Curriculum for Bachelor of English Bachelor of Arts

BA-ENGLISH SYLLABUS

For the Candidates admitted on 2023-2026 onwards under Programme Structure and Scheme of Examination (under CBCS)

(I to VI SEMESTER)

DEPARTMENT OF ENGLISH



SATHYA SAAI ARTS AND SCIENCE COLLEGE FOR WOMEN

(Affiliated to Annamalai University)

Pasar Village & Post, Tittakudi, Cuddalore District – 606 304 Tamil Nadu, India



(AFFILIATED COLLEGES) 103. B.A. English

Programme Structure and Scheme of Examination (under CBCS) (Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Course Code	Part	Part Study Components & Course Title	Credit	Hours/	Maximum Marks			
Course Coue	Tart	Study Components & Course Title	Credit	Week	CIA	75 75 75 75 75 75 75 75 75 75 75 75 75 7	Total	
		SEMESTER – I						
23UTAML11/ 23UHINL11/ 23UFREL11	I	Language – I பொதுதமிழ்-I: தமிழிலக்கியவரலாறு-1/ Hindi-I/ French-I	3	6	25	75	100	
23UENGL12	II	General English – I	3	6	25	75	100	
23UENGC13		Core – I: Introduction to Literature	5	5	25	75	100	
23UENGC14	III	Core –II: Indian Writing In English	5	5	25	75	100	
23UENGE15		Elective – I Social History of England	3	4	25	75	100	
23UTAMB16/ 23UTAMA16	Skill Enhancement Course – I * NME-I/ Basic Tamil – I/		2	2	25	75	100	
23UENGF17		Foundation Course: Human Rights Studies	2	2	25	75	100	
		Total	23	30			700	
		SEMESTER – II						
23UTAML21/ 23UHINL21/ 23UFREL21	I	Language – II: பொதுதமிழ் -II: தமிழிலக்கிய வரலாறு-2/ Hindi-II/ French-II	3	6	25	75	100	
23UENCL22	II	General English – II	3	6	25	75	100	
23UENGC23		Core – III: British Literature- I	5	5	25	75	100	
23UENGC24	III	Core – IV: American Literature-I	5	5	25	75	100	
23UENGE25		Elective – II History of English Literature	3	4	25	75	100	
23UTAMB26/ 23UTAMA26	IV	Skill Enhancement Course – 2* NME-II/ Basic Tamil – II/ Advanced Tamil – II	2	2	25	75	100	
23USECG27		Skill Enhancement Course – 3 Internet and its Applications (Common Paper)	2	2	25	75	100	
23UNMSD01		Language Proficiency for employability: Overview of English Communication**	2	-	25	75	100	
		Total	25	30			800	

		SEMESTER – III								
23UTAML31/ 23UHINL31/ 23UFREL31	I	I Language – III: பொதுதமிழ் -III: தமிழகவரலாறும், பண்பாடும் Hindi-III/ French-III					100			
23UENGL32	II	General English – III								
23UENGC33		Core –V British Literature II	5	5	25	75	100			
23UENGC34	Ш	Core – VI Children's Literature	5	5	25	75	100			
23UENGE35	111	Elective – III : Literary Genres and Terms	3	4	25	75	100			
23UENGS36		Skill Enhancement Course – IV: Entrepreneurial Skill	1	1	25	75	100			
23UENGS37	IV	Skill Enhancement Course – V: Public Speaking Skills	2	2	25	75	100			
		Environmental Studies	ı	1						
		Total	22	30			700			
		SEMESTER – IV								
23UTAML41/ 23UHINL41/ 23UFREL41	I	Language – IV: பொதுதமிழ் -IV: தமிழும்அறிவியலும் Hindi-IV/ French-IV	3	6	25	75	100			
23UENGL42	II	English – IV	3	6	25	75	100			
23UENGC43		Core –VII – World Literature in Translation	5	5	25	75	100			
23UENGC44	III	Core – VIII- Language and Linguistics	5	5	25	75	100			
23UENGE45	111	Elective – IV: Introduction to Comparative Literature	3	3	25	75	100			
23UENGS46		Skill Enhancement Course – VI: Interview Skills	2	2	25	75	100			
23UENGS47	IV	Skill Enhancement Course-VII: Digital Literacy and Concepts	2	2	25	75	100			
23UEVSG48		Environmental Studies	2	1	25	75	100			
		Total	25	30			800			

		SEMESTER – V					
23UENGC51		Core – IX- Women's Writings	4	5	25	75	100
23UENGC52		Core – X- Introduction to Folk Literature	4	5	25	75	100
23UENGC53		Core – XI- Indian Writing in Translation	4	5	25	75	100
23UENGD54	III	Core – XII Project with Viva-voce	4	5	25	75	100
23UENGE55		Elective – V: Authors in Focus	3	4	25	75	100
23UENGE56		Elective - VI Literature and Environment	3	4	25	75	100
23UVALG57	IV	Value Education	2	2	25	75	100
23UENGI58	1 V	Summer Internship ⁺⁺	2	-	25	75	100
		Total	26	30			800

		SEMESTER – VI					
23UENGC61		Core – XIII- Literary Criticism	4	6	25	75	100
23UENGC62		Core – XIV-New Literatures in English	4	6	25	75	100
23UENGC63		Core -XV- Shakespeare	4	6	25	75	100
23UENGE64	III	Elective - VII Journalism and Mass Communication	3	5	25	75	100
23UENGE65		Elective - VIII Myth and Literature	3	5	25	75	100
23UENGF66	IV	Professional Competency Skill: English for Competitive Exam	2	2	25	75	100
23UENGX67	V	Extension Activity	1	-	100	-	100
		Total	21	30			700
		Grand Total	142				4500

		NME Courses offered to other Departments						
23UENGN16	ΙV	English for Communication	2	2	25	75	100	
23UENGN26		Business English	2	2	25	75	100	

^{*} PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standard have taken any Language other than Tamilin Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto10th& 12th Standard have taken any Language other than Tamilin Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

^{**} The course "23UNMSD01: Overview of English Communication" is to be taught by the experts from Naan Mudhalvan Scheme team. However, the faculty members of Department of English should coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

⁺⁺Students should complete two weeks of internship before the commencement of V semester.

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 I	Language – Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
	Skill Enhancement Course SEC-1 (NME-I)	2	2
Part IV	Foundation Course	2	2
		23	30

Semester-II

Part	List of Courses	Credit	No. of
			Hours
Part I	Language – Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	Skill Enhancement Course -SEC-2 (NME-II)	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 I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	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 I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	13
Part IV	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 III	Core Theory, Practical, Project & Elective Courses	22	28
Part IV	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	-
		26	30

Semester-VI

Part	List of Courses	Credit	No. of
			Hours
Part III	Core Theory, Practical & Elective Courses	18	28
Part IV	Professional Competency Skill	2	2
Part V	Extension Activity	1	-
		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	3	6	4	2	23
Part V	-	-	-	-	-	1	1
Total	23	23	22	25	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 componentsPart IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.

CREDIT DISTRIBUTION FOR U.G. PROGRAMME

Part	Course Details	No. of	Credit	Total			
		Courses	per	Credits			
			course				
Part I	Tamil	4	3	12			
Part II	English	4	3	12			
Part III	Core Courses	15	4/5	68			
	Elective Courses:Generic / Discipline Specific	8	3	24			
	(3 or 2+1 Credits)						
Part I,II and III Credits							
	Skill Enhancement Courses / NME / Language Courses	7	1/2	15			
	Professional Competency Skill Course	1	2	2			
Part IV	Environmental Science (EVS)	1	2	2			
	Value Education	1	2	2			
	Internship	Course 4	2	2			
	Part IV Credits		•	23			
Part V	Extension Activity (NSS / NCC / Physical Education)	1	1	1			
	Total Credits for the UG Programme			140			

	Methods of Evaluation	
	Continuous Internal Assessment Test	
Internal Evaluation	Assignments	25 Marks
	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 definit	tions
Understand/Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, or overview	, Short summary
Application (K3)	Suggest idea/concept with examples, Suggest for problems, Observe, Explain	ormulae, Solve
Analyze(K4)	Problem-solving questions, Finish a procedure i Differentiate between various ideas, Map knowledge	n many steps,
Evaluate(K5)	Longer essay/Evaluation essay, Critique or justify with	pros and cons
Create(K6)	Check knowledge in specific or off beat situation	ons, Discussion,
	Debating or Presentations	

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.

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

FIRST YEAR - SEMESTER I

CORE -I: INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Mark	S	
								CIA	External	Total
23UENGC13	Core I	Y	Y	-	-	5	5	25	75	100
				<u> </u>		Lea	rning Ob	iective	es	
LO1	Tointrod	luce	the	di	ffe		sofliteratu			
LO2	Toprovi	dele	arn	er	SW	iththeba	ckground k	nowle	dgeofliterat	ure
LO3	Toenabl	elea	ner	st	oui	nderstand	lthediffere	ntgenre	esofwriting	
LO4	Toexam	inet	nev	aı	iou	ısthemes	and metho	dologi	espresentin	literature
LO5	Tocreate	thea	ıbil	it	yof	critically	examining	gatext		
UNIT							Deta	ils		
I	Poetry-Diff	erei	ntfo	ori	nso	ofpoetry-	Sonnet,Od	le,Eleg	y,Lyric,Bal	lad, and Epic.
II	Prose-Shor									
	Drama-Cor				_					
III									are- <i>Sonnet1</i>	
										-Odeto Autumn.
	ThomasGra	ıy- I	Ξle_{i}	gу	Wı	rittenina (CountryCh	urchyo	<i>ard</i> .Robert I	Frost-MendingWall
	IM Domio	T	ha	1.	lm:	irabla Cr	righton I ad	lyCroo	ory The Die	singofthe Moon
IV	J.M. Daille	- 11	rie 1	-1 <i>t</i>	tl	ravie Cr		iyOleg	gory-ine Kis	angojine Wioon
V	Manohar N Saki - <i>The</i>						mber , K	atherin	ıeMansfield	-Bliss
		•					-ThreeMe	ninaBo	oat–Packing	7

CourseOutcomes

CourseOutcomes	Oncompletionofthiscourse, students will;	
CO1	Appreciate and analyse and thebasic elements ofpoetry,includingmeter,rhyme,andtheme.	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 dramaticstorytellingincluding playstructure,monologues,dialogue,andscene setting.	PO4,PO6
CO4	Uselibraryresourcestoresearchand developargumentsaboutliteraryworks.	PO4,PO5,PO6
CO5	Workskillfullywithinateam, respectcoworkers, delegatework and contribute to a group project.	PO3,PO8

