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| B.A., ENGLISH |
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| **SYLLABUS** |
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| **from the academic year**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |

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# Different Types of Courses

# Core Courses

# Elective Courses (Generic / Discipline Centric)

# Skill Development Courses

# Institution-Industry-Interaction

1. **Core Component Model Syllabus**

**Introduction**

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

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

A language’s most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

**Under Graduate Programme**

**Programme Outcomes:**

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

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

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

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

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

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

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

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

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

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

**B.A. ENGLISH**

**Programme Specific Outcomes:**

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

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

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

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | POs | | | | | |  | PSOs | |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 | … | 1 | 2 | … |
| CLO1 |  |  |  |  |  |  |  |  |  |  |
| CLO2 |  |  |  |  |  |  |  |  |  |  |
| CLO3 |  |  |  |  |  |  |  |  |  |  |
| CLO4 |  |  |  |  |  |  |  |  |  |  |
| CLO5 |  |  |  |  |  |  |  |  |  |  |

**Highlights of the Revamped Curriculum**:

* Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
* The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
* The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
* The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
* The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
* The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
* Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
* State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

|  |  |  |
| --- | --- | --- |
| **Semester** | **Newly introduced Components** | **Outcome / Benefits** |
| **I** | **Foundation Course**  To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens  gives rise to a new perspective. | * Instill confidence among students * Create interest for the subject |
| **I, II, III, IV** | **Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial) | * Industry ready graduates * Skilled human resource * Students are equipped with essential skills to   make them employable |
| * Training on language and communication skills enable the students gain   knowledge and  exposure in the competitive world. |
| * Discipline centric skill will improve the Technical knowhow of solving real life   problems. |
| **III, IV, V & VI** | Elective papers | * Strengthening the domain knowledge * Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature * Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with   hands-on-training. |

|  |  |  |  |
| --- | --- | --- | --- |
| **IV** | Elective Papers | | * Exposure to industry moulds students into solution providers * Generates Industry ready graduates * Employment opportunities enhanced |
| **V Semester** | Elective papers | | * Self-learning is enhanced * Application of the concept to real situation is conceived resulting   in tangible outcome |
| **VI Semester** | Elective papers | | * Enriches the study beyond the course. * Developing a research framework and   presenting their  independent and  intellectual ideas effectively. |
| **Extra Credits:**  **For Advanced Learners / Honors degree** | | | * To cater to the needs of peer learners / research   aspirants |
| **Skills acquired from the Courses** | | Knowledge, Problem Solving, Analytical  ability, Professional Competency, Professional Communication and Transferrable Skill | |

**Credit Distribution for UG Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem I** | **Credit** | **H** | **Sem II** | **Credit** | **H** | **Sem III** | **Credit** | **H** | **Sem IV** | **Credit** | **H** | **Sem V** | **Credit** | **H** | **Sem VI** | **Credit** | **H** |
| Part 1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | 5.1 Core Course –\CC IX | 4 | 5 | 6.1 Core Course –  CC XIII | 4 | 6 |
| Part.2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | 5.2 Core Course – CC X | 4 | 5 | 6.2 Core Course –  CC XIV | 4 | 6 |
| 1.3 Core Course – CC I | 5 | 5 | 2..3 Core Course – CC III | 5 | 5 | 3.3 Core Course – CC V | 5 | 5 | 4.3 Core Course – CC VII  Core Industry Module | 5 | 5 | 5. 3.Core Course CC -XI | 4 | 5 | 6.3 Core Course –  CC XV | 4 | 6 |
| 1.4 Core Course – CC II | 5 | 5 | 2.4 Core Course – CC IV | 5 | 5 | 3.4 Core Course – CC VI | 5 | 5 | 4.4 Core Course –  CC VIII | 5 | 5 | 5. 4.Core Course –/ Project with viva- voce  CC -XII | 4 | 5 | 6.4 Elective -VII Generic/ Discipline Specific | 3 | 5 |
| 1.5 Elective I Generic/ Discipline Specific | 3 | 4 | 2.5 Elective II Generic/ Discipline Specific | 3 | 4 | 3.5 Elective III Generic/ Discipline Specific | 3 | 4 | 4.5 Elective IV Generic/ Discipline Specific | 3 | 3 | 5.5 Elective V Generic/ Discipline Specific | 3 | 4 | 6.5 Elective VIII  Generic/ Discipline Specific | 3 | 5 |
| 1.6 Skill Enhancement Course SEC-1 | 2 | 2 | 2.6 Skill Enhancement Course SEC-2 | 2 | 2 | 3.6 Skill Enhancement Course SEC-4,  (Entrepreneurial Skill) | 1 | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 2 | 5.6 Elective VI Generic/ Discipline Specific | 3 | 4 | 6.6 Extension Activity | 1 | - |
| 1.7 Skill Enhancement -(Foundation Course) | 2 | 2 | 2.7 Skill Enhancement Course –SEC-3 | 2 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 2 | 5.7 Value Education | 2 | 2 | 6.7 Professional Competency Skill | 2 | 2 |
|  |  |  |  |  |  | 3.8 E.V.S. | - | 1 | 4.8 E.V.S | 2 | 1 | 5.8 Summer Internship /Industrial Training | 2 |  |  |  |  |
|  | **23** | **30** |  | **23** | **30** |  | **22** | **30** |  | **25** | **30** |  | **26** | **30** |  | **21** | **30** |
| **Total – 140 Credits** | | | | | | | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System**

**for all UG courses including Lab Hours**

**First Year – Semester-I**

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

**Semester-II**

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

**Second Year – Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | 2 | 1 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based | 22 | 26 |
| **Part-4** | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | 2 |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based & LAB | 18 | 28 |
| **Part-4** | Extension Activity | 1 | - |
| Professional Competency Skill | 2 | 2 |
|  |  | **21** | **30** |

**Consolidated Semester wise and Component wise Credit distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parts** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Sem V** | **Sem VI** | **Total Credits** |
| **Part I** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part II** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part III** | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| **Part IV** | 4 | 4 | 4 | 5 | 4 | 3 | 24 |
| **Total** | 23 | 23 | 23 | 24 | 26 | 21 | **140** |

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

1. **Illustration for B.A. English Curriculum Design**

**I YEAR**

**FIRST SEMESTER**

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

**SECOND SEMESTER**

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

1. **YEAR THIRD SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. NO** | **Course Category** | **Course** | **Credit Distribution** | | | | **Credits** | **Total Contact Hours/ Week** | **Marks** | | |
| **L** | **T** | **P** | **S** | **CIA** | **ESE** | **Total** |
| 1 | PART I | LANGUAGE - Tamil | 3 | 3 |  |  | 3 | 6 | 25 | 75 | 100 |
| 2 | PART II | ENGLISH | 3 | 3 |  |  | 3 | 6 | 25 | 75 | 100 |
| 3 | PART III CORE 5 | BRITISH LITERATURE - II | 3 | 2 |  |  | 5 | 5 | 25 | 75 | 100 |
| 4 | PART III CORE 6 | AMERICAN LITERATURE -II | 3 | 2 |  |  | 5 | 5 | 25 | 75 | 100 |
| 5 | PART III ELECTIVE | LITERARY GENRES AND TERMS  ELECTIVE 3 | 2 | 2 |  |  | 3 | 4 | 25 | 75 | 100 |
| 6 | PART IV | SKILL ENHANCEMENT COURSE-SEC 2 (ENTREPRENEURIAL SKILL) | 1 | 0 |  |  | 1 | 1 | 25 | 75 | 100 |
| SKILL ENHANCEMENT COURSE SEC-3 | 1 | 1 |  |  | 2 | 2 | 25 | 75 | 100 |
| EVS | 1 | 0 |  |  |  | 1 | 25 | 75 | 100 |
|  |  | **TOTAL** |  |  |  |  | **22** | **30** |  |  |  |

