable students to identify varied forms of new media communication
UNIT	**Details**
I	Introduction to Mass Communication – Mass Communication – Keval J. Kumar 5th Edition Globalisation, Forms – A Social History of the Media from Gutenberg to Internet- Asa Briggs & Peter Burke **STUDENTS' PRESENTATION** Case Study on Current Issues, Street Plays, Posters and Pamphlets etc.,
II	Advertisements – Media, Technology & Society – Brian Winston Ethics – Ethics in Advertising – Snyder Wally How To Create Advertisementsand Storyboards – Ethics in Advertising – Snyder Wally **STUDENTS' PRESENTATION** Jingles, Taglines - Visual Advertisements
III	Script writing-TV and Radio, News Reports, Editorials – Save the Cat – Blake Snyder **STUDENTS' PRESENTATION** Editing – Articles Review Writing
IV	Cyber Media and Social Media – Cyber Media Journalism – Jagdish Chakravarthy History Of Cyber Media Types And Impact of Social Cyber Media.
V	**INTERNSHIP IN THE RELEVANT FIELD FOR FIFTEEN DAYS**

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 frame work.	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**	**PO1 0**
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 6– MODERN ENGLISH GRAMMAR & COMPOSITION

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

Learning Objectives	
LO1	To make the students understand the importance of grammar in language learning.
LO2	To create awareness to gain knowledge of types of clauses.
LO3	To help Identify types of sentences based on functionality and structure
LO4	To acquaint students with grammatical items so as to understand the piece of writings to comprehend the meaning from them and also to translate it in their mother-tongue
LO5	To help prepare them to write essays to express their views on particular situations, issues etc.

UNIT	Details
I	Form Class / Function Words / Punctuation – K V Joseph & Eat, Shoots & Leaves Verbs In Function - Gerund, Infinitives Participles & Uses Synonyms & Antonyms - Precise Use Mood/ Modality
II	Morphology (English) Compounding, Affixing, Inflection Derivation – Frank Palmer Phrasal Verbs & Idioms – Idioms & Phrasal Verbs (Advanced). Ruth Gairns & Stuart Redman Word Order – Sentence Patterns – Guide to Patterns & usage in English - Hornby Co- ordination – Subordination – Advanced English Grammar - Hewings
III	Simple, Complex & Compound – K V Joseph / Raymond Murphy Active –Passive – https://www.grammarly.com/blog/active-vs-passive-voice/ Tag Questions – https://www.englishclub.com/grammar/tag-questions.html
IV	Time, Tense & Aspects – My Book of Tenses – Scholarship Hub of Editorials Lexicals / Auxiliary verbs - Its uses – Oxford Modern English Grammar – Aarts B. (2011) Anomalous Finites – English Grammar Without Tears - Vishwanathan Nair & Chandrika A Subject / Verb Agreement in Sentences - The Blue Book of Grammar and Punctuation Book by Jane Straus and Lester Kaufman Degrees of Comparison - Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi
V	Reordering of Jumbled Sentences – K V Joseph / Raymond Murphy Error Correction – Remedial English Grammar for Foreign Students Note Making- Paragraph and Essay Writing-Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach & Lisa A Rumisek

	PRACTICAL WORK * Translate From Tamil To English Vice - Versa * Teaching Grammar in College for I Year Students under Supervision of Class in Charges.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the basic grammar structures of English language.	PO1
CO2	Understand the nuances for competitive exam. A perfectessay for	PO1, PO2
CO3	Develop their critical thinking, reading and writing skills..	PO4, PO6
CO4	Understand the appropriate associated with a formal letter. Language and format	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3, PO8

Text Books (Latest Editions)	
1.	K V Joseph - A Textbook of English Grammar and Usage Raymond Murphy - English Grammar in Usage
2.	English Grammar and Composition, Rajendra Pal & Prem Lata Suri, S. Chand Publishing.
3.	The Oxford Handbook of English Grammar - Bas Aarts (ed.), Jill Bowie (ed.), Gergana Popova (ed.)
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dr. R.S. Aggarwal, Objective General English, S. Chand Publishing. 2014
2.	L.S. Deshpande . Modern English Grammar, , Abhay Pub. Nanded.2017
3.	Hornby, A S (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford: Oxford University Press.
Web Resources	
1.	Grammar for Improving Composition Skills | Open Resources for English Language Teaching (ORELT) Portal (col.org)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	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
CNM 7– ELT & COMPUTER ASSISTED LANGUAGE LEARNING