	TextBooks(LatestEditions)
1	BackpackLiterature: AnIntroduction to Fiction, Poetry, Drama, and Writing-X.J. Kennedy, by Pearson, 2016.
2	PortableLiterature:Reading,Reacting,Writing-9thedition— LaurieKirszner,byCengageLearning,2016
3.	Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.
(Lat	ReferencesBooks esteditions, and the style as given below must be strictly adhered to)
1	Henny Herawatietal.,IntroductiontoLiterature,SanataDharmaUniversityPress, October2021.
2	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLAU pdate, Bedford/St. Martin's, August 2021.
3	JaniceCampbell.,IntroductiontoLiterature:Excellence inLiteratureEnglish1,4thEd, EverydayEducation,LLC,January2021.
4	SubhenduMund.,TheMakingofIndianEnglishLiterature,Taylor&FrancisLtd.,2021.
5	AdamsonH.D.LinguisticsandEnglishLiterature:AnIntroduction,Cambridge UniversityPress,2019.
6	FelicityTitjenetal.(ed),TeachingEnglishLanguageandLiterature,Taylor &Francis,2020
	WebResources
1	ASIATIC:IITUMJournalofEnglishLanguage&Literature
2 .	The EnglishHistoricalReview(EHR)

${\bf Mapping with Programme Out comes:}$

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

3 – Strong, 2 – Medium, 1 - Low

${\bf Mapping with Programme Specific Outcomes:}$

CO/PO	PS O 1	P S O 2	P S O 3	P S O 4	P S O 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	1 5	15	15	15
WeightedpercentageofCourseCo ntributiontoPos	3. 0	3. 0	3. 0	3. 0	3. 0

FIRST YEAR - SEMESTER I

CORE II - INDIANWRITINGINENGLISH

Subject Code	Category	gory L T P S Cre					Hours/W	Marks				
								CIA	External	Total		
23UENGC14	Core II	Y	Y	-	-	5	5	25	75	100		
			<u> </u>	Lea	rni	ng Objec	tives					
LO1	Tofam	iliar				lentswith		theem	ergencean	dgrowth		
LOI									lexperience			
1.02									VritinginEr			
LO2		erep	res	ent	atio	nofcultur	e,identity,h	ıstory,c	construction	isofnati		
	on, (post)n	atio	nal	and	loer	derpolitio	es cross-cui	lturaltra	ınsformatic	ns		
1.02						preciateN		itururit	instormatic	115.		
LO3								nity;Ide	ntityMover	nents.		
LO4								nethodo	ologiesexist	inginC		
EO I			•			/ritinginE						
LO5			nei	rsaj	oply	theidease	ncapsulate	dinIndi	anAesthetic	estoliter		
	arytext Details	.8										
UNIT												
-	Poetry-To						A XX7 11	D 14	11. 1 .			
I		Henry Louis Vivian Derozio – A Walk By Moonlight SriAurobindo- The Tigerand the Deer.										
II	SarojiniNaidu- TheVillageSong ShivK Kumar-IndianWomen											
	MirzaGhalib-ItisnotLove,itisMadness											
III	Prose -				_							
	Winningo							:	- 1:			
	Kusk K.A.						s,NightTra	intoDeo	Ol1			
	K.A.	AU	Jas	_ S	parr	ows						
IV					_	re -Khabl						
11					cerp	otfromMy	SeveralWo	orlds-In	dia through	na		
	Trav			•	10							
	RuskinBo					£	·•					
	_	InspectionEpisode-Examination- Science,HumanitiesandReligion										
	Scier	ice,I	ıuı	ша	шие	sanaken	gion					
V	Drama -	Rab	ind	rar	nath	Гagore-М	lukhthadha	ra.				
V							A Comed		ree Acts			
		irish					aga Manda	ıla.				
	Fiction -	Jogi	nde	er I	Paul	– Sleep V	Valkers					

Co	ourseOutcomes	
CourseOutcom es	Oncompletionofthiscourse,studentswill;	
CO1	Appreciate the historical trajectory of various genresof Indian Writing in English from colonial times totillthepresent	PO1
CO2	Analyze Indian literary texts written in English intermsofcolonialism,post colonialism,regionalism,andnationalism	PO1,PO2
CO3	UnderstandtheroleofEnglishasamediumfor politicalawakeningandtheuseofEnglishi nIndiaforcreativewriting	PO4,PO6
CO4	Analyze how the sociological, historical, cultural andpoliticalcontextimpacted thetextsselectedforstudy	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major IndianEnglishpoetsanddramatists	PO3,PO8
	Text Books (LatestEditions)	
1.	Sharma V, Pandit <i>Panchatantra:The Complet</i> &Company,1991	te Version.Rupa
	Reference Books	
1.	Naik M.K. A History of Indian English Poetry 2000. New Delhi: Pencraft ,2006	
2.	Guha, Ramachandra. Makers of Modern India 2010	
3.	Deshpande, G.P. (ed) 2004 <i>Modern Indian Dr</i> New Delhi: Sahitya Academy	ama: An Anthology.

${\bf Mapping with Programme Outcomes}$

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

3 – Strong, 2 – Medium, 1 - Low

${\bf Mapping with Programme Specific Outcomes:}$

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

FIRST YEAR - SEMESTER I

Departmental Elective -I – SOCIAL HISTORY OF ENGLAND

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks			
-								CIA	External	Total	
23UENGE15	ELECTIVE- I	Y	Y	-	-	3	4	25	75	100	
Learning Obje	ctives	1	<u> </u>	-	II						
LO1	Toprovidestudents	ToprovidestudentswithacomprehensiveideaaboutthedevelopmentofEnglishli teratureandlanguageovertheages									
LO2		To help studenttrace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the presentera									
LO3	hlanguage	TohelpthemdevelopanunderstandingofthestructuraldevelopmentoftheEnglis hlanguage									
LO4	dtothemakingofth	Toinformthemaboutthevariousexternallinguisticinfluencesthathavecontribute dtothemakingofthelanguage									
LO5	Tocreatetheability	ofcrit	ical	lye	xaı	miningate	xt				
UNIT	Details										
I	TheRenaissanceand	itsIm	pact	onl	Eng	gland,The	Reformatio	n-cau	sesandeffe	cts	
II	TheCommonwealth Social Relevance						ŕ		nousesandtl	neir	
III	Impact of the Indust Englishsociety,Hum American Independ	nanita									
IV	The Reform Billsan twoWorldWars,thel							actof	the		
V	TheColdWar(1985-	1991)-Th	eF	alk	landWar(1981)-The	GulfW	Var(1991).		
CourseOutcom	nes										
CourseOutco mes	Oncompletionofth	iscou	rse,s	stuc	der	ntswill;					
CO1	Gain extensive ins Englishliterature,v riousliterary move are heldtobetherer	vhilel ment	layir s, ge	igs _] enre	pec es a	cialemphas and writer	s that		PO1		
CO2	Evaluate the w phenomenainfluer rperiod	ay s	ocio	-cu	ıltı	ıral and	historical		01,PO2		
CO3	Familiarizethemse culturalambience of variousages						eworks		PO4,PO	6	
CO4	Develop a nuance literarystalwartsof				on (of the		PO4,1	PO5,PO6		

CO5	Gainin-depth understandingon thegrowth of the English language under the influence of various oth erlanguages including Latin and French, besides being mentored in the structural nitty-gritties of the language.							
	TextBooks(LatestEditions)							
1.	Ed.KeithWrightson,ASocialHistoryofEngland,1500-175	50,2018,NortonPress.						
2.	Ed. JuliaCrick, ElisabethVanHouts, AsocialHistoryofEngland, 900- 1200, 2012, CambridgeUniversityPress.							
	ReferencesBooks							
1.	1. Ed.RosemaryHorrox,AsocialHistoryofEngland,1200-1500,June2012,Cambridg UniversityPress							
	WebResources							
1.	Asocial historyofEngland:Briggs,Asa,1921-:FreeDownload,Borrow,andStreaming:InternetArchive							

MappingwithProgrammeOutcomes

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

3 – Strong, 2 – Medium, 1 - Low

${\bf Mapping with Programme Specific Outcomes:}$

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

$Foundation Course-Human Rights\ Studies$

Subject	Category	L	T	P	S	Credit	Hours/W		Mark	S
Code								CIA	External	Total
23UENGF17	IV	Y	Y	-	-	2	2	25	75	100
						Learni	ng Objectiv	ves		
1.01	Learning Objectives To teach students to think critically about the political a									
LO1		_								
LO2						ith huma	trategies of in rights	democi	acyand the	311
LO3		To enable them to understand different legal means to overcome discrimination and injustice								0
				-			nd the origin			e of
LO4					y in zatio		ern world, a	nd the p	process of	
LO5						impact o numan ri	on the stabili ghts.	ty and	on global n	eed for
UNIT		De	etai	ls						
I		Why Study Human Rights: AnIntroductiontoHumanRightsEducation								
II		Fu	nda	mei	ntalF	Rightsand	lFundament	alDutie	sintheCons	titution
III						anRights Bodies	Commission	n& Oth	er National	
IV		Ri	ghts	sofV	Julne	erableGro	oups:Minori	ties,Da	litsandTrib	als
V		Ri	ghts	sofF	erso	nswithD	isabilities R	ightsof	Womenand	Children
						Cour	se Outcome	es		
Course Outc	omes	Or	ı co	mpl	etio	n of this	course, stud	ents wi	ll;	
					•	-	lems associa			PO1
CO1							and protection			
CO2							evelopment			PO1, PO2
CO3		study the cases and individuals who were critical actors in its evolution.								
CO4		know the historical and contemporary context of human rights issues in depth. PO4, PO5, PO6								
CO5		students will gain insight and understanding of many varied issues related to human rights. PO3, PO8								

SuggestedReadings

- 1. Das,J.K.(2016) *HumanRightsLawandPractice* (NewDelhi: PHILearning Private Limited)
- 2. EncyclopediaBritannicaOnline(2007)"HumanRights:DefiningHumanRights; The Concept of Human Rights:TheTree'GenerationofRights'", http://www.britannica.com/eb/article-219326
- 3. Flowers, Nancy(Ed.) Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights (University of Minnesota, Human Rights Resource Centre) http://www1.umn.ed u/human rts/edumat/
- 4. Karna, G.N. (2001) Disability Studies in India: Retrospect and Prospects, especially Chapter IV,pp. 139-151 (NewDelhi:GyanPublishingHouse)
- 5. Levin, Leah (2009) *Human Rights: Questions and Answers* (Paris UNESCO/New Delhi: NBT), www.arvindgupta.com/arvindgupta/humanrightsnbt.pdf
- 6. Mani, V.S. (1997) Human Rightsin India: An Overview Occasional Paper No. 4 (New Delhi: Institute for World Congress of Human Rights)
- 7. Saksena, K.P. (1966-67) "International Covenantson Human Rights", *The Indian Yearbook of International Affairs* (Madras), Vols. 15-16, 1966-67, pp. 596-613

 8. -----(Ed)(2003) *Human Rights and the Constitution: Vision and Reality* (New Delhi: Gyan Publishing House)

 9. ------(Ed)(1999) *Human Rights: Fifty Years of India 's Independence* (New Delhi: Gyan Publishin House).

