



H.H.THE RAJAH'S COLLEGE (Autonomous)

Pudukkottai-622 001

PG & RESEARCH DEPARTMENT OF ENGLISH

**CHOICE BASED CREDIT SYSTEM
(CBCS)
SYLLABUS**

B.A ENGLISH

2023-2024

CONTENTS

1. Introduction
2. Value Additions to the revamped curriculum
3. Curriculum Design & Structure of Course
4. Learning and Teaching Activities
5. Template for UG Programme in English
6. Illustrative Template Semester wise
7. Different Types of Courses
 - 7.1 Core Courses
 - 7.2 Elective Courses (Generic / Discipline Centric)
 - 7.3 Skill Development Courses
 - 7.4 Institution-Industry-Interaction
8. Core Component Model Syllabus

Introduction

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

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

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

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

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

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

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

[illegible]

Highlights of the Revamped Curriculum:

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

Value additions in the Revamped Curriculum:

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

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

Credit Distribution for UG Programmes (2023 BATCH)

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

*** For Allied with Practical Courses, both the theory and Practical papers will have exams at the even semesters.**

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

First Year – Semester-I

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

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2 (Soft Skills – Common Paper)	2	2
	Skill Enhancement Course -SEC-3 (Nan Muthalvan) NMC-I	2	2
		23	30

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 Entrepreneurial Skills (Common Paper)	1	1
	Skill Enhancement Course -SEC-5 (Nan Muthalvan) NMC-II	2	2
	E.V.S	-	1
		22	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Nan Muthalvan) NMC-III	2	2
	Value Education	2	2
	E.V.S	2	1
		25	30

**Third Year
Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	26
Part-4	Skill Enhancement Course -SEC-7 (Nan Muthalvan) NMC-IV	2	2
	Internship / Industrial Visit / Field Visit (30 Hrs)	2	2
		26	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based & LAB	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill (Nan Muthalvan) NMC-V	2	2
		21	30

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	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 components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

UG - ENGLISH

Sem	Courses	Sub Code	Credit
I-SEMESTER			
1.1	Part – I – Tamil Paper-I / Hindi Paper-I	23ULT1/23ULH1	3
1.2	Part – II – English Paper-I	23ULE1	3
1.3	Core Course 1 – Introduction to Literature	23UEL1	5
1.4	Core Course 2 – Indian Writing in English	23UEL2	5
1.5	Generic Elective Course 1 – Social History of England	23UELGE1	3
1.6	Skill Enhancement Course - Foundation Course-1– Basic English Grammar	23UELSEF1	2
1.7	Skill Enhancement Course SEC 1 – Soft Skill and Industry Awareness Paper-I	23USE1	2
II-SEMESTER			
2.1	Part – I – Tamil Paper-II / Hindi Paper-II	23ULT2/23ULH2	3
2.2	Part – II – English Paper-II	23ULE2	3
2.3	Core Course 3 – British Literature-I	23UEL3	5
2.4	Core Course 4 – American Literature-I	23UEL4	5
2.5	Generic Elective Course – 2 – History of English Literature	23UELGE2	3
2.6	Skill Enhancement Course SEC 2 – Soft Skill and Industry Awareness Paper-II	23USE2	2
2.7	Skill Enhancement Course SEC 3 – Nan Muthalvan Course-1	23UELNMC1	2
III-SEMESTER			
3.1	Part – I – Tamil Paper-III / Hindi Paper-III	23ULT3/23ULH3	3
3.2	Part – II – English Paper-III	23ULE3	3
3.3	Core Course 5 – British Literature II	23UEL5	5
3.4	Core Course 6 – American Literature II	23UEL6	5
3.5	Generic Elective Course – 3 – Literary Genres and Terms	23UELGE3	3
	Allied-2 – Paper-1		
	EVS -		
3.6	Skill Enhancement Course SEC 4 (Entrepreneurial Skill) - Common Paper	23UELSE4	1
3.7	Skill Enhancement Course SEC 5 – Nan Muthalvan Course-2	23UELNMC2	2
IV-SEMESTER			
4.1	Part – I – Tamil Paper-IV / Hindi Paper-IV	23ULT4/23ULH4	3
4.2	Part – II – English Paper-IV	23ULE4	3
4.3	Core Course 7 – World Literature in Translation	23UEL7	5
4.4	Core Course 8 - Aspects of Language and Linguistics	23UEL8	5
4.5	Generic Elective Course – 4 – English teaching Methods and Materials	23UELGE4	3
	Allied-2 – Paper-2 -		
4.6	Skill Enhancement Course SEC 6 – Nan Muthalvan Course-3	23UELNMC3	2
4.7	Value Education and Gender Studies	23UVEGS	2
4.8	Environmental Studies	23UES	2
V- SEMESTER			
5.1	Core Course 9 - Authors in Focus	23UEL9	4
5.2	Core Course 10 – Women's Writings in English & in Translation	23UEL10	4
5.3	Core Course 11 – Indian Writing in Translation	23UEL11	4
5.4	Core Course 12 – Project (With Viva Voce) -	23UEL12	4
5.5	Discipline Specific Elective 1 - Introduction to Comparative Literature	23UELE1A	3
	Discipline Specific Elective 1 - English for Competitive Examinations	23UELE1B	3
5.6	Discipline Specific Elective 2 – Mass Communication and Journalism	23UELE2A	3
	Discipline Specific Elective 2 - Fundamentals of Academic Writing	23UELE2B	3
5.7	Skill Enhancement Course SEC 7 – Nan Muthalvan Course-4	23UELNMC4	2
5.8	Summer Internship / Industrial Training	23UIT	2
VI-SEMESTER			
6.1	Core Course 13 – Introduction to Literary Theory and Criticism	23UEL13	4
6.2	Core Course 14 – Biographies, Auto- Biographies & Memoirs	23UEL14	4
6.3	Core Course 15 - Shakespeare Studies	23UEL15	4
6.4	Discipline Specific Elective – 3 – Communicative English	23UELE3A	3
	Discipline Specific Elective – 3 – Art and Literary Aesthetics	23UELE3B	3
	Discipline Specific Elective – 4 – English for Technical Writing	23UELE4A	3
6.5	Discipline Specific Elective – 4 – Writing for Media	23UELE4B	3
6.6	Skill Enhancement Course SEC 8 – Nan Muthalvan Course-5	23UELNMC5	2
6.7	Extension Activity	23UEA	1
Total			140