**FOURTH SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. NO** | **Course Category** | **Course** | **Credit Distribution** | | | | **Credits** | **Total Contact Hours/ Week** | **Marks** | | |
| **L** | **T** | **P** | **S** | **CIA** | **ESE** | **Total** |
| 1 | PART I | LANGUAGE - Tamil | 3 | 3 |  |  | 3 | 6 | 25 | 75 | 100 |
| 2 | PART II | ENGLISH | 3 | 3 |  |  | 3 | 6 | 25 | 75 | 100 |
| 3 | PART III CORE 7 | WORLD LITERATURE IN TRANSLATION | 3 | 2 |  |  | 5 | 5 | 25 | 75 | 100 |
| 4 | PART III CORE 8 | ASPECTS OF LANGUAGE AND LINGUISTICS | 3 | 2 |  |  | 5 | 5 | 25 | 75 | 100 |
| 5 | PART III ELECTIVE | NON-MANDATORY ELECTIVE 4 | 2 | 2 |  |  | 3 | 3 | 25 | 75 | 100 |
| 6 | PART IV | SKILL ENCHANCEMENT COURSE SEC-4 | 1 | 1 |  |  | 2 | 2 | 25 | 75 | 100 |
| SKILL ENCHANCEMENT COURSE SEC-5 | 1 | 1 |  |  | 2 | 2 | 25 | 75 | 100 |
| EVS | 1 | 0 |  |  | 2 | 1 | 25 | 75 | 100 |
|  |  | **TOTAL** |  |  |  |  | **25** | **30** |  |  |  |

1. **YEAR FIFTH SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. NO** | **Course Category** | **Course** | **Credit Distribution** | | | | **Credits** | **Total Contact Hours/ Week** | **Marks** | | |
| **L** | **T** | **P** | **S** | **CIA** | **ESE** | **Total** |
| 1 | PART III CORE 9 | AUTHORS IN FOCUS | 3 | 2 |  |  | 4 | 5 | 25 | 75 | 100 |
| 2 | PART III CORE 10 | WOMEN’S WRITING | 3 | 2 |  |  | 4 | 5 | 25 | 75 | 100 |
| 3 | PART III CORE 11 | INDIAN WRITING IN TRANSLATION | 3 | 2 |  |  | 4 | 5 | 25 | 75 | 100 |
| 4 | PART III CORE 12 | PROJECT WITH VIVA VOCE | 3 | 2 |  |  | 4 | 5 | 25 | 75 | 100 |
| 5 | PART III  ELECTIVE | NON-MANDATORY ELECTIVE 5 | 2 | 2 |  |  | 3 | 4 | 25 | 75 | 100 |
| 6 | PART III ELECTIVE | NON-MANDATORY ELECTIVE 6 | 2 | 2 |  |  | 3 | 4 | 25 | 75 | 100 |
| 7 | PART IV | VALUE EDUCATION | 1 | 1 |  |  | 2 | 2 | 25 | 75 | 100 |
| SUMMER  INTERNSHIP/INDUSTRIAL TRAINING | - | - | 2 |  | 2 |  |  |  |  |
|  |  | **TOTAL** |  |  |  |  | **26** | **30** |  |  |  |

**SIXTH SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. NO** | **Course Category** | **Course** | **Credit Distribution** | | | | **Credits** | **Total Contact Hours/ Week** | **Marks** | | |
| **L** | **T** | **P** | **S** | **CIA** | **ESE** | **Total** |
| 1 | PART III CORE 13 | INTRODUCTION TO LITERARY THEORY AND CRITICISM | 3 | 3 |  |  | 4 | 6 | 25 | 75 | 100 |
| 2 | PART III CORE 14 | NON-MANDATORY CORE | 3 | 3 |  |  | 4 | 6 | 25 | 75 | 100 |
| 3 | PART III CORE 15 | NON-MANDATORY CORE | 3 | 3 |  |  | 4 | 6 | 25 | 75 | 100 |
| 4 | PART III  ELECTIVE | NON-MANDATORY  ELECTIVE 7 | 3 | 2 |  |  | 3 | 5 | 25 | 75 | 100 |
| 5 | PART III  ELECTIVE | NON-MANDATORY  ELECTIVE 8 | 3 | 2 |  |  | 3 | 5 | 25 | 75 | 100 |
| 6 | PART IV | EXTENSION ACTIVITY | - | - |  |  | 1 |  | 25 | 75 | 100 |
| PROFESSIONAL COMPETENCY SKILL | 1 | 1 |  |  | 2 | 2 |  |  |  |
|  |  | **TOTAL** |  |  |  |  | **21** | **30** |  |  |  |

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

**7A - Mandatory Core Areas for B.A Programme**

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

**B - Suggested Non Mandatory Core Areas for B.A Programme Semester VI (any 2 may be opted (C14 & C15 (4 credits each**)

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

**C- Mandatory Elective Areas for B.A Programme**

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

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

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

**( SKILL ENHANCEMENT COURSES )**

1. **ENGLISH FOR COMMUNICATION**
2. **ENTREPRENEURIAL SKILL**
3. **PUBLIC SPEAKING**
4. **ENGLISH FOR CAREER**
5. **ENGLISH FOR BUSINESS**

**B.A. ENGLISH**

**Core Component Model Syllabus**

**FIRST YEAR - SEMESTER I**

**CORE I – INTRODUCTION TO LITERATURE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | **Core** | | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |
|  |  | |  |  |  |  |  |  |  |  |  |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | | To introduce the different forms of literature | | | | | | | | | |
| LO2 | | To provide learners with the background knowledge of literature | | | | | | | | | |
| LO3 | | To enable 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 | | Michael Drayton - *The Parting*.  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*  Theodore Roethke – *The Meadow Mouse* | | | | | | | | | |
| 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.  *A Dill Pickle, The Escape* from Katherine Mansfield - Bliss and other stories. | | | | | | | | | |
| V | | Saki - The Open Window  Robert Lynd – Sweet  Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode) | | | | | | | | | |

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

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | [Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing](https://www.textbooks.com/Backpack-Literature-An-Introduction-to-Fiction-Poetry-Drama-and-Writing-5th-Edition/9780321968128/X-J-Kennedy.php?CSID=2OQKWQ3KU3TS3CKO2KOTMQSCB)-  X. J. Kennedy, by Pearson, 2016. |
| 2. | Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016 |
|  |  |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021. |
| 2. | Michael Meyer, D. Quentin Miller,The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin’s, August 2021. |
| 3. | Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021. |
| 4. | Subhendu Mund., The Making of Indian English Literature, Taylor &  Francis Ltd., 2021. |
| 5. | Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019. |
| 6. | Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020 |

|  |  |
| --- | --- |
| **Web Resources** | |
| 1. | [*ASIATIC: IITUM Journal of English Language & Literature*](https://journals.iium.edu.my/asiatic/index.php/AJELL) |
| 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** | **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 |