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
CO /PO					
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 III: BRITISH LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Hours/	Marks			
							\mathbf{W}	CIA	External	Total	
23UENGC23	CoreIII	Y	Y	ı	-	5	5	25	75	100	
		<u> </u>				g Objecti					
LO		To introduce British Identity, Periods and other related forms. To increase the ability for students to intellectually assess the world									
LO2	2	and th	neir p	olace	in i	t.					
LOS	3	found	latio	n of		to understa beoples' cu		British liter	rature is at t	he	
LO ₂	1	To closely examine the various themes and methodologies present in British literature								present	
LOS	5			an a	ptitu	de of criti	cally prob	oing throug	gh the text		
UNIT		Detai	ls								
I		Francis Bacon "Of Truth, Of Studies" Oliver Goldsmith "The Man in Black" Joseph Addison "Sir Roger At the Church" Sir Richard Steele "The Coverley Household" Robert Jamieson - Robinhood & The Monk Robert Edgar Br The Potter						Burns -			
						Prologue he Chimne	Chimney Sweeper John Keats - Endymion Bk-				
III		Willia Lord	am V Byrc	Vord on - S	swo She '	nandias rth - Ode: Walks In I dise Lost	Beauty	ation & Im	nmorality		
Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer											
V	Oliver Goldsmith - She Stoops to Conquer Wary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Tra Charles Dickens - Recalled to Life- A Tale of Two Cities.							s Travels			

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
	Text Books (Latest Editions)	
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . GraBooks, 1976.	anger
	References Books	
(Latest editio	ons, and the style as given below must be strictly adhered to)	
1	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAN LTD, 2021.	ND
2	Shelley, Mary Wollstonecraft. Frankenstein. CreateSpace, 20	015.
3	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University 2019.	Press,
4	Bacon, Francis. <i>The Essays</i> . New York: Peacock, 2016.	
5	Goldsmith, Oliver. <i>Oliver Goldsmith: A Selection from His V with an Introduction by E. E. Hale.</i> New York: Forgotten Bo 2018.	
	Web Resources	
1.	Ranger, Paul. "Technical Features." She Stoops to Conquer Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/349-07664-2_5 .	-
2.		pf

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
CO3	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		Marks				
							Hours	CIA	External	Total		
23UENGC24	CORE IV	Y	Y	-	-	5	5	25	75	100		
				Lea	rnin	ng Objective	es					
LO1	To U	nders	stand	the g	grow	vth and deve	lopment	t of Americar	n literature			
LO2								eveloped and				
LO3								works in Am				
LO4		To closely examine the various themes and methodologies present in British literature								in		
LO5	To cr	eate	an ap	titud	e of			rough the tex	ĸt			
UNIT						De	tails					
I					_	by Woods o tain, My Cap		wy Evening''				
II	Edga	ır All	an Po	e - 7	Γhe	Testament, I Raven use I Could		on op for Death.				
III	Edga Marti	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address										
IV	Tenn	essee	Will	iams	s- Tl	ne Glass Me eror Jones						
V		st He	ming	way	Fare	he Scarlet Lewell to Arm						
	•			Co	urs	e Outcomes						
Course Outco	mes On co	omple	etion	of th	is c	ourse, stude	nts will;					
CO1	a rang	ge of tive,	genre captiv	es (e vity 1	.g. p narr	orks of Amer poetry, nonfi ative, literar proclamation	ction, sl y fiction	ave , genre	nre PO1			
CO2	histor	ry, co	lonia	lism	, and	etween mom d culture and terature.		American epresentation	PO1, PO2			
CO3			-			nerican litera cultural expe			PO4, PO6			
CO4							, creative, and/or reflective terature to 1865. PO4, PO5, PO					

CO5	Analyze and describe about American literature using PO3, PO8
	standard literary terminology and other literary
	conventions.
	Text Books (Latest Editions)
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.
	Reference Books
(Latest	editions, and the style as given below must be strictly adhered to)
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Gould, Jean. American Women Poets: Pioneers of Modern Poetry. DODD, MEAD, 1980.
3	Bradbury, Malcolm and Richard Ruland. From Puritanism to Postmodernism: A History (A
	of American Literature. New York: Penguin, 1992.
4	Hollander, John. American Poetry: The Nineteenth Century. Vol.1N. ew
	York: Library of America, 1993.
	Web Resources
1.	"Harriet Beecher Stowe's Uncle Tom's Cabin." 2003, https://doi.org/10.4324/9781315812113.
2.	Mason, Ronald. "Herman Melville and 'Billy Budd." <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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
CO3	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

SEMESTER II Elective II– HISTORY OF ENGLISH LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks	Marks				
								CIA	External	Total			
23UENGE25	ELECTIVE II	Y	Y	-	-	3	4	25	75	100			
					_	bjectives			•				
LO1	To help stude English tim						istory of l	English	literature f	rom Old			
LO2	Help them gauthors	Help them gain particular reference to the major literary moveme authors							movemen	ts and			
LO3	To help the English lan			1 OVE	ervie	w of the	major ling	guistic in	nfluences o	n the			
LO4	To provide contributed						_		ses that hav	re			
LO5	To create th	ie ab	ility	of cı	itica	ally exam	ining a tex	ĸt					
UNIT						Det	ails						
I	History of I covering re							se, Drai	ma and Fict	ion,			
II	The Renaise - Tyndale, Odrama, Con	Cove	rdale	e, Th	e Uı	,							
III	The Late Se of Manners comedies,P.	, Neo	o-Cla	assic	ism,	_		,		Comedy			
IV	Comedy of	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							nma,				
V	The Victori Pre-Raphae - Tennyson, Victorian W Symbolist M	lite r , Bro Vrite	nove wnii rs - C	emen ng V Carly	t - E ictor le, F	D.G. Ross rian Nove Ruskin Im	lists - Cha	arles Di	ckens, Thac	ckeray			

	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- English (Oxford: Oxford University Press, 1994). A well reference book.							
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-C (London: Helicon, 1995). Stringer, J. (ed.). The Oxford (Twentieth-Century Literature in English (Oxford: Oxford 1996). Another well-edited and balanced reference book	Companion to d University Press,						
	Hudson, Henry Williams, "An Outline History of English Publishers & Distributors, 1999.	h Literature", Atlantic						
	B. Prasad, "A Background to the study of English Literat Haripriya Ramadoss, 2000	ture (Rev. Ed.)",						
Reference Books								
(Latest editions, and the style as given below must be strictly adhered to) Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War,								
1. 2.	2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford Press, 1975)							
Web Resources 1. ALEX00.PDF (manavata.org)								

Mapping with Programme Outcomes:

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

	ing with I	rogramme	opeenie e	utcomes.	
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 offered to other Departments

SKILL Enhancement Course-I- ENGLISH FOR COMMUNICATION(NME-I)

ubject Code Category			L T P S Credits Hours/W							Marks		
	•								CIA	External	Total	
23UENGN16	SKILL ENHANCE	MENT-I	Y	Y	-	-	2	2	25	75	100	
Learning Object	ctives											
LO	1	To enhance the level of literary and aesthetic experience of students and to helpthemrespondcreatively.										
LO	2	Tosens	itize	estu	lent	stot	hemajori	ssuesinthes	societ	•	orld.	
LO	3	theirco	mm	unic	atic	nsk	ills.	ilitytobuild				
LO		resourc	es e	effec	tive	ly f	or theircl	digital kno hosenfields	s ofst	udy		
LO	5	Tohelp				ndw	riteimag	inativelyan	dcriti	ically		
UNI	T		De	tails	3							
I			Communication:BasicCommunicationStyles- Passive, Aggressive,Assertive-Significanceofcommunication.									
II		Typesof	com	ımu	nica	tion	-Verbal-	Non-Verba	ıl.			
III		Effectivecommunicationskills										
IV		Skills to be acquired in communication- Speaking/reading/writing/listening										
V		Applicationoflearning										
	CourseOut	comes										
CourseOutcom	nes	Onco	mpl	etio	noft	hiso	course,stu	ıdentswill;				
CO	1	Identi	fytł	neba	sicp	orino	ciplesofco	ommunica	tion	PO1		
СО	2	Analy	zet	heva	ario	usty	pesofcon	nmunicatio	on	PO1,PO)2	
CO	3	Make]			es	ofcomm	sential unication		PO4,PO)6	
СО		•				nt metho nunication			PO4,PO5,	,PO6		
	Learnaboutthefourskillsoflanguage PO3,PO8 andgetfamiliarizedwiththem.)8		
CO	5											
TextBooks(Late	est editions)								1			

1	TechnicalCommunication:PrinciplesandPractice,SecondEditionbyMeen
	akshiRamanandSangeetaSharma,OxfordPublications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-
	Hillcompanies.
3	UnderstandingBodyLanguagebyAlanPease.
	ReferenceBooks
(L	atesteditions,andthestyleasgivenbelowmustbestrictlyadheredto
)
1	CommunicativeGrammarofEnglishbyGeoffreyLeechandIanSvartik.
	BetterEnglishPronunciationbyJ.D.O'Connor.
2	
	WebResources
	(1)Subject:
1	ENGLISHCOMMUNICATIONSKILLS(THEORY goigalajijuna-
	Academia.edu