Credit Distribution for B.A ENGLISH

First Year

Semester-III

	III-SEMESTER		
3.1	Part – I – Tamil Paper-III / Hindi Paper-III	23ULT3/23ULH3	3
3.2	Part – II – English Paper-III	23ULE3	3
3.3	Core Course 5 – British Literature II	23UEL5	5
3.4	Core Course 6 – American Literature II	23UEL6	5
3.5	Generic Elective Course – 3 – Literary Genres and Terms	23UELGE3	3
	Allied-2 – Paper-1		
	EVS -		
3.6	Skill Enhancement Course SEC 4 (Entrepreneurial Skill) – Common Paper	23UELSE4	1
3.7	Skill Enhancement Course SEC 5 – Nan Muthalvan Course-2	23UELNMC2	2

CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL1	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	Michael Drayton - The Parting. William Shakespeare - Sonnet 18, Sonnet 116. John Milton - When I Consider How My Light is Spent, William Wordsworth - Daffodils. John Keats - Ode to Nightingale. Thomas Gray - Elegy Written in a Country Churchyard. Robert Frost - Mending Wall Theodore Roethke – The Meadow Mouse									
III	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.									
IV	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. A Dill Pickle, The Escape from Katherine Mansfield - Bliss and other stories.									
V	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)									

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

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

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

**Mapping with Programme
Outcomes:**

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

CORE II - INDIAN WRITING IN ENGLISH

V	<p>Rabindranath Tagore - Mukhthadhara.</p> <p>The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay</p> <p>Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel</p> <p>Joginder Paul - Sleepwalkers.</p>
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Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER I
GE 1- SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELGE1	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects									
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their Social Relevance									
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England									
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State									
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.								PO4, PO5, PO6	
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.								PO3, PO8	
Text Books (Latest Editions)										
1.	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.									

2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web Resources	
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes

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

FIRST YEAR - SEMESTER I

FOUNDATION COURSE – BASICS OF ENGLISH GRAMMAR

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEELSEF1	SEC	Y	Y	-	-	2	2	25	75	100

UNIT I Grammar : Parts of speech

(Noun, verb, Adjective, Adverb, Articles, Prepositions)

UNIT II Vocabulary: Synonyms , Antonyms, One word substitution, Homophones,
Homonyms, Idioms and phrases,

UNIT III Reading Comprehension

UNIT IV Paragraph writing & Hints Developing

UNIT V Letter Writing & Precis Writing

FIRST YEAR - SEMESTER I

SOFT SKILLS AND INDUSTRY AWARENESS - PAPER I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23USE1	SEC	Y	Y	-	-	2	2	25	75	100

Learning Objectives :

- To inculcate positive attitude among the learners
- To introduce goal setting to the learners
- To instill effective communicative skills in the learners
- To expose the learners to the basics of computers
- To initiate the learners into computer applications

Unit - I

POSITIVE ATTITUDE : attitude --- features of attitudes ---formation of attitudes--- psychological factors --- change of attitudes --ways of changing attitude in a person – the power of positive attitude ---the benefits of positive attitude --- developing positive attitude -- - obstacles in developing positive attitude -- negative attitude --- the causes of negative attitude ---the consequences of negative attitude ---how to change negative attitude

Unit - II GOAL SETTING—introduction –importance of goal setting – goal definition --- types of goals ---what exactly goal setting --- why people don't set goals ---how to choose the right goals –SMART GOALS ---Career goals ---benefits of career goal setting ----goal setting tips