**FIRST YEAR - SEMESTER I**

**CORE II - INDIAN WRITING IN ENGLISH**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | **Core** | | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |
|  |  | |  |  |  |  |  |  |  |  |  |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | | To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. | | | | | | | | | |
| LO2 | | To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation,  (Post) national and gender politics, cross-cultural transformations. | | | | | | | | | |
| LO3 | | To enable 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 | | To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | |
| I | | *Winning of Friends (Panchathantra)* – Vishnu Sharma ( there are four stories to choose from)  *Hachiko* – Pamela S. Turner  *Brother’s Day* from Folktales – A.K. Ramanujan  *Handful of Nuts, Night Train to Deoli* from Ruskin Bond  *Sparrows* - K.A. Abbas | | | | | | | | | |
| II | | Rabindranath Tagore - Khabhuliwala.  India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck.  *The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days* - Ruskin Bond  Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography  Science, Humanities and Religion | | | | | | | | | |
| III | | The Lotus - Toru Dutt  The Tiger and the Deer - Sri Aurobindo | | | | | | | | | |
| IV | | Sarojini Naidu- The Village Song  A.K. Ramanujam - Still Another View of Grace  Shiv K Kumar - Indian Women  Mirza Ghalib - It is not Love, it is Madness | | | | | | | | | |
| V | | Rabindranath Tagore - Mukhthadhara.  The Window, Sentry’s Lantern - Five Plays - Harindranath Chattopadhyay  Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel  Joginder Paul - Sleepwalkers. | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **CO1** | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | PO1 |
| **CO2** | Analyze Indian literary texts written in English in terms of colonialism, 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)** | | |
| 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. | |

⇧ **INCORRECT TEXTS & REFERENCES**

**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 |

**FIRST YEAR - SEMESTER II**

**CORE III - BRITISH LITERATURE-I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | **Core** | | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |
|  |  | |  |  |  |  |  |  |  |  |  |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | | To introduce British Identity, Periods and other related forms. | | | | | | | | | |
| LO2 | | To increase the ability for students to intellectually assess the world and their place in it. | | | | | | | | | |
| LO3 | | To enable 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 British literature | | | | | | | | | |
| LO5 | | To create an aptitude of critically probing through the text | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | |
| I | | Of Truth, Of Adversity - Francis Bacon A City Night – Piece - Oliver Goldsmith  The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele | | | | | | | | | |
| II | | Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter  Anne Bradstreet - Prologue  William Blake - The Chimney Sweeper John Keats - Endymion Book-I | | | | | | | | | |
| III | | P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty  John Milton - Paradise Lost Bk 4. | | | | | | | | | |
| IV | | Christopher Marlowe - Dr. Faustus  Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer | | | | | | | | | |
| V | | Mary Shelly - Captain Walton’s Conclusion-Frankenstein  Jonathan Swift - Voyage to Lilliput / Houyhnhnms-Gulliver’s Travels Charles Dickens - Recalled to Life- A Tale of Two Cities. | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British  Literature. | PO1 |
| **CO2** | Synthesize, integrate, and connect information by  writing essays using techniques of criticism and evaluation. | PO1, PO2 |
| **CO3** | Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century | PO4, PO6 |
| **CO4** | Distinguish between the characteristics of British literary movements in discussing and writing about British literature. | PO4, PO5, PO6 |
| **CO5** | Write about literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Rexroth, Kenneth. *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*](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** | **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 |

**FIRST YEAR - SEMESTER II**

**CORE IV - AMERICAN LITERATURE-I**

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

|  |  |  |
| --- | --- | --- |
| **CO3** | Articulate ways that American literature reflects complex historical and cultural experiences. | PO4, PO6 |
| **CO4** | Produce a mix of critical, creative, and/or reflective works about American literature to 1865. | PO4, PO5, PO6 |
|  |  |  |
| **CO5** | Analyze and describe about American literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Levine, Robert S., et al. *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*. Chartwell Books, 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** | **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 III**

**CORE V - BRITISH LITERATURE-II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **Core** | | | Y | Y | - | - | 4 | 5 | 25 | 75 | | 100 |
|  |  | | |  |  |  |  |  |  |  |  | |  |
| **Learning Objectives** | | | | | | | | | | | | | |
| LO1 | | To help learners analyze British Literature written from the late 18th Century to the present. | | | | | | | | | | | |
| LO2 | | To guide them in interpreting literature as it relates to its historical, cultural, and/or political context. | | | | | | | | | | | |
| LO3 | | To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period. | | | | | | | | | | | |
| LO4 | | To closely examine literary works using critical perspectives. | | | | | | | | | | | |
| LO5 | | To help them with applying appropriate formal conventions when writing about literature. | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | |
| I | | Alfred Tennyson- Ulysses  Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T.S.Eliot - The Wasteland  W.H.Auden - The Unknown Citizen | | | | | | | | | | | |
| II | | Philip Larkin - The Whitsun Weddings  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 - Pygmalion, Arms and The Man  John Osborne - Look Back in Anger | | | | | | | | | | | |
| IV | | Jane Austen - Persuasion, Pride & Prejudice. Charlotte Brontë - Jane Eyre  Wilkie Collins - The Moonstone | | | | | | | | | | | |
| V | | Arthur Conan Doyle - Hound of Baskervilles  Murder on the Orient Express – Agatha Christie(Graphic Novel)  Bram Stoker- - Dracula. | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | Exhibit an understanding of and appreciation for key  works in British literature, as evidenced in daily work and course discussions. | | | | | | | | | | PO1 | |
| **CO2** | | | Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. | | | | | | | | | PO1, PO2 | |
| **CO3** | | | Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations. | | | | | | | | | PO4, PO6 | |
| **CO4** | | | Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and  causes by which humans interact with one another. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | | Analyze and express about British literature using standard literary lexicon and other literary conventions. | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1.  2. | | | Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.  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 Mama Theatre*. 1974. | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | | |
| 1. | | | Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary 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** | **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 - SEMESTER IV**

**CORE VI - AMERICAN LITERATURE-II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | |
| **CIA** | **External** | | | **Total** |
|  | **Core** | | Y | Y | - | - | 4 | 5 | 25 | 75 | | | 100 |
|  |  | |  |  |  |  |  |  |  |  | | |  |
| **Learning Objectives** | | | | | | | | | | | | | |
| LO1 | | To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. | | | | | | | | | | | |
| LO2 | | To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period. | | | | | | | | | | | |
| LO3 | | To create an awareness of the social, historical, literary and cultural elements of the changes in American literature. | | | | | | | | | | | |
| LO4 | | To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers. | | | | | | | | | | | |
| LO5 | | To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American  cultural history. | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | |
| I | | Theodore Roethke - The Meadow Mouse .  Walt Whitman- When Lilac’s Last in the Dooryard Bloom'd, The Gods. -  Emily Dickinson - The Bird Came Down the Walk  Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars. | | | | | | | | | | | |
| II | | Lorraine Hansberry - Raisin in the Sun Neil Simon - Barefoot in the Park | | | | | | | | | | | |
| III | | Henry David Thoreau - Winter Animals  Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - Philosophy of Composition | | | | | | | | | | | |
| IV | | Nathaniel Hawthorne - The Scarlet Letter, Young Goodman Brown. Toni Morrison – Beloved | | | | | | | | | | | |
| V | | Mark Twain - The Adventures of Tom Sawyer.  Angeline Boulley - Fire keeper’s Daughter | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | Understand the depth and diversity of American literature, keeping in mind the history and culture of the  United States of America from the colonial period to the present. | | | | | | | | | PO1 | | |
| **CO2** | | Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature. | | | | | | | | | PO1, PO2 | | |
| **CO3** | | Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers | | | | | | | | | | PO4, PO6 | |
| **CO4** | | Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values. | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other  literary devices. | | | | | | | | | | PO3, PO8 | |
| **Text Books**  **(Latest Editions)** | | | | | | | | | | | | | |
| 1. | | Angelou, Maya. *The Complete Poetry*. Random House, 2015.  An Anthology of American Literature - ? | | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1. | | Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021. | | | | | | | | | | | |
| 2. | | Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995. | | | | | | | | | | | |
| 3. | | Morrison, Toni. *Beloved*. Everyman’s Library, 2006. | | | | | | | | | | | |
| 4. | | Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009. | | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | | |
| 1. | | Cramer, Jeffrey S., editor. “Thoreau Describes His Contemporaries.” *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–  38, <http://dx.doi.org/10.1515/9781400838004.430>. | | | | | | | | | | | |
| 2. | | Hawthorne, Nathaniel. “The Revelation of the Scarlet Letter.” *The Scarlet Letter*, Oxford University Press,  2008, <http://dx.doi.org/10.1093/owc/9780199537808.003.0025>. | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |

**SECOND YEAR - SEMESTER IV**

**CORE VII – WORLD LITERATURE IN TRANSLATION**

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

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

**THIRD YEAR - SEMESTER V**

**CORE VIII - ASPECTS OF LANGUAGE & LINGUISTICS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | | |
| **CIA** | **External** | | | **Total** | |
|  | **Core** | | Y | Y | - | - | 4 | 5 | 25 | 75 | | | 100 | |
|  |  | |  |  |  |  |  |  |  |  | | |  | |
| **Learning Objectives** | | | | | | | | | | | | | | |
| LO1 | | To help learners gain knowledge of linguistic research methods and of different theories of language | | | | | | | | | | | | |
| LO2 | | To enable them gain specialized knowledge related to other areas of linguistic  research and applications | | | | | | | | | | | | |
| LO3 | | To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics. | | | | | | | | | | | | |
| LO4 | | To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts. | | | | | | | | | | | | |
| LO5 | | To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society. | | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | | |
| I | | Introduction to study of language – **George Yule**  An Introduction to Language and Linguistics - **Edited by Ralph Fasold & Jeff Connor - Linton** | | | | | | | | | | | | |
| II | | Theory of Communication – **From Communication Theory – David Holmes**  General Semiotics - **from The Theory of General Semiotics – Alfred Solomonick**  Linguistics, Sign, Language & Culture  Language & Writing. | | | | | | | | | | | | |
| III | | Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure  Introduction to Phonology & Morphology – Gimson’s Pronunciation of English / Daniel Jones  Syntax & Semantics from Syntactic Structures – Noam Chomsky | | | | | | | | | | | | |
| IV | | Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach | | | | | | | | | | | | |
| V | | Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood  Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie  Psychology of Language - The Psychology of Language – Trevor A.Harley  Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin  **TEXTS**  Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish  Language – Bloomfield  Structural Aspects of Language Change – D. Bolinger  Course in General Linguistics – Ferdinand De Saussure  The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt | | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course**  **Outcomes** | | On completion of this course, students will; | | | | | | | | | | | | |
| **CO1** | | Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics. | | | | | | | | | PO1 | | | |
| **CO2** | | Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information | | | | | | | | | | PO1, PO2 | |
| **CO3** | | Communicate the results of independent research and gain mastery of advanced linguistic terminology | | | | | | | | | | PO4, PO6 | |
| **CO4** | | Communicate about academic issues related to languages and linguistics, both with specialists and the general public. | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Contribute to new thinking and innovation processes within the area of linguistic specialization. | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | Eco, Umberto. *A Theory of Semiotics*. Indiana University Press, 1979. | | | | | | | | | | | |
| 2. | | Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013. | | | | | | | | | | | |
|  | |  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1. | | McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter Lang Pub 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** | **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 |

**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. | | | | | | | | | | |
| II | | Charles Dickens-Life & Works | | | | | | | | | | |
| III | | Rabindranath Tagore-Life & Works | | | | | | | | | | |
| IV | | Jane Austen-Life & Works | | | | | | | | | | |
| V | | Dignifying science : stories about women scientists / written  by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course**  **Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts | | | | | | | | | PO1 | |
| **CO2** | | Integrate knowledge of the diversity of cultures and peoples | | | | | | | | | PO1, PO2 | |
| **CO3** | | Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature | | | | | | | | | PO4, PO6 | |
| **CO4** | | Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Develop creativity, understanding, teaching and critical appreciation of English Literature. | | | | | | | | | PO3, PO8 | |

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *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.  2. | ***“About the Authors.”* Beyond Performance*, John Wiley & Sons, Inc., 2015, pp. 269–70,*** [***http://dx.doi.org/10.1002/9781119202455.about***](http://dx.doi.org/10.1002/9781119202455.about)***.***  ***Dignifying science : stories about women scientists / written***  ***by Jim Ottaviani and illustrated by Donna Barr ... [et al.].***  ***PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412*** |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 – Low**

**Mapping with Programme Specific Outcome:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **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  Sujatha Bhatt – Muliebrity  Judith Wright – Eve to the Daughter | | | | | | | | | |
| II | | Gwendolyn Brooks - Boy Breaking Glass.  Avvaiyar - Worth Four Crores (Give, Eat & Live)  On Reading Haiku – Elizabeth Searle Lamb  Rupi Kaur - The Healing (Milk & Honey) | | | | | | | | | |
| III | | Virginia Woolf - A Room Of One’s Own.  Clarissa Pinkola Estés - Women Who Runs With Wolves | | | | | | | | | |
| IV | | Kate Chopin – Awakening  Carol Churchill – Top Girls | | | | | | | | | |
| V | | Aphra Behn - Oroonoko.  L. M. Montgomery - Anne of Green Gables  Louisa May Alcott - Little Women  Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing  Ambai - In a forest, A deer.  Vaasanthi - Breaking Free. Tr. By N. Kalyan | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Examine and appreciate the role played by sociocultural- economic contexts in defining women. | PO1 |
| **CO2** | Be enlightened about the issues and concerns of the women writers of the developed and developing countries. | PO1, PO2 |
| **CO3** | Understand and appreciate the representation of female experience in literature | PO4, PO6 |
| **CO4** | Gain awareness of class, race and gender as social constructs and how they influence women’s lives. | PO4, PO5, PO6 |
| **CO5** | Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Gilbert, Sandra M., and Susan Gubar. *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** | **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:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 | | Kalidasa - The Loom of Time.  Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169)  Ilango Adigal - *The Book of Vanci.* – Silappathikaaram Book 3 Tr. R. Parthasarathy  Thirukkural – Tr. Rajaji  Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam | | | | | | | | | | |
| II | | *Where The Mind Is Without Fear,* **Gitanjali,**  *Far Below Flowed Jumna,* **Fruit Gathering,**  *Song 85 -* **The Gardener.** | | | | | | | *ALL by TAGORE* | | | |
| Sarojini Naidu - The Soul’s Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders  Arun Kolatkar - An Old Woman | | | | | | | | | | |
| III | | Theory of Value A Collection of Readings-(33-40) from GARLAND  Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1  Hindu View of Life – Sarvepalli Radhakrishnan  Vanishing Landmarks – Nirad C. Chaudri | | | | | | | | | | |
| IV | | Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq | | | | | | | | | | |
| V | | How the Raja’s Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob  *Monday Morning*, M.C.C., *Before the Examinations* from **Swami & His Friends – R.K. Narayan**  Arjun - Sunil Gangopadhyay | | | | | | | | | | |

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

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**THIRD YEAR - SEMESTER V**

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

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

|  |  |  |
| --- | --- | --- |
| **CO4** | Connect biographical and autobiographical texts to their historical and cultural contexts. | PO4, PO5, PO6 |
| **CO5** | Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | *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. | 1. <http://gardenofpraise.com/leaders.htm> 2. <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** | **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 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  Bartlett's Shakespeare Quotations – John Bartlett  How To Do Things With Shakespeare New Approaches, New Essays – Laurie Maguire Ed.  The Shakespearean Stage 1574–1642 – Andrew Gurr 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. B r a d l ey  Characters of Shakespeare – L.A.Rowse | | | | | | | | | | | | | |
| III | | 30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance | | | | | | | | | | | | | |
| IV | | Detailed- Merchant of Venice  Detailed- Julius Caesar  Non-detailed-Macbeth  Non-Detailed- Tempest. | | | | | | | VERITY EDITION | | | | | | |
| V | | Wilson Knight - *The Wheel Of Fire.*  Akram Hossain - *An Approach To Shakespeare Scholarship And Criticism*  Neema Parvini - *Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism.*  *Invisible Bullet –*Stephen Greenblatt | | | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | | | |
| **CO1** | | Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed | | | | | | | | | | PO1 | | | |
| **CO2** | | Show evidence of wider reading and a knowledge of Shakespeare scholarship. | | | | | | | | | | PO1, PO2 | | | |
| **CO3** | | Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view | | | | | | | | | | | PO4, PO6 | |
| **CO4** | | Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed. | | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations | | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | | |
| 1. | | Donaldson, Peter S. “Two of Both Kinds: Marriage and Modernism in Peter  Hall’s *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.](http://www.imdb.com/title/tt0026714/) (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** | **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 |

**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 | | Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero from **Poetics – Aristotle (Original)** | | | | | | | | | | |
| 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  Rasa, Dhwani, Alankara – A handbook of the Indian Aesthetics – Prof. Dr. Ami Upadhyay  All “isms,” – “isms & ologies” Arthur Goldwag  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*  Drama: G.B. Shaw - *Apple Cart*  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/722/ <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** | **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 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.  2. | | James Goodwin, Akira Kurosawa and Intertextual Cinema, Baltimore: Johns Hopkins University Press, 1994..  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** | **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 |

**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 – Wren & Martin & 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 – Wren & Martin / 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 – Wren & Martin / 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 perfect | | essay 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)** | | | | | | | | | | | | | | | |
|  | | High School English Grammar and Composition, Wren & Martin, Revised | | | | | | | | | | | | | |
| 1. | | Edition, S. Chand Publishing. | | | | | | |  | |  | | |  | |
| 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** | **PO1 0** |
| **CO 1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcome:**

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

**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** | **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 |

**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 | | Cover Letters – Resume  Goodwill Letters  Letters Of Appointment-Promotion-Confirmation-Letters Of Resignation-Termination Of Services And Memos-Letters Of Invitations. | | | | | | | | | | | |
| III | | Report writing  Routine And Special Reports For Managerial Decisions  Covering Events Of The Institution / Company. | | | | | | | | | | | |
| IV | | Content Writing  For The Website Of The Institution/Company  Writing Profiles  Writing Content  Designing And Writing Content For Newsletters Of The Institution/Company. | | | | | | | | | | | |
| V | | 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 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | 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](http://www.britishcouncil.lk/sites/default/files/role_of_english_in_skills_develop) ment\_in\_south \_asia\_inside.pdf [Accessed 15 Jul. 2017] | | | | | | | | | | | |
| 2. | | 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]. | | | | | | | | | | | |
| 3.  4.  5.  6.  7**.** | | Communication in Organisation – 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\_](https://internationaleducation.gov.au/research/Publications/Documents/ELP_Full_Report.pdf) [Report.pdf](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** | **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 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  CityImprobable:Writings on Delhi – Khuswant Singh  Al Biruni: Chapter LXVIII, LXIV,LXV&LXVI IN INDIA – AL Biruni | | | | | | | | | | | |
| II | | Innocent Abroad Chapter VII, VIII, IX – Mark Twain  The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara | | | | | | | | | | | |
| III | | City of DJINN (Prologue, Chapters I & II) – William Darlymple  From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan | | | | | | | | | | | |
| IV | | May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller | | | | | | | | | | | |
| V | | Eat, Pray, Love – Elizabeth Gilbert | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | Confidently, thoughtfully and respectfully express their ideas to their peers | | | | | | | | | PO1 | | |
| **CO2** | | Share work in progress with peers, giving and receiving constructive criticism | | | | | | | | | PO1, PO2 | | |
| **CO3** | | Gain awareness of the nexus between reading and writing works of travel writing | | | | | | | | | PO4, PO6 | | |
| **CO4** | | Develop capacity to investigate | | | | | | | | | 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** | **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 |

**FIRST YEAR - SEMESTER I**

**ME 1– SOCIAL HISTORY OF ENGLAND (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 provide students with a comprehensive idea about the development of English literature and language over the ages | | | | | | | | | | | |
| LO2 | | To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era | | | | | | | | | | | |
| LO3 | | To help them develop an understanding of the structural development of the English language | | | | | | | | | | | |
| LO4 | | To inform them about the various external linguistic influences that have contributed to the making of the language | | | | | | | | | | | |
| LO5 | | To create the ability of critically examining a text | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | |
| I | | The Renaissance And Its Impact On England, The Reformation - Causes And Effects | | | | | | | | | | | |
| II | | The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their S ocial Relevance | | | | | | | | | | | |
| III | | Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England | | | | | | | | | | | |
| IV | | The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement,The Welfare State | | | | | | | | | | | |
| V | | The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991). | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | | | | | | | | | PO1 | | |
| **CO2** | | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | | | | | | | | | PO1, PO2 | | |
| **CO3** | | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | | | | | | | | | | PO4, PO6 | |
| **CO4** | | Develop a nuanced appreciation of the literary stalwarts of those times. | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press. | | | | | | | | | | | |
| 2. | | Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900- 1200, 2012, Cambridge University Press. | | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1. | | Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press | | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | | |
| 1. | | *A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive* | | | | | | | | | | | |