${\bf Mapping with Programme Outcomes:}$

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

3 – Strong, 2 – Medium, 1 - Low

${\bf Mapping with Programme Specific Outcomes:}$

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

Subject Code	e Catego	ry L	T	P	S	Cred	Hours/W		Marks	5
								CIA	External	Total
23UENGN26	NME	E Y	Y	-	-	2	2	25	75	100
			J	Learni	ng Ol	jective	s			
LO1	To help s		learn s	trategi	es and	l practic	al language	to dea	al with rea	l life
To help them improve on how to speak and write in order to keep communication going and always appear professional and competent										
							and expressial, profess			c
							ng of native h practice, p			
	To help them to consistently develop a comprehensive vocabulary through real.									
UNIT	TIT Details									
I	Business	English	n Defin	ition ar	nd Dif	ference				
II	Highligh	ts/ Sign	ificanc	e/Esser	ntials	of Busir	ness English			
III	Needs of	Busine	ss Engl	lish						
							guage Learn	ing-E	Education a	s an
	instrume Economi									
,	LCOHOIII	C DCVC	Оринси	t till Ou	gn Du	.5111055 1	Ziigiisii			
				Cours	se Ou	tcomes				
Course Outo	comes O	n compl	letion o	f this c	ourse	, studen	ts will;			
CO1	lis	tening of	& speal	king			iting, readin			PO1
CO2		nderstar chnique				erns and	l learn pront	ınciat		1, PO2
CO3		nprove to ople in			ce and	d learn l	now to conn	ect w		4, PO6
CO4	th	e way o	f doing	busine	ess in		y in order to and ultimat cy.		PO ₄	1, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, dealwith PO3, PO8 clients and interact with colleagues									
	1		Text	Books	(Late	est Edit	ions)			

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:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO/PO					
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	3.0	3.0	3.0	2.8	3.0
Course Contribution to Pos					

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

Subject Code	Category	L	T	P	\mathbf{S}	Credits	Inst.		M	arks
							Hours	CIA	External	Total
23UENGC33	Core - V	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	LO1 To help learners analyze British Literature written from the late18t Century to the present.									
LO2	To guide cultural,							erature	as it relat	es to its historical,
LO3	a	To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.								
LO4	To close	To closely examine literary works using critical perspectives.								
LO5		To help them with applying appropriate formal conventions when writing about literature.								
UNIT		Details								
I	Robert B	Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess G.S.Eliot – The Waste Land – The Burial of the Dead								
	W.H.Au								1 1110 2 0110	
	Mathew									
II		G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers								
III	R.B. She							ndal		
IV	Thomas	Thomas Hardy – The Return of the Native								
V		James Joyce – The Dead Somerset Maugham – The Verger								

	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.								
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.								

CO4	Respond to literature on important the mastic 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	AnalyzeandexpressaboutBritishliteratureusingstandardliterar ylexiconandotherliteraryconventions.
	Text Books (Latest Editions)
1.	Renard, Virginie. The Great War and Postmodern Memory: The First World Warin Late 20 Th -Century British Fiction (1985-2000). Peter Lang AG, International Verlag Der Wissenschaften,2013.
2	The School of Scandal and other plays by R,B.Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers
	References Books
(Latest e	editions, and the style as given below must be strictly adheredto)
1.	The Dead, James Joyce – Analysis: www.eng-literature.com
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens
	Web Resources
1.	https://www.poetryfoundation.org/poems/43768/my-last-duchess
2.	https://fullreads.com/essay/the-indian-jugglers/;
3.	https://essays.quotidiana.org>piece"A Piece of Chalk by G.K.Chesterton-Quotidiana

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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

SECOND YEAR - SEMESTER III

CORE VI -CHILDREN'S LITERATURE

Subject	Category	L	T	P	S	Credits	Inst. Hours		Marks	
Code								CIA	External	Total
23UENGC 34	Core-IV	Y	Y	-	-	5	5	25	75	100
	Learning Objectives									
LO1	LO1 To introduce and familiarize various genres and aspects of Children's Literature									
LO2	LO2 To promote ethical values through children's literature and appreciate the world of other cultures								e the	
LO3	To gain co	ompi	rehe	ns	iv	e knowledg	ge of Children	n's Lite	erature by close	reading
LO4	To apprec	iate	the	wc	rk	s of variou	s writers of (Childre	en's Literature	
LO5	To critically analyze Children's literature through discussion and Writing									
UNIT	IT Details									
I	Background Study: 1. Introduction: The World of Children's Literature Studies by Peter Hunt. 2. Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik-Oberatein (From Understanding Children's Literature Eidted by Peter Hunt)									
II	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery									
III	Fantasy Fi			arı	y	Potter and	the Philosopl	her's S	tone	
IV	Realistic I 1. R.K.Na			Sv	va	mi and Frie	ends			
V	1. Mark T 2. Hans C	Short Story 1. Mark Twain – The Celebrated Jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthrone – The Snow Image								

O2 O6 5,PO6								
O2 O6 5,PO6								
O6 5,PO6								
5,PO6								
·								
O8								
Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature								
Understanding Children's Literature – Peter Hunt, 2 nd ed. The Owland and Pussycat: Edward Lear, Jan Brett.								
orne:								
)								
ear; wit								
4. A critical study of R.K.Narayan's Swami and Friends and the Guide" Ruby Roy								
Web Resources								
ıtml								

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

3 – Strong, 2 – Medium, 1 - Low

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

SEMESTER III Elective III- LITERARY GENRES AND TERMS

		L	T	P	S	Credits	Inst.	Marks			
23UENGE35	Category						Hours		Exter	Total	
								Intern	nal		
								al			
23UENGE35	Elective III	Y	Y	-	-	3	4	25	75	100	
Learning Obj	ectives										
LO1	To help st	udent	s app	oly li	terary	termino	logy to f	fiction,	drama	, and	
	poetry.						0.11.00				
LO2	-	Help them recognize the main elements of different literary genres and assess their significance									
	To help th						of literat	ure na	rticula	rlv	
LO3	short stori		•			_		urc, pa	iticuia	ily	
LO4	To enable							n them	es and	make	
LO4	reasonable	e asse	rtion	s abo	out the	eir meani	ng				
LO5	To guide				ate th	e plot of	a short s	story, b	oth		
	orally and in writing.										
UNIT	Γ Details										
I	Literary Th	Literary Theory and Terms: The Basics									
II	Types of pr	Types of prose text-Semiotics: The Basics									
III	Terms for Interpreting Authorial Voice- Terms for Interpreting						g				
111	Characters										
IV	Terms for I for Interpre	_		g Wo	ord Ch	oice, Di	alogue, a	and Sp	eech- 7	Terms	
V	Terms for I Concepts	nterpi	eting	g Lay	ers o	f Meanin	ıg -Cultı	ıral Th	eory: T	The Key	
		C	Cour	se O	utcon	ies					
Course Outcomes	On compl	etion	of th	is co	urse,	students	will;				
CO1	critical iss 'Globaliza	Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'.									
CO2	entries, co topics as g	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.							2		
CO3	Get a complete coverage of traditional							PC	04, PO	5	

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.
	Reference Books
(L	atest 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)

	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

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

ENTREPRENEURIAL SKILLS (SEC-IV)

Subject	Category	L	T	P	S	Credits	Inst.		Marks	S
Code							Hours	CIA	External	Total
23UENGS36	SEC-IV	Y	Y	-	•	1	1	25	75	100
	ı						Objectives			
LO1	To introdu	ice	lea	rne	rs 1	to various	qualities r	equired	for entrepren	eurship
LO2	To discuss	o discuss about various entrepreneurship models								
LO3	To help th	em	thi	nk	cre	eatively an	nd innovati	ively		
LO4	To enable	the	m ı	ınc	lers	stand vario	ous schem	es suppo	rting entrepr	eneurship
LO5	To discuss			•	s in	venture d	levelopme	nt and ne	ew trends in	
UNIT							Details	5		
I	Entrepren	ntroduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship								
II	and leader	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 entrepreneurships, Strategic thinking and planning, technical skills, Time management and organizational behavior,								
IV	_					_		-	entrepreneuri on to import-	
V	Entrepren	euri	al l sibi	lity	agii y of	nation and f entreprer	Creativity	y, Enviro	onmental Pro urce of entre	tection and
					(Course O	utcomes			
Course Outcomes	On compl	etio	n o	f tl	nis	course, st	udents wil	1;		
CO1	Understan Developm						ntrepreneu	rship		PO1
CO2	Explore en function o		-				nd manage	ment	PO	O1, PO2
СОЗ	Identify th	-	-			-		teps	PO	O4, PO6
CO4	Understan venture.	d v	ario	ous	ste	eps involv	ed in start	ing a	PO4.	PO5, PO6
CO5	_	Explore marketing methods & new trends in entrepreneurship. PO3, PO8								

	ReferencesBooks									
(La	(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									
	WebResources									
	6 Must-Have Entrepreneurial Skills HBS Online									
1.	MindTools Home									

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

^{3 –} Strong, 2 – Medium, 1 - Low

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

SEC -V- PUBLIC SPEAKING SKILLS

Subject	Category	L	T	P	S	Credits	Inst.		M	arks		
Code							Hours	CIA	Externa l	Total		
23UENGS37	SEC -V	Y	Y	-	-	2	2	25	75	100		
				Ι	∠ea:	rning Ob	jectives					
LO1	To help	stu	der	ıts	un	derstand t	the goals and	d benefi	ts of public	speaking		
LO2	to reduc	To help them recognize communication apprehension and guide them on how o reduce it										
LO3	create c	To familiarize them on how public speaking can be used to advocate or create change										
LO4	oratory,	and	l rh	et	orio	2				exts of speech,		
LO5	10 help	the	m t	thi	nk	and speak	imaginativ Details	ely and	critically			
UNIT							Details					
I	What is	Pu	blic	e S	pea	aking?						
II	Need fo	or P	ubl	ic	Spe	eaking.						
III	Signific	anc	e a	nd	les	sentials o	f public spea	aking sk	ills			
IV	Technic	ques	s in	ac	cqu	iring the s	skill					
V	Speakin	ıg a	ny	co	mn	non topic	in front of t	he class				
						Course (Outcomes					
Course Outcomes	On co	mpl	leti	on	of	this cours	se, students	will;				
CO1	Demons public s				und	lerstandin	g of the prir	nciples o	of	PO 1		
CO2	Recognition how to a					to public	speaking and	d identif	Îy .	PO1, PO2		
CO3	Underst nonverb					_	ctive verbal	and		PO4, PO6		
CO4	Learn al for the i		-			-	organization	n]	PO4, PO5, PO6		
	Practice speech i				_	oup deliv	ery and			PO3, PO8		

	Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6 th 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.										
(La	Reference Books atest 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)										

	Trupping with 110gramme 6 troomest											
	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

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	Hours		Ma	rks
									CIA	External	Total
23UENGC43		Core-VII	Y	Y	-	-	5	5	25	75	100
	Learning Objectives										
LO1	LO1 To familiarize the students with the ancient world classic literature										
LUZ		expose stude erent countr							d cultu	ıral aspects	s reflected in
LO3	То	enable them	to d	eve	elop	o a	compara	tive per	specti	ve to study	the texts
1 ()/1	To gain knowledge on the parallel growth of literature from ancient to modern periods										
LO5	То	critically app	preci	ate	th	e a	esthetic a	nd dive	erse as	spects of wo	orld classics