UNIT III COMMUNICATION SKILLS – communication process –types of communication --- barriers to effective communication --- listening skills --- importance of tone of voice --- voice clarity ---verbal expressiveness –tips to develop communication skills ---government initiatives – job roles

UNIT IV KNOWING COMPUTER --characteristics of a computer – limitations of a computer –components of hardware---- basics of operating systems ---definition – functions of operating systems – categories of operating systems --- windows features --- start up, shut down ----- opening and closing an application --- manipulating windows --- saving – printing – deleting files –start menu

Unit V COMPUTER APPLICATIONS: Word Processing : launching word, word processing basics, the quick access toolbar, opening a document, saving a document, formatting the text, table manipulation

Using Spread Sheet : elements of electronics spreadsheet, manipulation of cells, formula and function- functions

Learning outcomes:

Learners

- i) know to develop positive attitude
- ii) Know how to set goals
- iii) Learners develop effective communicative skills
- iv) Learners know the basics of computers
- v) Learners know various computer applications

Prescribed Book : Soft Skills and Industry Awareness - ICT Academy of Tamil Nadu

Books for Reference : Dr.Alex – Soft Skills, S.Chand, New Delhi

Raveendiran et al. Success Through Soft Skills

Credit Distribution for B.A ENGLISH

First Year Semester-II

	II-SEMESTER		
2.1	Part – I – Tamil Paper-II / Hindi Paper-II	23ULT2/23ULH2	3
2.2	Part – II – English Paper-II	23ULE2	3
2.3	Core Course 3 – British Literature-I	23UEL3	5
2.4	Core Course 4 – American Literature-I	23UEL4	5
2.5	Generic Elective Course – 2 – History of English Literature	23UELGE2	3
2.6	Skill Enhancement Course SEC 2 – Soft Skill and Industry Awareness Paper-II	23USE2	2
2.7	Skill Enhancement Course SEC 3 – Nan Muthalvan Course-1	23UELNMC1	2

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL3	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and theirplace in it.									
LO3	To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Of Truth, Of Adversity - Francis Bacon A City Night – Piece - Oliver Goldsmith The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele									
II	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book-I									
III	P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.									
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer									
V	Mary Shelly - Captain Walton’s Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput / Houyhnhnms-Gulliver’s Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.									

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL4	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	E.M.Foster - <i>The Prologue</i> <i>Passage to India (Lines 1 - 68)</i> .Walt Whitman <i>O Captain, My Captain!</i> – Walt Whitman									
II	Sherman Alexie- <i>Crow Testament, Evolution</i> Edgar Allan Poe - <i>The Raven</i> Emily Dickinson - <i>Because I Could Not Stop for Death.</i>									
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones									
V	Harriet Beecher Stowe - Uncle Tom’s Cabin Herman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko- Ceremony									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).								PO1	
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.								PO1, PO2	

CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
GE 2 – HISTORY OF ENGLISH LITERATURE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELGE2	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	History Of British Literature British Poetry, Prose, Drama AndFiction, Covering Representative Writers Down The Ages									
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours									
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre- Romantics									
IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen), Existential Drama,Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play									
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	

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

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
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
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

FIRST YEAR - SEMESTER II

SOFT SKILL PAPER II (SEC II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23USE2	SEC	Y	Y	-	-	2	2	25	75	100

TITLE OF THE PAPER: SOFT SKILLS AND INDUSTRY AWARENESS - PAPER II

Learning Objectives :

- To equip the learners for Group Discussion
- To prepare the learners to attend interviews
- To make the students to learn effective Time Management
- To expose the learners to Retail Sector
- To initiate the learners into Retail Advertising

UNIT I: Group Discussion --- Types of GD – discussion Vs debate – personality traits – advantages of GD --- Dos and Don'ts

UNIT –II: Selection Interview – Introduction --- interview-meaning --- interview structure --- interview panel – types of interview ---questions looked for in interviews ---preparation before interview -----Body language –dos and don'ts ---standard interview questions ---your answer to questions

UNIT III : Time Management – importance of time ---importance of time management –the Pareto 80 : 20 Principle and Time Management – the time management matrix --- its utilization ---procrastination : causes and effects --- how to overcome procrastination --- effective time management --- tools for effective time management

Unit – IV

Retail Sector – introduction –market size -- investment scenario – advantage india --- government initiatives --- types of stores --- types of Merchandising -- Store operations – store appearance – store security – make it difficult for retail theft to happen --- inventory and stock management --- store organization --- importance of store organization

UNIT - V Retail Advertising --- integrated marketing communication (IMC) – traditional marketing Vs IMC, Benefits of IMC—management of IMC in Retail --- sales promotion-- objectives, limitations, tools, Enterprise source Planning (ERP), supply chain management – the relationship between ERP, CRM, and SCM --- key features of supply chain management – job roles

Learning Outcomes:

- i) learners are confident enough to join Group Discussion
- ii) learners feel well-equipped to attend interviews
- iii) learners know the value of time and managing it
- iv) learners know the potential of Retail Sector
- v) Learners know about Retail Advertising