**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 |

**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 | - | - | 4 | 4 | 25 | 75 | | 100 | |
|  |  | |  |  |  |  |  |  |  |  | |  | |
| **Learning Objectives** | | | | | | | | | | | | | |
| LO1 | | To help students with a survey of the history of English literature from Old English times to the Modern period. | | | | | | | | | | | |
| LO2 | | Help them gain particular reference to the major literary movements and authors | | | | | | | | | | | |
| LO3 | | To help them with an overview of the major linguistic influences on the English language | | | | | | | | | | | |
| LO4 | | To provide them with a look at certain linguistic processes that have contributed to the development of the English language | | | | | | | | | | | |
| LO5 | | To create the ability of critically examining a text | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | |
| I | | History Of British Literature  British Poetry, Prose, Drama And Fiction,  Covering Representative Writers Down The Ages | | | | | | | | | | | |
| II | | The Renaissance Period (1350 – 1660): An Introduction To Bible Translation - Tyndale, Coverdale,  The University Wits,  Elizabethan And Jacobean Drama,  Comedy Of Humours | | | | | | | | | | | |
| III | | The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies  Pre- Romantics | | | | | | | | | | | |
| IV | | Well Made Play (Drama Of Ideas - Shaw And Ibsen),  Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play | | | | | | | | | | | |
| V | | The Victorian Age (1832 - 1901):  Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | | Gain extensive insight into the history of English literature, while laying special emphasis on various  literary movements, genres and writers that are held to be the representatives of their times. | | | | | | | | | PO1 | |
| **CO2** | | | Evaluate the way socio-cultural and historical phenomena influence the literary production of a  particular period | | | | | | | | | PO1, PO2 | |
| **CO3** | | | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | | | | | | | | | PO4, PO6 | |
| **CO4** | | | Develop a nuanced appreciation of the literary stalwarts of those times. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | | Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book. | | | | | | | | | | |
| 2. | | | Parker, P. (ed.). The Reader’s Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to  Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book | | | | | | | | | | |
|  | | |  | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1.  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 University Press, 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** | **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 - 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 assess their significance | | | | | | | | | | |
| LO3 | | To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry | | | | | | | | | | |
| LO4 | | To enable them to Identify a literary text’s main themes and make reasonable assertions about their meaning | | | | | | | | | | |
| LO5 | | To guide them to re-narrate the plot of a short story, both orally and in writing. | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | |
| I | | ~~Literary Theory And Terms: The Basics~~ | | | | | | | | | | |
| II | | ~~Types Of Prose Text-Semiotics: The Basics~~ | | | | | | | | | | |
| III | | ~~Terms For Interpreting Authorial Voice- Terms For Interpreting Characters~~ | | | | | | | | | | |
| IV | | ~~Terms For Interpreting Word Choice, Dialogue, And Speech- Terms For Interpreting Plot~~ | | | | | | | | | | |
| V | | ~~Terms For Interpreting Layers Of Meaning -Cultural Theory: The Key Concepts~~ | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | Understand new definitions of contemporary critical issues such as ‘Cybercriticism’ and ‘Globalization’. | | | | | | | | | PO1 | |
| **CO2** | | Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre,  form, cultural theory and literary technique. | | | | | | | | | PO1, PO2 | |
| **CO3** | | Get a complete coverage of traditional and radical approaches to the study and production of literature. | | | | | | | | | PO4, PO6 | |
| **CO4** | | Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Gain thorough accounts of critical terminology and analyzes of key academic debates. | | | | | | | | | PO3, PO8 | |

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001. |
| 2. | Mikics, David. A New Handbook of Literary Terms. New Haven: Yale  University Press, 2007. Print. |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Taafe, James G. A Student’s Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print. |
| **Web Resources** | |
| 1. | ***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** | **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 |

**FIRST YEAR - SEMESTER II**

**NME 1 – MYTH 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 at the origin and sources of myths in literature. | | | | | | | | | | |
| LO2 | | Provide them with aunique 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 III**

**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 inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. | | | | | | | | | | PO1, PO2 | |
| **CO3** | | Understand the politics and process of adaptation of literary forms into cinematic forms, how the process  of signification in them vary and collide. | | | | | | | | | | PO4, PO6 | |
| **CO4** | | Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation. | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory. | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994. | | | | | | | | | | | |
| 2. | | 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 |

**FIRST YEAR - SEMESTER II**

**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 intothe 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 | | | | | | | | | | |
| II | | English In Post – Independent Period –The Three Language Formula | | | | | | | | | | |
| III | | English In 21st Century - Objectives Of Teaching English | | | | | | | | | | |
| IV | | Objectives Of Teaching English At Elementary Level | | | | | | | | | | |
| V | | Objectives Of Teaching English At Secondary Level | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | Learn about the methods and materials of teaching ESL | | | | | | | | | PO1 | |
| **CO2** | | Learn about some of the strategies and techniques used to address specific language skills | | | | | | | | | PO1, PO2 | |
| **CO3** | | Familiarize and Learn about the needs of different populations (children/adults) of ESL students. | | | | | | | | | PO4, PO6 | |
| **CO4** | | Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students | | | | | | | | | PO3, PO8 | |

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

**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 |

**SECOND YEAR - SEMESTER III**

**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 |

**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 | | Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing. | | | | | | | | | | |
| II | | Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing. | | | | | | | | | | |
| III | | Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing. | | | | | | | | | | |
| IV | | Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing. | | | | | | | | | | |
| V | | Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter. | | | | | | | | | | |
| **The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.**  **The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.**  **The mapping of each CO can be done with any number of POs.** | | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | Gain knowledge of English language to face the challenges in Competitive Examinations. | | | | | | | | | PO1 | |
| **CO2** | | Acquire skills in vocabulary usage and grammar. | | | | | | | | | PO1, PO2 | |
| **CO3** | | Acquire skills in logical reasoning, question error analysis and correct usage of words. | | | | | | | | | PO4, PO6 | |
| **CO4** | | Build confidence in getting job opportunities. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Aware of the various types of jobs offered in both in the Central and State Government. | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | |
| 1. | | 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 | 5 | 25 | 75 | | 100 | |
| **Learning Objectives** | | | | | | | | | | | | | |
| LO1 | | To attain a broad knowledge of various literary traditions both in their specificity and interrelation. | | | | | | | | | | | |
| LO2 | | To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare  texts from variety of different traditions, genres, periods and areas. | | | | | | | | | | | |
| LO3 | | To cultivate a complex, 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 |

**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 – 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. | | | | | | | | | | | |
| II | | | Romanticism Through Coleridge And Delacroix | | | | | | | | | | | |
| III | | | Pre-Raphaelite Movement - D.G. Rosetti’s Prosperine (Painting And Poem) | | | | | | | | | | | |
| IV | | | Post-Impressionism - Amritya Shergill’s Ancient Story Teller Painting And Virginia Woolf’s The Waves (Novel) | | | | | | | | | | | |
| V | | | Expressionism - Munch- Scream (Painting) And Kafka- 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](http://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-](http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf) [seeing-john-berger-](http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf) [5.7.pdf](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 – VII - 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 |
| **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 – VIII - WRITING FOR MEDIA**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **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 – IX - 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 – X - ENGLISH FOR 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 | | | Application 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**

**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 help them respond creatively. | | | | | | | | | | | |
| LO2 | | | To sensitize students to the major issues in the society and the world. | | | | | | | | | | | |
| LO3 | | | To provide the students with an ability to build and enrich their communication skills. | | | | | | | | | | | |
| LO4 | | | To equip students to utilize the digital knowledge resources effectively for their chosen fields of study | | | | | | | | | | | |
| LO5 | | | To help them think and write imaginatively and critically | | | | | | | | | | | |
| **UNIT** | | | **Details** | | | | | | | | | | | |
| I | | | Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication. | | | | | | | | | | | |
| II | | | Types of communication-Verbal-Non-Verbal. | | | | | | | | | | | |
| III | | | Effective communication skills | | | | | | | | | | | |
| IV | | | Skills to be acquired in communication - Speaking/reading/writing/listening | | | | | | | | | | | |
| V | | | Application of learning | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | | Identify the basic principles of communication | | | | | | | | | | PO1 | |
| **CO2** | | | Analyze the various types of communication | | | | | | | | | | PO1, PO2 | |
| **CO3** | | | Make use of the essential principles of communication | | | | | | | | | | PO4, PO6 | |
| **CO4** | | | Identify the prominent methods and models of Communication. | | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | | Learn about the four skills of language and get familiarized with them. | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | | |
| 1. | | | Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications. | | | | | | | | | | |
| 2. | | | Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies. | | | | | | | | | | |
|  | | | | | | | | | | |
| 3. | | | Understanding Body Language by Alan Pease. | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1. | | | Communicative Grammar of English by Geoffrey Leech and Ian Svartik. | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| 1. | | | ***(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** | **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 |