UNIT	Details
I	Thiruvalluvar – Thirukkural – IniavaiKooral – Chapter 10
1	Dante – Paradiso, Canto XXI: The Seventh Sphere, Saturn
	Johann Wolfgang Von Goethe – The Violet
	Victor Hugo – Tomorrow at Dawn
II	Ovid – Pyramus&Thisbe
11	Alexander Pushkin – The Gypsies
	Gabriel Okara – The Mystic Drum
III	Walter Benjamin – Unpacking My Library
111	Montaigne – Of Friendship
IV	Luigi Pirandello – Six Characters in Search of an Author
V	Herman Hesse–Siddartha

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in the me 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 theircultural/historicalcontextsandoftheenduringhumanvalueswhichuni tethedifferentliterarytraditions.	,
CO4	Payattentiontocriticalthinkingandwritingwithinaframeworkofculturaldi versity	PO4,PO5, PO6
CO5	Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions.	PO3,PO8
	Text Books (Latest Editions)	
1.	Six Characters in Search of an Author by Lungi Pirandello.	
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi	
	References Books	
(La	ntest editions, and the style as given below must be strictly adheredt	0)
1.	Benjamin Walter and Martin Jay. Unpacking My Library 2010.	
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing	g 2017.
	Web Resources	
1.	.https://www.coursehero.com/lit/Illuminations/unpacking-my-library-su	ımmary/

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

^{3 –} Strong, 2 – Medium , 1 - Low

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 – LANGUAGE& LINGUISTICS

Subjec	ct Code	Category	L	T	P	S	Credits	Inst.		Marks	1	
								Hours	CIA	Externa	Total	
										l		
23UEN	NGC44	Core VIII	Y	Y	-	-	5	5	25	75	100	
	Learning Objectives											
LO1	To help learners gain knowledge of origin, growth and development of English Language											
LO2	To highlight the impact of various socio, political, cultural and historical events on English Language											
LO3	To help them gain knowledge of the scientific study of English language and linguistics											
LO4	To enable the students to acquire a foundation of linguistic concepts.											
LO5	To expo	ose students to al tools	o the	e ar	nalysi	s of lit	terary text	s using ling	uistic	and discou	irse	
UNIT							Details					
I	Descent	of English L	ang	uag	ge fro	m the	Indo-Euro	pean famil	y			
	Old, Mi	ddle & Mode	rn E	Eng	lish							
II	Influenc	ce – Greek, L	atin,	, Sc	andi	navian	, French,	Indian				
III	Growth	of Vocabular	.y									
IV	Change of Meaning											
V	Phonolo	ogy – Vowels	, Co	nso	onant	s & Di	iphthongs					

	Course Outcomes								
Course Outcomes	On completion of this course, students will;								
	Comprehend the essential link between language and culture. 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.	PO1							
	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 there presentative of their times.	PO1,PO2							

000	Evaluate the way socio-cultural and historical	PO4,PO6								
CO3	phenomena influence the literary production of a particular period	104,100								
CO4	Familiarize themselves with the socio-cultural ambience and the	PO4,PO5,PO6								
CO4	discursive frameworks of various ages									
	Apply critical thinking, independent judgment, intercultural PO3,PO8									
CO5	sensitivity and regional, national and global perspectives to identify									
	and solve problems in English Language and Linguistics									
	Text Books (Latest Editions)									
1.	John Lyons, Language & Linguistics									
2.	T.Balasubramanian, A text book of English Phonetics for Indian stude	ents								
	References Books									
(Latest editions, and the style as given below must be strictly adhere	ed to)								
1.	Modern Applied Linguistics: A Introduction N.Krishnaswamy, S.K.V	Verma CIEFL,								
	Hyderabad and N.Nagarajan, National College, Trichy									
2.	Mark Hancock, English Pronouncing Dictionary									
3.	Charles F.Mayer, Introducing English Linguistics									

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

3 – Strong, 2 – Medium, 1 - Low

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	3.0	3.0	3.0	3.0	3.0

POs			

ELECTIVE IV- INTRODUCTION TO COMPARITIVE LITERATURE

Subject Code	Category	L	T	•	P S	Credit	Inst.		M	arks	
						S	Hours	CIA	External		Total
23UENGE45	ELECTIVE	7	Υ	7		3	3	25	75		100
	IV										
						ectives					
LO1	To attain a br						f various	litera	ry traditio	ns b	oth in their
		specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non-native target										
LOZ	language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.								s from variety		
	To cultivate a								standing ar	nd aı	opreciation of
LO3	literary texts fr									10 u _j	
	geners, periods					•		·			
	To develop the skills to move among and between diverse cultures, including									res, including	
LO4	on-site research and travel abroad as means of participation in cultural.										
1.05	To enable the								sticated o		
LO5	argumentations	s on	111	te	erary	and cul	itural top	ics in c	omparative	con	texts.
							Details				
UNIT							Details				
	Definition and So	cop	e, l	N	atio	nal Lite	rature, ,V	Vorld	Literature	e, 7	The French
	and American S	scho	ool	S	of (Compara	ative Lite	rature.			
I											
II	Influence and In	nita	atic)1	1- C	enre Stu	idies, The	ematolo	ogy		
III	Literature and o	the	r d	is	scip	lines, Li	terature a	nd oth	er Arts		
	Comparative St			_						s of S	Shelley- <i>Ode</i>
IV	to Liberty, 9										
	SubramaniyaBh	ıara	thi	į –	Bha	rath C	ountry,	Worsh	ip of Sui	n, K	Kannan My
	Servant.					C 17		1 77 1	111 7.1.11		1 7
V	Comparative Hemingway's' <i>T</i>		udy <i>Ol</i>					u's <i>Kali</i>	likattuIthik	asan	and Ernest
					Co	urse Ou	tcomes				
Course Outcomes	On completion	n o	f tl	h	is c	ourse, st	udents wi	ill;			
CO1	Read critically	lite	era	ır	y a	nd cultu	ral texts	in a ra	nge of gen	nres	
	and media (novels, poetry, drama, film, monuments, political PO1										
	discourse, popu	ılar	cu	ıl	ture	, audio,	etc.)				

CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1, PO2							
CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4, PO6							
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4, PO5, PO6							
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3, PO8							
T	ext Books (Latest Editions)								
1.	Ulrich Weisstein: Comparative Literature and Literary Theory								
	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								

	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

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	3.0	3.0	3.0	3.0	3.0
Contribution to Pos					

INTERVIEW SKILLS (SEC - VI)

Subject Cod	le	Category	L	T	P	S	Credits	Inst.		Marks	
								Hours	CIA	External	Total
23UENGS46		SEC - VI	Y	Y	1	-	2	2	25	75	100
			I	Lea	rnir	ıg (Objectives				
LO1	LO1 To enable students, understand the information needed to prepare for an interview									for an	
LO2	To enable them to research company information before heading to an interview										
LO3	To familiarize them with how to handle Interview Questions										
LO4	То	enable them t	o us	se co	omf	orta	ıble vocabı	ılary			
LO5	То	help them thin	ık a	nd s	spea	ık iı	maginative	ly and cr	itically		
UNIT							Details				
I	De	finition of Inte	ervi	ew-	Ess	enti	als of Inter	rview Ski	11		
II	Ne	eds and Requi	ren	nent	s of	Int	erview ski	lls			
III	Re	sume Preparat	ion-	- Do	o's a	and	Don'ts of	an intervi	iew		
IV	Во	Body language-gesture-attitude-facial expression-sound knowledge									
V		ock Interview- arnt as an inter				g a	role play f	or studen	ts to un	derstand the	skills

Course Outo	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						

Т	Text Books (Latest Editions)								
1.	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)								

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

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

DIGITAL LITERACY AND CONCEPTS SKILL ENCHANCEMENT COURSE VII

Subject Code	Category	L	T	P	5	Credits	Inst.	Mark	S		
							Hours	CIA	External	Total	
23UENGS47	SEC- VII	Y	Y	-	1-	- 2	2	25	75	100	
	Learning Objectives										
LO1	To introduce students to digital literacy										
LO2	To elaborate on digital values, language and culture.										
LO3	To explore dig	To explore digital literacy in terms of information, identity and labelling									
LO4	To ensure acti	ive e	enga	ager	ne	ent of teac	her and	student	s in digital	literacy	
LO5	To analyze so	cio-	eco	non	ni	c factors in	n digital	literacy	у.		
UNIT							Detail	ls			
I	Introduction to	o Di	gita	al lit	te	racy and it	ts types.				
1	Digitizing Information										
II	Values and Et	hics	of	Dig	git	al Literacy	y, Signif	icance	of Digital L	iteracy	
11	Characteristic	s of	Dig	gital	ΙI	Literacy,					
	The role of lan	ngua	ige	in I	٦i	gital Liter	acy				
III	Digital Media	and	lits	typ	es	S					
111	Email, Vlog,E	Blog	,Tw	itte	r,	Facebook	, E-Bool	X.			
IV	Digital Literac	cy ir	ı Eo	duca	ati	ion					
V	Challenges in	Dig	ital	Lit	er	racy					

Course Outcomes On completion of this course, the students will,								
CO1	Gain knowledge of digital literacy	PO1						
CO2	Acquire skills in text literacy and language.	PO1,PO2						
CO3	Establish an understanding of digital literacy's uses in gaining information	PO4,PO6						
CO4	Respond to literature with more confidence.	PO4,PO5,PO6						
CO5	Aware of the various types of socio economic factors of digital literacy	PO3,PO8						

Text Book (Latest Editions)							
1.	Introduction to Digital Literacy (2 nd Edition)- Marck Bowles						
2	Popular culture, New = Media and Digital Literacy in Early Childhood- J. Marsh						
3	Digital Literacy: Different Cultures, Different understanding- E Helsper						

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

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 IX –WOMEN'S WRITING

Subject Code	Category	L	T	P	S	Credit	Inst.	Marks	;		
							Hours	CIA	External	Total	
23UENGC51	Core-IX	Y	Y	-	-	4	5	25	75	100	
Learning Objectives											
LO1	, e i										
LO2	To enable them gain specialized knowledge related to work so authors of national and international acclaim.										
LO3	To familia their works		e t	he	m	with the	e style,	diction	and cohere	ence of authors and	
LO4	To enable critical too									ocial movement and	
LO5	To enhance language, l								and analyti	cally about people,	
UNIT		_		_			De	tails			
I	Feminist m	101	en	nei	nts						
II	Kamala Da	as -	- I1	ntr	od	uction					
11	ImtiazDha	rka	ır -	P	urd	lah					
	Maya Ang	elc	u -	- S	Stil	l I Rise					
	Margaret A	١t٧	VOC	od	— J	ourney	to the In	terior			
	Judith Wri										
III	Virginia Woolf – A Room of One's Own Chapter III Shakespeare's Sister										
	Alice Walker - "The Black Writer and the Southern Experience" from In										
	Search of a						ı				
IV	Mahasweta	a D	e v	i -	Ва	ayen					
v	Doris Less	ing	<u>s</u> –	T	he	Grass is	Singing	or			
•	Sandra Cis	ne	ros	; -	Th	e House	on Man	igo Stre	et		
	Ambai - In	a	for	es	t, A	A deer (S	Short Sto	ory)			
	1				Co	ourse O	utcomes	5			
Course	On comple	tic	n c	of	thi	s course	student	s will			
Outcomes	On compic	·	/11 (<i>)</i> 1	UIII	s course	, student	.5 WIII,			
CO1	Recognize the background, origin and special features of women's writing with reference to western society PO1										
CO2	Integrate k through the	no	wl		_		•		DO1D	O2	

СОЗ	Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices.	PO4,PO6
CO4	Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship	PO4,PO5,PO6
CO5	Analyse and examine the major socio cultural and socio-economic constraints in defining women as equal human being through the works of women writers	PO3,PO8

To equip them with the ability to use this knowledge to analyze problems in both other academic setting s and work contexts.