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

Learning Objectives	
LO1	To help 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
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. 2. 3.	A Course in Language Teaching: Practice & Theory – Penny Ur Aslam Mohammed, Teaching of English, Chand Publishers,2017 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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 8 – CREATIVE WRITING

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

Learning Objectives	
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.
LO2	To help them write with clear expression and to specific purposes.
LO3	To develop in them an ability to use formal, aesthetic, and rhetorical conventions within the discipline.
LO4	To help in understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving.
LO5	To guide in central subject matter that comes out of their own individual life experience and from imagination
UNIT	**Details**
I	The Art of Writing (Literary; Critical; Journalistic; Non- Literary; Theoretical; Scientific; Communicative)
II	Types of Creative Writing – Prose, Poetry, Drama, Fiction On Writing: A Memoir of the Craft Paperback – 2 June 2020 by Stephen King
III	Major Components of Creative Writing – Theme, Style, Form, Structure, and Vision – Practical Sessions - How To Research For Writing…
IV	Significance of Grammar & Punctuation
V	Importance of Re-Reading, Re-Writing; Self-Editing- Revision & Publication

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works	PO1
CO2	Understand the importance of reading as part of a creative writer's development	PO1, PO2
CO3	Engage analytically and critically with a range of literary and media texts	PO4, PO6
CO4	Recognise how critical reading supplies writers with inspiration and ideas	PO4, PO5, PO6
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting	PO3, PO8

Text Books (Latest Editions)

1.	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.
2.	Miller Thurston, C., DiPrince, D. (2006), Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Pearson, M., Wilson, H. (2009), Using Expressive Arts to Work with Mind, Body and Emotions: Theory and Practice. London: Jessica Kingsley Publishers.
2.	Ramsay, G., Sweet, H. (2008), A Creative Guide to Exploring Your Life: Self-Reflection Using Photography, Art, and Writing. London: Jessica Kingsley Publishers
Web Resources	
1.	What is Creative Writing? | An Introduction for Students | Oxford Summer Courses

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 9– ENGLISH AT WORK PLACE

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

Learning Objectives	
LO1	To help students heighten their awareness of correct usage of English grammar in writing and speaking
LO2	To improve their speaking ability in English both in terms of fluency and comprehensibility
LO3	To enhance their oral presentations and receive feedback on their performance
LO4	To increase their reading speed and comprehension of academic articles
LO5	To help strengthen their ability to write academic papers, essays and summaries using the process approach
UNIT	**Details**
I	**Grammar** Articles Punctuation, Capitalization, Contractions and Collocations Parts of Speech; Tenses& Voice Verb Formation and Conjugation Modal Auxillaries and Modifiers Proof Reading Institution / Company's Literature
II	**Business Correspondence** Cover Letters, Resume Good will Letters Letters of Appointment-Promotion-Confirmation-Letters of Resignation-Termination of Services And Memos-Letters Of Invitations.
III	**Business and Technical Reports** Report writing Routine And Special Reports for Managerial Decisions Covering Events of The Institution / Company.
IV	**Memorandum Writing** Content Writing For The Website of The Institution/Company Writing Profiles Writing Content Designing And Writing Content for Newsletters Of The Institution/Company.
V	**Technical Reach** Multi-Media And E-Correspondence Conducting Research Before Presentation Effective Ppt Communication During Ppt.
Course Outcomes	

Course Outcomes	On completion of this course, students will;	
CO1	Develop reading skills and reading speed	PO1
CO2	Attain and enhance competence in the four modes of literacy: writing, speaking, reading & listening	PO1, PO2
CO3	Develop skills that enable them to communicate effectively in writing.	PO4, PO6
CO4	Summarize information from various sources, distinguishing between main ideas and details	PO4, PO5, PO6
CO5	Develop critical thinking as it pertains to using these tools for effective communication in a workplace setting	PO3, PO8
Books suggested (Latest Editions)		
1	Dr. Vedamani Balraj - English Grammar and Composition: An Aid for School, College and Competitive Examinations Krishna Mohan & Meera Banerji - Developing Communication Skills – 2nd Edition – Published by Rajiv Beri for Macmillan Publishers India Ltd. 2009.	
2	J. Erling, E. (2014). The Role of English in Skills Development in South Asia: Policies, Interventions and Existing Evidence. [ebook] British Council. Available at:https://www.britishcouncil.lk/sites/default/files/role_of_english_in_skills_develop ment_in_south _asia_inside.pdf [Accessed 15 Jul. 2017]	
3	iNurture. (2017). The Importance of English Language in International Business - iNurture. [online] Available at: http://www.inurture.co.in/the-importance-of-english-language-in international-business/ [Accessed 15 Jul. 2017].	
4 5 6 7 8	Communication in Organization – Fisher Dalmar Writing for the Web – Crawford Killian Email Etiquette Made Easy – Judith Kallos Mastering Communication – Nicky Stanton The Secrets of Speaking in Public – Dr. Jan Yager	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Mina, O. (2014). EFFECTS OF USING ENGLISH IN BUSINESS COMMUNICATION IN 15 JAPANESE-BASED MULTINATIONAL CORPORATIONS. Master's Thesis. UNIVERSITY OF OULU.	
2.	Neeley, T. (2012). Global Business Speaks English. [online] Harvard Business Review. Available at: https://hbr.org/2012/05/global-business-speaks-english [Accessed 15 Jul. 2017].	
Web Resources		
1.	Arkoudis, S., Hawthorne, L., Baik, C., Hawthorne, G., O'Loughlin, K., Leach, D. and Bexley, E. (2009). The Impact Of English Language Proficiency And Workplace Readiness On The Employment Outcomes Of Tertiary International Students. [ebook] Centre for the Study of Higher Education, The University of Melbourne. Available at: https://internationaleducation.gov.au/research/Publications/Documents/ELP_Full_Report.pdf	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 10 – TRAVEL WRTING

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

Learning Objectives	
LO1	Introduce students to a range of travel writing practices and genres
LO2	Develop students' capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)
LO3	Develop students' awareness of the nexus between reading and writing works of travel writing
LO4	Develop students' ability to evaluate and apply critical material pertaining to travel writing
LO5	Develop students' ability to produce travel writing demonstrating a range of contemporary techniques and styles
UNIT	**Details**
I	The Court of Muhammad Bin Tughlaq – Ibn Batuta City Improbable: Writings on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV,LXV&LXVI IN INDIA – AL Biruni
II	Innocent Abroad Chapter VII, VIII, IX – Mark Twain The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara
III	City of DJINN (Prologue, Chapters I & II) – William Darlymple From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India - Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller
V	Eat, Pray, Love – Elizabeth Gilbert

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers	PO1
CO2	Share work in progress with peers, giving and receiving constructive criticism	PO1, PO2
CO3	Gain awareness of the nexus between reading and writing works of travel writing	PO4, PO6
CO4	Develop capacity to investigate	PO4, PO5, PO6
	contemporary travel writing contexts (social, historical, political, cultural)	

CO5	Reflect upon their own work in the context of travel writing by established writers	PO3, PO8
Text Books (Latest Editions)		
1.	Paul Theroux .The Tao of Travel (Hamish Hamilton 2011)	
2.	Andrea Loselle.Translations of Orient paperbacks 2012	
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey	
4.	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Michael Caesar. Comparative Literature Vol.38 No. 1(Winter 1986, pp 106-108)	
2.	James Gallant Utopian Studies, Vol.9, No 2(1998) pp-234-244	
Web Resources		
1.	Issue16 - ShrutiDabhi.pdf	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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

NON- MANDATORY ELECTIVE PAPER 1 – VI

ART AND LITERARY AESTHETICS

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

Learning Objectives	
LO1	To introduce the multidisciplinarity of Art and Literary Studies.
LO2	To gain an understanding of various movements in art history.
LO3	To help students find relevant and associative ideas.
LO4	To engage with works of art that directly refer to literary works and also draw inspirationfrom from it.
LO5	To recognize how all forms of art is part of a continuum.

UNIT	Details
I	Literature And Visual Arts - Essays. Margarete Landwehr – Introduction: Literature and the visual Arts; Questions of Influence and Intertextuality Jeoraldean McClain – Time in the Visual Arts: Lessing and Modern Criticism
II	Romanticism Through Coleridge and Delacroix James H. Rubin - Delacroix's Dante and Virgil as a Romantic Manifesto: Politics and Theory in the Early 1820s Sanghapal Uttam Mhaske1, et al., - Romanticism and Art: An Overview
III	Pre-Raphaelite Movement - D.G. Rosetti's Prosperine (Painting And Poem)
IV	Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)
V	Expressionism - Munch- Scream (Painting) And Kafka- Metaphorphosis (Novella)

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

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	The student will be able to engage with literature in a broader, educated perspective.	PO1
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.	PO1, PO2
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.	PO4, PO6

CO4	The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.	PO4, PO5, PO6
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.	PO3, PO8
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Herbert Read – extract from *The Meaning of Art* (pg 17-48) Pelican Books, 1959.	
Web Resources		
1.	Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .	
2.	Benjamin, Elizabeth and Sophie Corser. ―INTRODUCTION Literature and Art: Conversations and Collaborations‖ MHRA Working Papers in the Humanities, 9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf	
3.	Berger, John. Ways of Seeing. Penguin 1972.http://waysofseeingwaysofseeing.com/ways-of- seeing-john-berger- 5.7.pdf	