Prescribed Book : Soft Skills and Industry Awareness - ICT Academy of Tamil Nadu

Books for Reference : Dr.Alex – Soft Skills, S.Chand, New Delhi
Raveendiran et al. Success Through Soft Skills

Credit Distribution for B.A ENGLISH

First Year

Semester-III

	III-SEMESTER		
3.1	Part – I – Tamil Paper-III / Hindi Paper-III	23ULT3/23ULH3	3
3.2	Part – II – English Paper-III	23ULE3	3
3.3	Core Course 5 – British Literature II	23UEL5	5
3.4	Core Course 6 – American Literature II	23UEL6	5
3.5	Generic Elective Course – 3 – Literary Genres and Terms	23UELGE3	3
	Allied-2 – Paper-1		
	EVS -		
3.6	Skill Enhancement Course SEC 4 (Entrepreneurial Skill) – Common Paper	23UELSE4 23USE3	1
3.7	Skill Enhancement Course SEC 5 – Nan Muthalvan Course-2	23UELNMC2	2

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL5	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
UNIT	Details									
I	Alfred Tennyson- Ulysses Robert Browning- My Last Duchess T.S.Eliot - The Wasteland W.H.Auden - The Unknown Citizen									
II	Philip Larkin - The Whitsun Weddings G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers									
III	G.B.Shaw - Pygmalion John Osborne - Look Back in Anger									
IV	Jane Austen - Pride & Prejudice. Charlotte Brontë - Jane Eyre Wilkie Collins - The Moonstone									
V	Arthur Conan Doyle - Hound of Baskervilles Murder on the Orient Express – Agatha Christie(Graphic Novel) Bram Stoker- - Dracula.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.								PO1	

CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green - Winged Words – Mac Millan	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.	
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.	
3.	<i>Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre</i> . 1974.	
Web Resources		
1.	Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 .	
2.	Smith, Grover. “Eliot’s World before the Waste Land.” <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL6	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.									
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.									
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.									
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.									
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.									
UNIT	Details									
I	Theodore Roethke - The Meadow Mouse Walt Whitman- When Lilac’s Last in the Dooryard Bloom'd Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars									
II	Lorraine Hansberry - Raisin in the Sun Neil Simon - Barefoot in the Park									
III	Henry David Thoreau - Winter Animals Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - Philosophy of Composition									
IV	Nathaniel Hawthorne - The Scarlet Letter Toni Morrison – Beloved									
V	Mark Twain - The Adventures of Tom Sawyer. Angeline Boulley - Fire keeper’s Daughter									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.								PO1	

CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1, PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO4, PO6
CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8
Text Books (Latest Editions)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. An Anthology of American Literature - ?	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily. <i>A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.	
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.	
3.	Morrison, Toni. <i>Beloved</i> . Everyman's Library, 2006.	
4.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.	
Web Resources		
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430 .	
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." <i>The Scarlet Letter</i> , Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

GEC – 3 – LITERARY GENRES AND TERMS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELGE3	GEC	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students apply literary terminology to fiction, drama, and poetry.									
LO2	Help them recognize the main elements of different literary genres and assess their significance									
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry									
LO4	To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning									
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.									
UNIT	Details									
I	Types of Literary Genres-Poetry-Drama-Fiction-Non-Fiction Types of Poetry – Lyric Poetry – Narrative Poetry – Descriptive and Didactic Poetry									
II	Types of Drama – Comedy – Tragedy – Tragi comedy Types of Fiction and Non Fiction									
III	Terms For Interpreting Authorial Voice- Terms For Interpreting Characters									
IV	Terms For Interpreting Word Choice, Dialogue, And Speech- Terms For Interpreting Plot									
V	Terms For Interpreting Layers Of Meaning -Cultural Theory: The Key Concepts									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand new definitions of contemporary critical issues such as ‘Cybercriticism’ and ‘Globalization’.								PO1	
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.								PO1, PO2	
CO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.								PO4, PO6	
CO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.								PO4, PO5, PO6	
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.								PO3, PO8	
Text Books (Latest Editions)										
1.	Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.									

2.	Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
Web Resources	
1.	<i>1821-literary-terms.pdf (cgc.edu)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR SEMESTER – III
ENTREPRENEURIAL SKILLS (SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEESE4	SEC	Y	Y	-	-	2	2	25	75	100
23USE3										
Learning Objectives										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
UNIT	Details									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.								PO1	
CO2	Explore entrepreneurial skills and management function of a company.								PO1, PO2	
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.								PO4, PO6	
CO4	Understand various steps involved in starting a venture.								PO4, PO5, PO6	
CO5	Explore marketing methods & new trends in entrepreneurship.								PO3, PO8	
Text Books (Latest Editions)										
References Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York									

Web Resources

1.