	Text Books (Latest Editions)							
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.							
2.								
3.	In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford							
	References Books							
(Late	st editions, and the style as given below must be strictly adhered to)							
1.	Walters, Margaret, Feminism, A very short Introduction							
2.	Feminism is for everybody passionate politics by Bell hooks.							
3.	Tomalin, Claire. Charles Dickens. Penguin UK, 2012.							

	Web Resources						
1.	https://www.jetir.org/papers/JETIRFC06031.pdf						
2.	https://www.poemhunter.com/poem/an-introduction-2/						

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

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 -INTRODUCTION TO FOLK LITERATURE

Subject Code	Category	L	T	P	S	Credit	Inst.			Marks		
						S	Hours	CIA	External	Total		
23UENGC52	Core-X	Y	Y	-	-	4	5	25	75	100		
	-					Learn	ing Obj	ectives				
LO1												
LO2	To help t	To help them analyze the role of oral tradition in literature.										
LO3		To enable leaners to appreciate oral and folk arts										
LO4	dianWriti	TocloselyexaminethevariousthemesandmethodologiesexistinginContemporaryIndianWritinginEnglish.										
LO5		To help them in understanding how and on what grounds women's writing can be considered as a separate genre.										
UNIT	Details											
I	Character	Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature										
II	Major Fo	rm eg	s o	of F ds,	Fol Fo	k Litera	ture	, Folk I	Orama, Fol	k Tales, Proverbs and		
III	Folk scho Strauss, A Approac	ola Ala he	rs c ın I s t o	of t Our o tl	he nd he	es Study (Of Folkle	ore:		tith Thompson, Levi		
IV	Folksong 1. La of 2. E Folktale:	1. Historical 2. Anthropological 3. Psychological Folksong: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St. Agnes (Superstition about a maiden's dream) Folktale: The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.										
V	GirishKa	rna	ıd -	- H	ay	avadana	l .					

	Course Outcomes									
Course Outcomes	On completion of this course, students will;									
CO1	Identify the fundamental characteristics and functions of folklore	PO1								
CO2	Get acquaint with the famous folk scholars of the world	PO1,PO2								
CO3	Enhance knowledge of various folk forms	PO4,PO6								

CO4	Interpret and analyze folklore from various theoretical perspectives	PO4,PO5,PO6									
CO5	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works	PO3,PO8									
	Text Books (Latest Editions)										
1.	Hayavadana by Girish Karnad, Oxford 1997										
(Latest	References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Tradition and Innovation in Folk Literature by Wolfgang Mie										
2.	A. Aarne. The Types of the Folktale, 2 nd ed. Ed. By S. Thomp	oson									
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana,	Univ Press.									
	WebResources										
1.	Tales of the Sun: Or, Folklore of Southern India (gutenberg.chttps://www.gutenberg.org/files/37002/37002-h/37002-Folk literature Definition, Characteristics, Examples, Signif Britannica Folk literature - Oral Tradition, Legends, Myths Britannica	h.htm									

	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

50 THIRD YEAR - SEMESTER V

CORE XI – INDIAN WRITING IN TRANSLATION

Subject Coa	e Categor	L	T	P	S	Credits	Inst.	Marks		1		
	y						Hours	CIA	External	Total		
23UENGC5	3 Core-XI	Y	Y	-	-	4	5	25	75	100		
							bjectives					
LO1		ce t	he	stu	ide	nts to the	polyphony	of mod	ern Indian w	riting in		
	translation											
LO2		To make them identify 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										
		eek similarities and differences in thematic and cultural perspectives. To explore images in literary productions that express the writers sense of										
LO4	their societ											
1.05		-	the	st	ude	ents to exp	olore texts	outside	of the sugge	sted reading		
LO5									ated Indian l			
	works.											
UNIT							Details					
I	P.K. Kalya	ni -	- In	tro	du	ction						
II	Bharathiya	<u>r</u> –	Ka	atr	uV	eliyidai						
	Ilangoadig						ci. – Silap _l	oathikaa	ram			
									Fruit Gather	ring,		
	from <i>The G</i>											
	ArunKolat											
III	P.Sivakam											
	Nirad C Cl	nau	dar	1 —	Va	anishing L	andmarks					
IV	GirishKarr	nad	– T	he	W	edding Al	lbum					
V	M.K Indira	ı –]	Pha	ıni	yar	nma						

	Course Outcomes								
Course Outcomes	On completion of this course, students will;								
CO1	Recognize 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							

	31							
	Be familiar with concepts such as modernism,	PO3,PO8						
	regionalism, the contemporary representations of							
CO5	history, class, and gender in modern Indian writing in							
	translation							
	Text Books (Latest Editions)	1						
1.	Modern Indian Writing in Translation, EditedbyDhananj	ayKapse,2016						
	Short Fiction from South India, Edited by SubashreeKris	shnaswamy and						
2.	K.Srilata,2007	•						
3.	Translation studies by P.K.Kalyani: Creative Books, 2001.							
4.	Phaniyamma by M.K. Indira: South Asia Books. 1994.							
	References Books							
(Latest	t editions, and the style as given below must be strictly ad	hered to)						
1.	A Clutch of Indian Masterpieces, Edited by DavidDavid							
	Changing the Terms: Translatingin the Postcolonial Era,	Edited by Sherry						
2.	SimonandPaulSt.Pierre,2000							
3.	100Great IndianPoemsbyAbhayK.Bloomsbury,2019							
	Web Resources							
1.	Modern Indian Writing in Translation-Course(nptel.ac.ir	n).						

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

53 SEMESTER V -COREXII - PROJECT WITH VIVE-VOCE

Subject Code	Category	L	T	P	S	Credits	Inst.	Marks		
							Hours	CIA	External	Total
23UENGD54	Core XII	Y	Y	-	-	4	5	25	75	100

Common guidelines for Project

A. Guidelines for Teachers:

- 1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the fifth semester. However, the work of supervising the Projects should be distributed equally among all the faculty members of the department.
- 2. The teaching hours allotted for the Project/Dissertation [i.e., 7 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.
- 3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately. If needed individual projects too can be permitted
- 4. The list containing the groups and its members should be finalized at the beginning of the fifth semester.
- 5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester V] as the case may be. The group will then collectively work on the topic selected.
- 6 Credit will be given to original contributions. So, students should not copy from other projects.

There will be an evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.

- 7. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
- 8. A Works Cited page must be submitted at the end of the Project/Dissertation.

B General Guidelines for the preparation of the Project:

- I. Paper must be of A4 size only. 2 Line Spacing: double.3. Font: Times New Roman only.
 - II. **Sequence** of pages in the Project/Dissertation:
- i. Cover Page.
- ii. First Page.
- iii Acknowledgement, with name & signature of student.
- iv-Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
 - v- Contents page with details of Chapter Number, Chapter Heading & Page Numbers.

III-Chapter divisions: Total: Three .

Preface

Chapter One: Introduction - 5 Chapter Two: Core chapter -15

Chapter Three: Conclusion - 5 pages

Works Cited

C. Selection of Topics:

Students are permitted to choose from any areas /topics of their subject. Selection of topics/areas has to be finalized in the course of the first week of the fifth semester itself with the prior concurrence of the Faculty Advisor / Supervisor

Two copies have to be submitted at the department by each group

(Refer to the regulations for additional information)

ELECTIVE V- Authors in Focus

Subject Code	Category	L	Т	P	S	Credits	Inst. Hours	Marks		
								CIA		
									External	Total
23UENGE55	Elective V	Y	Y	-	-	3	4	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-Lifeandworks.
II	CharlesDickens-Life&Works
III	RabindranathTagore-Life&Works
IV	JaneAusten-Life&Works
V	Dignifying Science: stories about women scientists / written
	by Jim Ottaviani and illustrated by Donna Barr [et al.].

CourseOutcomes						
Course Outcomes	Oncompletion of this course, students will;					
CO1	Demonstrateabroadandcoherentbodyofknowledge with depth in the underlyingprinciples and concepts	PO 1				
CO2	Integrateknowledgeofthediversityofculturesand peoples	PO1,PO2				
СОЗ	Apply critical thinking, independent judgment, intercultural sensitivityand regional, nationaland global perspectives to identify and solve problems in English Language and Literature	PO4,PO6				
CO4	Demonstratecapacityfor reflection, planning,ethical decision- making and inter-disciplinaryteamwork in diverse contexts of community engagement.	PO4,PO5,PO6				
CO5	Developcreativity, understanding, teaching and critical appreciation of English Literature.	PO3,PO8				

	Text Books
	(LatestEditions)
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Fabiny,Sarah. Who Was Jane Austen? Penguin, 2017.
	ReferencesBooks
	(Latesteditions, and the style as given below must be strictly adhered to)
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. Rabindranath Tagore: An Anthology. Macmillan, 1999.
3.	Tomalin, Claire. Charles Dickens. Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
	WebResources
1.	"Aboutthe Authors." BeyondPerformance, John Wiley & Sons, Inc., 2015, pp. 26970, http://dx.doi.org/10.1002/9781119202455.about .
2.	Dignifyingscience:storiesaboutwomenscientists/written byJimOttavianiandillustratedbyDonnaBarr[etal.]. PN6714.088D542003, http://mirlyn.lib.umich.edu/Record/005090412

	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

СО/РО	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
Weightedpercentageof CourseContributionto POs	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER V

ELECTIVE- VI-LITERATURE AND ENVIRONMENT

Subject Code	Category	L	Т	P	S	Credits		Marks		
Subject Code	Cutegory		1	•	5		Hours	CIA	External	Total
23 UENGE 56	Elective –VI	Y	Y	_	-	3	4	25	75	100
		Lea	rni	ing (Obje	ectives		<u> </u>	1	<u> </u>
LO1	To enable the learn						ress the	connect	ion betwee	en
	ecology, culture a									
LO2	To introduce a few basic concepts and principles of Ecocriticism.									
LO3	literature and to se	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.								
LO4	To apply Ecocritic	ism to	th	e rea	ding	g of litera	ry texts.			
LO5	To expose the lear	ners t	o re	ecent	crit	ical theor	ries.			
UNIT	Details									
I	Definitions – Ecol	ogy, I	Eco	Crit	icisī	n, Symbi	osis, Tir	ai, Hon	ne, Oikos a	nd
	Oikopoetics									
II	CheryllGlotfelty – "Introduction" The Eco criticism Reader: Landmarks in									
	Literary Ecology.									
III	Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan)									
	Wordsworth - Nutting									
	Keats - On Grasshopper and Cricket									
	D H Lawrence – Snake									
	Gary Snyder – Sec					_				
	WislawaSzymbors	ska – (Cor	ivers	atio	n with a S	Stone			
IV	Arundathi Roy – T	The G	reat	er C	omr	non Good	i			
1 V	Rachel Carson – A	Fabl	e fo	or To	moı	row				
V	Amitav Ghosh – T	he Hu	ıng	ry T	ide					
	1	C	our	se O	utc	omes				
Course Outcomes	On completion of	this co	our	se, st	ude	nts will;				
CO1	Demonstrate comin Green Studies.	plex a	and	vari	ious	represen	tations	of Natu	re	
CO2	Discuss different including strategion apocalypse.	_								
СОЗ	Utilize the skills world environmed issues by thinking concepts.	ntal c	cris	is a	nd 1	representa	ations c	of relate	ed PO4,1	PO6

CO4	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.								
CO5	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects								
	Text Books (Latest Editions)								
1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm								
2.	Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams								
3.	Carson, Rachel. Silent Spring								
	References Books								
(Late	est editions, and the style as given below must be strictly adhered to)								
1.	Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered								
	Garrard, Greg. Ecocriticism: A New Critical Idiom								
	NirmalSelvamonyEcocritism								
	Garrard, Greg. The Oxford Handbook of Ecocriticism								
2.	Contemporary Contemplations on Eco Literature by Suresh Fredrick								
	Web Resources								
1.	What is Deep Ecology? https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw Wangari Maathai Tribute Film: https://www.youtube.com/watch?v=koMunNH1J3Y Rachel Carson Video Silent Spring Chapter I https://www.youtube.com/watch?v=32Lj2DHaT4I Walden A Documentary: https://www.youtube.com/watch?v=ZpS5yxy8O0w								

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

3 – Strong, 2 – Medium, 1 - Low

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	3.0	3.0	3.0	2.8	3.0
Pos					

PART V SUMMER INTERNSHIP

Subject Code		L	T	PS	S	Credits	Inst.			Marks
	Category						Hours	CIA	External	Total
23UENGI58	Part IV	Y	Y	-	-	2	-	25	75	100

Semester – Add-on Course Internship Programme

OBJECTIVES:

To analyse learners' skills and interests.

To help examine academic and career goals.

To analyse one's personal beliefs, values, work ethic-

OUTCOME:

- 1 The internship programme makes the students to Apply theory to real life.
- 2 Get a feel for the work environment. •
- 3 Boost their confidence in bringing out their potential and increase their motivation.
- 4 Build networks.
- 5 Enrich CV·
- 6 Getting a job directly.
- 7 Getting a reference or letter of recommendation.
- English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others.
- Internship opportunities for English students can foster great exploration of the field.
- The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.
- Areas: Some of the fields that are open to English major students include: Publishing and Editing· Advertising· Public Relations· Journalism· Web Development/New Media· Marketing· Teacher training at schools· Anything related to English learning...· Duration: 5 TO 10 days during vacation Certificate to be obtained from the organization/company/school, etc.

List of Summer Internships

1. NITI Aayog
2. NPTEL
3. Oxford Summer Programs
4. University of Hong Kong
5.IUP – Indiana University of Pennysylvania

(Refer to the Regulations for additional information)

THIRD YEAR - SEMESTER VI CORE XIII –LITERARY CRITICISM

Subject	Code	Category	L	T	P	S	Credits	Inst.		Marks	
								Hours	CIA	External	Total
23UEN	GC61	Core -XIII	Y	Y	-	-	4	6	25	75	100
]	Lea	rnin	g O	bjectives	}			
LO1	To introd	uce various theo	ret	ical	con	cept	s from an	cient of mo	dern cr	iticism	
LO2	Toequiple	earnerswithideas	rel	atec	ltoth	ethe	oryandcr	iticismoflite	erarytex	ts.	
LO3	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas										
LO4	To help th	hem think critica	ılly	abo	out a	rran	ge of lite	rary theorie	s.		
LO5	Toempha ndsocialc	sizelearnersonth ontexts.	eca	ref	ulrea	din	gofprimaı	rytheoretica	ltextsas	welltohisto	oricala
UNIT						Γ	Details				
I	Introducti	ion – From Aris	totl	e to	Pos	tcol	onialism				
II	Philip Sidney - An Apology for Poetry										
III											
IV	S T Coleridge – BiographiaLiteraria – Chapter I										
\mathbf{V}	T S Eliot	Tradition and	Inc	livi	dual	Tale	ent				
				Co	ours	e Ot	itcomes				
Course Outcom es	On comple	etion of this cours	e, s	tude	ents v	will;					
		ate familiarity wit									
CO1		prominent theorems, and the historic								PO1	
	Demonstra Theory	ate an understandi	ng	of k	ey co	once	pts in liter	ary		PO1,PC	12
	Understan theoretical							f specific lit	erary	PO4,PC)6
CO4		pecific literary the nthemfromotherth nents.						ctureandlogi	c of	PO4,PO5,	PO6
CO5	Use literary theoretical concepts to develop your own interpretation so literary texts.										
	P2244				oks	(Lat	test Editi	ons)			
1.	A Histor Distributo	ry of English ors,2017	C	ritio	cism	. G	eorge S	aintsbury.	Atlanti	c Publish	ers &

2.	Critical Approaches to Literature David Daiches New Delhi: OrientLongman,2016								
3.	Beginning Theory: A Introduction to Literary and Cultural Theory. 4th ed. Peter Barry								
	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 TheEnglishCriticalTradition.MacmillanIndiaLimited,2015								
3.	D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversit yPress,Chickera,2017								
	Web Resources								
1.	www.ksu.edu/english/eiselei/engl795.								

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

3 – Strong, 2 – Medium, 1 – Low

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

THIRD YEAR - SEMESTER VI

CORE – XIV– NEW LITERATURES IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst.	Mar	ks	
							Hours	CIA	External	Total
23UENGC62	Core XIV	Y	Y	-	-	4	6	25	75	100
						jectives				
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 eng			_			_	-		
LO4	To help them exphistory	olore	sig	nific	ant	t texts fro	om diverse	e culture	es and peop	ole in
LO5	To help learners understand how an author's own ideology shapes reality in their respective works									
UNIT						Details	S			
I	Derek Walcott (A					-		i - Mata	1.	
	Yasmin Goonara Judith Wright (A							_	11	
	E.J. Pratt (Canad					-	ny or Lov	CIS		
					-		nd Land			
П	NgugiwaThin Chapter 1 from African Literatur	Allen Curnow (New Zealand) – House and Land 1. NgugiwaThinong'o (African): "The Language of African Literature'. Chapter 1 from Decolonizing the minds" The Politics of Language in African Literature, pp 4-34 2. Aung San Suukyi (Burmese)" Freedom from Fear"								
	http://www.usca							vessay.l	html.	
III	Wole Soyinka (A	Africa	.) -	The	Li	on and th	e Jewel			
IV	Guan Moye (Mo	Yan	/ C]	hine	se)	– Red So	orghum			
V	Short Stories Amy Hempel (C Katherine Mansf			_			•		lson Is Bur	ried

Course Outcomes									
Course Outcomes	On completion of this course, students will;								
CO1	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies	PO1							
CO2	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention								
CO3	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues								
CO4	Critically evaluate arguments and assumptions abou postcolonial literature.								
CO5	Examine culture and its relationship with individual PO3,PO8 memories and familial relationships, and how these emerge as powerful narratives of race and history								
	Text Books (Latest Editions)								
1.	The Doll's House and other Stories Katherine Mansfie	ld							
2.	Reg Sorghum: Moyan								
3.	The Collected Stories: Amy Hempel								
	References Books								
(Lates	t editions, and the style as given below must be strice	• .							
1.	Major voices in New Literature in English: Bishun Ku	mar Neha Arora							
2.	Jo Donell, Margaret. An Anthology of Commonwealth Sons. Pub 1984								
3.	Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979								
4.	Walsh, William, Commonwealth Literature. OUP, Uk	X, 1973							
	Web Resources								
	http://gardenofpraise.com/leaders.htm								
1.									

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

3 – Strong, 2 – Medium, 1 – Low

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

CORE XV – SHAKESPEARE

Subject Code	Category	L	T	P	S	Credits	Inst.	Marl	ΚS	
							Hour	CIA	External	Total
	G 777 7	* *					S	2.5	7.	100
23UENGC63	Core - XV	Y	Y	-	-	4	6	25	75	100
9							4*			
				∠ea:	rnır	ıg Objec	tives			
LO1	LO1 To make the students understand the socio-cultural aspects of Elizabethan age.									
LO2	Tofacilitatelea	rners	swith	nad	еере	erunderst	anding	gofSha	akespeare'	splays
LO3	contexts							•		rical and political
LO4		To enable the learners, gain an appreciation of Shakespeare's dramatic practice brough close readings of the plays themselves								
LO5	To facilitate th plays	e lea	rner	s to	ana	alyze plo	t, char	acters	, themes a	nd stage craft of his
UNIT						De	etails			
I	General Studie	es								
1	Shakespeare's	Con	nedy							
	Shakespeare's	The	atre	and	Au	dience				
	Fools and Clov				espe	eare				
	Tragedies of S		-							
	Soliloquies of		-		2					
	Heroines of Sh		-							
	Villains of Sha	-								
	Sonnets of Sha									
II	Sonnet $-2,17$,	28,5	6 and	d 12	21					
III	The Merchant	of V	enic	e –	Det	tailed				
IV	Macbeth – No:	n det	aile	d						
V	The Tempest -	- No	n det	aile	ed					

Course Outcomes								
Course	On completion of this course, students will;							
Outcomes								
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	PO4,PO6
CO4	Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftmanship	PO4,PO5,PO6
CO5	Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society	PO3,PO8

Text Boo	oks (Latest Editions)									
	A.C.Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.									
1.										
2.	Macheth. William Shakespeare: A Critical Evaluation Dr.S.Sen									
	Frye, Northrop. "The Argument of Comedy." In English Institute Essays. New York, NY									
3.	:ColumbiaUniversityPress,1949,pp.58-73;repr. InShakespeare:									
3.	Modern Essays in Criticism. Edited by Edward Dean. New York:									
	OxfordUniversityPress,1969[1957]									
	References Books									
((Latest editions, and the style as given below must be strictly adhered to)									
	Habicht, Werner. "Shakespeare and the German Imagination." In									
1.	Shakespeare: WorldViews. EditedbyHeatherKerr, RobinEaden, and MadgeMitton.									
	Cranbury,NJ:AssociatedUniversityPresses,1996									
	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in A									
2.	Midsummer Night's Dream" MS.									
	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War									
3.	with the Amazons, Bottom's Wife, and other Missing 'Scenes." Shakespeare									
	Bulletin16/4(Fall, 1998)									
	Web Resources									
1.	Reinhardt, Maxand William Dieterle. (1935): VHS, laserdisc									

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

3 – Strong, 2 – Medium, 1 - Low

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

JOURNALISM AND MASS COMMUNICATION

Elective – VII

Subject Cod	e Catego	ory	L	T	P	S	Credits	Inst.	Marks	arks	
								Hours	CIA	External	Total
23UENGE6	4 Electiv	e-VII	Y	Y	ı	-	3	5	25	75	100
	ı					_	, ,				
LO1					wle	dg	e of Ma	ss commun	ication	& Journa	alism and
LO2	_										
LO3	To unders	tand the	nua	nces	of	ne	ws and n	nedia			
LO4		_				co	mpetent	and efficier	nt Med	ia & Ente	rtainment
LO5	•					he	newspap	er, magazin	e and the	he Web	
UNIT							Deta	ils			
I	Definition	: Princip	les	and]	Eth	ics	of Journ	alism Print .	Journal	ism	
II	Freedom o	of Press -	- Pr	ess I	Law	/S -	– Defama	ntion – Libel	- Con	tempt of co	ourt –
	Slanders –	- Copyrig	ght l	Law	– P	re	ss Regula	ation Act – I	Law of	Privileges	
111		News –	Rol	e an	d R	es	ponsibilit	ties of Repor	rter – R	ole and Du	ities of
1 V	Headlines	– Editor	ial -	- Fea	atur	e '	Writing –		_	-	_
V	Electronic	and Nev	v M	ledia							
	Electronic	Media -	- Ra	dio,	Te	lev	ision				
	_			-	edi	a					
	Role and I	Responsi	bili								
	3UENGE64 Elective-VII 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 be acquainted with the principles of journalism and the importance of press laws. LO3 To understand the nuances of news and media LO4 To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. LO5 To train students to write for the newspaper, magazine and the Web UNIT Details I Definition: Principles and Ethics of Journalism Print Journalism II Freedom of Press - Press Laws - Defamation - Libel - Contempt of court - Slanders - Copyright Law - Press Regulation Act - Law of Privileges III Reporting News - Role and Responsibilities of Reporter - Role and Duties of Editor IV Leads - Types of News - Straight Interpretive - Investigative - Scoop - Sting - Headlines - Editorial - Feature Writing - Personal Column - Reviews - Interviews and Press Conferences V Electronic and New Media Electronic Media - Radio, Television Emergence of New Age Media Role and Responsibilities Course Outcomes Course Outcomes Course Outcomes Course Outcomes Course Outcomes Course Inhance the knowledge of growth of print, electronic PO1,PO2 and web CO3 Analyze the significance of speech communication. PO4,PO6 Exercise their knowledge in producing a creative journal PO4,PO5,PO6										
Outcomes	-										
COI	the print, e	electronic	c an	d we	eb r	ne	dia.			PO1	
CO2	Enhance tand web	the know	vled	lge o	of ;	gro	owth of	print, electro	onic PC	01,PO2	
CO3	Analyze tł	ne signifi	ican	ce o	f sp	ee	ch comm	nunication.	PC	04.PO6	
CO4	Exercise the	heir knov	wled	dge i	n p	ro	ducing a	creative jour			6
CO5								the society in this field		03,PO8	

	Text Books (Latest Editions)								
1.	D.S. Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.								
2	M.V.Kamath – Professional Journalism								
3	Richard Rudin and Trevor Ibbotson- An Introduction to Journalism								
	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, TheoriesofInformationSociety,2002, Published by Routledge.								
	Web Resources								
1.	MediaandCommunication Peer-reviewedOpenAccessJournal(cogitatiopress.com)								

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

3 – Strong, 2 – Medium, 1 - Low

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 ELECTIVE VIII – MYTH AND LITERATURE

Subject Code	Category	L	7	ГР	S	Credits	Inst. Hours		Marks	
								CIA	External	Total
23UENGE65	Elective –VIII	Y	7	Y -	-	3	5	25	75	100
						bjectives				
	To help students at the		_	_						
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life									
	Get an In-depth study	of t	h	e th	eor	etical app	roaches			
LO4	Help them gain in signssues in religious stu	idies	f	rom	an	cient time	es to modern	times		•
	Help them to unders and dimensions.	tand	t	the o	defi			with it	ts differen	t types
UNIT						Details	i			
1	Defining a Myth, Cre World Mythology as The Greek storyteller	relat	te	d to	Gr		nan, Indian, ar	nd Sca	ndinavian	
	Roman Mythmakers:									
11	Shelley - Prometheus W B Yeats – Sailing					ı				
	Albert Camus - The I Volga -The Liberation	-			isy _]	phus				
TV	Greek and Roman M a. The story of c b. The story of C Sir James George Fra	cupid Orph	l a eı	and us a	nd :	Eurydice	gh : Chapter Σ	XXXV	III. The M	lyth of
	Osiris (The Storyof C	Osiris	s)							
V	 Indian Mythology Stories from Tage a. The Burning Stories from Tage a. Kurukshe Stories from Iage The Story 	ing o The 1 tra _ Purai	of M T	Lar <i>aha</i> Γhe as, E	ika <i>bha</i> Bat Epic	aratha tle and thes es & Veda		Bhee	ma	

	Course Outcomes							
Course Outcomes	On completion of this course, students will;							
CO1	Understand the origin and sources of myths in literature	PO1						
CO ₂	from ancient times to modern times.							
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						
	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, a Entertainments: A Communications-Centered Handbook. OxfordUniversityPress,1991.	nd Popular Oxford:						
2.	The Story of Cupid and Psyche as related by Apuleius. Louis C Purser							
3.	Ramayana Stories: The Burning of Lanka – Om Books Editorial Team							
(L	References Books atest editions, and the style as given below must be strictly adhered t	to)						
1.	Myths and Legends: An illustrated guide to their origins and mear Wilkinson	ning. Philip						
2.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Inv Won't Give Womena Future. Boston: BeaconPress, 2000.	vented Past						
3.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Seco@of the Nursery and Household Tales, in MariaTatar, The Hard F Grimms=Fairy Tales. Princeton: UniversityPress,1987(originallypublished1812-1819):203-222.							
	Web Resources							
1.	Myth and literature Myth: A Very Short Introduction Oxford (oup.com) Classical Mythology (Clas 215) (duke.edu) Bascom, William. A. The Forms of Folklore: Prose Narratives@ in American Folklore78,1965:3-20.							

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

3 – Strong, 2 – Medium, 1 - Low

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

PART IV- EXTENSION ACTIVITY

SEMESTER VI PROFESSIONAL COMPETENCY SKILL ENGLISH FOR COMPETITIVE EXAM

Subject Code	Category	L	T	PS	Credits	Inst.	Marks			
						Hours	CIA	External	Total	
23UENGF66	Core	Y	Y	- -	2	2	25	75	100	
		L	ear	ni	ng Objec	tives				
LO1	To buil	d	the	kr	owledge	of literar	y term	s and theor	y in students.	
LO2		To enable the students to specialize in the fundamentals of English literature						ntals of		
LO3	To imp			the	learning	skills of	studen	ts through	various modes	
LO4	To enha	an	ce 1	the	ability to	succeed	in con	npetitive ex	ams.	
LO5	To prov					ding of p	rofessi	onal, ethica	al and social	
]	Details					

UNIT I - Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.

UNITII- Canons of Literature, Confessional Poetry, Didactic Literature,

Dissociation of Sensibility, Dream Vision.

UNIT III – Elegy, Epithet, Expressionism, Figurative Language, Gender

Criticism, Great Chain of Being

UNITIV-Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower

UNITV–Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth

	Course Outcomes										
Course Outcomes	On completion of this course, studen	nts will;									
CO1	Remember the literary terms forms and theories	PO2									
CO2	Recognize the different periods of English literature	PO1, PO2									
CO3	Identify the various trends and culture and its influence on English Literature	PO3, PO6									
CO4	Aware of the social, political and cultural issues and its reflections in literature.	PO4, PO5, PO6									
CO5	Interpret any literary piece of work	PO7, PO8									

Text Books								
(Latest Editions)								
1	A Glossary of Literary Terms, Abrams, M.H							
1.	(Publishers: Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)							
2	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft,							
2.	Griffiths and Helen Tiffin (Routledge)							

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

1.	A Dictionary of Literary Terms, Cuddon. A(Penguin)								
2	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft,								
2.	Griffith sand Helen Tiffin (Routledge)								
	Web Resources								
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview								
2.	http://www.luminarium.org/								
3.	https://poemanalysis.com/genre/absurd/								
4.	https://www.bl.uk/medieval-literature/articles/dream-visions								
5.	https://www.britannica.com/topic/Great-Chain-of-Being								

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

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	3.0	3.0	3.0	2.8	3.0
Pos					

PART V- EXTENSION ACTIVITY

Subject Code	Category	L	\mathbf{T}	PS	Credits	Inst.	Marks		
						Hours	CIA	External	Total
23UENGX67	Extension Activity	Y	Y	-[-	1		25	75	100

(Refer to the Regulations)