**ENTREPRENEURIAL SKILLS (SEC- II)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 introduce learners to various qualities required for entrepreneurship | | | | | | | | | | | | |
| LO2 | | To discuss about various entrepreneurship models | | | | | | | | | | | | |
| LO3 | | To help them think creatively and innovatively | | | | | | | | | | | | |
| LO4 | | To enable them understand various schemes supporting entrepreneurship | | | | | | | | | | | | |
| LO5 | | To discuss the steps in venture development and new trends in entrepreneurship. | | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | | |
| I | | Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship | | | | | | | | | | | | |
| II | | Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills. | | | | | | | | | | | | |
| III | | Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding | | | | | | | | | | | | |
| IV | | Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export | | | | | | | | | | | | |
| V | | Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs. | | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | | |
| **CO1** | | Understand the foundation of Entrepreneurship Development and its theories. | | | | | | | | | | PO1 | | |
| **CO2** | | Explore entrepreneurial skills and management function of a company. | | | | | | | | | | PO1, PO2 | | |
| **CO3** | | Identify the type of entrepreneur and the steps involved in an entrepreneurial venture. | | | | | | | | | | PO4, PO6 | | |
| **CO4** | | Understand various steps involved in starting a venture. | | | | | | | | | | PO4, PO5, PO6 | | |
| **CO5** | | | Explore marketing methods & new trends in entrepreneurship. | | | | | | | | | | PO3, PO8 | | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | | | |
| 1. | | |  | | | | | | | | | | | | |
| 2. | | |  | | | | | | | | | | | | |
| 3. | | |  | | | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | | | |
| 1. | | | Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York | | | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | | | | |
| 1. | | | [6 Must-Have Entrepreneurial Skills | HBS Online](https://online.hbs.edu/blog/post/entrepreneurial-skills)  [MindTools | Home](https://www.mindtools.com/akrkkvp/entrepreneurial-skills) | | | | | | | | | | | | |

**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 |

**PUBLIC SPEAKING SKILLS (SEC-III)**

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

**ENGLISH FOR CAREERS (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 interview process | | | | | | | | | | |
| LO2 | | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. | | | | | | | | | | |
| LO3 | | Help them with strategies for identifying the jobs that match their interests and skills | | | | | | | | | | |
| LO4 | | Help them to understand the job-seekers language for meeting new people, making small talk, and describing | | | | | | | | | | |
| LO5 | | To enable learners to describe themselves and their experiences in a résumé | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | |
| I | | Definition of English Language-Characteristic Features | | | | | | | | | | |
| II | | Purposes of English Language | | | | | | | | | | |
| III | | Major Roles played by English Language in Education and various career choices | | | | | | | | | | |
| IV | | English language as a identity to popular culture | | | | | | | | | | |
| V | | The major developments happening in the contemporary world by using English language. | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | Attain communicative competence so that they can use language accurately and appropriately | | | | | | | | | PO1 | |
| **CO2** | | Understand the basic features of communication and aim at improving language skills | | | | | | | | | PO1, PO2 | |
| **CO3** | | Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence. | | | | | | | | | PO4, PO6 | |
| **CO4** | | Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Make sure that the style, content and message is concise, correct and appropriate. | | | | | | | | | PO3, PO8 | |

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print |
| 2. | Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print |
| **Web Resources** | |
| 1. | [*https://www.researchgate.net/publication/344172814\_English\_For\_Career\_Devel*](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)[*opment?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-*](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)[*XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc*](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)[*0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1\_x\_2&\_esc=publication*](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)[*CoverPdf*](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** | **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 |

**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 **real life** situations. | | | | | | | | | | |
| LO2 | | To help them improve on how to **speak** and **write** in order to  keep **communication** going and always appear **professional** and **competent** | | | | | | | | | | |
| LO3 | | To enable them to use the language **flexibly** and express in the **suitable** language for the **context**: for example in social, professional or academic contexts | | | | | | | | | | |
| LO4 | | To help them strengthen their **understanding** of **native speakers** in **real life situations** by learning strategies and through practice, practice, practice! | | | | | | | | | | |
| LO5 | | To help them to consistently develop a **comprehensive** vocabulary through real, authentic resources | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | |
| I | | Business English Definition and Difference | | | | | | | | | | |
| II | | Highlights/ Significance/Essentials of Business English | | | | | | | | | | |
| III | | Needs of Business English | | | | | | | | | | |
| IV | | The role of Business English in English language Learning-Education as an instrumental factor in learning Business English. | | | | | | | | | | |
| V | | Economic Development through Business English | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | |
| **CO1** | | **Strengthen** their language **skills**: writing, reading, listening & speaking | | | | | | | | | PO1 | |
| **CO2** | | Understand real **speech patterns** and learn pronunciation techniques in fluent speech | | | | | | | | | PO1, PO2 | |
| **CO3** | | Improve their **confidence** and learn how to **connect** with people in English | | | | | | | | | PO4, PO6 | |
| **CO4** | | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | |
| 1. | | Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English. | | | | | | | | | | |
| 2. | | Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press. | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | |
| 1. | | Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University 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** | **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 |

**INTERVIEW SKILLS (SEC-VI)**

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

**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 |

**FUNCTIONAL ENGLISH (SEC- VII)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Category** | | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | |
| **CIA** | **External** | | | **Total** |
|  | Core | | Y | Y | - | - | 2 | 2 | 25 | 75 | | | 100 |
|  |  | |  |  |  |  |  |  |  |  | | |  |
| **Learning Objectives** | | | | | | | | | | | | | |
| LO1 | | To enable learners use appropriate phrases for performing language functions | | | | | | | | | | | |
| LO2 | | To help them to edit, select and present information in a format/ perspective | | | | | | | | | | | |
| LO3 | | To enable them to listen and reduce information to a point form | | | | | | | | | | | |
| LO4 | | To help them read and to expand from points to paragraph | | | | | | | | | | | |
| LO5 | | To enable them to predict, comprehend, infer and synthesize information | | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | | |
| I | | Definition of Functional English - Significance of Functional English | | | | | | | | | | | |
| II | | Four essentials of functional English: LSRW | | | | | | | | | | | |
| III | | Grammar | | | | | | | | | | | |
| IV | | Strategies to use functional English | | | | | | | | | | | |
| V | | Provide a dramatic play to perform which gives the students to apply functional language | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | | On completion of this course, students will; | | | | | | | | | | | |
| **CO1** | | Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement | | | | | | | | | PO1 | | |
| **CO2** | | Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs | | | | | | | | | PO1, PO2 | | |
| **CO3** | | Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly. | | | | | | | | | PO4, PO6 | | |
| **CO4** | | Get practiced to skim and scan through a passage and read to get anoverall idea, and comprehend the Passage | | | | | | | | | PO4, PO5, PO6 | | |
| **CO5** | | Cultivate the habit of newspaper reading | | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | | |
| 1. | | Susan Thurman, *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*.2011 | | | | | | | | | | | |
| 2. | | Grant Barrett, *Perfect English Grammar*: The Indispensable Guide to Excellent Writing and Speaking,2013 | | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | | |
| 1. | | Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*,2015 | | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | | |
| 1. | | ***BBC World Service. (2011) Learning English: Ø*** [***http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2***](http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm)[***009/03/090210\_aae\_punc\_apostrophe.shtm***](http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm) | | | | | | | | | | | |