6 Must-Have Entrepreneurial Skills | HBS Online
MindTools | Home

Mapping with Programme Outcomes:

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

Credit Distribution for B.A ENGLISH

First Year Semester-IV

	IV-SEMESTER		
4.1	Part – I – Tamil Paper-IV / Hindi Paper-IV	23ULT4/23ULH4	3
4.2	Part – II – English Paper-IV	23ULE4	3
4.3	Core Course 7 – World Literature in Translation	23UEL7	5
4.4	Core Course 8 - Aspects of Language and Linguistics	23UEL8	5
4.5	Generic Elective Course – 4 –	23UELGE4	3
	English teaching Methods and Materials		
	Allied-2 – Paper-2		
4.6	Skill Enhancement Course SEC 6 – Nan Muthalvan Course-3	23UELNMC3	2
4.7	Value Education and Gender Studies	23UVEGS	2
4.8	Environmental Studies	23UES	2

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL7	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	Details									
I	Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran - Your Children are not your children.									
II	Ovid – Pyramus & Thisbe. Alexander Pushkin - The Gypsies. Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers									
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.									
IV	Samuel Beckett - Waiting for Godot. Federico García Lorca - Yerma									
V	Gabriel García Márquez - A Very Old man With Enormous Wings. Ivan S. Turgenev - The District Doctor. Antoine de Saint-Exupéry - The Little Prince.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
CO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8
Text Books (Latest Editions)		
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.	
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.	
2.	Benjamin, Walter, and Martin Jay. <i>Unpacking My Library</i> . 2010.	
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.	
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.	
5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talonbooks Limited, 2005.	
Web Resources		
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER IV
CORE VIII – ASPECTS OF LANGUAGE & LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL8	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
I	Introduction to study of language – George Yule An Introduction to Language and Linguistics - Edited by Ralph Fasold & Jeff Connor - Linton									
II	Theory of Communication – From Communication Theory – David Holmes General Semiotics - from The Theory of General Semiotics – Alfred Solomonick Linguistics, Sign, Language & Culture Language & Writing.									
III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure Introduction to Phonology & Morphology – Gimson's Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky									
IV	Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach									
V	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language - The Psychology of Language – Trevor A. Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin TEXTS Linguistics: An Introduction of Language & Communication – Akamajian A., R.A. Demers & M Harnish Language – Bloomfield Structural Aspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt									
Course Outcomes										

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER IV
GEC – 4 ENGLISH TEACHING METHODS AND MATERIALS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELGE4	GEC	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of the place of English in India.									
LO2	Help them understand the position of English in the post – independence period.									
LO3	Enable them to interpret and justify the place of English in Three Language formula.									
LO4	Help them gain insight into the unique and very important place of English in 21st century.									
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).									
UNIT	Details									
I	Introduction - Historical Background Of English In India									
II	English In Post – Independent Period –The Three Language Formula									
III	Methods and approaches : Grammar Translation method, direct method, bilingual method, structural approach, Situational approach, Communicative approach									
IV	Teaching Prose, Teaching Poetry, Teaching Grammar									
V	Teaching English using digital technology – Language Lab, CALL, MALL									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Learn about the methods and materials of teaching ESL								PO1	
CO2	Learn about some of the strategies and techniques used to address specific language skills								PO1, PO2	
CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.								PO4, PO6	
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives								PO4, PO5, PO6	
CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students								PO3, PO8	

Text Books (Latest Editions)	
1.	Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. Isbn: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
3.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.
References Books (Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)	
1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1), 17-22. Available At: Http://Llt.Msu.Edu
2.	Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children’s Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
Web Resources	
1.	<i>Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: http://www.readingmatrix.com/current.html.</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Credit Distribution for B.A ENGLISH

Third Year

Semester-V

	V- SEMESTER		
5.1	Core Course 9 - Authors in Focus	23UEL9	4
5.2	Core Course 10 – Women's Writings in English & in Translation	23UEL10	4
5.3	Core Course 11 – Indian Writing in Translation	23UEL11	4
5.4	Core Course 12 – Project (With Viva Voce) -	23UEL12	4
5.5	Discipline Specific Elective 1 - Introduction to Comparative Literature	23UELE1A	3
	Discipline Specific Elective 1 - English for Competitive Examinations	23UELE1B	3
5.6	Discipline Specific Elective 2 – Mass Communication and Journalism	23UELE2A	3
	Discipline Specific Elective 2 - Fundamentals of Academic Writing	23UELE2B	3
5.7	Skill Enhancement Course SEC 7 – Nan Muthalvan Course-4	23UELNMC4	2
5.8	Summer Internship / Industrial Training	23UIT	2

THIRD YEAR - SEMESTER V
CORE IX - AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL9	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of authors of various backgrounds.									
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and theirworks.									
LO4	To equip them with the ability to use this knowledge to analyze problems inboth other academic settings and work contexts.									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
UNIT	Details									
I	Aristotle-Life and works.									
II	Charles Dickens-Life & Works									
III	Rabindranath Tagore-Life & Works									
IV	Jane Austen-Life & Works									
V	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts								PO1	
CO2	Integrate knowledge of the diversity of cultures and peoples								PO1, PO2	
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature								PO4, PO6	
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.								PO4, PO5, PO6	
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.								PO3, PO8	

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	"About the Authors." Beyond Performance, John Wiley & Sons, Inc., 2015, pp. 269–70, http://dx.doi.org/10.1002/9781119202455.about .
2.	<i>Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412</i>

Mapping with Programme Outcomes:

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

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

THIRD YEAR - SEMESTER V
CORE X - WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL10	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
UNIT	Details									
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter									
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb Rupi Kaur - The Healing (Milk & Honey)									
III	Virginia Woolf - A Room Of One's Own. Clarissa Pinkola Estés - Women Who Run With Wolves									
IV	Kate Chopin – Awakening Carol Churchill – Top Girls									
V	L. M. Montgomery - Anne of Green Gables Louisa May Alcott - Little Women Ambai - In a forest, A deer.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.	PO1
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	PO1, PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4, PO5, PO6

CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W. W. Norton, 2007.(2 Volume Set)	
2.	Olson, S. Douglas. <i>The “Homeric Hymn to Aphrodite” and Related Texts</i> . Walter de Gruyter, 2012.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.	
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.	
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.	
4.	Woolf, Virginia. <i>A Room of One’s Own</i> . Renard Press Ltd, 2020.	
Web Resources		
1.	“Ambai (C. S. Lakshmi) b. 1944.” <i>Name Me a Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .	

Mapping with Programme Outcomes:

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

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL11	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the students to the polyphony of modern Indian writing in translation									
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.									
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.									
LO4	To explore images in literary productions that express the writers sense of their society.									
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.									
UNIT	Details									
I	Kalidasa - The Loom of Time. Ilango Adigal - <i>The Book of Vanci</i> . -Silappathikaaram Book 3 Tr. R. Parthasarathy Kurunthogai (Two verses each for one Tinai) – Sangam Literature – A.K Ramanujam									
II	Rabindranath Tagore - Where The Mind Is Without Fear Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar - An Old Woman									
III	Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri									
IV	Badal Sircar - Evam Indrajit									
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning</i> , M.C.C., <i>Before the Examinations</i> from Swami & His Friends – R.K. Narayan									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6

CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3, PO8
Text Books (Latest Editions)		
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000	
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019	
Web Resources		
1.	Modern Indian Writing in Translation - Course (nptel.ac.in).	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
ELECTIVE PAPER –I – INTRODUCTION TO COMPARATIVE LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE1A	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.									
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.									
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.									
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.									
UNIT	Details									
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.									
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology									
III	Wellek & Warren: Theory of Literature Literature and Biography Literature and other Arts									
IV	Comparative Study of Shelley and Bharathi Selected poems of Shelley- <i>Ode to Liberty</i> , <i>Queen Mab</i> , <i>Love's Philosophy</i> . Selected poems of Subramaniya Bharathi - <i>Bharath Country</i> , <i>Worship of Sun</i> , <i>Kannan My Servant</i> .									
V	Comparative study of Vairamuthu's <i>KallikattuIthikasam</i> and ErnestHemingway's ' <i>The Old Man and the Sea</i> '									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Read critically literary and cultural texts in a range of genres and media (novels,poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)								PO1	

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

Mapping with Programme Outcomes:

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

ELECTIVE PAPER – I - ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE1B	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To develop the students intellectual, personal and professional abilities.									
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.									
LO3	To develop confidence in getting job opportunities.									
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.									
LO5	To develop competitive skills through various types of objective tests.									
UNIT	Details									
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.									
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.									
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.									
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.									
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p>										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.								PO1	
CO2	Acquire skills in vocabulary usage and grammar.								PO1, PO2	
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.								PO4, PO6	
CO4	Build confidence in getting job opportunities.								PO4, PO5, PO6	
CO5	Aware of the various types of jobs offered in both in the Central and State Government.								PO3, PO8	
Text Books (Latest Editions)										
1.	English for Competitive Examinations- R.P.Bhatnagar & Rajal Bhargava									
2.	Remedial Grammar-F.T.Wood									

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
ELECTIVE – II – MASS COMMUNICATION AND JOURNALISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL2A	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.									
LO2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.									
LO3	To empower learners by communication, professional and life skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the students to learn copy- editing.									
UNIT	Details									
I	Mass Communication in India, Print Medium, Audio-Visual Media, Other Media									
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.									
III	Advertising, Illustrations. House and Trade Journals, Starting of Newspapers and Periodicals.									
IV	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.									
V	Glossary of Journalism Beat, Bulletin, Scoop, Lead, Tabloid, Crony Journalism, Byline, Deadline, Source, Broadsheet, Churnalism, Colour piece, Citizen Journalism, Human interest story, Pack journalism, Proof Reading									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.								PO1	
CO2	Students would be able to inculcate the knowledge of growth of print, electronic and web								PO1, PO2	
CO3	Students would be able to understand the significance of speech communication.								PO4, PO6	
CO4	Students explore journals.								PO4, PO5, PO6	
CO5	Students would find research gaps.								PO3, PO8	

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
ELECTIVE- II – FUNDAMENTALS OF ACADEMIC WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE2B	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain broad knowledge.									
LO2	To understand various styles of sentence pattern.									
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the students to learn copy- editing.									
UNIT	Details									
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies ;developing writing through extended practices; developing reflective abilities & meta-awareness about writing.									
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.									
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)									
IV	Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.									
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs.										
The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	To design the process writing								PO1	
CO2	To express sentence skills.								PO1, PO2	
CO3	To structure and develop paragraphs through techniques								PO4, PO6	
CO4	To compose academic essays								PO4, PO5, PO6	
CO5	To distinguish between content editing and substantive editing.								PO3, PO8	
Text Books (Latest Editions)										
1.	Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan									
2.	Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: McGrawHill.									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London:Routledge.
2.	Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London:RoutledgeFalmer.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Credit Distribution for B.A ENGLISH

Third Year

Semester-VI

	VI-SEMESTER		
6.1	Core Course 13 – Introduction to Literary Theory and Criticism	23UEL13	4
6.2	Core Course 14 – Biographies, Auto- Biographies & Memoirs	23UEL14	4
6.3	Core Course 15 - Shakespeare Studies	23UEL15	4
6.4	Discipline Specific Elective – 3 – Communicative English	23UELE3A	3
	Discipline Specific Elective – 3 – Art and Literary Aesthetics	23UELE3B	3
	Discipline Specific Elective – 4 – English for Technical Writing	23UELE4A	3
6.5	Discipline Specific Elective – 4 – Writing for Media	23UELE4B	3
6.6	Skill Enhancement Course SEC 8 – Nan Muthalvan Course-5	23UELNMC5	2
6.7	Extension Activity	23UEA	1

THIRD YEAR - SEMESTER VI
CORE XIII – INTRODUCTION TO LITERARY THEORY & CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL13	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To intensify students' proficiency in the skills at the heart of a liberal education									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.									
UNIT	Details									
I	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246)									
	Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)									
II	Feminism 20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (P g . x i – x x x)									
	When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray									
III	Post Structuralism Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123)									
	Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)									
IV	Post-Colonial Studies Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106)									
	Knowing the Oriental- Edward said									
V	Indian Literature- Definition of category in Theory Classe, Nations, Literature (Pg. 243-285) – Aijaz Ahmad									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories								PO1	
CO2	Demonstrate an understanding of key concepts in literary Theory								PO1, PO2	
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.								PO4, PO6	

CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4, PO5, PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3, PO8
Text Books (Latest Editions)		
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017	
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015	
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015	
3.	D.J. Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera, 2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/engl795 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CORE XIV– BIOGRAPHIES, AUTO-BIOGRAPHIES & MEMOIRS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL14	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives									
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.									
LO3	To help them engage in imagination, critical inquiry and self-reflection									
LO4	To help them explore significant texts from diverse cultures and people in history									
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.									
UNIT	Details									
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.									
II	Anne Frank- excerpts from The Diary of a Young Girl (April 1944 to Aug 1944) Malala Yousafzai - from I am Malala Chapters 20,21 & 22)									
III	R.K. Narayan - My Days. Salim Ali - The Fall Of A Sparrow									
IV	Tom Alter - The Man Who Made The Elephant Dance. R.K.Laxman - The Tunnel Of Time									
V	Elizabeth Gilbert - Eat, Pray, Love Michael Ondaatje, Running in the Family (1982). London: Bloomsbury, 2009.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.								PO1	
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.								PO1, PO2	
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.								PO4, PO6	

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
Text Books (Latest Editions)		
1.	<i>Knots in My Yo-yo String: The Autobiography of a Kid</i> by Jerry Spinelli. Alfred A. Knopf, 1998.	
2.	<i>It Came From Ohio! My Life as a Writer</i> by R.L. Stine. Scholastic Paperbacks, 1998.	
3.	<i>Autobiography</i> by Linda Anderson 2010, Routledge.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Henry Ford (Rookie Biographies)</i> by Wil Mara. Children's Press, 2004.	
2.	<i>Amelia Earhart (Graphic Biography)</i> by Saddleback Educational Publishing, 2008.	
3.	<i>A Picture Book of Harriet Tubman</i> by David A. Adler. Holiday House Inc., 1993.	
Web Resources		
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CORE – XV – SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UEL15	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives									
LO2	To provide learners with an overview of Shakespeare's historical and political contexts									
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves									
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions									
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism									
UNIT	Details									
I	Shakespeare & his relevance – G. Sreenivasappa Sonnets from Shakespeare – Sonnet 18, 30, 114									
II	The Four Phases of Shakespeare's, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html The Substance of Shakespearean Tragedy - A.C. Bradley									
III	Tales from Shakespeare – Charles Lamb and Mary Lamb									
IV	Julius Caesar The Tempest									
V	<i>On the Principles of Shakespeare Interpretation</i> - Wilson Knight's <i>The Wheel Of Fire</i> . <i>Invisible Bullet</i> – Stephen Greenblatt									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed								PO1	
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.								PO1, PO2	
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view								PO4, PO6	
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.								PO4, PO5, PO6	
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations								PO3, PO8	
Text Books (Latest Editions)										

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE3A	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
UNIT	Details									
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.									
II	Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.									
III	Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.									
IV	Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.									
V	Charles Lamb” Dream Children” Ruskin Bond “Night Train at Deoli” Rabindranath Tagore “Subha”									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Recall fundamental concepts of the four linguistic skills.								PO1	
CO2	Apply different styles communication in professional context.								PO1, PO2	
CO3	Participate in different planned and extempore communicative activities.								PO4, PO6	
CO4	Interpret and discuss facts as well as information in each context.								PO4, PO5, PO6	
CO5	Critique literary texts that develop an appreciation for human values.								PO3, PO8	
Text Books (Latest Editions)										
1.	Ruskin Bond, <i>Time Stops at Shamli and Other Stories</i> , Penguin Books India Pvt Ltd, 1989									

2.	Shyamala, V. <i>Speak English in Four Easy Steps</i> , Improve English Foundation Thiruvananthapuram: 2006
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Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
ELECTIVE PAPER – III – ART AND LITERARYAESTHETICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE3B	DSE	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To introduce the multidisciplinary of Art and Literary Studies.									
LO2	To gain an understanding of various movements in art history.									
LO3	To help students find relevant and associative ideas.									
LO4	To engage with works of art that directly refer to literary works and also draw inspiration from it.									
LO5	To recognize how all forms of art is part of a continuum.									
UNIT	Details									
I	Literature And Visual Arts - Essays.									
II	Romanticism Through Coleridge And Delacroix									
III	Pre-Raphaelite Movement - D.G. Rossetti's Prosperine (Painting And Poem)									
IV	Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)									
V	Expressionism - Munch- Scream (Painting) And Kafka- Metamorphosis (Novella)									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p>										
	Course Outcomes									
Course Outcomes	On completion of this course, students will;									
CO1	The student will be able to engage with literature in a broader, educated perspective.								PO1	
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.								PO1, PO2	
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.								PO4, PO6	
CO4	The course develops an understanding of the correlation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.								PO4, PO5, PO6	
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.								PO3, PO8	
References Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Herbert Read – extract from <i>The Meaning of Art</i> (pg 17-48) Pelican Books, 1959.									

Web Resources	
1.	Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .
2.	Benjamin, Elizabeth and Sophie Corser. -Introduction Literature and Art: Conversations and Collaborations MHRA Working Papers in the Humanities, 9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf
3.	Berger, John. Ways of Seeing. Penguin 1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

ELECTIVE– IV - ENGLISH FOR TECHNICAL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE4A	DSE	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.									
LO2	To enable them to answer with explanation for Interviews fourbasic skills in English Listening, Speaking, Reading and Writing.									
LO3	To help the students to develop an ability to recognize main idea andsupporting details in order to improve comprehension and retentionof written information.									
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professionalworkplace documents.									
LO5	Enable the students to apply the study of linguistic ability andgrammar in their practical life.									
UNIT	Details									
I	Languages and skills of communication-Linguistic Techniques-Language acquisition - The History of English-Linguistics- Modern Usage.									
II	Reading Comprehension-English, Phonetics-Oral Presentation-Communication- Barriers to Communication.									
III	Linguistic ability – Listening - Paragraphwriting - Business Letter-Nature and Scope of Letters- Job application letters.									
IV	Technical description- Precis writing and application-speech-advertising.									
V	Telephone skills-Etiquette-Report Writing									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	To clearly convey specialized information from a technical field tonon-specialized audience.								PO1	
CO2	Find jobs for their livelihood be motivated for their future education.								PO1, PO2	
CO3	Apply the study of linguistic ability and grammar in theirpractical life.								PO4, PO6	
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzingquantifiable data discovered by researching, and constructing finished professional workplace documents.								PO4, PO5, PO6	

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

THIRD YEAR - SEMESTER VI
ELECTIVE – IV - WRITING FOR MEDIA

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UELE4B	DSE	Y	Y	-	-	3	5	25	75	100

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

UNIT	Details	
I	Introduction to types of media, print electronic , digital writing, significance of media and social benefits.	
II	Writing for the media-the basic principles-Style of media writing.	
III	Types of media writing-1 News Reports-Interviews-Commentaries.	
IV	Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.	
V	Types of media writing- journalism in education, tabloid, investigative, developmental and photography.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall the basics of reporting and writing for print media.	PO1
CO2	Report news keeping values and qualities of a good reporter.	PO1, PO2
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.	PO4, PO6
CO4	Distinguish between the different styles of Journalism and compose specific articles.	PO4, PO5, PO6
CO5	Apply various knowledge in regard to various branches of journalism.	PO3, PO8

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

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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