Mapping with Programme Outcomes:

	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

NON - MANDATORY ELECTIVE PAPER 2– VI
COMMUNICATIVE ENGLISH

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

Learning Objectives	
LO1	To understand the basic fundamentals.
LO2	To imply different styles of communication.
LO3	To impart knowledge about the extempore communicative activities.
LO4	To dissect information.
LO5	To analyze texts.
UNIT	**Details**
I	Kinds of sentences, Word Order,usage of preposition,use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.
II	*Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, QuestionTags.*
III	*Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.*
IV	*Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.*
V	Nirad C Chaudhuri *"Indian Crowds"* [Non-Detailed], DrS Radhakrishnan *"The Shaping of my Character"* [Detailed] Charles Lamb*" Dream Children"* [Detailed], Ruskin Bond *"Night Train at Deoli"* [Non-Detailed] Rabindranath Tagore *"Subha"* [Non-Detailed, Agra Gra *"And you call me coloured"* [Detailed] Alfred Lord Tennyson *"Ulysses"* [Detailed].

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

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8
Books to aid		
Dr. Vedamani Balraj - English Grammar and Composition: An Aid for School, College and Competitive Examinations W. Stannard Allen - Living English Structure/Key		
Text Books (Latest Editions)		
1.	Ruskin Bond, *Time Stops at Shamli and Other Stories,* Penguin Books India Pvt Ltd,1989	
2.	Shyamala, V. *Speak English in Four Easy Steps,* Improve English Foundation Thiruvananthapuram: 2006	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER 3– VI
WRITING FOR THE WEB

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

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

UNIT	Details
I	Introduction to types of media, print electronic , digital writing, significance of media and social benefits.
II	Writing for the media-the basic principles-Style of media writing.
III	Types of media writing-1 News Reports-Interviews-Commentaries.
IV	Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.
V	Types of media writing- journalism in education, tabloid, investigative, developmental and photography.

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER 4 – VI
DIGITAL LITERACY AND CONCEPTS

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

Learning Objectives	
LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy interms of information , identity and labelling
LO4	To discuss techer's engagement in digital literacy
LO5	To analyze socio- economic factors in digital literacy
UNIT	**Details**
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.
III	Information Literacy,Media Literacy,Young People's Identity Engagement with Technology, Labelling the Digital Generations.
IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.
V	Socio-economic Factors in Digital Literacy, DigitalLiteracy and Composition, Digital Databases.

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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1, PO2
CO3	Acquire skills in information digital literacy.	PO4, PO6
CO4	Build confidence in using digital literacy.	PO4, PO5, PO6
CO5	Aware of the various types socio- economic factors in digital literacy.	PO3, PO8

Text Books (Latest Editions)	
1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood – J.Marsh

3	Digital Literacy: Different Cultures, Different Understandings – E.Helsper.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility – S.Livingston.
2.	Literacy: Reading the word and the word – P.Freire and P.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression – A.Burn andJ.Durran.
4.	Digital Literacy for Learning – A.Martin and D.Madigan Changing Literacies – C.Lankshear.

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

NON - MANDATORY ELECTIVE PAPER 5– VI
TECHNICAL WRITING

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

Learning Objectives	
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.
LO2	To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing.
LO3	To help the students to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information.
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.
LO5	Enable the students to apply the study of linguistic ability and grammar in their practical life.
UNIT	**Details**
I	Languages and skills of communication-Linguistic Techniques- Language acquisition - The History of English-Linguistics- Modern Usage.
II	Reading Comprehension-English, Phonetics-Oral Presentation- Communication-Barriers to Communication.
III	Linguistic ability – Listening - Paragraph writing - Business Letter-Nature and Scope of Letters- Job application letters.
IV	Technical description- Precis writing and application-speech-advertising.
V	Telephone skills-Reports

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

Course Outcomes	On completion of this course, students will;	
CO1	To clearly convey specialized information from a technical field to non-specialized audience.	PO1
CO2	Find jobs for their livelihood be motivated for their future education.	PO1, PO2
CO3	Apply the study of linguistic ability and grammar in their practical life.	PO4, PO6
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.	PO4, PO5, PO6

CO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: white papers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.	PO3, PO8
Text Books (Latest Editions)		
1	Communication Skills- Dr. Gajanan Malviya S.Chand, Prof.R.N.Shukla	

Mapping with Programme Outcomes:

	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

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