**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 |

**NME – 1 - POPULAR LITERATURE AND CULTURE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 broaden the idea of literature and the concept of texts. | | | | | | | | | | |
| LO2 | | To learn the difference between genre fiction and literary fiction. | | | | | | | | | | |
| LO3 | | To make students gain an understanding of the folk roots of popular literature. | | | | | | | | | | |
| LO4 | | To make students find a perspective into the debate between high and low  cultures. | | | | | | | | | | |
| LO5 | | To analyze the fantasy work that gains popularity. | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | |
| I | | Glover, David and Scott McCracken. ―Introduction as an esssay  Felicity Hughes, ‗Children‘s Literature: Theory and Practice‘, English Literary History, vol. 45, 1978 | | | | | | | | | | |
| II | | Brothers Grimm – ―The Juniper Tree‖ Adventure of the Speckled Band‖ Roald Dahl - Extracts from *Charlie and the*  *Chocolate Factory* (Chapters 13 to 15,Penguin2013) | | | | | | | | | | |
| III | | Satyajit Ray – ―Professor Shonku and the UFO‖ (from  *The Mystery of Munroe Island and Other Stories,*  Puffin Classics 2015) | | | | | | | | | | |
| IV | | Herge:*Tintin in Tibet* (Hergé. Tintin in Tibet. London:Egmont. 2012) Somdev Bhatt: ―The Story of Padmavati and Prince  Vajramukti‖ (Vikram-Betaal Story) | | | | | | | | | | |
| V | | Anuja Chauhan:*The Zoya Factor*  J. K. Rowling:*Harry Potter and the Philosopher’s Stone* | | | | | | | | | | |
| **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** | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | PO1 |
| **CO2** | Have an awareness of the major schools of thought in western philosophy. | PO1, PO2 |
| **CO3** | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at  advanced levels of learning. | PO4, PO6 |
| **CO4** | Talk about some of the key figures in Philosophy. | PO4, PO5, PO6 |
| **CO5** | Analyze and appreciate texts critically, from different philosophical perspectives. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1 | Chute, Hillary. ―Comics as Literature .Reading Graphic Narrative‖.*PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008. | |
| 2 | Herge.*Tintin in Tibet*.Baker and Taylor, 2009. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008. | |
| 2. | Gill, Rosalind & Herdieckerhoff, Elena. ―Rewriting the romance: new femininities in chick lit?‖.*Feminist Media Studies* 6(4). 2006. | |
| **Web Resources** | | |
| 1. | [https://fdocuments.in/document/childrens-literature-](https://fdocuments.in/document/childrens-literature-55845ad6244ac.html) [55845ad6244ac.html](https://fdocuments.in/document/childrens-literature-55845ad6244ac.html) | |
| 2. | ([http://www.cambridgeblog.org/wp-co](http://www.cambridgeblog.org/wp-co%20ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf) [ntent/uploads/2012/08/The-Cambridge-](http://www.cambridgeblog.org/wp-co%20ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf) [Companion-to-Popular-Fiction-Intro.pdf](http://www.cambridgeblog.org/wp-co%20ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.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 | 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 |

**NME - II PHILOSOPHY FOR LITERATURE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | | Engage with the philoophy of literary representations. | | | | | | | | | | |
| LO2 | | Give the students a historical overview of the major figures in philosophy | | | | | | | | | | |
| LO3 | | Introduce to them some of the significant schools of thought that has influenced human perception. | | | | | | | | | | |
| LO4 | | Inform students how an understanding of philosophy is vital to the reading of literature | | | | | | | | | | |
| LO5 | | Analyze the philosophical thought | | | | | | | | | | |
| **UNIT** | | **Details** | | | | | | | | | | |
| I | | The World of Greeks-Heraclitus—Flux and the unityof opposites—Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature | | | | | | | | | | |
| II | | Robert Frost. ―West- Running Brook-S T Coleridge. ―Kubla Khan-P B Shelley.  ―Ozymandias,Keats. ―Endymion‖ (First 33 lines) (Aristotle‘s idea of soul, beauty,  art and nature) | | | | | | | | | | |
| III | | *Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza— idea of Nature and God— Pantheism—concept of substance and modes— Cartesiandualism vs Spinoza‘s monism—John Locke— Liberalism— Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl— Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure* | | | | | | | | | | |
| IV | | Emily Dickinson. ―The Brain—is wider than the Sky‖ (Debate the Cartesian mind body or material immaterial dualism),Walt Whitman. ―On the Beach at Night Alone.‖ (Spinoza‘s pantheism), William  Ross Wallace. ―The Liberty Bell (Locke‘s liberalism M and the turn of humanity),D. H. Lawrence.―How Beastly the Bourgeois Is?‖ (Marx‘s idea of social44class) | | | | | | | | | | |
| V | | Nihilism, Existentialism and Afterwards-Wallace Stevens. ―Sad Strains of a Gay Waltz,‖ (Nietzsche‘s idea of nihilism and the death of god), W H Auden.  ―Who‘s Who?‖ (Heidegger‘s idea of Dasein and Geworfenheit, ―Being- thrown- in-the-world), Ted Hughes. ―Hawk Roosting,‖ (ego that mediates the instinctual id and the critical super-ego), Maya Angelou.  ―When I think of myself,‖ (de Beauvoir‘s concept of becoming), | | | | | | | | | | |
| **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** | | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | | | | | | | | | PO1 | |
| **CO2** | | Have an awareness of the major schools of thought in western philosophy. | | | | | | | | | PO1, PO2 | |
| **CO3** | | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning | | | | | | | | | PO4, PO6 | |
| **CO4** | | Talk about some of the key figures in Philosophy. | | | | | | | | | PO4, PO5, PO6 | |
| **CO5** | | Analyze and appreciate texts critically, from different philosophical perspectives. | | | | | | | | | PO3, PO8 | |
| **Text Books (Latest Editions)** | | | | | | | | | | | | |
| 1 | | Durrant, Will. *The Story of Philosophy*, Simon & Schuster, 1991. | | | | | | | | | | |
| 2 | | Gaarder, Jostein. *Sophie’s World*: 20th Anniversary Edition. Orion, 2015. | | | | | | | | | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | | | | | | | | | | |
| 1. | | Russell, Bertrand. *History of Western Philosophy*.Routledge, 2016. | | | | | | | | | | |
| 2. | | Gibson, John. *The Philosophy of Poetry.*Oxford UP, 2015. | | | | | | | | | | |
| **Web Resources** | | | | | | | | | | | | |
| 1. | | https:/[/www.philosophybasics.com/general\_whatis.html](http://www.philosophybasics.com/general_whatis.html) | | | | | | | | | | |
| 2. | | https://archive.org/details/SophiesWorld\_989/page/n5/mode/2up | | | | | | | | | | |

**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 n to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |