

B.A. ENGLISH

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION
CHENNAI – 600 005**



**DEPARTMENT OF ENGLISH
BISHOP HEBER COLLEGE (AUTONOMOUS)**
(Nationally Re-accredited at the 'A' by NAAC with a CGPA of 3.58 out of 4)
(Recognised by UGC as "College of Excellence")
TIRUCHIRAPPALLI – 620 017

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
 - 1.1 Core Courses
 - 1.2 Elective Courses (Generic / Discipline Centric)
 - 1.3 Skill Development Courses
 - 1.4 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. |
| PO10 | 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. |

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 ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. ➤ Discipline centric skill will improve the Technical know how 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 |
|--|

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

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

First Year – Semester-I

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

Semester-II

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

Second Year – Semester-III

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

Semester-IV

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

Third Year - Semester-V

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

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

Illustration for B.A. English Curriculum Design

I YEAR: FIRST SEMESTER

| Sem. | Part | Course | Course Title | Course Code | Hours / week | Credits | Marks | | |
|------|------|------------|--|-------------|--------------|---------|-------|-----|-------|
| | | | | | | | CIA | ESE | Total |
| I | I | Language I | பொதுத்தமிழ் I | U23TM1L1 | 6 | 3 | 25 | 75 | 100 |
| | II | English I | Language through Literature: Prose and Short Stories | U23EG1L1 | 6 | 3 | 25 | 75 | 100 |
| | III | Core I | Introduction to Literature | U23EG101 | 5 | 5 | 25 | 75 | 100 |
| | | Core II | Indian Writing in English | U23EG102 | 5 | 5 | 25 | 75 | 100 |
| | | Elective I | Social History of England | U23EG1:A | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC I | Journalism | U23EG1E1 | 2 | 2 | 25 | 75 | 100 |
| | | FC | Public Speaking Skills | U23EG1N1 | 2 | 2 | 100 | -- | 100 |

| | | | | | | | | | |
|----|-----|-------------|---|----------|---|---|----|----|-----|
| II | I | Language II | பொதுத்தமிழ் II | U23TM2L2 | 6 | 3 | 25 | 75 | 100 |
| | II | English II | Language through Literature: Poetry and Shakespeare | U23EG2L2 | 6 | 3 | 25 | 75 | 100 |
| | III | Core III | British Literature – I | U23EG203 | 5 | 5 | 25 | 75 | 100 |
| | | Core IV | American Literature – I | U23EG204 | 5 | 5 | 25 | 75 | 100 |
| | | Elective II | History of English Literature | U23EG2:A | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC II | Professional English | U23EG2E2 | 2 | 2 | 25 | 75 | 100 |
| | | SEC III | English for Communication | U23EG2S3 | 2 | 2 | 25 | 75 | 100 |

| | | | | | | | | | |
|-------|-----|-----------------------|--|----------|----|----|-----|----|-----|
| III | I | Language III | பொதுத்தமிழ் III | U23TM3L3 | 6 | 3 | 25 | 75 | 100 |
| | II | English III | Language through Literature: One Act Plays and Fiction | U23EG3L3 | 6 | 3 | 25 | 75 | 100 |
| | III | Core V | British Literature – II | U23EG305 | 5 | 5 | 25 | 75 | 100 |
| | | Core VI | American Literature – II | U23EG306 | 5 | 5 | 25 | 75 | 100 |
| | | Elective III | Literary Genres and Terms | U23EG3:A | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC IV | Entrepreneurial Skill – Interview Skills | U23EG3S4 | 1 | 1 | 100 | -- | 100 |
| | | SEC V | English for Careers | U23EG3S5 | 2 | 2 | 25 | 75 | 100 |
| EVS I | | Environmental Studies | U23EST31 | 1 | -- | -- | -- | -- | |

| | | | | | | | | | |
|----|-----|-------------|--|----------|---|---|-----|----|-----|
| IV | I | Language IV | பொதுத்தமிழ் IV | U23TM4L4 | 6 | 3 | 25 | 75 | 100 |
| | II | English IV | Language through Literature | U23EG4L4 | 6 | 3 | 25 | 75 | 100 |
| | III | Core VI | World Literature in Translation | U23EG406 | 5 | 5 | 25 | 75 | 100 |
| | | Core VII | Aspects of Language and Linguistics | U23EG407 | 5 | 5 | 25 | 75 | 100 |
| | | Elective IV | English Teaching Methods and Materials | U23EG4:A | 3 | 3 | 25 | 75 | 100 |
| | IV | SEC VI | Life Skills | U23EG4S6 | 2 | 2 | 100 | -- | 100 |
| | | SEC VII | English Language Teaching through Service Learning | U23EG4S7 | 2 | 2 | 100 | -- | 100 |
| | | EVS II | Environmental Studies | U23EST42 | 1 | 2 | 25 | 75 | 100 |

| | | | | | | | | | |
|---|------------|---|--|----------|---|-----|----|-----|-----|
| V | III | Core VIII | Authors in Focus | U23EG508 | 5 | 4 | 25 | 75 | 100 |
| | | Core IX | Women's Writing in English and Translation | U23EG509 | 5 | 4 | 25 | 75 | 100 |
| | | Core X | Indian Writing in Translation | U23EG510 | 5 | 4 | 25 | 75 | 100 |
| | | Core Project | Core Project with Viva Voce | U23EG5PJ | 5 | 4 | 40 | 60 | 100 |
| | | Elective V | English for Competitive Examinations | U23EG5:A | 4 | 3 | 25 | 75 | 100 |
| | | Elective VI | Mass Communication and Journalism | U23EG5:B | 4 | 3 | 25 | 75 | 100 |
| | VLO | Abundant Life | U23VLO51 | 2 | 2 | 100 | -- | 100 | |
| | | Human Values | U23VLO52 | | | | | | |
| | Internship | Summer Internship / Industrial Training | U23EG5I1 | -- | 2 | -- | -- | 100 | |

| | | | | | | | | | |
|----|-----|--------------------|---|----------|----|---|-----|----|-----|
| VI | III | Core XI | Introduction to Literary Theory and Criticism | U23EG611 | 6 | 4 | 25 | 75 | 100 |
| | | Core XII | Shakespeare Studies | U23EG612 | 6 | 4 | 25 | 75 | 100 |
| | | Core XIII | Culture Studies through Film | U23EG613 | 6 | 4 | 25 | 75 | 100 |
| | | Elective VI | Art and Literature Aesthetics | U23EG6:A | 6 | 4 | 25 | 75 | 100 |
| | | Elective VII | Communicative English | U23EG6:B | 4 | 2 | 25 | 75 | 100 |
| | | Extension Activity | Extension Activity | U23ETA61 | -- | 1 | -- | -- | -- |
| | IV | PCS | Personality Enrichment | U23EG6G1 | 2 | 2 | 100 | -- | 100 |

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

7A - Mandatory Core Areas for B.A Programme

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

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

(any 2 may be opted (C14 & C15 (4 credits each))

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

C - Mandatory Elective Areas for B.A Programme

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

D - Suggested Non Mandatory Elective (Allied) Areas for B.A Programme

(any five may be opted- 3 credits each)

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

(SKILL ENHANCEMENT COURSES)

- a. ENGLISH FOR COMMUNICATION
- b. ENTREPRENEURIAL SKILL
- c. PUBLIC SPEAKING
- d. ENGLISH FOR CAREER
- e. ENGLISH FOR BUSINESS

| Semester I | | | | | | | | | | |
|------------------------------------|----------|-----|----------|-------|---|---------|-------------|-------|----|-----|
| Core I: Introduction to Literature | | | | | | | | | | |
| Subject Code: U23EG101 | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | CIA | External | Total | | | | | | |
| | Core | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | To introduce the different forms of literature |
| LO2 | To provide learners with the background knowledge of literature |
| LO3 | To enable 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 |

Syllabus:

| UNIT | Details |
|------|---|
| I | Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric, Ballad Prose-Short Story, Novella, and 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 Wordsworth- London, 1802 John Keats - Ode to Autumn. Rudyard Kipling – If-- Robert Frost - Mending Wall |
| III | J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon. |
| IV | PG Woodhouse: The Prize Poem Katherine Mansfield – Bliss |
| V | William Slim: What is Courage? Gerald Durriel: Vanishing Animals |

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. | <u>Portable Literature: Reading, Reacting, Writing - 9th edition – Laurie Kirszner, by Cengage Learning, 2016</u> |

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. | Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019. |
| 5. | 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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Ms. M. LOODA FRANCIA

Minutes:

✓ In Unit II

Removed Thomas Gray - Elegy Written in a Country Churchyard.

Substituted John Keats - Ode to Nightingale with John Keats - Ode to Autumn

Included Wordsworth's "London, 1802" and Rudyard Kipling's IF

✓ In unit IV,

1. Tilting at the Windmills is substituted with P.G Woodhouse' The Prize Poem.

2. Katherine Mansfield's Bliss is retained but the other stories are removed.

3. Removed Manohar Malgonkar - Spy in Amber.

✓ In unit V,

1.Saki's Open Window is substituted with William Slim's What is Courage

2.Laybourne's Sweet is substituted with Gerald Durrel's Vanishing Animals.

3.Removed Jerome K Jerome's Three Men in a Boat

| Semester I | | | | | | | | | | |
|------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core II: Indian Writing in English | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG102 | Core | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. |
| LO2 | To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations. |
| LO3 | To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements. |
| LO4 | To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English. |
| LO5 | To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts. |

Syllabus:

| UNIT | Details |
|------|---|
| I | UNIT I: POETRY Toru Dutt: The Lotus Sri Aurobindo: The Tiger and the Deer A.K.Ramanujan: Small Scale Reflections on a Great House Kamala Das: An Introduction Mamta Kalia: Tribute to Papa |
| II | UNIT II: Prose Mahatma Gandhi: Voluntary Poverty Jawaharlal Nehru: The Indus Valley Civilization Dr. S. Radhakrishnan: An Ideal Before Youth N.C. Chaudhuri: The Eternal Silence of These Infinite Crowds |
| III | UNIT III: Short Stories Rabindranath Tagore: Khabhuliwala. R.K. Narayan: An Astrologer's Day |

| | |
|----|--|
| | Khwaja Ahmad Abbaz: Sparrows Ruskin Bond: The Thief Panchatantra: The Sadhu and the Mouse by Vishnu Sharma |
| IV | UNIT IV: DRAMA Girish Karnad : Hayavadana |
| V | UNIT V: Fiction Anita Desain; Cry, the Peacock Ashokamitran : Today |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|---|---------------|
| CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | PO1 |
| CO2 | Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism | PO1, PO2 |
| CO3 | Understand the role of English as a medium for 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 |

Text Books:

| | |
|----|--|
| 1. | Abbas, Khwaja A. <i>Rice, and Other Stories: With an Introductory Letter</i> . 1947. |
| 2. | Acōkamittiran. <i>Today</i> . Indian Writing Publication, 2007. |
| 3. | Bond, Ruskin. <i>The Thief and Other Stories</i> . 1999. |
| 4. | Gandhi, Mahatma. <i>Voluntary Poverty: From a Talk by Gandhi at the Guildhouse, London, England, on September 23, 1931</i> . 1953. |
| 5. | Karnad, Girish R. <i>Hayavadana</i> . Oxford UP, 1975. |
| 6. | Narayan, R. K. <i>An Astrologer's Day: And Other Stories</i> . 1947. |
| 7. | Nehru, Jawaharlal. <i>Jawaharlal Nehru: the discovery of India</i> . 1988. |
| 8. | Tagore, Rabindranath. <i>Kabuliwala and Other Stories</i> . Maple Press, 2019. |

Web Resources:

| | |
|----|--|
| 1. | Ash, Jackie. "Kabuliwala Rabindranath Tagore Full Story in English." <i>Literature Analysis</i> , 11 Apr. 2021, www.englishliterature.info/2021/04/kabuliwala-short-story-by-tagore.html |
|----|--|

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Ms. Magdaline Diyana Andrew

Minutes:

TANSCHÉ syllabus is replaced with the existing syllabus (2022-'23)

| Semester I | | | | | | | | | | |
|---------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective I: Social History of England | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG1:A | Elective | Y | Y | - | - | 3 | 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 |

Syllabus:

| UNIT | Details |
|------|--|
| I | Early History 1.1 The Early History of England 1.2 Tudor England (1485 to 1714) 1.3 The Renaissance |
| II | Reformation and Colonial Expansion 2.1 The Reformation and the Counter Reformation 2.2 The Stuart Age 2.3 Colonial Expansion |
| III | Restoration and Humanitarian Movements 3.1 Restoration England (1660 to 1688): Social Life 3.2 Humanitarian Movements 3.3 The Industrial Revolution |

| | |
|----|--|
| IV | French Revolution and Victorian Age 4.1 The Agrarian Revolution 4.2 The Effects of French Revolution on British Life |
| V | Twentieth Century and Beyond 5.1 The Dawn of the Twentieth Century 5.2 The Effects of World War II |

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. | Padmaja Ashok, A Social History of England, 1500- 1750, 2021. |
|----|---|

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:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. S.P. RUTH RAJATHI

Minutes:

- ✓ TWO topics namely, Victorian Age and Origin and Growth of Political Parties have been removed in order to match with the TANSCHÉ's reduction of hours from 5 to 4. But for this, the existing topics are retained along with the text book by Padmaja Ashok.

| Semester I | | | | | | | | | | |
|-------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| NME I: Journalism | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG1E1 | NME | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|--|
| LO1 | Understand the function of the Press and classify the elements of Mass Media and Communication |
| LO2 | Analyze various sources of news and differentiate different kinds of news |
| LO3 | Compose headlines and Leads and Write news report. |
| LO4 | Demonstrate the qualities of reporters |
| LO5 | Proofread and edit a news report |

Syllabus:

| UNIT | Details |
|------|--|
| I | Unit I: MASS MEDIA 1.1 Mass Media & Mass Communication- Definition 1.2 The Role of the Press |
| II | Unit II: TYPES OF NEWS 2.1 News-Definition- Sources 2.2 Hard and Soft News 2.3 Scoop, Fillers and Box News 2.4 Expected and Unexpected News |
| III | Unit III: WRITING FOR THE NEWSPAPER 3.1 Newspaper and Magazine Writing- Leads-Headlines |
| IV | Unit IV: KINDS OF REPORTING 4.1 Quality of Reporters- Kinds of reporting with reference to Court, Crime, Investigating, Election, Sports, Freelancing |
| V | Unit V: EDITING AND ROLE OF EDITORS 5.1 Role of Different Editors 5.2 Editing a copy |

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:

On completion of this course, students will;

| | | |
|------------|--|---------------|
| CO1 | Understand the function of Mass media and communication. Analyze the role and function of the press. | PO1,PO2 |
| CO2 | Differentiate the different types of news and know the ethics of writing news. | PO1, PO2,PO3 |
| CO3 | Finding the skills of writing headlines and magazines. | PO4, PO6 |
| CO4 | Understand the basic features of writing reports, analyze and practicing it by using different styles. | PO4, PO5, PO6 |
| CO5 | Finding out the role of the editors and apply various knowledge in editing techniques. | PO3,PO7, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Parthasarathy, Rangaswami. <i>Basic Journalism</i> . Madras: Macmillan, 1984. |
| 2. | Kamath, M.V. <i>Professional Journalism</i> . New Delhi: Vikas, 1997. |

References Books:

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

| | |
|----|---|
| 1. | Franklin, Bob. <i>Key Concepts in Journalism Studies</i> . London: Sage Publications Ltd, 2005. |
| 2. | Witschge, Tamara, ed. <i>The Sage Handbook of Digital Journalism</i> . London: Sage Publications Ltd, 2016. |
| 3. | Sterling, Christopher H, ed. <i>Encyclopedia of Journalism</i> . London: Sage Publications Ltd, 2009. |

Web Resources:

| | |
|----|--|
| 1. | https://www.futurelearn.com/courses/media-and-international-development |
| 2. | https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview |
| 3. | http://www.journaliststoolbox.org/ |
| 4. | Code of ethics for Journalists https://www.spj.org/ethicscode.asp |
| 5. | The Language of Journalism https://www.marshallpr.com/the-language-of-journalism/ |
| 6. | Journalism and sensationalism https://freelance-writing.lovetoknow.com/Journalism and Sensationalism |
| 7. | Yellow Journalism https://www.britannica.com/topic/yellow-journalism |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Ms. S.D. SRI REVATHI

Minutes: The existing NMEC syllabus of "Journalism" (2022-'23) has been retained.

| Semester I | | | | | | | | | | |
|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| SEC (Foundation Course): Public Speaking Skills | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG1N1 | FC | Y | Y | - | - | 2 | 2 | 100 | -- | 100 |

Learning Objectives:

| | |
|-----|--|
| LO1 | To help students understand the goals and benefits of public speaking |
| LO2 | To help them recognize communication apprehension and guide them on how to reduce it |
| LO3 | To familiarize them on how public speaking can be used to advocate or create change |
| LO4 | To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric |
| LO5 | To help them think and speak imaginatively and critically |

Syllabus:

| UNIT | Details |
|------|---|
| I | Organizing Speech Planning and Preparation – Setting the Main Body (chronological directional, logical, problem – solution, topical and psychological patterns); Developing Main Points- Supporting ideas (definitions, examples, analogies, testimonies, statistics) Beginning and Ending of Speech |
| II | Modes of Delivery Reading the Manuscript - Speaking Extemporaneously - Impromptu - Speaking from memory; Speaker's Voice – volume, pitch, rate, pauses and pronunciation Non-verbal Communication – personal appearance, posture, gestures, eye contact |
| III | Public Speaking: Do's and Don'ts: Avoiding Bad Habits: Self-Importance, Apologizing, Facts and Figures, Jargon, Talking Down, Obscenity, Snide Comments, Put- downs, Public Criticism Developing Good Ones: Personal Pronouns, Empathy, Relating Truth, Keeping to Time, Accent |
| IV | Speeches for Special Occasions Welcome Speeches - Introduction Speeches - Felicitation Speeches – Speeches - Farewell Speeches - Vote of Thanks Commemorative |
| V | Speeches that Changed the World Expository: “Tryst with Destiny” – Jawaharlal Nehru Descriptive: “Gettysburg Address” – Abraham Lincoln Persuasive: Mark Antony's Funeral Oration extract from William Shakespeare's <i>Julius Caesar</i> Argumentative: “Ask What You Can Do For Your Country” - John F. Kennedy |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|--|-------------|
| CO1 | Demonstrate an understanding of the principles of public speaking | PO1 |
| CO2 | Recognize barriers to public speaking and identify how to avoid them | PO1,PO2 |
| CO3 | Understand how to give effective verbal and nonverbal feedback | PO4,PO6 |
| CO4 | Learn about planning speech organization for the intended audience | PO4,PO5,PO6 |
| CO5 | Practice effective group delivery and speech in formal context | PO3,PO8 |

Text Books (Latest Editions):

| | |
|----|--|
| 1. | Beebe, S. A., & Beebe, S. J. (2006). <i>Public Speaking: An audience -centred approach</i> (6th ed.). New York: Pearson. |
| 2. | Fraleigh, D.M., & Tuman, J.S.(2009). <i>Speak up! An illustrated guide to public speaking</i> . New York: Bedford/St. Martins. |
| 3. | Stephen E. Lucas – <i>The Art of Public Speaking</i> . Chennai: McGraw Hill. |

References Books:

| | |
|----|---|
| 1. | <i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i> |
| 2. | Richard Denny – <i>Speak for Yourself</i> . New Delhi: UBS, 1995. |
| 3. | Dan O'Hair - <i>A Pocket Guide to Public Speaking</i> . Boston :Bedford/St. Martin's, 2013. |
| 4. | Dale Carnegie – <i>Art of Public Speaking</i> . New York, Skyhorse Publishing, 2018. |
| 5. | Michael Port – <i>Steal the Show</i> . Boston. Houghton Mifflin Harcourt, 2015. |

Web Resources:

| | |
|----|--|
| 1. | <i>Learning Outcomes Public Speaking (lumenlearning.com)lu03_public_speaking.pdf (indianhills.edu)</i> |
|----|--|

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Course Coordinator: Ms. R. HARNI

Minutes:

Revised all 5 Units of TANSICHE syllabus.

| Semester II | | | | | | | | | | |
|----------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core III: British Literature - I | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG203 | Core | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives:

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

Syllabus:

| UNIT | Details |
|------|--|
| I | Francis Bacon - Of Truth Oliver Goldsmith - A City Night Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Giving Advice |
| II | Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter William Blake – A Poison Tree Alexander Pope- Ode on Solitude Robert Bridges- <i>Nightingales</i> |
| III | P.B.Shelly - Ozymandias Lord Byron - She Walks in Beauty John Milton - Paradise Lost Bk 4.(First 171 Lines) |
| IV | Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conquer |
| V | Mary Shelly - Captain Walton's Conclusion-Frankenstein Charles Dickens - Recalled to Life- A Tale of Two Cities. |

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 | Work skillfully within a team, respect coworkers, delegate work and contribute to a group project. | 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. | Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5 . |
| 2. | Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 . |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. A. SHEEBA PRINCESS

Minutes:

Unit I: Removed Joseph Addison and Sir Richard Steele- on Gratitude

Unit II: Substituted William Blake - The Chimney Sweeper with William Blake – A Poison Tree; John Keats - Endymion Bk-1with Alexander Pope- Ode on Solitude, William; Wordsworth - Ode: To Intimation & Immorality of Unit III is substituted with Robert; Bridges- *Nightingales* of Unit II.

Unit III: Substituted P.B.Shelly – Arethusa with P.B.Shelly – Ozymandias, Changed John Milton - Paradise Lost Bk 4.to John Milton - Paradise Lost Bk 4.(**First 171 Lines**)

Deleted P B Shelly- Hymn to intellectual Beauty

Unit IV: Deleted Francis Beaumont and John Fletch – Philaster

Unit V: Text Title correction It is NOT Mary Shelly - Captain Walton’s Conclusion- Frankenstein, It is Mary Shelly - Captain Walton in Continuation-Frankenstein

Deleted Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver’s Travels

| Semester II | | | | | | | | | | |
|----------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core IV: American Literature - I | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG204 | Core | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | To Understand the growth and development of American literature. |
| LO2 | To critically examine how various genres developed and progressed. |
| LO3 | Learn about prominent writers and famous works in American literature. |
| LO4 | To closely examine the various themes and methodologies present in British literature |
| LO5 | To create an aptitude of critically probing through the text |

Syllabus:

| UNIT | Details |
|------|---|
| I | UNIT I: POETRY Walt Whitman - O Captain, My Captain! Wallace Stevens : The Emperor of Ice Cream Emily Dickinson - Because I Could Not Stop for Death Langston Hughes : The Negro Mother |
| II | UNIT II: Short Story Edgar Allan Poe : The Cask of Amontillado Charlotte Perkins Gilman : The Yellow Wallpaper O. Henry: A Retrieved Reformation Kate Chopin: Regret |
| III | UNIT III: PROSE Abraham Lincoln - Gettysburg Address Martin Luther King Jr.- I have a Dream |
| IV | UNIT IV: DRAMA Arthur Miller – All My Sons |
| V | UNIT V: NOVEL Herman Melville- Billy Budd Ernest Hemingway : The Old Man and the Sea |

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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. G. PARVATHY

Minutes:

It was decided to substitute a few works with the TANSCHÉ topics as specified below:

- ✓ Unit I: Walt Whitman's "O Captain, My Captain" and Emily Dickinson's "Because I Could Not Stop for Death" of TANSCHÉ syllabus are retained.
Wallace Stevens's "The Emperor of Ice Cream" and Langston Hughes's "The Negro Mother" are added to TANSCHÉ syllabus.
- ✓ Unit II: Willa Cather's Her Boss is replaced with O Henry's Retrieved Reformation
- ✓ Kate Chopin's Regret replaced with Jack London's To Build a Fire.
- ✓ Unit III: Edgar Allan Poe's "The Philosophy of Composition" is removed and Abraham Lincoln's "Gettysburg Address" Martin Luther King Jr.- I have a Dream are retained
- ✓ Unit IV and V of 2022-'23 syllabus are retained.

| Semester II | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective II: History of English Literature | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG2:A | Elective | 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 |

Syllabus:

| UNIT | Details |
|------|---|
| I | History of British Literature must include British Poetry, Prose, Drama and Fiction, covering representative writers down the ages like given below... The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours |
| II | The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental Comedies, Pre-Romantics |
| III | 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 |
| IV | The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens |
| V | Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats |

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. | Hudson, William Henry. <i>An Outline History of English Literature (New and Rev. Ed.)</i> . G. Bell, 1955. |
|----|--|

References Books:

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

| | |
|----|---|
| 1. | Bergonzi, B. <i>Heroes' Twilight: A Study of the Literature of the Great War</i> , 2nd edn (London: Constable, 1980). |
| 2. | Fussell, P. <i>The Great War and Modern Memory</i> (Oxford: Oxford University Press, 1975) |
| 3. | Parker, P. (ed.). <i>The Reader's Companion to Twentieth-Century Writing</i> (London: Helicon, 1995). Stringer, J. (ed.). <i>The Oxford Companion to Twentieth-Century Literature in English</i> (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book |

Web Resources:

| | |
|----|----------------------------------|
| 1. | <i>ALEX00.PDF (manavata.org)</i> |
|----|----------------------------------|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. E. ESTHER ROSALIND

Minutes:

It was decided that all the topics would be retained as per the TANSCHÉ syllabus for the course History of English Literature, however, the textbook to be adopted for teaching will be William Henry Hudson's *An Outline History of English Literature* to enable a better learning environment.

| Semester II | | | | | | | | | | |
|------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| NME II: Professional English | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG2E2 | SEC | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | Analyze the significance of language competency in day-to-day contexts and demonstrate improved listening, speaking, and conversational skills. |
| LO2 | Apply basic occupational skills to effectively participate in interviews and group discussions, leading to successful outcomes. |
| LO3 | Utilize creative competency skills in reading, writing, sentence formation, and book review strategies to enhance language proficiency and express ideas creatively. |
| LO4 | Evaluate and demonstrate proper presentational skills for a successful career, including effective delivery of presentations, public speaking, and visual aids usage. |
| LO5 | Demonstrate proficiency in writing workplace documents such as proposals, reports, minutes, web content, and emails, adhering to appropriate formats, language, and tone. |

Syllabus:

| UNIT | Details |
|------|--|
| I | <p>Language Competency</p> <p>1.1 Listening (Barriers to Effective Listening)</p> <p>1.2 Speaking (Achieving Confidence, Clarity and Fluency)</p> <p>1.3 Conversation (Using Appropriate Language)</p> <p>1.4 Telephonic Conversations and Etiquette</p> |
| II | <p>Occupational Competency</p> <p>2.1 Writing Cover Letter: academic and business.</p> <p>2.2 Language Testing: common grammatical errors</p> <p>2.3 Face to Face Interactions (formal and informal situations): appearing in an interview, self-introduction, greetings, introducing others, congratulating/ complimenting, accepting/ declining an invitation, expressing gratitude, apologizing, seeking, granting, refusing permission, welcoming, bidding farewell.</p> <p>2.4 Group Discussion: do's and don'ts.</p> |

| | |
|-----|---|
| III | <p>Creative Competency</p> <p>3.1 Reading (types of reading: analytical, inferential, reading tables and charts, skimming, scanning, note making)</p> <p>3.2 Writing (types of writing: persuasive, narrative, expository, argumentative, and descriptive)</p> <p>3.3 Effective Sentences (construction, patterns, order of words)</p> <p>3.4 Writing a Book Review</p> |
| IV | <p>Presentational Competency</p> <p>4.1 Outlining and Structuring of Presentation</p> <p>4.2 Preparing Presentation Graphics- PPT</p> <p>4.3 Nuances of Delivery</p> <p>4.4 Answering Questions after Presentation</p> |
| V | <p>Workplace Competency</p> <p>5.1 Structure of Proposals</p> <p>5.2 Structure of Reports</p> <p>5.3 Meetings and Minutes</p> <p>5.4 Writing for the Web and Email</p> |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|--|---------------|
| CO1 | Analyse listening, speaking and conversational skills and the significance of language competency in day-to-day context. | PO1,PO6 |
| CO2 | Infer basic occupational skills for attending interviews and group discussions successfully. | PO1, PO2, PO6 |
| CO3 | Provide creative competency skills with respect to types of reading, writing, sentence formation and book review strategies. | PO2,PO4 |
| CO4 | Evaluate proper presentational skills for a successful career | PO1,PO6,PO9 |
| CO5 | Find the precise manner of writing proposals, reports, minutes, webcontents and Emails in their workplaces. | PO6,PO10 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication</i> . 3rd ed., OxfordUniversity Press, 2015. |
| 2. | Santhi Jeya. V , R. Selvam. <i>Advanced Skills for Communication in English Book - I</i> .New Century Book House (P) Ltd, 2011. |

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

| | |
|----|--|
| 1. | Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication for GujaratTechnological University</i> . 2nd ed., Oxford University Press, 2017. |
| 2. | Raman, Meenakshi, and Sangeeta Sharma. <i>Professional English</i> . 1st ed., OxfordUniversity Press, 2019. |
| 3. | MacKenzie, Andrea et al. <i>NET Working Workplace Communication in the English Classroom</i> . Curriculum Development Institute Education Bureau Hong Kong (SAR),2009. |

Web Resources:

| | |
|----|--|
| 1. | https://nptel.ac.in/courses/109/107/109107155/ |
| 2. | https://onlinecourses.nptel.ac.in/noc20_hs15/preview |
| 3. | Debate andGroup Discussions https://targetstudy.com/articles/importance-of-group-discussion.html |
| 4. | ExtemporeSpeech https://handmadewriting.com/blog/guides/extemporaneous-speech- topics/ |
| 5. | Mock Interviews https://corporatefinanceinstitute.com/resources/careers/interviews/m ock-interview-guide/ |
| 6. | Situational Conversations https://english.eagetutor.com/component/k2/itemlist/category/37-situational-conversation |

Mapping with Programme Outcomes:

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

Name of the Course Coordinator: Dr. S. GODWIN RAJ

Minutes:

The existing syllabus of 2022-'23 is adopted.

| Semester II | | | | | | | | | | |
|------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| SEC III: English for Communication | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG2S3 | SEC | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|--|
| LO1 | Explore the various styles in the expression of the language. Discover and discuss on how language propels the communication process. Discover and discuss on how non-verbal communication plays the role in the communication process. Outline the significance of language in Communication. |
| LO2 | Discuss the strategies of avoiding distractions in listening skills. Identify basic speaking skills for attaining clarity and fluency. Discover the nuances of utilizing proper English language in conversations. Spell out the necessary language skills for effective telephonic conversations and Etiquette. |
| LO3 | Outline different parts of academic and business letters with examples to apply for jobs and obtaining professional skills. List out the common grammatical errors to answer the language related questions in the exams. Make use of basic expressions to interact with others during and after the interview. Motivate to learn do's and don'ts of group discussion for employment |
| LO4 | Appraise different types of reading techniques for professional development. Develop and improve writing skills for language proficiency and employment. Experiment with skills of writing effective sentence to become a professional writer. Explain techniques of writing a book review to improve the reading habit. |
| LO5 | Evaluate the structure of a good business proposals for professional enhancement. Analyze various components of writing a good report. Find methods involved in conducting meetings and writing minutes. Compose the structure of writing E- contents and Emails. |

Syllabus:

| UNIT | Details |
|------|--|
| I | Communication: Basic Communication Styles (Passive, Aggressive, Assertive) – Types of Communication (Verbal and Non-Verbal) - Significance of language in Communication. |
| II | Language Competency: Listening (Barriers to Effective Listening) - Speaking (Achieving Confidence, Clarity and Fluency) - Conversation (Using Appropriate Language) - Telephonic Conversations and Etiquette. |

| | |
|-----|---|
| III | Occupational Competency: Language Testing: common grammatical errors - Face to Face Interactions (formal and informal situations): appearing in an interview, self-introduction, greetings, introducing others, congratulating/ complimenting, accepting/ declining an invitation, expressing gratitude, apologizing, seeking, granting, refusing permission, welcoming, bidding farewell. |
| IV | Creative Competency: Reading (types of reading: analytical, inferential, reading tables and charts,skimming, scanning, note making) - Writing (types of writing: persuasive, narrative, expository, argumentative, and descriptive)- Effective Sentences (construction, patterns, order of words)-Writing a Book Review |
| V | Workplace Competency: Group Discussion: do's and don'ts. - Writing Cover Letter: academic and business - Structure of Reports - Minutes Writing – Web, Blog and Creative Writing. |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|---|---------------|
| CO1 | Analyse listening, speaking and conversational skills and the significance of language competency in day-to-day context. | PO1,PO6 |
| CO2 | Infer basic occupational skills for attending interviews and group discussions successfully. | PO1, PO2, PO6 |
| CO3 | Provide creative competency skills with respect to typesof reading, writing, sentence formation and book review strategies. | PO2,PO4 |
| CO4 | Evaluate proper presentational skills for a successful career. | PO1,PO6,PO9 |
| CO5 | Find the precise manner of writing proposals, reports, minutes, web contents and Emails in their workplaces. | PO6,PO10 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication</i> . 3rd ed., OxfordUniversity Press, 2015. |
| 2. | Santhi Jeya. V , R. Selvam. <i>Advanced Skills for Communication in English Book - I</i> . NewCentury Book House (P) Ltd, 2011. |
| 3. | Rizvi, Ashraf M. <i>Effective Technical Communication</i> . The McGraw-HillCompanies, 2018. |

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

| | |
|----|---|
| 1. | Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication for Gujarat Technological University</i> . 2nd ed., Oxford University Press, 2017. |
| 2. | Raman, Meenakshi, and Sangeeta Sharma. <i>Professional English</i> . 1st ed., Oxford University Press, 2019. |
| 3. | MacKenzie, Andrea et al. <i>NET Working Workplace Communication in the English Classroom</i> . Curriculum Development Institute Education Bureau Hong Kong (SAR), 2009. |

Web Resources:

| | |
|----|---|
| 1. | https://nptel.ac.in/courses/109/107/109107155/ |
| 2. | https://onlinecourses.nptel.ac.in/noc20_hs15/preview |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 1 | | | | 1 | 3 | | 1 | | |
| CO2 | 1 | | | | 2 | 2 | | 2 | | |
| CO3 | 3 | | | | 1 | 3 | | 1 | | |
| CO4 | 1 | | | | 1 | 2 | | 1 | | |
| CO5 | 1 | | | | 1 | 3 | | 1 | | |

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 |

Name of the Course Coordinator: Dr. S. MELWIN**Minutes:** The NME syllabus suggested by TANSCHÉ is retained.

| Semester III | | | | | | | | | | |
|---------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core V: British Literature - II | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG305 | Core | Y | Y | - | - | 5 | 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. |

Syllabus:

| UNIT | Details |
|------|---|
| I | UNIT I: POETRY Alfred Tennyson- Ulysses Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market W.H. Auden - The Unknown Citizen Philip Larkin - The Whitsun Weddings |
| II | UNIT II: PROSE G. K. Chesterton - Piece of Chalk Charles Lamb- Dream Children William Hazlitt- Indian Jugglers Joseph Addison - Sir Roger at Church |
| III | UNIT III: DRAMA G.B. Shaw – Pygmalion John Osborne - Look Back in Anger |

| | |
|----|--|
| IV | UNIT IV: NOVEL Jane Austen - Pride and Prejudice Charlotte Brontë - Jane Eyre |
| V | UNIT V: NOVEL Wilkie Collins - The Moonstone Arthur Conan Doyle - Hound of Baskervilles Abraham Stoker- (Graphic Novel)- Dracula. |

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. |
|----|--|

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. 1974.</i> |

Web Resources:

| | |
|----|--|
| 1. | Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp. 135–157. https://doi.org/10.1057/9780230598270_6 . |
| 2. | Smith, Grover. "Eliot's World before the Waste Land." <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1 |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | 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 |

Name of the Course Coordinator:

Minutes: The NME syllabus suggested by TANSCHÉ is retained.

| Semester III | | | | | | | | | | |
|-----------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core VI: American Literature - II | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG306 | 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. |

Syllabus:

| UNIT | Details |
|------|---|
| I | UNIT I: POETRY Theodore Roethke - The Meadow Mouse E.E.Cummings - You Shall Above All Things Be Glad and Young Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars |
| II | UNIT II: DRAMA Amiri Baraka - Dutchman |
| III | UNIT III: PROSE Henry David Thoreau - Winter Animals Ralph Waldo Emerson – Self Reliance Edgar Allan Poe - Philosophy of Composition |

| | |
|----|---|
| IV | UNIT IV: NOVEL Nathaniel Hawthorne - The Scarlet Letter Toni Morrison – Beloved |
| V | UNIT V: NOVEL Mark Twain - The Adventures of Tom Sawyer. Angeline Boulley - Firekeeper’s Daughter |

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. |
|----|---|

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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester III | | | | | | | | | | |
|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective III: Literary Genres and Terms | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG3:A | Elective | 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 inwriting. |

Syllabus:

| UNIT | Details |
|------|---|
| I | <i>Nature of Poetry</i> - Subjective & Objective Poetry - <i>Kinds of Poetry</i> – Epic, Mock Epic, Ballad, – Lyric Poetry: The Ode: Origin and Characteristics -Types- Pindaric, Horatian, English. -- The Sonnet: Types and Form: The Italian, The English—The Elegy: Origin and Definition, Pastoral Elegy – Dramatic Monologue |
| II | Origin and Definition - Dramatic Devices: Dramatic Irony, Soliloquy and Aside – <i>Types of Drama</i> : Tragedy, Definition and Characteristics – <i>Types of Tragedy</i> : Classical, Romantic -- <i>Forms</i> : Revenge Play, Heroic Tragedy, and Domestic Tragedy. -- <i>Comedy</i> : Types: Restoration, Sentimental, Tragi- Comedy, Farce, Melodrama – The One-act Play |
| III | <i>The Essay</i> : the Personal and the Expository <> Characteristics: Personal and Autobiographical, Humour and Pathos, Style and language |
| IV | Origin and Definition - Elements of Fiction, Form and Technique: Plot, Story, Characterization, Dialogue, Setting, Points of View, Narrative -- Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel <> Interior Monologue: Definition, Form and Function; Novelette / Novella <> <i>Biography</i> : Definition and the Development of Biography <> Elements of Biography -- Types: Pure and Impure <> <i>Autobiography</i> : Definition and Characteristics |

| | |
|---|--|
| V | Historical Novel <> The Psychological Novel <> The Short Story: Form and Technique: Precision, Unity of Effect, Structural Unity in Plot, Character and Setting <> Stream of Consciousness Novel: Origin, Definition, Characteristics, Metafiction |
|---|--|

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|--|---------------|
| CO1 | Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'. | PO1 |
| CO2 | Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique. | PO1, PO2 |
| CO3 | Get a complete coverage of traditional and radical approaches to the study and production of literature. | PO4, PO6 |
| CO4 | Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text. | PO4, PO5, PO6 |
| CO5 | Gain thorough accounts of critical terminology and analyzes of key academic debates. | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001. |
| 2. | Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print. |

References Books:

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

| | |
|----|---|
| 1. | Taaffe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print. |
|----|---|

Web Resources:

| | |
|----|--|
| 1. | <i>1821-literary-terms.pdf (cgc.edu)</i> |
|----|--|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester III | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| SEC IV: Entrepreneurial Skill – Interview Skills | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG3S4 | SEC | Y | Y | - | - | 1 | 1 | 100 | -- | 100 |

Learning Objectives:

| | |
|-----|--|
| LO1 | To enable students understand the information needed to prepare for an interview |
| LO2 | To enable them to research company information before heading to an interview |
| LO3 | To familiarize them with how to handle Interview Questions |
| LO4 | To enable them to use comfortable vocabulary |
| LO5 | To help them think and speak imaginatively and critically |

Syllabus:

| UNIT | Details |
|------|---|
| I | Definition of Interview-Essentials of Interview Skill |
| II | Needs and Requirements of Interview skills |
| III | Resume Preparation- Do's and Don'ts of an interview |
| IV | Body language-gesture-attitude-facial expression-sound knowledge |
| V | Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee. |

Course Outcomes:

On completion of this course, students will;

| | | |
|-----|--|----------|
| CO1 | Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer. | PO1 |
| CO2 | Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace). | PO1, PO2 |

| | | |
|------------|--|---------------|
| CO3 | Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation. | PO4, PO6 |
| CO4 | Develop confidence in relationship to their interviewing skills. | PO4, PO5, PO6 |
| CO5 | Be able to identify, discuss, and implement key job interview skills. | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Ros Jay (2002), Brilliant Interview, Prentice Hall |
| 2. | David Beckham (2013), The illustrated Book, Headline Publications |

References Books:

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

| | |
|----|--|
| 1. | <i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stopfeeling like a fraud at work</i> |
|----|--|

Web Resources:

| | |
|----|--|
| 1. | <i>Tips for a Successful Interview (ung.edu)</i> |
|----|--|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester III | | | | | | | | | | |
|----------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| SEC V: English for Careers | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG3S5 | SEC | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | To help students gain knowledge about the job search, application, and interview process |
| LO2 | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. |
| LO3 | Help them with strategies for identifying the jobs that match their interests and skills |
| LO4 | Help them to understand the job-seekers language for meeting new people, making small talk, and describing |
| LO5 | To enable learners to describe themselves and their experiences in a résumé |

Syllabus:

| UNIT | Details |
|------|---|
| I | Definition of English Language-Characteristic Features |
| II | Purposes of English Language |
| III | Major Roles played by English Language in Education and various career choices |
| IV | English language as a identity to popular culture |
| V | The major developments happening in the contemporary world by using English language. |

Course Outcomes:

On completion of this course, students will;

| | | |
|-----|--|---------------|
| CO1 | Attain communicative competence so that they can use language accurately and appropriately | PO1 |
| CO2 | Understand the basic features of communication and aim at improving language skills | PO1, PO2 |
| CO3 | Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence. | PO4, PO6 |
| CO4 | Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. | PO4, PO5, PO6 |
| CO5 | Make sure that the style, content and message is concise, correct and appropriate. | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir KumarDas. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print |
| 2. | Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print |

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

| | |
|----|--|
| 1. | Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print |
|----|--|

Web Resources:

| | |
|----|---|
| 1. | https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDU3Mjg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf |
|----|---|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low**Mapping with Programme Specific Outcomes:**

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

Name of the Course Coordinator:

| Semester IV | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core VI: World Literature in Translation | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG406 | 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. |

Syllabus:

| UNIT | Details |
|------|---|
| I | Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran - Your Children are not your children. |
| II | Pablo Neruda - If you forget me. Ovid – Pyramus & Thisbe. Alexander Pushkin - The Gypsies. Horace - Satires Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers |
| III | Walter Benjamin - Unpacking My Library Montaigne - Of Friendship. |
| IV | Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot. Federico García Lorca - Yerma |
| V | Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus - The Pot of Gold. Antoine de Saint-Exupéry - The Little Prince. |

Course Outcomes:

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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester IV | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| SEC VII: Aspects of Language and Linguistics | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG407 | Core | Y | Y | - | - | 5 | 5 | 100 | -- | 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. |

Syllabus:

| 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:

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. |

Web Resources:

| | |
|----|---|
| 1. | https://ielanguages.com |
| 2. | https://www.cambridge.org |
| 3. | https://muse.jhu.edu |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low**Mapping with Programme Specific Outcomes:**

| CO / PO | PSO1 | 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 |

Name of the Course Coordinator:

| Semester IV | | | | | | | | | | |
|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective IV: English Teaching Methods and Materials | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG4:A | Elective | Y | Y | - | - | 3 | 3 | 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 elementary as well as secondary level). |

Syllabus:

| UNIT | Details |
|------|--|
| I | Introduction - Historical Background Of English In India |
| II | English In Post – Independent Period –The Three Language Formula |
| III | English In 21st Century - Objectives Of Teaching English |
| IV | Objectives Of Teaching English At Elementary Level |
| V | Objectives Of Teaching English At Secondary Level |

Course Outcomes:

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 "FindBooks, 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://Lt.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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester V | | | | | | | | | | |
|----------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core VII: Authors in Focus | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG508 | 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. |

Syllabus:

| 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:

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." <i>Beyond Performance</i> , 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.]</i> . PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412 |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | 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 |

Name of the Course Coordinator:

| Semester V | | | | | | | | | | |
|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core IX: Women's Writing in English and Translation | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG509 | 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. |

Syllabus:

| 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 | <p>Aphra Behn - Oroonoko.</p> <p>L. M. Montgomery - Anne of Green Gables</p> <p>Louisa May Alcott - Little Women</p> <p>Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing</p> <p>Ambai - In a forest, A deer.</p> <p>Vaasanthi - Breaking Free. Tr. By N. Kalyan</p> |
|---|--|

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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester X | | | | | | | | | | |
|---------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core X: Indian Writing in Translation | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG510 | 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. |

Syllabus:

| UNIT | Details |
|------|--|
| I | Kalidasa - The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - <i>The Book of Vanci</i> . – Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam |
| II | <i>Where The Mind Is Without Fear</i> , Gitanjali , <i>Far Below Flowed Jumna</i> , Fruit Gathering , <i>Song 85 - The Gardener</i> . <i>ALL by TAGORE</i> |
| III | Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar - An Old Woman |

| | |
|----|---|
| IV | Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri |
| V | Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq |
| | How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning, M.C.C., Before the Examinations</i> from Swami & His Friends – R.K. Narayan Arjun - Sunil Gangopadhyay |

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:

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

3 - Strong, 2 - Medium, 1 - Low**Mapping with Programme Specific Outcomes:**

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

Name of the Course Coordinator:

| Semester V | | | | | | | | | | |
|---|--------------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core Project: Core Project with Viva Voce | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG5PJ | Core Project | Y | Y | - | - | 4 | 5 | 40 | 60 | 100 |

Course Description:

The project is aimed at initiating and providing the student with necessary cognitive and writing skills. Inculcation of fundamentals of research methodology and mechanics of thesis writing is also purpose of this course.

Length in Pages and Documentation :

Each student admitted into the programme of study should take up a project work. The Head of the department shall assign a project supervisor, who in turn will monitor the project work of the student. The report of the study should be submitted at the end of the semester, certified by the supervisor and duly forwarded by the HoD.

Components for Evaluation:

1. Preparation of report (20 marks)
2. Innovation in choice of problem (20 marks)
3. Skills in systematic analysis and recording (20 marks)
4. Regularity and involvement (20 marks)
5. Viva-voce (20 marks)

| Semester V | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective V: English for Competitive Examinations | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG5:A | Elective | Y | Y | - | - | 3 | 4 | 100 | -- | 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. |

Syllabus:

| UNIT | Details |
|------|--|
| I | Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing. |
| II | Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing. |
| III | Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing. |
| IV | Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing. |
| V | Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter. |

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

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

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

Course Outcomes:

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 |

References Books:

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

| | |
|----|---|
| 1. | English for Competitive Examinations by R P Bhatnagar |
|----|---|

Web Resources:

| | |
|----|---|
| 1. | Listening different accents in English - https://www.youtube.com/watch?v=uFh_xt93M_E |
|----|---|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester V | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective VI: Mass Communication and Journalism | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG5:B | Elective | Y | Y | - | - | 3 | 4 | 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. |

Syllabus:

| UNIT | Details |
|------|---|
| I | Mass Communication in India, Print Medium, Audio-Visual Media, Other Media |
| II | News Agencies, News and its Dissemination, Feature and Column Writing, Editorials. |
| III | Advertising, Illustrations. |
| IV | House and Trade Journals, Starting of Newspapers and Periodicals. |
| V | Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns. |

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will 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:

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. |
|----|--|

References Books:

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

| | |
|----|---|
| 1. | Richard Rudin & Trevor Ibbotson: Introduction to Journalism: Essential Techniques and Background Knowledge |
| 2. | Bill Kovach (Author), Tom Rosenstiel (Author): The Elements of Journalism: What News people Should Know and the Public Should Expect |
| 3. | Baran (Author): Introduction to Mass Communication Theory 5th Edition |
| 4. | Keval J. Kumar (Author): Mass Communication in India |
| 5. | Noah Wardrip-Fruin (Editor) & Nick Montfort (Editor): The New Media Reader |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core XI: Introduction to Literary Theory and Criticism | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG611 | Core | Y | Y | - | - | 4 | 6 | 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. |

Syllabus:

| UNIT | Details |
|------|---|
| I | <p>Marxism</p> <p>The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246)</p> <p>Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)</p> |
| II | <p>Feminism</p> <p>20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (Pg. xi – xxx)</p> <p>When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray</p> |
| III | <p>Post Structuralism</p> <p>Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123)</p> <p>Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)</p> |
| IV | <p>Post-Colonial Studies</p> <p>Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106)</p> <p>The Scope Of Orientalism (Pg. 29-110) Edward Said</p> |
| V | <p>Indian Literature- Definition of category in Theory Class, Nations, Literature (Pg. 243-285) – Aijaz Ahmad</p> |

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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|-------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core XII: Shakespeare Studies | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG612 | Core | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives |
| LO2 | To provide learners with an overview of Shakespeare's historical and political contexts |
| LO3 | To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves |
| LO4 | To help them view the plays in performance either by visiting current theatre productions or by watching film versions |
| LO5 | To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism |

Syllabus:

| UNIT | Details |
|------|--|
| I | Shakespeare & his relevance – G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett How To Do Things With Shakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr 4 th Edition (CUP) |
| II | The Four Phases of Shakespeare's, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I & II – A.C. Bradley Characters of Shakespeare – L.A. Rowse |
| III | 30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance |
| IV | Detailed- Merchant of Venice Detailed- Julius Caesar Non-detailed-Macbeth Non-Detailed- Tempest. VERITY EDITION |
| V | Wilson Knight - <i>The Wheel Of Fire</i> . |

| | |
|--|---|
| | <p>Akram Hossain - <i>An Approach To Shakespeare Scholarship And Criticism</i></p> <p>Neema Parvini - <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism.</i></p> <p><i>Invisible Bullet</i> –Stephen Greenblatt</p> |
|--|---|

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. | <u>Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc</u> |
|----|--|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Core XIII: Culture Studies through Film | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG613 | Core | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |

Learning Objectives:

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

Syllabus:

| UNIT | Details |
|------|---|
| I | Introduction to Film Studies – What is Cinema – Andre' Bazin Vol. 1 & 2 Basic Film Theory – Film Theory: An Introduction – Robert Stam Terminology-MISE-ENSCENE-SHOTS, TAKES, ANGLES, EDITING, SOUND AND COLOUR – The Oxford History of World Cinema Ed. – Geoffrey Nowell-Smith Film Genres – Literature into Film – Theory & Practical Approaches – Linda Costanzo Cahir Anime / Manga – the Anime Companion – Gilles Poitras |
| II | The Silent Era – Indian Cinema – Yves Thoraval Classic Hollywood Era – Film History – David Bordwell Italian Neo – Realism – Charles L. Leavitt The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette James Monaco Third Cinema / Indian Cinema – Yves Thoraval Asian Cinemas - Routledge Handbook Of Asian Theatre |

| | |
|-----|---|
| III | <p>CASE STUDIES</p> <p>François Roland Truffaut - The 400 Blows Ken Kesey - One flew over the Cuckoo's nest</p> <p>Alfred Hitchcock - Vertigo</p> <p>Niki Caro - Mulan</p> <p>Ron Clements – Moana</p> <p>Adapting Novels into Films: Three Case Studies Hardcover – by Raghu Ram Bandi</p> |
| IV | <p>Federico Fellini - 8 and Half</p> <p>Andrei Tarkovsky - The Mirror</p> <p>Ousmane Sembène - Guelwaar</p> <p>Kim Ki Duk - Spring, Summer, Fall, Winter...Spring</p> <p>Adoor Gopalakrishnan - Elippathayam.</p> |
| V | Scriptwriting for Film, Television and New Media - Alan C. Hueth |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|---|---------------|
| CO1 | Analyze cultural meanings in films; | PO1 |
| CO2 | Compare and contrast different cultural concepts in films; | PO1, PO2 |
| CO3 | Analyze and criticize the similarities and differences in cultural imaginations. | PO4, PO6 |
| CO4 | Get familiarized with different thematic comparisons of films on topics including city and its subjectivity, gender and politics, comedy and tragedy. | PO4, PO5, PO6 |
| CO5 | Identify and examine critical and cultural theories | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | James Goodwin, Akira Kurosawa and Intertextual Cinema, Baltimore: Johns Hopkins University Press, 1994. |
| 2. | Film Theory & Criticism: Introductory Readings - Leo Braudy, Marshall Cohen |

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

| | |
|----|--|
| 1. | Lloyd Michaels, ed., Ingmar Bergman's Persona, Cambridge: Cambridge University Press, 2000. |
| 2. | Mitsuhiro Yoshimoto, Kurosawa: Film Studies and Japanese Cinema, Durham, NC: Duke University Press, 2000 |

Web Resources:

| | |
|----|-----------------------------------|
| 1. | TRA_3238_20200604.pdf (ln.edu.hk) |
|----|-----------------------------------|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low**Mapping with Programme Specific Outcomes:**

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective VI: Art and Literature Aesthetics | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG6:A | Elective | Y | Y | - | - | 4 | 6 | 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 from it. |
| LO5 | To recognize how all forms of art is part of a continuum. |

Syllabus:

| UNIT | Details |
|------|--|
| I | Literature And Visual Arts - Essays. |
| II | Romanticism Through Coleridge And Delacroix |
| III | Pre-Raphaelite Movement - D.G. Rosetti's Prosperine (Painting And Poem) |
| IV | Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel) |
| V | Expressionism - Munch- Scream (Painting) And Kafka- Metaphorphosis (Novella) |

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

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

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

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|---|---------------|
| CO1 | The student will be able to engage with literature in a broader, educated perspective. | PO1 |
| CO2 | The student will be able to think with greater originality and independence about the complex interrelationship between different art forms. | PO1, PO2 |
| CO3 | The student will be trained to engage sensitively and intelligently in new readings of literature. | PO4, PO6 |
| CO4 | The course develops an understanding of the co- relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts. | PO4, PO5, PO6 |
| CO5 | Initiate students to implement the multidisciplinary scope of art and literary studies. | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|---|
| 1. | Herbert Read – extract from <i>The Meaning of Art</i> (pg 17-48) Pelican Books, 1959. |
|----|---|

References Books:

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

| | |
|----|---|
| 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:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|-------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| Elective VII: Communicative English | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG6:B | Elective | Y | Y | - | - | 2 | 4 | 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. |

Syllabus:

| 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 | <i>Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.</i> |
| III | <i>Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.</i> |
| IV | <i>Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material – Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.</i> |
| V | <i>Nirad C Chaudhuri “Indian Crowds” [Non-Detailed], DrS Radhakrishnan “The Shaping of my Character” [Detailed] Charles Lamb “Dream Children” [Detailed], Ruskin Bond “Night Train at Deoli” [Non-Detailed] Rabindranath Tagore “Subha” [Non-Detailed, Agra Gra “And you call me coloured” [Detailed] Alfred Lord Tennyson “Ulysses” [Detailed].</i> |
| <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> | |

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:

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 |

References Books:

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

| | |
|----|--|
| 1. | Graham Lock. <i>Functional English Grammar: An Introduction for Second Language Teachers</i> . Cambridge University Press, 1996. |
|----|--|

Web Resources:

| | |
|----|---|
| 1. | https://onlinecourses.nptel.ac.in/noc20_hs13/preview |
| 2. | https://onlinecourses.nptel.ac.in/noc22_mg39/preview |

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

| Semester VI | | | | | | | | | | |
|------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| PCS: Personality Enrichment | | | | | | | | | | |
| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
| | | | | | | | | CIA | External | Total |
| U23EG6G1 | PCS | Y | Y | - | - | 2 | 2 | 100 | -- | 100 |

Learning Objectives:

| | |
|-----|--|
| LO1 | To enable learners to develop talent, facilitate employability and to excel and sustain in a highly competitive world of business. |
| LO2 | To familiarize them about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness. |
| LO3 | To make students know about self-awareness, life skills, soft skills, need for personal development etc. |
| LO4 | Help them to understand the job-seekers language for meeting new people, makingsmall talk, and describing |
| LO5 | To enable learners have a basic idea of significance and reasons for Personality development and self-grooming. |

Syllabus:

| UNIT | Details |
|------|--|
| I | Definition and goals of Personality enrichment |
| II | Necessities-Spiritual-Emotional-Mental-Social |
| III | Intra/Inter Communication Skills |
| IV | Perseverance-Resilience-Leadership Qualities-Benevolence- Team Player-Empathy-Time management. |
| V | Essentials of personality development- Action, Self-assessment, Goal setting, Self-discovery. |

Course Outcomes:

On completion of this course, students will;

| | | |
|------------|--|---------------|
| CO1 | Be able to understand, analyze develop and exhibit accurate sense of self. | PO1 |
| CO2 | Learn to think critically | PO1, PO2 |
| CO3 | Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment. | PO4, PO6 |
| CO4 | Learn to balance confidence with humility and overcome problems associated with personality. | PO4, PO5, PO6 |
| CO5 | Understand that personality is an important attribute in one's life not only for success in professional life, but also in determining the overall behaviour and attitude of the individual. | PO3, PO8 |

Text Books (Latest Editions):

| | |
|----|--|
| 1. | Dunham, R.B. (1984), Organizational Behavior, People and Processes in Management, Homewood: Richard D. Irwin, Inc. |
| 2. | Greenberg, J. and Baron, R.A. (2007), Behavior in Organizations, 8th edi., New Jersey: Pearson Prentice Hall. |

References Books:

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

| | |
|----|---|
| 1. | Opatha, H.H.D.N.P. (2009), Human Resource Management: Personnel, Colombo: Department of HRM, University of Sri Jayewardenepura. |
|----|---|

Web Resources:

| | |
|----|---|
| 1. | https://www.researchgate.net/publication/282698731_Personality_Development?enrichId=rgreq-13235a16ef508a10f4bb8e97c3134c55-XXX&enrichSource=Y292ZXJQYWdlOzI4MjY5ODczMTtBUzozMDMwOTg1NDk5OTc1NjhAMTQ0OTI3NTczMzY1NA%3D%3D&el=1_x_2&esc=publicationCoverPdf |
|----|---|

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: