



**PONNAIYAH RAMAJAYAM INSTITUTE OF
SCIENCE & TECHNOLOGY (PRIST)**

Declared as DEEMED-TO-BE-UNIVERSITY
U/s 3 of UGC Act, 1956

SCHOOL OF ARTS AND SCIENCE

DEPARTMENT OF ENGLISH

**B.A. ENGLISH
CURRICULUM**

FULL TIME

[Regulation 2023]

[Candidates admitted from the academic year 2023-2024 onwards]

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THE REGULATIONS ON LEARNING OUTCOMES BASED CURRICULUM FRAME WORK FOR UNDERGRADUATE EDUCATION

1. Preamble

The undergraduate programme B.A., 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 B.A., 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 B.A course English subject is added to the syllabus with the same intention. Communication in B.A., 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.

**PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE
& TECHNOLOGY (PRIST)**

**REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM
FRAMEWORK FOR UNDERGRADUATE EDUCATION**

| | |
|----------------------------|---|
| Programme: | B.A ENGLISH |
| Programme Code: | UGENGEC |
| Duration: | 3 years [UG] |
| Programme Outcomes: | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PO6: Self-directed & Lifelong Learning: Ability to work</p> |

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| | <p>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.</p> <p>PO7: Reflective Thing: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society</p> <p>PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.</p> <p>PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.</p> <p>PO 10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.</p> |
| <p>Programme Specific Outcomes:</p> | <p>PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of mathematics & statistics.</p> <p>PSO2: Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields.</p> <p>PSO3: To prepare the students who will demonstrate respectful engagement with other’s ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p>PSO4: Developing a research framework and presenting their independent ideas effectively. PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various</p> |

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| | <p>activities to empower them through communication skills.</p> <p>PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues.</p> |
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PROGRAM OUTCOMES

| | |
|------------|---|
| PO1 | Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. |
| PO2 | 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 | 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 | 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 | 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 | 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 | Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society |
| PO8 | Document their reading and interpretive practices in assignments, translation works, and independent projects. |
| PO9 | Confidently and effectively articulate their literary and textual experiences. |

| | |
|-------------|--|
| PO10 | Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation. |
|-------------|--|

PROGRAM SPECIFIC OUTCOMES

| | |
|-------------|--|
| PSO1 | Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of mathematics & statistics. |
| PSO2 | Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields. |
| PSO3 | To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. |
| PSO4 | Developing a research framework and presenting their independent ideas effectively. PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills. |
| PSO5 | Enabling a holistic perspective towards the socio-political inequalities and environmental issues |

PROGRAMME EDUCATIONAL OBJECTIVE (PEO)

| | |
|-------------|---|
| PEO1 | To give students a basic knowledge in biochemistry and to teach on ethics. |
| PEO2 | To develop analytical and critical-thinking skills that allows independent exploration of biological phenomena through the scientific methods. |
| PEO3 | To acquaint knowledge on modern methods of biochemical experimentation to implement for future studies |
| PEO5 | To motivate students for social responsibilities and to educate them on ethical values in addition to inculcating environmental awareness |
| PEO6 | To enable them to execute a research objective through experimentation |

3.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.

4. Value additions in the Revamped Curriculum:

| Semester | Newly introduced Components | Outcome / Benefits |
|-----------------|---|---|
| I | <p>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.</p> | <ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject |
| I, II, III, IV | <p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p> | <ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable |
| | | <ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. |
| | | <ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems. |
| III, IV, V & VI | <p>Elective papers</p> | <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 interdisciplinary 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 |

7.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 | 11 | 11 | 11 | 11 | 22 | 20 | 84 |
| Part IV | 6 | 6 | 5 | 8 | 4 | 2 | 31 |
| Part V | - | - | - | - | - | 1 | 1 |
| Total | 23 | 23 | 22 | 25 | 24 | 23 | 140 |

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

6. Credit Distribution for UG Programme in English

| Sem I | Credit | Sem II | Credit | Sem III | Credit | Sem IV | Credit | Sem V | Credit | Sem VI | Credit |
|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|------------|
| 1.1. Language | 3 | 2.1. Language | 3 | 3.1. Language | 3 | 4.1. Language | 3 | 5.1 Core Course – CC IX | 4 | 6.1 Core Course – CC XIII | 4 |
| 1.2 English | 3 | 2.2 English | 3 | 3.2 English | 3 | 4.2 English | 3 | 5.2 Core Course – CC X | 4 | 6.2 Core Course – CC XIV | 4 |
| 1.3 Core Course – CC I | 6 | 2.3 Core Course – CC III | 6 | 3.3 Core Course – CC V | 6 | 4.3 Core Course – CC VII Core Industry Module | 6 | 5.3. Core Course CC -XI | 4 | 6.3 Core Course – CC XV | 4 |
| 1.4 Core Course – CC II | 5 | 2.4 Core Course – CC IV | 5 | 3.4 Core Course – CC VI | 5 | 4.4 Core Course – CC VIII | 5 | Core Course XII Practical- V | 4 | 6.4 Elective -II Generic/ Discipline Specific | 4 |
| | | | | | | | | 5.4 Elective I Generic/ Discipline Specific | 4 | 6.3 Core Course – CC XVI- Project | 4 |
| 1.5 Skill Enhancement Course SEC-1 (NME) | 2 | 2.5 Skill Enhancement Course SEC-2 (NME) | 2 | 3.5 Skill Enhancement Course SEC-4, (Entrepreneurial Skill) | 1 | 4.5 Skill Enhancement Course SEC-6 | 2 | | | 6.6 Extension Activity | 1 |
| | | 2.6 Skill Enhancement Course –SEC-3 | 2 | 3.6 Skill Enhancement Course SEC-5 | 2 | 4.6 Skill Enhancement Course SEC-7 | 2 | 5.5 Value Education | 2 | 6.7 Professional Competency Skill | 2 |
| 1.6 Ability Enhancement Compulsory Course (AECC) Soft Skill-1 | 2 | 2.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-2 | 2 | 3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3 | 2 | 4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4 | 2 | 5.6 Summer Internship /Industrial Training | 2 | | |
| 1.7 Skill Enhancement - (Foundation Course) | 2 | | | 3.8 E.V.S | - | 4.8 E.V.S | 2 | | | | |
| | 23 | | 23 | | 22 | | 25 | | 24 | | 23 |
| Total Credit Points | | | | | | | | | | | 140 |

DEPARTMENT OF ENGLISH
B.A ENGLISH- REGULATION 2023
COURSE STRUCTURE

SEMESTER – I

| Course Code | Course Title | L | T | P | C |
|---|---|-----------|----------|----------|-----------|
| THEORY | | | | | |
| 23110AEC11/ 23111AEC11/ 23132AEC11/ 23135AEC11 | Tami – I/Advanced English-I/Hindi-I/ French - I | 3 | 1 | 0 | 3 |
| 23111AEC12 | English-I | 3 | 1 | 0 | 3 |
| 23111AEC13 | Introduction to English literature | 4 | 1 | 0 | 3 |
| 23111AEC14 | Indian writing in English | 4 | 1 | 0 | 3 |
| 23111GEC15 | Social history of England | 3 | 0 | 0 | 3 |
| 23111GEC16 | Myth and Literature | 3 | 0 | 0 | 3 |
| Skill Enhancement Course | | | | | |
| 23111SEC17 | Green literature | 2 | 0 | 0 | 2 |
| 23111SEC18 | Foundation Course (FC) | 2 | 0 | 0 | 2 |
| Ability Enhancement Compulsory course (AECC) | | | | | |
| 231AECCINC | Indian Constitution | 2 | 0 | 0 | 2 |
| 231LSCUV | Universal Human Values | 0 | 0 | 0 | 1 |
| | Total | 26 | 4 | 0 | 25 |

SEMESTER – II

| Course Code | Course Title | L | T | P | C |
|---|---|-----------|----------|----------|-----------|
| THEORY | | | | | |
| 23110AEC21/ 23111AEC21/ 23132AEC21/ 23135AEC21 | Tami – II/Advanced English-II/Hindi-II/ French - II | 3 | 1 | 0 | 3 |
| 23111AEC22 | English-II | 3 | 1 | 0 | 3 |
| 23111AEC23 | British literature – I | 4 | 1 | 0 | 3 |
| 23111AEC24 | American literature – I | 4 | 1 | 0 | 3 |
| 23111GEC25 | History of English literature | 3 | 0 | 0 | 3 |
| 23111GEC26 | Film and Literature | 3 | 0 | 0 | 3 |
| Skill Enhancement Course | | | | | |
| 23111SEC27 | Philosophy for literature | 2 | 0 | 0 | 2 |
| 23111SEC28 | Spoken and Presentation Skills | 2 | 0 | 0 | 2 |
| Ability Enhancement Compulsory course (AECC) | | | | | |
| 231AECCCMS | Communication Skills | 2 | 0 | 0 | 2 |
| 231SSCBE | Basic Behavioural Etiquette | 0 | 0 | 0 | 1 |
| | Total | 26 | 4 | 0 | 25 |

SECOND YEAR

SEMESTER – III

| Course Code | Course Title | L | T | P | C |
|---|--|-----------|----------|----------|-----------|
| THEORY | | | | | |
| 23110AEC31/ 23132AEC31/ 23111AEC31/ 23135AEC31 | Tamil – III/Hindi-III/Advanced English-III/ French – III | 3 | 1 | 0 | 3 |
| 23111AEC32 | English-III | 3 | 1 | 0 | 3 |
| 23111AEC33 | British literature - II | 4 | 1 | 0 | 3 |
| 23111AEC34 | Biographies, auto-biographies & memoirs | 4 | 1 | 0 | 3 |
| 23111GEC35 | Literary Genres and Terms | 3 | 0 | 0 | 3 |
| 23111GEC36 | ELT and Computer Assisted Language Learning | 3 | 0 | 0 | 3 |
| Skill Enhancement Course | | | | | |
| 23111SEC37 | Functional English | 2 | 0 | 0 | 1 |
| 23111SEC38 | Public speaking skills | 2 | 0 | 0 | 2 |
| Ability Enhancement Compulsory course (AECC1) | | | | | |
| 23111RMC39 | Research Methodology | 2 | 0 | 0 | 2 |
| 231ACLSOAN | Office Automation | 0 | 0 | 0 | 1 |
| | Total | 26 | 4 | 0 | 24 |

SECOND YEAR

SEMESTER – IV

| Course Code | Course Title | L | T | P | C |
|---|---|-----------|----------|----------|-----------|
| THEORY | | | | | |
| 23110AEC41/ 23111AEC41/ 23132AEC41/ 23135AEC41 | Tamil-IV/Advanced English-IV /Hindi-IV/ French – IV | 3 | 0 | 0 | 3 |
| 23111AEC42 | English-IV | 3 | 0 | 0 | 3 |
| 23111AEC43 | American literature - II | 4 | 1 | 0 | 3 |
| 23111AEC44 | World literature in translation | 4 | 1 | 0 | 3 |
| 23111GEC45 | Film Studies | 3 | 0 | 0 | 3 |
| 23111GEC46 | Translation: Basic Concepts and Practice | 3 | 0 | 0 | 3 |
| Skill Enhancement Course | | | | | |
| 23111SEC47 | English for business | 2 | 0 | 0 | 2 |
| 23111SEC48 | English for careers | 2 | 0 | 0 | 2 |
| Ability Enhancement Compulsory course (AECC1) | | | | | |
| 23111BRC49 | Participation in Bounded Research | 2 | 0 | 0 | 2 |
| 231AECCEVS | Environmental Studies-II | 2 | 0 | 0 | 2 |
| 231LSCLS | Leadership and Management Skills | 0 | 0 | 0 | 1 |
| | Total | 28 | 2 | 0 | 27 |

**THIRD YEAR
SEMESTER – V**

| Course Code | Course Title | L | T | P | C |
|---------------------------------|---|-----------|----------|----------|-----------|
| THEORY | | | | | |
| 23111AEC51 | Aspects of language and linguistics | 4 | 1 | 0 | 4 |
| 23111AEC52 | Authors in focus | 4 | 1 | 0 | 4 |
| 23111AEC53 | Women's writing in English and in translation | 4 | 1 | 0 | 4 |
| 23111AEC54 | Indian writing in translation | 4 | 1 | 0 | 3 |
| 23111DSC55_ | Discipline Specific Elective – I | 3 | 1 | 0 | 3 |
| 23111DSC56_ | Discipline Specific Elective – II | 3 | 1 | 0 | 3 |
| Skill Enhancement Course | | | | | |
| 231AECVED | Value Education | 2 | 0 | 0 | 2 |
| 23111SEC57 | Internship/Industrial Visit/Field Visit | 0 | 0 | 0 | 2 |
| AUDIT COURSE | | | | | |
| 231ACLSPSL | Professional Skills | 0 | 0 | 0 | 1 |
| Total | | 24 | 6 | 0 | 26 |

**THIRD YEAR
SEMESTER – VI**

| Course Code | Course Title | L | T | P | C |
|--------------------------------------|---|-----------|----------|----------|------------|
| THEORY | | | | | |
| 23111AEC61 | Shakespeare studies | 4 | 2 | 0 | 4 |
| 23111AEC62 | Literary Criticism | 4 | 2 | 0 | 4 |
| 23111DSC63_ | Discipline Specific Elective – III | 4 | 2 | 0 | 3 |
| 23111PRW64 | Project | 0 | 0 | 6 | 4 |
| 23111SEC65 | Professional Competency Skill- General awareness for competitive examination | 4 | 2 | 0 | 2 |
| 231EXACT | Extension activity | 0 | 0 | 0 | 1 |
| AUDIT COURSE | | | | | |
| 231ACSIKWS | Indian Knowledge System | 0 | 0 | 0 | 2 |
| Total | | 16 | 8 | 6 | 20 |
| Total Credits -Programme | | | | | 140 |
| Total Credits - Audit Courses | | | | | 07 |
| Total Credits | | | | | 147 |

Credit Distribution

| Sem | AEC | SEC | GEC | DSC | AECC | Research | Others | Total |
|--------------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| I | 12 | 4 | 6 | - | 2 | - | - | 24 |
| II | 12 | 4 | 6 | - | 2 | - | - | 24 |
| III | 12 | 3 | 6 | - | - | 2 | - | 23 |
| IV | 12 | 4 | 6 | - | 2 | 2 | - | 26 |
| V | 15 | 2 | - | 6 | 2 | - | - | 25 |
| VI | 8 | 2 | - | 3 | - | 4 | 1 | 18 |
| Total | 71 | 19 | 24 | 9 | 8 | 8 | 1 | 140 |

AUDIT COURSE CREDIT DISTRIBUTION

| Sem | Audit |
|--------------|----------|
| I | 1 |
| II | 1 |
| III | 1 |
| IV | 1 |
| V | 1 |
| VI | 2 |
| Total | 7 |

Discipline Specific Electives

| Semester | Discipline Specific Elective Courses |
|-----------|---|
| V | 23111DSC55A- Disaster management |
| | 23111DSC55B- Writing for media |
| V | 23111DSC56A- Art and literary aesthetics |
| | 23111DSC56B- Introduction to Comparative Literature |
| VI | 23111DSC63A -Fundamentals of Academic Writing |
| | 23111DSC63B -Mass communicationand journalism |

HOD

DEAN

I YEAR : SEMESTER I

| Course Code | Course Title | L | T | P | C |
|-------------|----------------------|---|---|---|---|
| 23111AEC11 | Advanced English - I | 4 | 0 | 0 | 2 |

Aim:

- To improve the knowledge of English

Objective:

- To familiarize the students with the glossary terms, figures of speech
- To enhance vocabulary
- To learn how to edit and proof read
- To know the comparison and contrast and cause and effect forms
- To understand the impact of the speeches of famous people

Outcome:

- Development of vocabulary
- Learning to edit and do proof reading
- Reading and comprehending literature

UNIT–I: The Origin of Language - Development of Gesture, Sign, Words, Sounds, Speech and Writing Language History and the Process of Language Change Core Features of Human Language, Animals and Human Language

UNIT–II: Nature of Language Pure Vowels, Diphthongs and Consonants Language Varieties: Dialects, Idiolect, Pidgin and Creole Language and Gender, Language and Disadvantage

UNIT–III: Linguistic Form Morphology, Grammar, Syntax Saussurean Dichotomies: Synchronic and Diachronic Linguistics Semantics, Pragmatics

UNIT–IV: Branches of Linguistics Structural Linguistics, Sociolinguistics, Psycholinguistics, Neurolinguistics, Applied Linguistics

UNIT–V: Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse

Reference book:

| Author | Title of the book | Edition / Year | Publisher |
|------------------------------------|----------------------------|---------------------|-------------------------|
| Wren and Martin | English Grammar | 2009 | S.Chand & Company Ltd |
| Meenakshi Raman & Sangeetha Sharma | Technical Communication | Second Edition 2011 | Oxford University Press |
| Sudhir Kumar Sharma | The World's Great Speeches | - | Galaxy Publishers |

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-----------------------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC12 | ENGLISH-I | 3 | 1 | - | - | 3 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To enable learners to acquire the linguistic competence necessarily required in various life situations. | | | | | | | | | |
| LO2 | To help them understand the written text and able to use skimming, scanning skills | | | | | | | | | |
| LO3 | To assist them in creative thinking abilities | | | | | | | | | |
| LO4 | To enable them become better readers and writers | | | | | | | | | |
| LO5 | To assist them in developing correct reading habits, silently, extensively and intensively | | | | | | | | | |
| Unit No. | Unit Title & Text | | | | | | No. of Periods for the Unit | | | |
| I | Poetry 1.1 A Patch of Land - Subramania Bharati 1.3 A Nation's Strength –William Ralph Emerson 1.4 Love Cycle - Chinua Achebe | | | | | | 20 | | | |
| II | Prose 2.1 JRD - Harish Bhat 2.2 Us and Them - David Sedaris From Dress Your Family in Corduroy and Denim | | | | | | 20 | | | |
| III | Short Stories 3.1 The Faltering Pendulum- Bhabani Bhattacharya 3.2 How I Taught my Grandmother to Read- Sudha Murthy 3.3 The Gold Frame- R.K. Laxman | | | | | | 20 | | | |
| IV | Language Competency 4.1 Vocabulary : Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction | | | | | | 15 | | | |
| V | English for Workplace 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions | | | | | | 15 | | | |

| Course Outcomes | | |
|------------------------|--|-------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing | PO1 |
| CO2 | Understand the total content and underlying meaning in the context. | PO1,PO2 |
| CO3 | Form the habit of reading for pleasure and for information | PO4,PO6 |
| CO4 | Comprehend material other than the prescribed text | PO4,PO5,PO6 |
| CO5 | Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation. | PO3,PO8 |

| | Text books (Latest Editions) |
|---|--|
| 1 | Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967 |
| 2 | How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004 |

| WebResources | |
|--------------|---|
| 1 | A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false |
| 2 | The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0 |
| 3 | A Nation's Strength by Emerson https://poets.org/poem/nations-strength |
| 4 | Love cycle by Chinua Achebe : https://www.best-poems.net/chinua-achebe/love-cycle.html |
| 5 | JRD by Harish Bhat https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories |
| 6 | Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html |
| 7 | Uncle Podger Hangs a Picture: http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html |
| 8 | The Gold Frame: https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html |

Reference Books

(Latest Editions, and the style given must be strictly adhered to)

| | |
|----|--|
| 1. | English in use – A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas |
| 2 | Practical English Usage – 4 th Edition By Michael Swan |

I YEAR : SEMESTER I

CORE I – INTRODUCTION TO ENGLISH LITERATURE

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|----------------------------|---|---|---|---|---|---------|---------------|
| 23111AEC13 | INTRODUCTION TO LITERATURE | 4 | 1 | - | - | 4 | 5 |
| Learning Objectives | | | | | | | |
| LO1 | To introduce the different forms of literature | | | | | | |
| LO2 | To provide learners with the background knowledge of literature | | | | | | |
| LO3 | To enable learners to understand the different genres of writing | | | | | | |
| LO4 | To examine the various themes and methodologies present in literature | | | | | | |
| LO5 | To create the ability of critically examining a text | | | | | | |
| UNIT | Details | | | | | | |
| I | Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy. | | | | | | |
| II | William Shakespeare - Sonnet 18, Sonnet 116. John Keats - Ode to Nightingale. Thomas Gray - Elegy Written in a Country Churchyard. | | | | | | |
| III | J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon. | | | | | | |
| IV | Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. | | | | | | |
| V | Katherine Mansfield - Bliss and other stories. Robert Frost - Mending Wall | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme. | | | | | | PO1 |
| CO2 | Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts. | | | | | | PO1, PO2 |
| CO3 | Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting. | | | | | | PO4, PO6 |
| CO4 | Use library resources to research and develop arguments about literary works. | | | | | | PO4, PO5, PO6 |
| CO5 | Work skillfully within a team, respect coworkers, delegate work and contribute to a group project. | | | | | | PO3, PO8 |

Text Books (Latest Editions)

| | |
|----|--|
| 1. | Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016. |
| 2. | Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirschner, by Cengage Learning, 2016 |

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

| | |
|---|---|
| 1 | Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021. |
| 2 | Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021. |
| 3 | Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021. |
| 4 | Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021. |
| 5 | Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019. |
| 6 | Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020 |

Web Resources

| | |
|----|---|
| 1. | ASIATIC: IITUM Journal of English Language & Literature |
| 2. | The English Historical Review (EHR) |

CORE II - INDIAN WRITING IN ENGLISH

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|----------------------------|---|---|---|---|---|---------------|-------------|
| 23111AEC14 | INDIAN WRITING IN ENGLISH | Y | Y | - | - | 4 | 5 |
| 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 | | | | | | |
| UNIT | Details | | | | | | |
| I | Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas - Sparrows | | | | | | |
| II | Rabindranath Tagore - Khabhuliwala. Ruskin Bond - School Days | | | | | | |
| III | Poetry- Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer. | | | | | | |
| IV | Sarojini Naidu- The Village Song Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness | | | | | | |
| V | Rabindranath Tagore - Mukhthadhara. Nissim Ezeikel - Nalini: A Comedy in Three Acts Joginder Paul - Sleepwalkers. | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | | | | | PO1 | |
| CO2 | Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism | | | | | PO1, PO2 | |
| CO3 | Understand the role of English as a medium for 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 (Latest Editions) | | |
| 1. | Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008. | |
| 2. | MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021. | |
| 3. | Shelley, Mary Wollstonecraft. Frankenstein. CreateSpace, 2015. | |
| 4. | Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019. | |
| Web Resources | | |
| 1. | Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5. | |
| 2. | Dickens, Charles. "Fifty-Two." A Tale of Two Cities, 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 . | |

SOCIAL HISTORY OF ENGLAND(ALLIED)

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|----------------------------|--|---|---|---|---|---------------|-------------|
| 23111GEC15 | SOCIAL HISTORY OF ENGLAND (ALLIED) | 3 | 1 | - | - | 4 | 4 |
| Learning Objectives | | | | | | | |
| LO1 | To provide students with a comprehensive idea about the development of English literature and language over the ages | | | | | | |
| LO2 | To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era | | | | | | |
| LO3 | To help them develop an understanding of the structural development of the English language | | | | | | |
| LO4 | To inform them about the various external linguistic influences that have contributed to the making of the language | | | | | | |
| LO5 | To create the ability of critically examining a text | | | | | | |
| UNIT | Details | | | | | | |
| I | The Renaissance and its Impact on England, The Reformation - causes and effects | | | | | | |
| II | The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance | | | | | | |
| III | Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England | | | | | | |
| IV | The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State | | | | | | |
| V | The Cold War (1945-1991)- The Falkland War (1981)-The Gulf War (1991). | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | | | | | PO1 | |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | | | | | PO1, PO2 | |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | | | | | PO4, PO6 | |
| CO4 | Develop a nuanced appreciation of the literary stalwarts of those times. | | | | | PO4, PO5, PO6 | |

| | | |
|---|---|----------|
| CO5 | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, NortonPress. | |
| 2. | Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900-1200, 2012, Cambridge University Press. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012,Cambridge University Press | |
| Web Resources | | |
| 1 | A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, andStreaming : Internet Archive | |

MYTH AND LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC16 | Myth and literature | 3 | 1 | - | - | 4 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students at the origin and sources of myths in literature. |
| LO2 | Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life |
| LO3 | Get an In-depth study of the theoretical approaches |
| LO4 | Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times |
| LO5 | Help them to understand the definition of symbolism with its different types and dimensions. |

UNIT

Details

| | |
|-----|---|
| I | Introduction to Myth/ Mythology- Sources of Indian mythology – Types of story and its relation to myth |
| II | Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules iii) Echo and Narcissus iv) Pyramus and Thisbe |
| III | General idea of Vedic, Epic and Puranic Mythology |
| IV | Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths |
| V | Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|---|---------------|
| CO1 | Understand the origin and sources of myths in literature | PO1 |
| CO2 | Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times. | PO1, PO2 |
| CO3 | Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals | PO4, PO6 |
| CO4 | Understand symbolism with its different types and dimensions. | PO4, PO5, PO6 |
| CO5 | Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music | PO3, PO8 |

Text Books (Latest Editions)

| | |
|---|--|
| 1. | Bauman, Richard. <i>A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook</i> . Oxford: Oxford University Press, 1991. |
| 2. | Boas, Franz. <i>A Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia</i> . <i>Memoirs of the American Folklore Society</i> , VI, 1898. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Eller, Cynthia. <i>The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000. |
| 2. | Grimm, Jakob and Wilhelm Grimm. <i>A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales</i> . Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222. |
| Web Resources | |
| 1. | <i>Bascom, William. A The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

GREEN LITERATURE

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|---|---|---|---|---|---|----------|-------------|
| 23111SEC16 | GREEN LITERATURE | 2 | - | - | - | 2 | 2 |
| Learning Objectives | | | | | | | |
| LO1 | To broaden the idea of literature and the concept of texts. | | | | | | |
| LO2 | To learn the difference between genre fiction and literary fiction. | | | | | | |
| LO3 | To make students gain an understanding of the folk roots of literature. | | | | | | |
| LO4 | To make students find a perspective into the debate between high and low cultures. | | | | | | |
| LO5 | To analyze the fantasy work that gains popularity. | | | | | | |
| UNIT | Details | | | | | | |
| I | William words worth – My haert leaps up A.K Ramanujan- “Flowering Tree” | | | | | | |
| II | Humboldt, Alexander von, Views of Nature Rachel Carson -“A Fable for Tomorrow’ | | | | | | |
| III | Henry David Thoreau- LIFE IN WOODS D.H. Lawrence -“Snake” | | | | | | |
| IV | Jack London -To Build a Fire William Faulkner-A Rose for Emily John Green -Paper Towns | | | | | | |
| V | Annie dillard – Teaching A Stone Talk Amitav Ghosh -The Hungry Tide | | | | | | |
| <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 acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p> | | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | acquire awareness about one of the oldest forms of ecocriticism-respect world views and the discrimination in society as failure to comply with egalitarian values of Nature. | | | | | PO1 | |
| CO2 | become familiar with the opposing viewpoints in Man’srelationship with the physical environment from literary texts. | | | | | PO1, PO2 | |

| | | |
|---|---|---------------|
| CO3 | understand and identify Ecological concepts-Symbiosis, Mutation, , Parasitism Biodiversity from the literary texts prescribed. | PO4, PO6 |
| CO4 | become familiar with ecological, deep ecological and oikopoetic principles | PO4, PO5, PO6 |
| CO5 | apply these critical tools to analyse and understand environmental messages from literary texts and other mediums | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1 | Chute, Hillary. -Comics as Literature .Reading Graphic Narrativell.PMLA – Publications of The Modern Language Association of America. 123. 452-465. 2008. | |
| 2 | Herge.Tintin in Tibet.Baker and Taylor, 2009. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Chauhan, Anuja. The Zoya Factor Harper Collins, 2008. | |
| 2. | Gill, Rosalind & Herdieckerhoff, Elena. -Rewriting the romance: new femininities in chick lit?!.Feminist Media Studies 6(4). 2006. | |

Mapping with ProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

| Course Code | Course Title | L | T | P | C |
|-------------|---------------------|---|---|---|---|
| 231AECINC | Indian Constitution | - | - | - | 2 |

Aim

- To understand the salient features of the Indian Constitution

Course Objectives:

- To make the students understand about the democratic rule and parliamentary administration
- To appreciate the salient features of the Indian constitution
- To know the fundamental rights and constitutional remedies
- To make familiar with powers and positions of the union executive ,union parliament and the supreme court
- To exercise the adult franchise of voting and appreciate the electoral system of Indian democracy.

Course outcome:

1. Democratic values and citizenship training are gained
2. Awareness on fundamental rights are established
3. The function of union government and state government are learnt
4. The power and functions of the judiciary are learnt thoroughly
5. Appreciation of democratic parliamentary rule is learnt

Unit I:The making of Indian constitution

The constitution assembly organization –character -work salient features of the constitution- written and detailed constitution -socialism –secularism-democracy and republic.

Unit II: Fundamental rights and fundamental duties of the citizens

Right of equality -right of freedom- right against exploitation -right to freedom of religion- cultural and educational rights -right to constitutional remedies -fundamental duties .

Unit III: Directive principles of state policy

Socialistic principles-Gandhi an principles-liberal and general principles -differences between fundamental rights and directive principles

Unit IV: The union executive, union parliament and Supreme Court

Powers and positions of the president -qualification _method of election of president and vice president -prime minister -Rajya Sabah -Lok Sabah .the supreme court -high court - functions and position of supreme court and high court

Unit V: State council -election system and parliamentary democracy in India

State council of ministers -chief minister -election system in India-main features election commission-features of Indian democracy.

References:

- 1) Palekar.s.a. Indian constitution government and politics, ABD publications, India
- 2) Aiyer, alladi krishnaswami, Constitution and fundamental rights 1955.
- 3) Markandan. k.c.directive Principles in the Indian constitution 1966.
- 4) Kashyap. Subash c, Our parliament ,National book trust , New Delhi 1989

| Course Code | Course Title | L | T | P | C |
|-------------|------------------------|---|---|---|---|
| 231LSCUV | Universal Human Values | - | - | - | 2 |

Aim:

This course aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's personality development.

Course Objectives :

The present course deals with meaning, purpose and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Course Outcomes :

By the end of the course the learners will be able to:

1. Know about universal human values and understand the importance of values in individual, social circles, career path, and national life.
2. Learn from case studies of lives of great and successful people who followed and practised human values and achieved self-actualisation.
3. Become conscious practitioners of human values.
4. Realise their potential as human beings and conduct themselves properly in the ways of the world.

Unit I

- Introduction: What is love? Forms of love—forself, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living
- Love and compassion and inter-relatedness
- Love, compassion, empathy, sympathy and non-violence
- Individuals who are remembered in history for practicing compassion and love.
- Narratives and anecdotes from history, literature including local folklore
- Practicing love and compassion: What will learners learn/gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?
- Sharing learner's individual and/or group experience(s)
- Simulated Situations
- Casestudies

Unit II

- Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others)
- Individuals who are remembered in history for practicing this value
- Narratives and anecdotes from history, literature including local folklore
- Practicing Truth: What will learners learn/gain if they practice truth? What will learners lose if they don't practice it?
- Learners' individual and/or group experience(s)
- Simulated situations
- Casestudies

Unit III

- Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence
- Ahimsa as non-violence and non-killing
- Individuals and organisations that are known for their commitment to non-violence
- Narratives and anecdotes about non-violence from history, and literature including local folklore
- Practicing non-violence: What will learners learn/gain if they practice non-violence? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about non-violence
- Simulated situations

- Casestudies

Unit IV

- Introduction: What is righteousness?
- Righteousness and dharma, Righteousness and Propriety
- Individuals who are remembered in history for practicing righteousness
- Narratives and anecdotes from history, literature including local folklore
- Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Casestudies

Unit V

- Introduction: What is peace? Its need, relation with harmony and balance
- Individuals and organisations that are known for their commitment to peace
- Narratives and Anecdotes about peace from history, and literature including local folklore
- Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about peace
- Simulated situations
- Casestudies

Unit VI

- Introduction: What is service? Forms of service for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living, persons in distress or disaster.
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes dealing with instances of service from history, literature including local folklore
- Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s) regarding service
- Simulated situations
- Casestudies

Unit VII

- Introduction: What is renunciation? Renunciation and sacrifice. Self-restraint and Ways of overcoming greed. Renunciation with action as true renunciation
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.
- Practicing renunciation and sacrifice: What will learners learn/gain if they practice Renunciation and sacrifice? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Casestudies

FIRST YEAR : SEMESTER II

Advanced English-II

| Course Code | Course Title | L | T | P | C |
|-------------|---------------------|---|---|---|---|
| 23111AEC21 | Advanced English-II | 4 | 0 | 0 | 2 |

Aim:

- To improve communication skills in English

Objective:

- To understand the format of e-mail, fax and memos
- To write itinerary, checklist, invitation, circular, instruction, recommendations
- To understand the impact of the biographies of famous people

Outcome:

- Developing technological skill
- Able to write in a variety of formats
- Read biographies and develop personality

Unit I

Introduction test of vocabulary range; test of verbal speed; test of verbal responsiveness; affixation-prefix, suffix; synonyms.

Unit II

Homonyms and homographs Words of foreign origin; antonyms; redundant words; phrases; acronyms; words commonly confused; slang and new words.

Unit III

Technical terms Personality types; relationships; medicines; science; business, education, law, technology, and the humanities.

Unit IV

Vocabulary for professional exams TOEFL; IELTS; SAT; GRE; CAT; MAT; TANCET; BEC; GMAT

Unit V

Vocabulary games synonyms; antonyms; compound word; homophone; idioms; literature; oxymoron; parts of speech; prefix; suffix; root word; spelling; word play.

Text Book

| Author | Title of the book | Edition / Year | Publisher |
|------------------------------------|-------------------------|----------------|-------------------------|
| Meenakshi Raman & Sangeetha Sharma | Technical Communication | 2011 | Oxford University Press |
| Rajendra Pal & J.S.Korlahalli | Business Communication | 2015 | Sultan |

FIRST YEAR : SEMESTER II

PAPER II –ENGLISH-II

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-----------------------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC22 | ENGLISH-II | 4 | 2 | - | - | 3 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce learners to the essential skills of communication in English | | | | | | | | | |
| LO2 | To enable them use these skills effectively in academic and non-academic contexts | | | | | | | | | |
| LO3 | To help them identify and eliminate common mistakes in writing and speaking | | | | | | | | | |
| LO4 | To enable them use various business communication strategies and to use advanced vocabulary | | | | | | | | | |
| LO5 | To familiarize them in writing descriptive essays and respond to arguments orally and in writing | | | | | | | | | |
| Unit No. | Unit Title & Text | | | | | | No. of Periods for the Unit | | | |
| I | Poetry 1.1 Very Indian Poem in Indian English - Nissim Ezekiel 1.2 Still I Rise - Maya Angelou 1.3 On Killing a Tree - Gieve Patel | | | | | | 20 | | | |
| II | Prose 2.1 If You Are Wrong Admit it- Dale Carnegie 2.2 Kindly Adjust Please - Shashi Tharoor 2.3 The Spoon-fed Age- W.R. Inge | | | | | | 20 | | | |
| III | Fiction Alchemist - Paulo Coelho | | | | | | 20 | | | |
| IV | Language Competency 4.1 Homonyms, Homophones, Homographs Portmanteau words 4.2 English in the Workplace- Speaking | | | | | | 15 | | | |
| V | 5.1 Reading for General and Specific information [charts, tables, schedules, graphs etc] 5.2 Reading news and weather reports 5.3 Writing paragraphs 5.4 Taking and making notes | | | | | | 15 | | | |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|--|---------------|
| CO1 | Learn to introduce themselves and talk about everyday activities confidently | PO1 |
| CO2 | Be able to write short paragraphs on people, places and events | PO1, PO2 |
| CO3 | Identify the purpose of using various tenses and effectively employ them in speaking and writing | PO4, PO6 |
| CO4 | Gain knowledge to write subjective and objective descriptions | PO4, PO5, PO6 |
| CO5 | Identify and use their skills effectively in formal contexts. | PO3, PO8 |

TextBooks(LatestEditions)

| | |
|---|---|
| 1 | <i>The Alchemist - Paulo Coelho</i> Harper - 2005 |
| ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to) | |
| 1 | Advanced English Grammar. Martin Hewings. Cambridge University Press, 2000 |
| 2 | Descriptive English. <u>SP Bakshi, Richa Sharma</u> · 2019, Arihant Publications (India) Ltd. |
| 3 | The Reading Book: A Complete Guide to Teaching Reading. <u>Sheena Cameron, Louise Dempsey</u> , S & L. Publishing, 2019. |
| 4 | Skimming and Scanning Techniques, <u>Barbara Sherman</u> , Liberty University Press, 2014 |
| 5 | Brilliant Speed Reading: Whatever you need to read, however ... <u>Phil Chambers</u> , Pearson, 2013. |
| 6 | The Archer, Paulo Coelho. Penguin Viking, 2020. |
| WebResources | |
| 1 | Very Indian poem by Nissim Ezekiel http://econtent.in/pacc.in/admin/contents/40_%202020103001102714.pdf |
| 2 | Still I Rise by Maya Angelou https://www.poetryfoundation.org/poems/46446/still-i-rise |

BRITISH LITERATURE-I

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|----------------------------|--|---|---|---|---|---------------|-------------|
| 23111AEC23 | BRITISH LITERATURE-I | 4 | 1 | - | - | 4 | 5 |
| 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 | | | | | | |
| UNIT | Details | | | | | | |
| I | Francis Bacon - Of Truth, Of Adversity Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice. | | | | | | |
| II | Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter William Blake - The Chimney Sweeper John | | | | | | |
| III | P.B. Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4. | | | | | | |
| IV | Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conquer | | | | | | |
| V | Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Travels Charles | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. | | | | | PO1 | |
| CO2 | Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. | | | | | PO1, PO2 | |
| CO3 | Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century | | | | | PO4, PO6 | |
| CO4 | Distinguish between the characteristics of British literary movements in discussing and writing about British literature. | | | | | PO4, PO5, PO6 | |

| | | |
|---|--|----------|
| CO5 | Write about literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008. | |
| 2. | MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021. | |
| 3. | Shelley, Mary Wollstonecraft. Frankenstein. CreateSpace, 2015. | |
| 4. | Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019. | |
| Web Resources | | |
| 1. | Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5 . | |
| 2. | Dickens, Charles. "Fifty-Two." A Tale of Two Cities, 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 . | |

FIRST YEAR - SEMESTER II

AMERICAN LITERATURE-I

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|---|--|---------------|---|---|---|---------|-------------|
| 23111AEC24 | AMERICAN LITERATURE-I | 4 | 1 | - | - | 4 | 5 |
| Learning Objectives | | | | | | | |
| LO1 | To Understand the growth and development of American literature. | | | | | | |
| LO2 | To critically examine how various genres developed and progressed. | | | | | | |
| LO3 | Learn about prominent writers and famous works in American literature. | | | | | | |
| LO4 | To closely examine the various themes and methodologies present in British literature | | | | | | |
| LO5 | To create an aptitude of critically probing through the text | | | | | | |
| UNIT | Details | | | | | | |
| I | E.M.Foster - The Prologue-Passage to India (Lines 1-68).Walt Whitman - O Captain, My Captain! | | | | | | |
| II | Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death. | | | | | | |
| III | Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream | | | | | | |
| IV | Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones | | | | | | |
| V | Harriet Beecher Stowe - Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Analyze and discuss works of American literature from arange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon,public proclamations, letters, etc.). | PO1 | | | | | |
| CO2 | Identify relationships between moments in American history, colonialism, and culture and their representationin works of American literature. | PO1, PO2 | | | | | |
| CO3 | Articulate ways that American literature reflects complex historical and cultural experiences. | PO4, PO6 | | | | | |
| CO4 | Produce a mix of critical, creative, and/or reflective works about American literature to 1865. | PO4, PO5, PO6 | | | | | |
| CO5 | Analyze and describe about American literature using standard literary terminology and other literary conventions. | PO3, PO8 | | | | | |
| Text Books (Latest Editions) | | | | | | | |

| | |
|---|---|
| 1. | Levine, Robert S., et al. The Norton Anthology of American Literature. W.W. Norton & Company, 2022. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. ChartwellBooks, 2015. |
| 2. | Gould, Jean. American Women Poets: Pioneers of Modern Poetry. DODD, MEAD, 1980. |
| 3. | Poe, Edgar Allan, et al. Poetry for Young People: Edgar Allen Poe. Sterling Pub.Co., 1995. |
| 4. | Kallen, Stuart A., and Terry Boles. The Gettysburg Address. Abdo & Daughters,1994. |
| Web Resources | |
| 1. | “Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 . |
| 2. | Mason, Ronald. “Herman Melville and ‘Billy Budd.’” Tempo, no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863 |

HISTORY OF ENGLISH LITERATURE

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|----------------------------|---|---|---|---|---|---------------|-------------|
| 23111GEC25 | HISTORY OF ENGLISH LITERATURE(ALLIED) | 3 | 1 | - | - | 4 | 4 |
| Learning Objectives | | | | | | | |
| LO1 | To help students with a survey of the history of English literature from OldEnglish times to the Modern period. | | | | | | |
| LO2 | Help them gain particular reference to the major literary movements and authors | | | | | | |
| LO3 | To help them with an overview of the major linguistic influences on the English language | | | | | | |
| LO4 | To provide them with a look at certain linguistic processes that have contributed to the development of the English language | | | | | | |
| LO5 | To create the ability of critically examining a text | | | | | | |
| UNIT | Details | | | | | | |
| I | History of British Literature must include British Poetry, Prose, Drama and Fiction, covering representative writers down the ages like given below... | | | | | | |
| II | The Renaissance Period (1350 – 1660): An Introduction to Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours | | | | | | |
| III | The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies, Pre- Romantics | | | | | | |
| IV | Well made play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama (Propaganda play), One-act play | | | | | | |
| V | The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets -Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats | | | | | | |
| Course Outcomes | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | |
| CO1 | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | | | | | PO1 | |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | | | | | PO1, PO2 | |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | | | | | PO4, PO6 | |
| CO4 | Develop a nuanced appreciation of the literary stalwarts of those times. | | | | | PO4, PO5, PO6 | |

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

FILM AND LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC26 | FILM AND LITERATURE | 2 | - | - | - | 3 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students look closely into the relation between film and literature. |
| LO2 | Introduce learners to the various ways in which literature and the moving imagediverge. |
| LO3 | Help the learners understand how each form makes their own claims to thenarrative. |
| LO4 | Help learners to interpret elementary concepts of cinema, cinema history andpractice and the basics of adaptation theory. |
| LO5 | Help learners gain perspective on literature's relationship with cinema |

UNIT

Details

| | |
|-----|--|
| I | Theories, practices, forms, adaptations, migrations- William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985)Gregory Kozintsev, King Lear (1971) |
| II | Arthur C Clark, The Sentinel (1948)/ Encounter in the Dawn(1953) StanleyKubrick, 2001: A Space Odyssey(1968) |
| III | Cinema from novella and dramatic literature- |
| IV | Boris Pasternak, DrZhivago (1957)David Lean, DrZhivago(1965) |
| V | Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now(1979) |

Course Outcomes

| | | |
|------------------------|--|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies. | PO1 |
| CO2 | Familiarize withthe inter-dependence of the two artforms that collectively and individually re-present,effectively ensuring that the fruition of the collaboration is often far from simple. | PO1, PO2 |
| CO3 | Understand the politics and process of adaptation ofliterary forms into cinematic forms, how the process of signification in them vary and collide. | PO4, PO6 |
| CO4 | Gain insight on how each form makes their own claims to the narrative and the major debates thathave been provoked in world cinema around the problems of adaptation. | PO4, PO5, PO6 |
| CO5 | Get an understanding of elementary concepts of cinema, cinema history and practice and the basics ofadaptation theory. | PO3, PO8 |

Text Books (Latest Editions)

| | |
|----|---|
| 1. | Mast, Gerald &Marshall Cohen, Film Theory and Criticism: IntroductoryReadings. New York: Oxford University Press, 1994. |
| 2. | NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: SeagullBooks, 1985. |
| 3. | Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta:Seagull Books, 1985. |

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours |
|--------------|----------------------------|---|---|---|---|---------|-------------|
| 23111SEC27 | PHILOSOPHY FOR LITEERATURE | Y | Y | - | - | 2 | 2 |

Learning Objectives

| | |
|-----|---|
| LO1 | Engage with the philoophy of literary representations. |
| LO2 | Give the students a historical overview of the major figures in philosophy |
| LO3 | Introduce to them some of the significant schools of thought that hasinfluenced human perception. |
| LO4 | Inform students how an understanding of philosophy is vital to thereading of literature |
| LO5 | Analyze the philosophical thought |

UNIT Details

| | |
|-----|---|
| I | The World of Greeks-Heraclitus—Nature of Poet—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature |
| II | Robert Frost. -West- Running Brook- S T Coleridge. -Kubla Khan -P B Shelley.-Ozymandias, |
| III | Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes— Cartesiandualism vs Spinoza’s monism—John Locke— Liberalism— Empiricism—Immanuel Kant— Transcendental Idealism |
| IV | Emily Dickinson. -The Brain—is wider than the Sky (Debate the Cartesian mind body or material immaterial dualism), Walt Whitman. -On the Beach at Night Alone. (Spinoza’s pantheism), William D. H. Lawrence.-How Beastly the Bourgeois Is? (Marx’s idea of social44class) |
| V | W H Auden. -Who’s Who? (Heidegger’s idea of Dasein and Geworfenheit, -Being- thrown- in-the-world), Ted Hughes. -Hawk Roosting, (ego that mediates the instinctual id and the critical super-ego), Maya Angelou.-When I think of myself, (de Beauvoir’s concept of becoming), |

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

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

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

Course Outcomes

| | | |
|------------------------|--|-------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | PO1 |
| CO2 | Have an awareness of the major schools of thought in western philosophy. | PO1, PO2 |
| CO3 | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning | PO4, PO6 |

| | | |
|--|---|---------------|
| CO4 | Talk about some of the key figures in Philosophy. | PO4, PO5, PO6 |
| CO5 | Analyze and appreciate texts critically, from different philosophical perspectives. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1 | Durrant, Will. The Story of Philosophy, Simon & Schuster, 1991. | |
| 2 | Gaarder, Jostein. Sophie's World: 20th Anniversary Edition. Orion, 2015. | |
| References Books | | |
| (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Russell, Bertrand. History of Western Philosophy. Routledge, 2016. | |
| 2. | Gibson, John. The Philosophy of Poetry. Oxford UP, 2015. | |
| Web Resources | | |
| 1. | https://www.philosophybasics.com/general_what_is.html | |
| 2. | https://archive.org/details/SophiesWorld_989/page/n5/mode/2up | |

**Mapping with Programme
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 |

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

SPOKEN AND PRESENTATION SKILLS (SB-II)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---------------------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111SEC28 | SPOKEN AND PRESENTATION SKILLS | 2 | 0 | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-------------|--|
| LO1 | To help students Identify the differences between a small group, a team, and aspeaking group. |
| LO2 | To help them evaluate their individual presentation skills |
| LO3 | Familiarize them with the four coordination elements of group presentations |
| LO4 | To help them apply chapter concepts for coordinating group communication |
| LO5 | To help them think and speak imaginatively and critically |
| UNIT | Details |
| I | Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication. |
| II | Types of communication- Verbal-Non-Verbal. |
| III | Effective communication skills |
| IV | Skills to be acquired in communication-Speaking/reading/writing/listening |
| V | Application of learning |

Course Outcomes

| | | |
|------------------------|--|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Learn to list the common types pertaining to spokenskills and group presentations | PO1 |
| CO2 | Learn to apply chapter concepts for coordinatingroup communication | PO1, PO2 |
| CO3 | Get familiarized with techniques for coordinating a group assignment and their presentation skills | PO4, PO6 |
| CO4 | Learn about planning speech organization for the intended audience | PO4, PO5, PO6 |
| CO5 | Practice effective group delivery and speech informal context. | PO3, PO8 |

Text Books (Latest Editions)

| | |
|----|---|
| 1. | <i>Joyce Pereira, Essentials of Spoken and Presentation Skills Level I and Level II, Willow Publications, 2011.</i> |
| 2. | Bradbury, A., (2010) Successful presentation skills (4th ed.), Kogan Page. |
| 3. | Cottrell, S.. (2008) The study skills handbook (3rd ed.), Palgrave Macmillan. |

References Books

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

| | |
|----------------------|---|
| 1. | Van Emden, J., Becker, L., (2010) Presentation skills for students (2nd ed),Palgrave Macmillan. |
| Web Resources | |
| 1. | <i>chapter 5.pdf (univer.kharkov.ua)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

| Course Code | Course Title | L | T | P | C |
|-------------|----------------------|---|---|---|---|
| 221ACLSOS | Communication Skills | - | - | - | 2 |

Aim:

Course Objectives :

This course has been developed with the following objectives:

1. Identify common communication problems that may be holding learners back
2. Identify what their non-verbal messages are communicating to others
3. Understand role of communication in teaching-learning process
4. Learning to communicate through the digital media
5. Understand the importance of empathetic listening
6. Explore communication beyond language.

Course Outcome :

By the end of this program participants should have a clear understanding of what good communication skills are and what they can do to improve their abilities.

Unit I

- Techniques of effective listening
- Listening and comprehension
- Probing questions
- Barriers to listening

Unit II

- Pronunciation
- Enunciation
- Vocabulary
- Fluency
- Common Errors

Unit III

- Techniques of effective reading
- Gathering ideas and information from a given text
 - i. Identify the main claim of the text
 - ii. Identify the purpose of the text
 - iii. Identify the context of the text
 - iv. Identify the concepts mentioned
 - Evaluating these ideas and information
 - i. Identify the arguments employed in the text
 - ii. Identify the theories employed or assumed in the text
 - Interpret the text
 - i. To understand what a text says
 - ii. To understand what a text does
 - iii. To understand what a text means

Unit IV

- Clearly state the claims
- Avoid ambiguity, vagueness, unwanted generalisations and over simplification of issues
 - Provide background information
 - Effectively argue the claim
 - Provide evidence for the claims

- Use examples to explain concepts
- Follow convention
- Be properly sequenced
- Use proper signposting techniques
- Be well structured
- i. Well-knit logical sequence
- ii. Narrative sequence
- iii. Category groupings
- Different modes of Writing -
- i. E-mails
- ii. Proposal writing for Higher Studies
- iii. Recording the proceedings of meetings
- iv. Any other mode of writing relevant for learners

Unit V

- Role of Digital literacy in professional life
- Trends and opportunities in using digital technology in workplace
- Internet Basics
- Introduction to MS Office tools
- i. Paint
- ii. Office
- iii. Excel
- iv. Powerpoint

Unit VI

- Introduction to social media websites
- Advantages of social media
- Ethics and etiquettes of social media
- How to use Google search better
- Effective ways of using Social Media
- Introduction to Digital Marketing

Unit VII

- Meaning of non-verbal communication
- Introduction to modes of non-verbal communication
- Breaking the misbeliefs
- Open and Closed Body language
- Eye Contact and Facial Expression
- Hand Gestures
- Do's and Don'ts
- Learning from experts
- Activities-Based Learning

Reference:

1. Sen Madhuchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
2. Silvia P. J. (2007), *How to Read a Lot*, American Psychological Association, Washington DC

SECOND YEAR : SEMESTER III

| Course Code | Course Title | L | T | P | C |
|-------------|----------------------|---|---|---|---|
| 23111AEC31 | Advanced English-III | 4 | 0 | 0 | 2 |

Aim:

- To improve the knowledge of English

Objective:

- To familiarize with the organs of speech and the description and classification of speech sounds
- To understand consonant cluster, syllable, word accent and intonation.
- To know how to interpret graphics
- To write slogans and advertisements

Outcome:

- Understand phonetics
- Develop writing skill
- Able to develop creative writing

UNIT-I

The Origins of Language

The natural sound source

The social interaction source

The physical adaptation source: teeth and lips, mouth and tongue, larynx and pharynx

UNIT-II

The Sounds of Language -

Phonetics

Voiced and voiceless sounds

Place of articulation

Manner of articulation

Consonants, Vowels, Diphthongs

UNIT-III

The Sound Patterns of Language

Phonology

Phonemes: Natural classes

Syllables: Consonant clusters

Coarticulation effects: Assimilation, Nasalization, Elision, Normal

UNIT-IV

Word formation -

Coinage, Acronyms, Derivation, Prefixes and suffixes,

Infixes, Multiple

UNIT-V

Syntax

Reference books:

| Author | Title of the book | Edition / Year | Publisher |
|-------------------------------------|--|----------------|-------------------------|
| T.B. Balasubramanian | A text book of Phonetics for Indian Students | Reprint 2208 | Macmillian |
| Meenakshi Sharma & Sangeetha Sharma | Technical Communication | 2011 | Oxford University Press |

SECOND YEAR : SEMESTER III

PAPER II –ENGLISH-III

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|-------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC32 | English-III | 4 | 2 | - | - | 3 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To enhance the level of literary and aesthetic experience of students and to help them respond creatively. |
| LO2 | To sensitize them to the major issues in the society and the world. |
| LO3 | To provide them with an ability to build and enrich their communication skills |
| LO4 | To equip them to utilize the digital knowledge resources effectively for their chosen fields of study |
| LO5 | To help them think and write imaginatively and critically. |

| Unit No. | Unit Title & Text | No. of Periods for the Unit |
|------------|--|-----------------------------|
| I | Poetry: 1.1 The Voice of the Mountains - Mamang Dai 1.2 A Song of Hope - Oodgeroo Noonuccal 1.3 In an Artist's Studio - Christina Rossetti | 20 |
| II | Scenes From Shakespeare: 2.1 Romeo & Juliet -The Balcony Scene 2.2 Macbeth-Banquet Scene 2.3 Julius Caesar - Murder Scene | 20 |
| III | Speeches of Famous personalities 3.1 Yes, We Can-Barack Obama 3.2 You've Got to Find What You Love-Steve Jobs | 20 |
| IV | Language Competency 4.1 Writing letters and emails 4.2 Writing and messaging in social media platforms [blogs, twitter, instagram.facebook] 4.3 Learning netiquette, email etiquette | 15 |
| V | English for Workplace 5.1 Data Interpretation and Reporting 5.2 Data Presentation and analysis 5.3 Meeting Etiquettes - language, dress code, voice modulation. Online Meetings - Terms and expressions used 5.4 Conducting and participating in a meeting | 15 |

Course Outcomes

| | | |
|------------------------|--|-------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in perspectives. | PO1 |
| CO2 | Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society | PO1,PO2 |
| CO3 | Produce grammatically and idiomatically correct language. | PO4,PO6 |
| CO4 | Gain knowledge in writing techniques to meet academic and professional needs. | PO4,PO5,PO6 |
| CO5 | Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests. | PO3,PO8 |

Text Books (Latest Editions)

| | |
|----------|---|
| 1 | Arden Shakespeare Complete works by Shakespeare (Author), William (Author), Bloomsbury, 2011) |
|----------|---|

References Books

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

| | |
|----------|--|
| 1 | The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015 |
| 3 | Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016 |
| 4 | How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish , Bernish Communications Associates, LLC; 1st edition (May 29, 2012) |
| 5 | Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse , Michigan Teacher Training, 2016. |
| 6 | Role Play-Theory and Practice. Kryisia M Yardley-Matwiejczuk , SAGE publications ltd, 1997 |

Web Resources

| | |
|----------|--|
| 1 | The Voice of the Mountains by Mamang Dai: https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence |
| 2 | A song of Hope by Kath Walker: http://www.wordslikethis.com.au/a-song-of-hope/ |
| 3 | In an artist's studio by Christina Rossetti: https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio |

SECOND YEAR - SEMESTER III

BRITISH LITERATURE-II

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC33 | British literature-II | 3 | 2 | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners analyze British Literature written from the late 18th Century to the present. | | | | | | | | | |
| LO2 | To guide them in interpreting literature as it relates to its historical, cultural, and/or political context. | | | | | | | | | |
| LO3 | To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period. | | | | | | | | | |
| LO4 | To closely examine literary works using critical perspectives. | | | | | | | | | |
| LO5 | To help them with applying appropriate formal conventions when writing about literature. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Christina Rossetti- The Goblin Market T.S.Eliot - The Wasteland W.H.Auden - The Unknown Citizen | | | | | | | | | |
| II | G. K. Chesterton - Piece of Chalk Charles Lamb- Dream Children William Hazlitt- Indian Jugglers | | | | | | | | | |
| III | Joseph Addison - Sir Roger in London G.B.Shaw - Arms and The Man | | | | | | | | | |
| IV | John Osborne - Look Back in Anger Jane Austen - Persuasion, | | | | | | | | | |
| V | Wilkie Collins - The Moonstone David Green - Winged Words | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions. | | | | | | | PO1 | | |
| CO2 | Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. | | | | | | | PO1, PO2 | | |
| CO3 | Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations. | | | | | | | PO4, PO6 | | |
| CO4 | Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and | | | | | | | PO4, PO5, PO6 | | |

| | | |
|---|---|----------|
| | causes by which humans interact with one another. | |
| 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</i> , by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974. | |
| Web Resources | | |
| 1. | Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 . | |

BIOGRAPHIES, AUTO-BIOGRAPHIES & MEMOIRS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC34 | Biographies, auto-biographies & memoirs | 4 | 1 | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-------------|--|
| LO1 | To provide learners with an appreciation of writing and literature from global and personal perspectives |
| LO3 | To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others. |
| LO2 | To help them engage in imagination, critical inquiry and self-reflection |
| LO4 | To help them explore significant texts from diverse cultures and people in history |
| LO5 | To help learners understand how an author's own ideology shapes reality in an autobiography or biography. |
| UNIT | Details |
| I | James Boswell - Chapter IX-The Dictionary- Life of Johnson. Florence Nightingale-Eminent Victorians |
| II | Anne Frank- excerpts from The Diary of a Young Girl Malala Yousafzai - I am Malala |
| III | R.K. Narayan - My Days . Salim Ali - The Fall Of A Sparrow |
| IV | Tom Alter - The man who made the elephant dance. R.K.Laxman - The tunnel of time |
| V | Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love |

Course Outcomes

| | | |
|------------------------|---|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature. | PO1 |
| CO2 | Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism. | PO1, PO2 |
| CO3 | Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity. | PO4, PO6 |
| CO4 | Connect biographical and autobiographical texts to their historical and cultural contexts. | PO4, PO5, PO6 |
| CO5 | Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography. | PO3, PO8 |

Text Books (Latest Editions)

| | |
|----|---|
| 1. | <i>Knots in My Yo-yo String: The Autobiography of a Kid</i> by Jerry Spinelli. Alfred A. Knopf, 1998. |
|----|---|

| | |
|--|--|
| 2. | <i>It Came From Ohio! My Life as a Writer</i> by R.L. Stine. Scholastic Paperbacks,1998. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | <i>Henry Ford (Rookie Biographies)</i> by Wil Mara. Children’s Press, 2004. |
| 2. | <i>Amelia Earhart (Graphic Biography)</i> by Saddleback Educational Publishing,2008. |
| 3. | <i>A Picture Book of Harriet Tubman</i> by David A. Adler. Holiday House Inc., 1993. |
| Web Resources | |
| 1. | a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III

LITERARY GENRES AND TERMS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|-------------------------------------|--|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC35 | Literary genres and terms | 3 | 1 | - | - | 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 assesstheir significance | | | | | | | | | |
| LO3 | To help them analyze different genres of literature, particularly short stories,novels, drama, and poetry | | | | | | | | | |
| LO4 | To enable them to Identify a literary text’s main themes and make reasonableassertions about their meaning | | | | | | | | | |
| LO5 | To guide them to re-narrate the plot of a short story, both orally and inwriting. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Literary Theory and terms: The Basics | | | | | | | | | |
| II | Types of prose text-Semiotics: The Basics | | | | | | | | | |
| III | Terms for Interpreting Authorial Voice- Terms for Interpreting Characters | | | | | | | | | |
| IV | Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot | | | | | | | | | |
| v | Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand new definitions of contemporary criticalissues such as ‘Cybercriticism’ and ‘Globalization’. | | | | | | | PO 1 | | |
| CO2 | Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique. | | | | | | | PO1, PO2 | | |
| CO3 | Get a complete coverage of traditional and radicalapproaches 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 andanalyzes of key academic debates. | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001. | | | | | | | | | |
| 2. | Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print. | | | | | | | | | |

| References Books | |
|---|---|
| (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The WorldPublishing Company, 1967. Print. |
| Web Resources | |
| 1. | <i>1821-literary-terms.pdf (cgc.edu)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

ELT & COMPUTER ASSISTED LANGUAGE LEARNING

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|---|--|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC36 | Elt & computer assisted language learning | 2 | 0 | - | - | 3 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders. | | | | | | | | | |
| LO2 | To help them gain a background knowledge of ELT and CALL | | | | | | | | | |
| LO3 | To make learners communicate competently in groups and organizations | | | | | | | | | |
| LO4 | To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts. | | | | | | | | | |
| LO5 | To assist them in applying knowledge in different situations and the processing skills acquired through the application and synthesis of knowledge | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Knowing the learner | | | | | | | | | |
| II | Structures of English language | | | | | | | | | |
| III | Method of teaching English language and literature | | | | | | | | | |
| IV | Materials for language teaching | | | | | | | | | |
| V | Assessing language skills-using technology in language teaching. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | | On completion of this course, students will; | | | | | | | | |
| CO1 | Be able to understand the structures of English language. | PO1 | | | | | | | | |
| CO2 | Understand the critical nuances of teaching language and literature. | PO1, PO2 | | | | | | | | |
| CO3 | Identify the variety of materials available for language learning and teaching | PO4, PO6 | | | | | | | | |
| CO4 | Understand the appropriate ways of assessing language skills | PO4, PO5, PO6 | | | | | | | | |
| CO5 | Learn to use technology in language teaching | PO3, PO8 | | | | | | | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. 2. | Aslam Mohammed, Teaching of English, Chand Publishers, 2017R | | | | | | | | | |
| References Books | | | | | | | | | | |
| (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | R. K. Bansal and J. B. Harrison, Spoken English, A manual of speech and phonetics, Agarwal Publishing, New Delhi, 2020. | | | | | | | | | |
| 2. | Adrian Doff, Teach English: A training course for teachers (workbook) | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| 1. | Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia Azam Hashmi International Journal of Applied Linguistics and English Literature (aiac.org.au) | | | | | | | | | |

Mapping with Programme Outcomes:

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

FUNCTIONAL ENGLISH

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | | |
|--|--|---|---|---|---|---------|-------------|---------------|----------|-------|--|
| | | | | | | | | CIA | External | Total | |
| 23111SEC37 | Functional English | 2 | 0 | - | - | 2 | 2 | 25 | 75 | 100 | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To enable learners use appropriate phrases for performing language functions | | | | | | | | | | |
| LO2 | To help them to edit, select and present information in a format/ perspective | | | | | | | | | | |
| LO3 | To enable them to listen and reduce information to a point form | | | | | | | | | | |
| LO4 | To help them read and to expand from points to paragraph | | | | | | | | | | |
| LO5 | To enable them to predict, comprehend, infer and synthesize information | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT | | | | | | | | | | | |
| I | Definition of Functional English-Significance of Functional English | | | | | | | | | | |
| II | Four essentials of functional English: LSRW | | | | | | | | | | |
| III | Grammar | | | | | | | | | | |
| IV | Strategies to use functional English | | | | | | | | | | |
| V | Provide a dramatic play to perform which gives the students to apply functional language | | | | | | | | | | |
| Course Outcomes | | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | | |
| CO1 | Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement | | | | | | | PO1 | | | |
| CO2 | Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs | | | | | | | PO1, PO2 | | | |
| CO3 | Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly. | | | | | | | PO4, PO6 | | | |
| CO4 | Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage | | | | | | | PO4, PO5, PO6 | | | |
| CO5 | Cultivate the habit of newspaper reading | | | | | | | PO3, PO8 | | | |
| Text Books (Latest Editions) | | | | | | | | | | | |
| 1. | Susan Thurman, The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment. 2011 | | | | | | | | | | |
| 2. | Grant Barrett, Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, 2013 | | | | | | | | | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | | |
| 1. | Jane Straus, Lester Kaufman, and Tom Stern, The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes, 2015 | | | | | | | | | | |
| Web Resources | | | | | | | | | | | |

| | |
|----|--|
| 1. | BBC World Service. (2011) Learning English: Ø http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm |
|----|--|

Mapping with Programme Outcomes:

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

PUBLIC SPEAKING SKILLS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|--|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111SEC37 | Public speaking skills | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students understand the goals and benefits of public speaking | | | | | | | | | |
| LO2 | To help them recognize communication apprehension and guide them on how to reduce it | | | | | | | | | |
| LO3 | To familiarize them on how public speaking can be used to advocate or create change | | | | | | | | | |
| LO4 | To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric | | | | | | | | | |
| LO5 | To help them think and speak imaginatively and critically | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | What is Public Speaking? | | | | | | | | | |
| II | Need for Public Speaking. | | | | | | | | | |
| III | Significance and essentials of public speaking skills | | | | | | | | | |
| IV | Techniques in acquiring the skill | | | | | | | | | |
| V | Speaking any common topic in front of the class | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Demonstrate an understanding of the principles of public speaking | | | | | | | PO1 | | |
| CO2 | Recognize barriers to public speaking and identify how to avoid them | | | | | | | PO1, PO2 | | |
| CO3 | Understand how to give effective verbal and nonverbal feedback | | | | | | | PO4, PO6 | | |
| CO4 | Learn about planning speech organization for the intended audience | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Practice effective group delivery and speech in informal context. | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience-centred approach (6 th ed.). New York: Pearson | | | | | | | | | |
| 2. | Fraleigh, D.M., & Tuman, J.S. (2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins. | | | | | | | | | |
| References Books | | | | | | | | | | |
| (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727. | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| 1. | Learning Outcomes Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu) | | | | | | | | | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | 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 Code | Course Title | L | T | P | C |
|-------------|----------------------|---|---|---|---|
| 22111AECC3 | Research Methodology | 2 | 0 | 0 | 2 |

Aim:

- To create a basic appreciation towards research process and awareness of various research publication

Objectives:

- To understand the steps in research process and the suitable methods.
- To identify various research communications and their salient features
- To carry out basic literature survey using the common data-bases

Outcome:

- Understand the steps to do research
- Able to carry out independent literature survey
- Assess basic literary research tools.

UNIT I

Research – Definition, Objectives, Motivation and purpose, Distinction between Literary Research vs Social Science Research, Types of literary research, Criteria of Good Research

UNIT II

Problems encountered by researchers

Assignments, term papers, dissertation, thesis

Conventions of writing

Planning the thesis-selecting a topic, reviewing the literature, designing the study, the chapter outline

UNIT III

Data collection-Primary data- works of the author/s, autobiography, Interviews, articles in newspapers, magazine, letters, data collected through surveys, tools for questionnaire, interviews.

Secondary data-Articles in journals, books, critical books on the author, magazines, e-articles, websites.

UNIT IV

Writing the thesis- the general format, the page and chapter format

Mechanics of writing-Spelling, Punctuation, Italics, Names, Numbers, Titles, Capitalization, paragraphs, quotation, work cited, bibliography

Revising the thesis-editing, evaluating, proof reading

UNIT V

Practical exercise to prepare a paper for a journal-poem, short story, novel, drama

Uses of computer in research

Text book:

| Author | Title of the book | Edition / Year | Publisher |
|----------------|--|-------------------------------|-----------------------|
| Joseph Gibaldi | M L A Hand Book | VIII Ed,2009 | First East West Press |
| Anderson et al | | Thesis and Assignment writing | |
| Kothari | Research Methodology Methods & Techniques | II, 2005 | New Age International |

| Course Code | Course Title | L | T | P | C |
|-------------|-------------------|---|---|---|---|
| 231ACLSOAN | Office Automation | - | - | - | 2 |

Aim:

Course Objectives :

To provide an in-depth training in use of office automation, internet and internet tools. The course also helps the candidates to get acquainted with IT.

Course Outcomes:

After completion of the course, students would be able to documents, spreadsheets, make small presentations and would be acquainted with internet.

UNIT I

Knowing the basics of Computers

UNIT II

Word Processing (MS word)

UNIT III

Spread Sheet (MS XL)

UNIT IV

Presentation (MS Power Point)

UNIT V

Communicating with Internet

Reference:

1. Fundamentals of computers - V.Rajaraman - Prentice- Hall of india
2. Microsoft Office 2007 Bible - John Walkenbach,Herb Tyson,Faithe Wempen,cary N.Prague,Michael R.groh,Peter G.Aitken, and Lisa a.Bucki -Wiley India pvt.ltd.
3. Introduction to Information Technology - Alexis Leon, Mathews Leon, and Leena Leon, Vijay Nicole Imprints Pvt. Ltd., 2013.
4. Computer Fundamentals - P. K. Sinha Publisher: BPB Publications
5. <https://en.wikipedia.org>
6. <https://wiki.openoffice.org/wiki/Documentation>
7. <http://windows.microsoft.com/en-in/windows/windows-basics-all-topics>

SECOND YEAR :SEMESTER IV

| Course Code | Course Title | L | T | P | C |
|-------------|---------------------|---|---|---|---|
| 23111AEC41 | Advanced English-IV | 4 | 0 | 0 | 2 |

Aim:

- To improve the knowledge of English

Objective:

- To familiarize with the objectives and types of interview
- To know the types of questions and answering techniques
- To prepare reviews and proposals
- To learn the grammatical forms
- To understand the meaning of a poem and write the content
- To write for and against a topic
- To draw a flowchart
- To write definitions

Outcome:

- Develop writing skill
- Comprehend and describe poems
- Learn interviewing skills

UNIT I

Parts of speech –Noun –Pronoun-Adjective-Verb-Adverb-Conjunction-PrepositionInterjection-Definition-Types-Examples

UNIT II

Types Of Sentences-Statement-Interrogative-Exclamatory-Imperative

UNIT III

Sentence Pattern-Types-SV-SVO-SVC-SVA-SVOO-SVOC-SVOA

UNIT IV

Tenses- Subject -Verb-Concord

UNIT V

Phrases And Clauses-Definition And Types

Reference books:

| Author | Title of the book | Edition / Year | Publisher |
|------------------------------------|--------------------------------------|----------------|-------------------------|
| Rajendra Pal & J.S Korlahalli | Essentials of Business Communication | 2015 | Sultan Chand & Sons |
| Meenakshi Raman & Sangeetha Sharma | Technical Communication | 2011 | Oxford University Press |
| Wren & Martin | English Grammar & Composition | 2009 | S.Chand |

SEMESTER IV
PAPER II –ENGLISH-IV

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-----------------------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC42 | English-IV | 4 | 2 | - | - | 3 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners imbibe the rules of language unconsciously and tune to deduce language structure and usage. | | | | | | | | | |
| LO2 | To enable them use receptive skills through reading and listening to acquire good exposure to language and literature. | | | | | | | | | |
| LO3 | To help them develop style in speech and writing and manipulate the tools of language for effective communication. | | | | | | | | | |
| LO4 | To provide exposure to plays, autobiographies and expose them to value based ideas. | | | | | | | | | |
| LO5 | To enhance their language skills especially in the areas of grammar and pronunciation. | | | | | | | | | |
| Unit No. | Unit Title & Text | | | | | | | No. of Periods for the Unit | | |
| I | Life Writing 1.1 I am Malala-Malala Yousafzai - Chapter 1 1.2 My Inventions - Nikola Tesla - Chapter 2 | | | | | | | 20 | | |
| II | One Act Plays 2.1 The Zoo Story- Edward Albee 2.2 The Proposal- Anton Chekhov | | | | | | | 20 | | |
| III | Interviews 3.1 Nelson Mandela's Interview with Larry King. 3.2 Rakesh Sharma's Interview with Indira Gandhi from Space 3.3 Lionel Messi with Sid Lowe (Print) | | | | | | | 20 | | |
| IV | Language Competency 4.1 Refuting, Arguing & Debating 4.2 Making Suggestions & Responding to Suggestions, Asking for and Giving Advice or Help 4.3 Interviews (face to face, telephone and video conferencing) | | | | | | | 15 | | |
| V | English for Workplace 5.1 Job Applications: Covering letters, CV and Resume 5.2 Creating a digital profile - LinkedIn 5.3 Filling Forms (Online & Manual): creation of account, railway reservation, ATM, Credit/debit card 5.4 Body Language -Practical Skills for Interviews | | | | | | | 15 | | |

Course Outcomes

| | | |
|------------------------|--|---------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Learn to communicate effectively and appropriately in real life situation. | PO1 |
| CO2 | Use English effectively for study purpose across the curriculum | PO1,PO2 |

TextBooks(LatestEditions)

| | |
|----------|---|
| 1 | I Am Malala The Girl Who Stood Up for Education and Was Shot by the Taliban by <u>Malala Yousafzai</u> , <u>Christina Lamb</u> , Little Brown, 2013. |
| 2 | My Inventions by Nikola Tesla Ingram Short title, 2011 Edition |

ReferencesBooks

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

| | |
|----------|--|
| 1 | <u>Writing Your Life: A Guide to Writing Autobiographies</u> , <u>Mary Borg</u> , Taylor & Francis, 2021 |
| 2 | One-act Plays for Acting Students: An Anthology of Short <u>Norman A. Bert</u> · 1987 · |
| 3 | <u>The One-Act Play Companion: A Guide to plays, playwrights ...</u> <u>Colin Dolley</u> , <u>Rex Walford</u> · 2015 |
| 4 | How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012) |
| 5 | Role Play-Theory and Practice.Kryisia M Yardley-Matwiejczuk, SAGE publications ltd, 1997 |

| | | |
|------------|---|-------------|
| CO3 | Develop interest in and appreciation of Literature | PO4,PO6 |
| CO4 | Develop and integrate the use of the four language skills | PO4,PO5,PO6 |
| CO5 | Enhance their language skills especially in the areas of grammar and pronunciation. | PO3,PO8 |

SECOND YEAR - SEMESTER IV
AMERICAN LITERATURE-II

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC43 | American Literature-II | 3 | 2 | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. | | | | | | | | | |
| LO2 | To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period. | | | | | | | | | |
| LO3 | To create an awareness of the social, historical, literary and cultural elements of the changes in American literature. | | | | | | | | | |
| LO4 | To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers. | | | | | | | | | |
| LO5 | To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Theodore Roethke - The Meadow Mouse . Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women | | | | | | | | | |
| II | Neil Simon - Barefoot in the Park Henry David Thoreau - Winter Animals | | | | | | | | | |
| III | Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - Philosophy of Composition | | | | | | | | | |
| IV | Nathaniel Hawthorne - Young Goodman Brown. Toni Morrison – Beloved | | | | | | | | | |
| V | Mark Twain - The Adventures of Tom Sawyer. Angeline Boulley - Firekeeper’s Daughter | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present. | | | | | | | PO1 | | |
| CO2 | Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature. | | | | | | | PO1, PO2 | | |
| CO3 | Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers | | | | | | | PO4, PO6 | | |
| CO4 | Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values. | | | | | | | PO4, PO5, PO6 | | |

| | | |
|---|--|-------------|
| CO5 | Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Angelou, Maya. The Complete Poetry. Random House, 2015. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Dickinson, Emily. A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson. Read Books Ltd, 2021. | |
| 2. | Gray, Richard. A Brief History of American Literature. John Wiley & Sons, 2010. Hansberry, Lorraine. A Raisin in the Sun. Modern Library, 1995. | |
| 3. | Morrison, Toni. Beloved. Everyman's Library, 2006. | |
| 4. | Twain, Mark. The Adventures of Tom Sawyer. The Floating Press, 2009. | |
| Web Resources | | |
| 1. | Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." The Quotable Thoreau, Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430 . | |
| 2. | Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." The Scarlet Letter, Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 . | |

SECOND YEAR - SEMESTER IV

WORLD LITERATURE IN TRANSLATION

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---------------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC44 | World Literature In Translation | 3 | 2 | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help learners achieve accessibility to regional and international literary forms. |
| LO2 | To enable them to contextualize the texts and be familiar with translation theory. |
| LO3 | To enable them to develop a comparative perspective to study the texts |
| LO4 | To exhibit appreciation of literature and writers from various nations and cultures. |
| LO5 | To learn to see critically the rising trends of globalization, capitalism and multiculturalism. |

| UNIT | Details |
|------|---------|
|------|---------|

| | |
|-----|---|
| I | Dante - Ulysses's Last Voyage Johann Wolfgang von Goethe - The Violet, Khalil Gibran - Your Children are not your children. |
| II | Pablo Neruda - If you forget me. 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. |
| V | Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor. Antoine de Saint-Exupéry - The Little Prince. |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|--|------------------|
| CO1 | Gain an exposure to some Classics in World Literature, both in theme and form. | PO1 |
| CO2 | Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West. | PO1, PO2 |
| CO3 | Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. | PO4, PO6 |
| CO4 | Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. | PO4, PO5, PO6 |
| CO5 | Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. | PO3, PO8 |

Text Books (Latest Editions)

| | |
|---|---|
| 1. | Márquez, Gabriel García. A Very Old Man with Enormous Wings. 2014. |
| 2. | Neruda, Pablo. The Poetry of Pablo Neruda. Farrar, Straus and Giroux, 2015. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Angelou, Maya. The Complete Poetry. Random House, 2015. |
| 2. | Benjamin, Walter, and Martin Jay. Unpacking My Library. 2010. |
| 3. | Bercovici, Konrad. The Story of the Gypsies. Pickle Partners Publishing, 2017. |
| 4. | Bolton, David. The Pot of Gold by Plautus. Lulu.com, 2019. |
| 5. | Clements, Marie Humber. The Unnatural and Accidental Women. TalonbooksLimited, 2005. |
| Web Resources | |
| 1. | The Introduction of Victor Hugo to the English (1823–1830).” The Fortunes of Victor Hugo in England, Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 . |

FILM STUDIES

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|---|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC45 | Film Studies | 2 | 1 | - | - | 3 | 3 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | Aims to train students to decode the visual messages imparted by movies. | | | | | | | | | |
| LO2 | To amplify their impacts. | | | | | | | | | |
| LO3 | To train the students to read the films they watch, both as an aesthetic work and as politically motivated. | | | | | | | | | |
| LO4 | To enabling the learnersto use a various methods. | | | | | | | | | |
| LO5 | To learn ouchstone method in evaluating contemporary Indian main streamcinema with World Cinema as well as Indian Classics. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction, Filmic Visual: Mise-en-Sceneism. | | | | | | | | | |
| II | Screen writing, One-line, plot, characterization, one-linescene order & treatment. | | | | | | | | | |
| III | Film history and film genres | | | | | | | | | |
| IV | Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonialPerspectives | | | | | | | | | |
| V | Writing film reviews and critic | | | | | | | | | |
| <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 acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p> | | | | | | | | | | |
| | Course Outcomes | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Students discuss the aspects of Cinema. | | | | | | | | PO1 | |
| CO2 | Students analyze the aesthetics as well as the politics in films. | | | | | | | | PO1, PO2 | |
| CO3 | Students read and review films, | | | | | | | | PO4, PO6 | |
| CO4 | Students develop an understanding of contemporary aesthetic trends in political, social,cultural and philosophical context | | | | | | | | PO4, PO5, PO6 | |
| CO5 | Write film scripts and reviews. | | | | | | | | PO3, PO8 | |

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

Mapping with Programme Specific Outcomes:

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

TRANSLATION: BASIC CONCEPTS AND PRACTICE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---|---|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111GEC46 | Translation: basic concepts and practice | 2 | 1 | - | - | 3 | 3 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To enable learners get an overview of translation concepts | | | | | | | | | |
| LO2 | To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature. | | | | | | | | | |
| LO3 | Gain exposure to some basic concepts related to Translation. | | | | | | | | | |
| LO4 | Familiarize with some Important Institutions of Translation and their contributions | | | | | | | | | |
| LO5 | Help learners get a knowledge on Translation Studies | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Origin and Development of Translation in Global perspective | | | | | | | | | |
| II | Origin and Development of Translation and its Present Scenario. | | | | | | | | | |
| III | Important Institutions of Translation (some important Translators and their works) | | | | | | | | | |
| IV | Basics of Translation and Translation Studies – An Introduction | | | | | | | | | |
| V | Objectives and Importance of Translation | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Be able to explain the growth and development of Translation and some basic concepts related to it. | | | | | | | PO1 | | |
| CO2 | Be ready to discuss and define Translation Studies. | | | | | | | PO1, PO2 | | |
| CO3 | Familiarize and learn about the different types of books and the need for their translation. | | | | | | | PO4, PO6 | | |
| CO4 | Gain exposure to the field of translation studies and explore the dynamics of the field. | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Learn about the use of translation and the methods of assessing the written concepts of translation. | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York | | | | | | | | | |
| 2. | Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia | | | | | | | | | |
| 3. | Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York. | | | | | | | | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| 1. | https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf | | | | | | | | | |

ENGLISH FOR BUSINESS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|--|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23111SEC47 | English For Business | 2 | 0 | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students learn strategies and practical language to deal with reallife situations. | | | | | | | | | |
| LO2 | To help them improve on how to speak and write in order to keep communication going and always appear professional and competent | | | | | | | | | |
| LO3 | To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts | | | | | | | | | |
| LO4 | To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice! | | | | | | | | | |
| LO5 | To help them to consistently develop a comprehensive vocabulary through real, authentic resources | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Business English Definition and Difference | | | | | | | | | |
| II | Highlights/ Significance/Essentials of Business English | | | | | | | | | |
| III | Needs of Business English | | | | | | | | | |
| IV | The role of Business English in English language Learning-Education as an instrumental factor in learning Business English. | | | | | | | | | |
| V | Economic Development through Business English | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Strengthen their language skills : writing, reading, listening & speaking | | | | | | | | PO1 | |
| CO2 | Understand real speech patterns and learn pronunciation techniques in fluent speech | | | | | | | | PO1, PO2 | |
| CO3 | Improve their confidence and learn how to connect with people in English | | | | | | | | PO4, PO6 | |
| CO4 | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | | | | | | | | PO4, PO5, PO6 | |
| CO5 | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | | | | | | | | PO3, PO8 | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English. | | | | | | | | | |
| 2. | Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press. | | | | | | | | | |
| References Books | | | | | | | | | | |
| (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015. | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| 1. | English language skills for the future Cambridge English | | | | | | | | | |

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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

3 – Strong, 2 – Medium , 1 - Low

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111SEC48 | English For Careers | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-------------|---|
| LO1 | To help students gain knowledge about the job search, application, and interview process |
| LO2 | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. |
| LO3 | Help them with strategies for identifying the jobs that match their interests and skills |
| LO4 | Help them to understand the job-seekers language for meeting new people, making small talk, and describing |
| LO5 | To enable learners to describe themselves and their experiences in a résumé |
| UNIT | Details |
| I | Definition of English Language-Characteristic Features |
| II | Purposes of English Language |
| III | Major Roles played by English Language in Education and various career choices |
| IV | English language as a identity to popular culture |
| V | The major developments happening in the contemporary world by using English language. |

Course Outcomes

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

Text Books (Latest Editions)

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

References Books

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

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

Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

| Course Code | Course Title | L | T | P | C |
|-------------|----------------------------------|---|---|---|---|
| 231LSCLS | Leadership and Management Skills | - | - | - | 2 |

Aim:

The aim of the course cultivating and nurturing the innate leadership skills of the youth so that they may transform these challenges into opportunities and become torch bearers of the future by developing creative solutions.

Course Objective:

The Module is designed to:

- Help students to develop essential skills to influence and motivate others
- Inculcate emotional and social intelligence and integrative thinking for effective leadership
- Create and maintain an effective and motivated team to work for the society
- Nurture a creative and entrepreneurial mindset
- Make students understand the personal values and apply ethical principles in professional and social contexts.

Course Outcomes :

Upon completion of the course students will be able to:

1. Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision
2. Learn and demonstrate a set of practical skills such as time management, self management, handling conflicts, team leadership, etc.
3. Understand the basics of entrepreneurship and develop business plans
4. Apply the design thinking approach for leadership
5. Appreciate the importance of ethics and moral values for making of a balanced personality.

UNIT I- Leadership Skills

a. Understanding Leadership and its Importance

- What is leadership?
- Why Leadership required?
- Whom do you consider as an ideal leader?

Traits and Models of Leadership

- Are leaders born or made?
- Key characteristics of an effective leader
- Leadership styles
- Perspectives of different leaders

Basic Leadership Skills

- Motivation
- Team work
- Negotiation
- Networking

UNIT II - Managerial Skills

a. Basic Managerial Skills

- Planning for effective management
- How to organize teams?
- Recruiting and retaining talent
- Delegation of tasks
- Learn to coordinate
- Conflict management

Self Management Skills

- Understanding self concept
- Developing self-awareness
- Self-examination
- Self-regulation

UNIT III - Entrepreneurial Skills

a. Basics of Entrepreneurship

- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

Creating Business Plan

- Problem identification and idea generation
- Idea validation
- Pitch making

UNIT IV - Innovative Leadership and Design Thinking

a. Innovative Leadership

- Concept of emotional and social intelligence
- Synthesis of human and artificial intelligence
- Why does culture matter for today's global leaders

Design Thinking

- What is design thinking?
- Key elements of design thinking:
 - Discovery
 - Interpretation
 - Ideation
 - Experimentation
 - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

UNIT V- Ethics and Integrity

a. Learning through Biographies

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration
- Drawing insights for leadership
- How leaders sail through difficult situations?

Ethics and Conduct

- Importance of ethics
- Ethical decision making
- Personal and professional moral codes of conduct
- Creating a harmonious life

Bibliography and Suggested Readings : Books

- Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. Penguin, UK.
- Brown, T. (2012). Change by Design. Harper Business
- Elkington, J., & Hartigan, P. (2008). The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Harvard Business Press.
- Goleman D. (1995). Emotional Intelligence. Bloomsbury Publishing India Private Limited
- Kalam A. A. (2003). Ignited Minds: Unleashing the Power within India. Penguin Books India
- Kelly T., Kelly D. (2014). Creative Confidence: Unleashing the Creative Potential Within Us All. William Collins
- Kurien V., & Salve G. (2012). I Too Had a Dream. Roli Books Private Limited

- Livermore D. A. (2010). *Leading with cultural intelligence: The New Secret to Success*. New York: American Management Association
- McCormack M. H. (1986). *What They Don't Teach You at Harvard Business School: Notes From A Street-Smart Executive*. RHUS
- O'Toole J. (2019) *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. Harpercollins
- Sinek S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin
- Sternberg R. J., Sternberg R. J., & Baltes P. B. (Eds.). (2004). *International Handbook of Intelligence*. Cambridge University Press.

E-Resources

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. *Forbes*. Retrieved 2019- 02-15 from <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63>.
- How to Build Your Creative Confidence, Ted Talk by David Kelly - https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
- India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam - . "A Leader Should Know How to Manage Failure" <https://www.youtube.com/watch?v=laGZaS4sdeU>
- Martin, R. (2007). How Successful Leaders Think. *Harvard Business Review*, 85(6): 60.
- NPTEL Course on Leadership - <https://nptel.ac.in/courses/122105021/9>

SEMESTER IV- 2023

UNIT I ENVIRONMENT, ECOSYSTEMS AND BIODIVERSITY

Definition, scope, and importance of Risk and hazards; Chemical hazards, Physical hazards, Biological hazards in the environment – the concept of an ecosystem – structure, and function of an ecosystem – producers, consumers, and decomposers-Oxygen cycle and Nitrogen cycle – energy flow in the ecosystem – ecological succession processes

UNIT II ENVIRONMENTAL POLLUTION

Definition - causes, effects, and control measures of (a) Air pollution (Atmospheric chemistry - Chemical composition of the atmosphere; Chemical and photochemical reactions in the atmosphere - formation of smog, PAN, acid rain, oxygen, and ozone chemistry;- Mitigation procedures- Control of particulate and gaseous emission,

UNIT III NATURAL RESOURCES

Forest resources: Use and over-exploitation, deforestation, case studies- timber extraction, mining, dams and their effects on forests and tribal people – Water resources: Use and overutilization of surface and groundwater, dams-benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing.

UNIT IV SOCIAL ISSUES AND THE ENVIRONMENT

From unsustainable to sustainable development – urban problems related to energy – water conservation, rainwater harvesting, watershed management – resettlement and rehabilitation of people; its problems and concerns, case studies – the role of non-governmental organization environmental ethics:

UNIT V HUMAN POPULATION AND THE ENVIRONMENT

Population growth, variation among nations – population explosion – family welfare program – environment and human health – human rights – value education – HIV / AIDS – women and child welfare.

TEXT BOOKS:

1. Gilbert M.Masters, 'Introduction to Environmental Engineering and Science', 2nd edition,

Pearson Education (2004).

2. Benny Joseph, 'Environmental Science and Engineering', Tata McGraw-Hill, New Delhi, (2006).

REFERENCES:

1. R.K. Trivedi, 'Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards', Vol. I and II, Enviro Media.
2. Cunningham, W.P. Cooper, T.H. Gorhani, 'Environmental Encyclopedia', Jaico Publ., House, Mumbai, 2001.
3. Dharmendra S. Sengar, 'Environmental law', Prentice hall of India PVT LTD, New Delhi, 2007.
4. Rajagopalan, R, 'Environmental Studies-From Crisis to Cure', Oxford University Press (2005)

Semester-II

ENVIRONMENTAL SCIENCE

UNIT I ENVIRONMENT, ECOSYSTEMS AND BIODIVERSITY

Introduction, types, characteristic features, structure, and function of the (a) forest ecosystem (b) grassland ecosystem (c) desert ecosystem (d) aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) – Introduction to biodiversity definition: genetic, species and ecosystem diversity – biogeographical classification of India – the value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values – Biodiversity at global, national and local levels – India as a mega-diversity nation – hot-spots of biodiversity – threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – endangered and endemic species of India – conservation of biodiversity: In-situ and ex-situ conservation of biodiversity. Field study of common plants, insects, and birds Field study of simple ecosystems – pond, river, hill slopes, etc.

UNIT II ENVIRONMENTAL POLLUTION

Control of SO₂, NO_x, CO, and HC) (b) Water pollution: Physical and chemical properties of terrestrial and marine water and their environmental significance; Water quality parameters – physical, chemical, and biological; absorption of heavy metals - Water treatment processes. (c) Soil pollution - soil waste management: causes, effects and control measures of municipal solid wastes – (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards–the role of an individual in prevention of pollution – pollution case studies – A field study of the local polluted site – Urban / Rural / Industrial / Agricultural.

UNIT III NATURAL RESOURCES

The effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies – Energy resources: Growing energy needs, renewable and nonrenewable energy sources, use of alternate energy sources. Energy Conversion processes – Biogas – production and uses anaerobic digestion; case studies – Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion, and desertification – role of an individual in conservation of natural resources – Equitable use of resources for sustainable lifestyles. Introduction to Environmental Biochemistry: Proteins –Biochemical degradation of pollutants, Bioconversion of pollutants. Field study of the local area to document environmental assets – river/forest/grassland/hill/mountain.

UNIT IV SOCIAL ISSUES AND THE ENVIRONMENT

Environmental Issues and possible solutions – 12 Principles of green chemistry - nuclear accidents and the holocaust, case studies – wasteland reclamation – consumerism and waste products – environment production act – Air Act – Water Act – Wildlife protection act – Forest conservation act – The Biomedical Waste (Management and Handling) Rules; 1998 and amendments- scheme of labeling of environmentally friendly products (Ecomark). enforcement machinery involved in environmental legislation- central and state pollution control boards- disaster management: floods, earthquakes, cyclones, and landslides. Public awareness.

UNIT V HUMAN POPULATION AND THE ENVIRONMENT

Environmental impact analysis (EIA)- -GIS-remote sensing-role of information technology in environment and human health – Case studies. [Environmental Education and Environmental Education at different levels of Education](#) [Environmental awareness and attitude change.](#) [Environmental Stressors and Disaster Management Education](#)

TEXT BOOKS:

1. Gilbert M.Masters, 'Introduction to Environmental Engineering and Science', 2nd edition, Pearson Education (2004).
2. Benny Joseph, 'Environmental Science and Engineering', Tata McGraw-Hill, New Delhi, (2006).

REFERENCES:

1. R.K. Trivedi, 'Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards', Vol. I and II, Enviro Media.
2. Cunningham, W.P. Cooper, T.H. Gorhani, 'Environmental Encyclopedia', Jaico Publ., House, Mumbai, 2001.
3. Dharmendra S. Sengar, 'Environmental law', Prentice hall of India PVT LTD, New Delhi, 2007.
4. Rajagopalan, R, 'Environmental Studies-From Crisis to Cure', Oxford University Press (2005)

| Course Code | Course Title | L | T | P | C |
|-------------|------------------------|---|---|---|---|
| 231ACSIKWS | INDIANKNOWLEDGE SYSTEM | 4 | 0 | 0 | 3 |

Course Objectives:

The course design seeks to address the following issues:

- To introduce to the students the overall organization of IKS
- To develop an appreciation among the students the role and importance of Veda, Vedāngas, Upa Vedas and Purāṇas
- To show case the multi-dimensional nature of IKS and their importance in the contemporary society
- To motivate the students to take up a detailed study of some of these topics and explore their application potential

Course Outcomes:

CO1: Explain the historicity of Indian Knowledge System and the broad classification of Indian philosophical systems

CO2: Explain the potential of Sanskrit in natural language processing

CO3: Explain the features of Indian numeral system and its role in science & technology advancement

CO4: Illustrate the basic elements of the Indian calendar and the components of Indian Panchanga

CO5: Outline the science, engineering & technology heritage of ancient and medieval India

Syllabus

Unit I: Introduction to Indian Knowledge System (IKS), Definition, Concept and Scope of IKS (4)

Definition, Concept and Scope of IKS

IKS based approaches on Knowledge Paradigms

IKS in ancient India and in modern India

Unit II: IKS and Indian Scholars, Indian Literature (8)

1. Philosophy and Literature (Maharishi Vyas, Manu, Kanad, Pingala, Parasara, Banabhatta, Nagarjuna and Panini)
2. Mathematics and Astronomy (Aryabhatta, Mahaviracharya, Bodhayan, Bhashkaracharya, Varahamihira and Brahmgupta)
3. Medicine and Yoga (Charak, Susruta, Maharishi Patanjali and Dhanwantri)
4. Sahitya (Vedas, Upvedas, Upavedas (Ayurveda, Dhanurveda, Gandharvaveda))
5. Puran and Upnishad and shaddarshan (Vedanta, Nyaya, Vaisheshik, Sankhya, Mimamsa, Yoga, Adhyatma and Meditation)
6. Shastra (Nyaya, vyakarana, Krishi, Shilp, Vastu, Natya and Sangeet)

Unit III: Indian Traditional/tribal/ethnic communities, their livelihood and local wisdom (6)

1. Geophysical aspects, Resources and Vulnerability
2. Resource availability, utilization pattern and limitations
3. Socio-Cultural linkages with Traditional Knowledge System
4. Tangible and intangible cultural heritage.

Unit IV: Unique Traditional Practices and Applied Traditional Knowledge (8)

1. Myths, Rituals, Spirituals, Taboos and Belief System, Folk Stories, Songs, Proverbs, Dance, Play, Acts and Traditional Narratives
2. Agriculture, animal husbandry, Forest, Sacred Groves, Water Mills, Sacred Water Bodies, Land, water and Soil Conservation and management Practices
3. Indigenous Bio-resource Conservation, Utilization Practices and Food Preservation Methods,

- Handicrafts, Wood Processing and Carving, -Fiber Extraction and Costumes
4. Vaidya(traditional healthcaresystem), Tantra-Mantra, AmchiMedicineSystem
 5. Knowledgeofdyeing, chemistryofdyes, pigmentsandchemicals

Unit V: Protection, preservation, conservation and Management of Indian Knowledge System(4)

1. Documentation and Preservation of IKS
2. Approaches for conservation and Management of nature and bio-resources
3. Approaches and strategies to protection and conservation of IKS

THIRD YEAR - SEMESTER V
ASPECTS OF LANGUAGE & LINGUISTICS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC51 | Aspects Of Language & Linguistics | 3 | 2 | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners gain knowledge of linguistic research methods and of different theories of language | | | | | | | | | |
| LO2 | To enable them gain specialized knowledge related to other areas of linguistic research and applications | | | | | | | | | |
| LO3 | To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics. | | | | | | | | | |
| LO4 | To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts. | | | | | | | | | |
| LO5 | To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction to study of language | | | | | | | | | |
| II | Theory of Communication-General Semiotics- Linguistics, Sign, Language & Culture- Language & Writing. | | | | | | | | | |
| III | Introduction to Saussurian Structuralism-Introduction to Phonology & Morphology- Syntax & Semantics | | | | | | | | | |
| IV | Computing in Linguistics & Phonetics- Introductory Reading. | | | | | | | | | |
| V | Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole- Bilingualism/Multilingualism- Psychology of Language-Natural Learning Process- Linguistics: An Introduction of Language & Communication-Structural Aspects of Language Change-Course in General Linguistics-The Study of New Linguistic Varieties. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics. | | | | | | | PO1 | | |
| CO2 | Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information | | | | | | | PO1, PO2 | | |
| CO3 | Communicate the results of independent research and gain mastery of advanced linguistic terminology | | | | | | | PO4, PO6 | | |
| CO4 | Communicate about academic issues related to languages and linguistics, both with specialists and the general public. | | | | | | | PO4, PO5, PO6 | | |

| | | |
|---|---|----------|
| CO5 | Contribute to new thinking and innovation processes within the area of linguistic specialization. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Eco, Umberto. A Theory of Semiotics. Indiana University Press, 1979. | |
| 2. | Harley, Trevor A. The Psychology of Language. Psychology Press, 2013. | |
| | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | McLuhan, Eric, and Marshall McLuhan. Theories of Communication. Peter LangPub Incorporated, 2011. | |
| 2. | Sakoda, Kent, and Jeff Siegel. Pidgin Grammar. Bess Press, 2003. | |
| 3. | Bloomfield, Leonard. Language. University of Chicago Press, 1984. | |
| 4. | Saussure, Ferdinand. Course in General Linguistics. Open Court Publishing, 1986. Yule, George. The Study of Language. Cambridge University Press, 2010. | |

AUTHORS IN FOCUS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|---|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC52 | Authors In Focus | 4 | 1 | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners gain knowledge of authors of various backgrounds. | | | | | | | | | |
| LO2 | To enable them gain specialized knowledge related to works of authors of national and international acclaim. | | | | | | | | | |
| LO3 | To familiarize them with the style, diction and coherence of authors and their works. | | | | | | | | | |
| LO4 | To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts. | | | | | | | | | |
| LO5 | To enhance their ability to think historically and analytically about people, language, literature, culture and society. | | | | | | | | | |
| Details | | | | | | | | | | |
| UNIT | | | | | | | | | | |
| I | Aristotle-Life and works. | | | | | | | | | |
| II | Charles Dickens-Life & Works | | | | | | | | | |
| III | Rabindranath Tagore-Life & Works | | | | | | | | | |
| IV | Jane Austen-Life & Works | | | | | | | | | |
| V | Sandra Gilbert & Susan Gubar "Mad Woman in the Attic" | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts | | | | | | | | PO1 | |
| CO2 | Integrate knowledge of the diversity of cultures and peoples | | | | | | | | PO1, PO2 | |
| CO3 | Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature | | | | | | | | PO4, PO6 | |
| CO4 | Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community engagement. | | | | | | | | PO4, PO5, PO6 | |
| CO5 | Develop creativity, understanding, teaching and critical appreciation of English Literature. | | | | | | | | PO3, PO8 | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. Aristotle: A Very Short Introduction. Oxford Paperbacks, 2000. | | | | | | | | | |
| 2. | Fabiny, Sarah. Who Was Jane Austen? Penguin, 2017. | | | | | | | | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | Gilbert, Sandra M., and Susan Gubar. The Madwoman in the Attic. Yale University Press, 2020. | | | | | | | | | |
| 2. | Tagore, Rabindranath. Rabindranath Tagore: An Anthology. Macmillan, 1999. | | | | | | | | | |
| 3. | Tomalin, Claire. Charles Dickens. Penguin UK, 2012. | | | | | | | | | |

| | |
|----------------------|--|
| 4. | Wilson, Cheryl A., and Maria H. Frawley. The Routledge Companion to JaneAusten. Routledge, 2021. |
| Web Resources | |
| 1. | “About the Authors.” Beyond Performance, John Wiley & Sons, Inc., 2015, pp.269–70, http://dx.doi.org/10.1002/9781119202455.about . |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V
WOMEN'S WRITING IN ENGLISH AND IN TRANSLATION

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC53 | Women's Writing In English And In Translation | 4 | 1 | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

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

UNIT Details

| | |
|-----|--|
| I | Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Judith Wright – Eve to the Daughter |
| II | Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku |
| 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 | Margaret Atwood - Surfacing- Ambai - In a forest, A deer. N. Kalyan Vaasanthi - Breaking Free. |

Course Outcomes

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
INDIAN WRITING INTRANSLATION

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---|--|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC54 | Indian Writing InTranslation | 3 | 2 | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce the students to the polyphony of modern Indian writing intranlation. | | | | | | | | | |
| LO2 | To make them understand the multifaceted nature of cultural identities in thevarious Indian literatures through indigenous literary traditions. | | | | | | | | | |
| LO3 | To compare literary texts produced across Indian regional landscapes to seeksimilarities and differences in thematic and cultural perspectives. | | | | | | | | | |
| LO4 | To explore images in literary productions that express the writers sense of theirsociety. | | | | | | | | | |
| LO5 | To encourage the students to explore texts outside of the suggested reading liststo realize the immense treasure trove of translated Indian literary works. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Ilango Adigal - The book of Vanci. – Silappathikaaram Kurunthogai (Five verses for oneTina) | | | | | | | | | |
| II | Rabindranath Tagore - Where the mind is without fear Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. Arun Kolatkar - An Old Woman | | | | | | | | | |
| III | Theory of Value A collection of Readings-(33-40) Chapter 6-Bharata Natya Shastra (100-118)-Hindu Viewof Life-Vanishing Landmarks | | | | | | | | | |
| IV | Anon E. Mouse - How the Raja's son won the Princess Labam. Sunil Gangopadhyay - Arjun | | | | | | | | | |
| V | Badal Sircar - Evam IndrajitGirish Karnad – Tughlaq | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand the multifaceted nature of cultural identities in the various Indian literatures throughindigenous 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 thatexpress the writers' sense of their society. | | | | | | | | PO4, PO6 | |
| CO4 | Explore texts outside of the suggested reading lists torealize 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 writingin 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 Simonand Paul St. Pierre, 2000 |
| 3. | 100 Great Indian Poems by Abhay K. Bloomsbury, 2019 |
| Web Resources | |
| 1. | Modern Indian Writing in Translation - Course (nptel.ac.in). |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER – VIII - WRITING FOR MEDIA

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|-------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111DSC55 | Writing For Media | 3 | 2 | - | - | 3 | 5 | 25 | 75 | 100 |

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

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

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

ART AND LITERARY AESTHETICS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|-----------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC56A | Art And Literary Aesthetics | 4 | 2 | - | - | 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. |

| UNIT | Details |
|------|---------|
|------|---------|

| | |
|-----|--|
| I | Literature and visual arts - essays. |
| II | Romanticism through coleridge and delacroix |
| III | Pre-Raphaelite movement - D.G. Rosetti's Prosperine (painting and Poem) |
| IV | Post-Impressionism - Amritya shergill's Ancient story Teller painting and virginia woolf's The Waves (novel) |
| V | Expressionism - Munch- Scream (painting) and Kafka- Metaphorphosis (Novella) |

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

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

| References Books | |
|---|--|
| (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Herbert Read – extract from The Meaning of Art (pg 17-48) Pelican Books,1959. |
| Web Resources | |
| 1. | Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 . |
| 2. | Benjamin, Elizabeth and Sophie Corser. -INTRODUCTION Literature and Art: Conversations and Collaborations MHRA Working Papers in the Humanities, 9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf |
| 3. | Berger, John. Ways of Seeing. Penguin 1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf |

Mapping with Programme Outcomes:

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

INTRODUCTION TO COMPARITIVE LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111DSC56B | INTRODUCTION TO COMPARITIVE LITERATURE | 3 | 0 | 0 | 0 | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To attain a broad knowledge of various literary traditions bothin their specificity and interrelation. |
| LO2 | To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas. |
| LO3 | To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas. |
| LO4 | To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as meansof participation in cultural. |
| LO5 | To enable the students to produce sophisticated oral andwritten argumentations on literary and cultural topics in comparative contexts. |

UNIT

Details

| | |
|-----|---|
| I | Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The Frenchand American Schools of Comparative Literature. |
| II | Influence and Imitation- Periodization Movement, GenreStudies, Thematology |
| III | Literature and other disciplines, Literature and other Arts |
| IV | Comparative Study of Shelley and Bharathi, Selectedpoems of Shelley- <i>Ode toLibert ,Queen Mab, Love's Philosophy</i> . Selected poems of SubramaniyaBharathi- <i>Bharath Country, Worship of Sun, KannanMyServant</i> . |
| V | Comparative study of Vairamuthu's <i>KallikattuIthikasam</i> and ErnestHemingway's ' <i>The Old Man and the Sea</i> ' |

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

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

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

Course Outcomes

| | | |
|------------------------|--|-----|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.) | PO1 |

| | | |
|------------|--|---------------|
| CO2 | Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices. | O1, PO2 |
| CO3 | Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines. | PO4, PO6 |
| CO4 | Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. | PO4, PO5, PO6 |
| CO5 | Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications. | PO3, PO8 |

Text Books (Latest Editions)

References Books

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

| | |
|----|--|
| 1. | Ulrich Weisstein: Comparative Literature and other |
| 2. | Arts Wellek & Warren: Theory of Literature |
| 3. | Part II S.S.Prawar :Comparative Literatures |

Mapping with Programme Outcomes:

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

| Course Code | Course Title | L | T | P | C |
|-------------|-----------------|---|---|---|---|
| 231AECCVED | Value Education | 2 | 0 | 0 | 2 |

OBJECTIVES:

- To understand the philosophy of life and values through Thirukural
- To analyse the components of value education to attain the sense of citizenship
- To understand different types of values towards National Integration and international understanding
- To learn yoga as value education to promote mental and emotional health
- To understand human rights, women rights and other rights to promote peace and harmony

UNIT I: PHILOSOPHY OF LIFE AND SOCIAL VALUES:

Human Life on Earth (Kural 629) - Purpose of Life (Kural 46) - Meaning and Philosophy of Life (Kural 131, 226) - Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities/duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

UNIT-II – HUMAN VALUES AND CITIZENSHIP

Aim of education and value education: Evolution of value oriented education, Concept of Human values: types of Values - Character Formation – Components of Value education - APJ Kalam's ten points for enlightened citizenship - The role of media in value building

UNIT-III VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT:

Constitutional or national values: Democracy, socialism, secularism, equality, Justice, liberty, freedom and fraternity - Social Values: Pity and probity, self-control, universal brotherhood - Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith - Religious Values: Tolerance, wisdom, character - Aesthetic Values- Love and appreciation of literature and fine arts and respect for the same - National Integration and International Understanding.

UNIT IV: YOGA AND HEALTH:

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga – Yoga practices: Asanas, Pranayama and Meditation.

UNIT V: HUMAN RIGHTS:

Concept of Human Rights: Indian and international perspectives - Evolution of Human Rights - definitions under Indian and International documents - Broad classification of Human Rights and Relevant Constitutional Provisions: Right to Life, liberty and Dignity - Right to equality - Right against exploitation - Cultural and Educational Right - Economic Rights - Political Rights - Social Rights - Human Rights of Women and Children – Peace and harmony.

UNIT-VI:CURRENT CONTOURS:(forcontinuousinternalassessmentonly):

BOOKS FOR REFERENCES:

1. Thirukkural with English Translation of Rev. Dr. G. U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613004.
2. Leah Levin, Human Rights, NBT, 1998
3. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
4. Yogic Therapy - Swami Kuvalayananda and Dr. S.L. Vinekar, Government of India, Ministry of Health, New Delhi.
5. SOUND HEALTH THROUGH YOGA - Dr. K. Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
6. Grose. D.N - "A text book of Value Education" New Delhi (2005)
7. Gawande. EN - "Value Oriented Education" - Vision for better living. New Delhi (2002) Sarupsons
8. Brain Trust Aliyar - "Value Education for Health, Happiness and Harmony" Erode (2004) Vethathiri Publications

COURSE OUTCOMES: After completion of the course, the student will be able to:

- Apply the values in Thirukkural to be peaceful, dutiful and responsible in family and society
- Develop character formation and sense of citizenship
- Be secular, self-control, sincere, respectful and moral.
- Master yoga, asana and meditation to promote mental health
- Be attitude in alto follow the constitutional rights

| Course Code | Course Title | L | T | P | C |
|-------------|---------------------|---|---|---|---|
| 221ACLSPSL | Professional Skills | 0 | 0 | 0 | 1 |

Course Objectives :

The Objectives of the course are to help students/candidates:

1. Acquire career skills and fully pursue to partake in a successful career path
2. Prepare good resume, prepare for interviews and group discussions
3. Explore desired career opportunities in the employment market in consideration of an individual SWOT.

Course Outcomes :

At the end of this course the students will be able to:

1. Prepare their resume in an appropriate template without grammatical and other errors and using proper syntax
2. Participate in a simulated interview
3. Actively participate in group discussions towards gainful employment
4. Capture a self - interview simulation video regarding the job role concerned
5. Enlist the common errors generally made by candidates in an interview
6. Perform appropriately and effectively in group discussions
7. Explore sources (online/offline) of career opportunities
8. Identify career opportunities in consideration of their own potential and aspirations
9. Use the necessary components required to prepare for a career in an identified occupation (as a case study).

Unit I: Resume Skills

Resume Skills : Preparation and Presentation

- Introduction of resume and its importance
- Difference between a CV, Resume and Bio data
- Essential components of a good resume

Resume skills : common errors

- Common errors people generally make in preparing their resume
- Prepare a good resume of her/his considering all essential components

Unit II: Interview Skills

i. Interview Skills : Preparation and Presentation

- Meaning and types of interview (F2F, telephonic, video, etc.)
- Dress Code, Background Research, Do's and Don'ts
- Situation, Task, Approach and Response (STAR Approach) for facing an interview
- Interview procedure (opening, listening skills, closure, etc.)
- Important questions generally asked in a job interview (open and closed ended questions)

Interview Skills : Simulation

- Observation of exemplary interviews
- Comment critically on simulated interviews

Interview Skills : Common Errors

- Discuss the common errors generally candidates make in interview
- Demonstrate an ideal interview

Unit III: Group Discussion Skills

Meaning and methods of Group Discussion

- Procedure of Group Discussion
- Group Discussion- Simulation

- Group Discussion - Common Errors

Unit IV: Exploring Career Opportunities

Knowing yourself – personal characteristics

- Knowledge about the world of work, requirements of jobs including selfemployment.
- Sources of career information
- Preparing for a career based on their potentials and availability of opportunity

| Course Code | Course Title | L | T | P | C |
|-------------|----------------------------|---|---|---|---|
| 231—DSC54- | Disaster Management | 4 | 0 | 0 | 3 |

AIM: Disaster management aims to reduce, or avoid the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery.

Course Objectives:

1. To provide students an understanding the need for studying the disaster management
2. Develop an understanding about the various types of disasters.
3. To expose students to the risk and vulnerability analysis
4. To create awareness about disaster prevention and risk reduction
5. To establish relationship between disasters and developments.
6. To understand Rehabilitation, Reconstruction and Recovery in the event of Disaster
7. To gain knowledge on Climate Change Adaptation and IPCC Scenario and Scenarios in the context of India.

Course Outcomes:

CO1: Understand the need and significance of studying disaster management

CO2: Understand the different types of disasters and causes for disasters.

CO3: Gain knowledge on the impacts Disasters on environment and society

CO4: Study and assess vulnerability of a geographical area.

CO5: Students will be equipped with various methods of risk reduction measures and risk mitigation.

CO6: Understand the role of Information Technology in Disaster Management

CO7: Understand Geographical Information System applications in Disaster Management

| Content of Course |
|--|
| Unit I: Introduction to Disasters |
| Chapter No. 1 Disaster: Concept, Meaning, and Definition Chapter No. 2 History of Major Disaster Events in India Chapter No. 3 Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake |
| Unit II: Disaster Mitigation and Disaster Management |

Chapter No. 4 Man-made Disasters: Riots, Blasts, Industrial, Militancy

Chapter No. 5 Profile, Forms and Reduction of Vulnerability **Chapter**

No. 6 Disaster Mitigation: Concept and Principles

Unit III: Impact of Disaster

Chapter No. 7 Disaster Management: Concept and Principles

Chapter No. 8 Pre-disaster-Prevention and Preparedness

Chapter No. 9 Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts

Unit IV: Disaster Process and Intervention

Chapter No. 10 During Disaster-Rescue and Relief

Chapter No. 11 Post-disaster-Rehabilitation and Reconstruction

Chapter No. 12 Victims of Disaster-Children, Elderly, and Women

Chapter No. 13 Displacement-Causes, Effects and Impact

Unit V: Disaster Intervention

Chapter No. 14 Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation

Chapter No. 15 Components of Rescue, Relief, Reconstruction; Rehabilitation

Chapter No. 16 Disaster Policy in India; Disaster Management Authority-NDMA, SDMA, DDMA; Disaster Management Act, 2005

Key Words: Disaster, Disaster Mitigation, Disaster Management and Disaster Process

References:

- Anil Sinha (2001), Disaster Management - Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.
- Backer, C. W. and Chapman, W. (ed.). (1969), Man and Society in Disasters, New Delhi,
- Clarke, J. I., Peter Curson, et. al. (ed.) (1991), Population and Disaster, Oxford, Basil Blackwell Ltd.
- Cuny, Frederick (1984), Disasters and Development, Oxford, Oxford University Press.
- Disaster Management Act 2005
- Garb, S. and Eng, E. (1969), Disasters Hand Book, New York, Springer.
- Gupta, M. C., L. C. Gupta, B. K. Tamini and Vinod K. Sharma (2000), Manual on Natural Disaster Management in India, New Delhi, National Institute of Disaster Management.
- Hoff, A. (1978), People in Crisis - Understanding and Helping, California, Addison Wesley.
- Maskrey, Andrew (1989), Disaster Mitigation: A Community Based Approach, Oxford, Oxford.
- Narayan, Sachindra (ed.) (2000), Anthropology of Disaster Management, New Delhi, Gyan Publishing House.
- Nidhi GDhawan (2014), Disaster Management and Preparedness, New Delhi, Jain Publications.
- Parasuraman, S. and Unnikrishnan, P. V. (2000), India Disasters Report: Towards Policy Initiative, New Delhi, Oxford University Press.
- Satendra, K. J. Anandha Kumar and V. K. Naik (2013), India's Disaster Report, New Delhi, National Institute of Disaster Management.
- Singh, R. B. (ed.) (2000), Disaster Management, New Delhi, Rawat Publications.
- Sinha, P. C. (ed.) (1998), Encyclopedia of Disaster Management (Vol. 1-10), New Delhi, Anmol Publications.
- Tata Institute of Social Sciences (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol. 63, Issue 2, April.

THIRD YEAR: SEMESTER VI

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|-------------------------------------|--|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC61 | Shakespeare Studies | 4 | 2 | - | - | 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 | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Shakespeare & his relevance - popular quotes - Shakespeare. Canon, theatre, audience, stage etc... | | | | | | | | | |
| II | The Four Phases of Shakespeare's, Dramatic career- tragedy lecture I & II- Comedy- Characters of Shakespeare | | | | | | | | | |
| III | 30-Second Shakespeare-Tales from Shakespeare | | | | | | | | | |
| IV | Detailed- Merchant of Venice-Detailed- Julius Caesar- | | | | | | | | | |
| V | Wilson Knight - The wheel of fire. Akram Hossain - An approach to Shakespeare scholarship and criticism | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed | | | | | | | PO1 | | |
| CO2 | Show evidence of wider reading and a knowledge of Shakespeare scholarship. | | | | | | | PO1, PO2 | | |
| CO3 | Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view | | | | | | | PO4, PO6 | | |
| CO4 | Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed. | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's A Midsummer Night's Dream." in Reel Shakespeare. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002. | | | | | | | | | |
| 2. | Frye, Northrop. "The Argument of Comedy." In English Institute Essays. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in Shakespeare: Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957] | | | | | | | | | |

| References Books | |
|--|---|
| (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Habicht, Werner. "Shakespeare and the German Imagination." In Shakespeare: World Views. Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996 |
| 2. | Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in A Midsummer Night's Dream" MS. |
| 3. | Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the Warwith the Amazons, Bottom's Wife, and other Missing 'Scenes.'" Shakespeare Bulletin 16/4 (Fall, 1998) |
| Web Resources | |
| 1. | Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|---|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23111AEC62 | Literary criticism | 4 | 2 | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To Introduce learners to the basics of Literary Criticism | | | | | | | | | |
| LO2 | To enable learners to widen their knowledge of literary texts and focus on their importance | | | | | | | | | |
| LO3 | To empower learners to write a critical appreciation | | | | | | | | | |
| LO4 | To ingrain the minds towards creative writing, appreciation, critical thinking and critical analysis | | | | | | | | | |
| LO5 | To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Poetics-Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero. | | | | | | | | | |
| II | Preface to Lyrical Ballads-The romantic creed, Definition of Poetry, Diction & Language. Fancy and Imagination, Poetic Genius. | | | | | | | | | |
| III | The Concept of Poetry-Defence of Poetry -Classicism, Touchstone Theory, Grand Style, High Seriousness etc | | | | | | | | | |
| IV | Indian Aesthetics, Movements and Concepts, Tinai, Rasa, Dhvani, Alankara, All ISMS, Object Correlative, Negative Capability, Seven Types of Ambiguity | | | | | | | | | |
| V | William Blake - Tyger . G K. Chesterton - Running After one's Hat Katherine Mansfield - A Cup of Tea | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning. | | | | | | | | PO1 | |
| CO2 | Apply knowledge of contemporary issues and principles of ethics relevant to professional practice; | | | | | | | | PO1, PO2 | |
| CO3 | Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings; | | | | | | | | PO4, PO6 | |
| CO4 | Recognize the need for, and prepare to engage in lifelong learning. | | | | | | | | PO4, PO5, PO6 | |
| CO5 | Demonstrate a service orientation in one's profession; | | | | | | | | PO3, PO8 | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Dobie, Ann B. (2009). Theory into Practice: An Intro to Literary Criticism. Australia: Wadsworth Cengage Learning. | | | | | | | | | |
| References Books | | | | | | | | | | |
| (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| 1. | Fry, Paul H. (2013). Theory of Literature. New Haven: Yale University Press. | | | | | | | | | |
| 2. | Habib, M. R. (2011). A History of Literary Criticism: From Plato to Present. UK: Wiley-Blackwell Publishing. | | | | | | | | | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FUNDAMENTALS OF ACADEMIC WRITING

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111DSC64B | FUNDAMENTALS OF ACADEMIC WRITING | 3 | 0 | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To attain broad knowledge. |
| LO2 | To understand various styles of sentence pattern. |
| LO3 | To cultivate a coherent and associative thinking ability to exhibit writing skills. |
| LO4 | To develop the ability to structure Essays. |
| LO5 | To enable the students to learn copy- editing. |

UNIT

Details

| | |
|-----|--|
| I | Writing as a Process -Pre-writing strategies, while- writing strategies, post- writing strategies ;developing writing through extended practices; developing reflective abilities & meta-awareness about writing. |
| II | Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence. |
| III | Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification) |
| IV | Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation. |
| V | Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English |

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

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

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

Course Outcomes

| | | |
|------------------------|---|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | To design the process writing | PO1 |
| CO2 | To express sentence skills. | PO1, PO2 |
| CO3 | To structure and develop paragraphs through techniques | PO4, PO6 |
| CO4 | To compose academic essays | PO4, PO5, PO6 |
| CO5 | To distinguish between content editing and substantive editing. | PO3, PO8 |

Text Books (Latest Editions)

| | |
|----|---|
| 1. | Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan |
| 2. | Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: McGrawHill. |

References Books

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

| | |
|----|--|
| 1. | Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London:Routledge. |
| 2. | Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London:RoutledgeFalmer. |

Mapping with Programme Outcomes:

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

MASS COMMUNICATION AND JOURNALISM

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|-----------------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 2311DSC56 | Mass Communication And Journalism | 3 | 2 | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To impart the basic knowledge of Mass communication & Journalism and related areas of studies. |
| LO2 | To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. |
| LO3 | To empower learners by communication, professional and life skills. |
| LO4 | To develop the ability to structure Essays. |
| LO5 | To enable the students to learn copy- editing. |

| UNIT | Details |
|------|--|
| I | Mass Communication in India, Print Medium, Audio-Visual Media, Other Media, Ethics, press laws |
| II | News Agencies, News and its Dissemination, Feature and Column Writing, Editorials, reporting |
| 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

| | | |
|------------------------|---|---------------|
| 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 |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

| 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 |

ENGLISH FOR COMPETITIVE EXAMINATIONS

| Subject Code | Course Title | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---|--|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23111SEC65 | English For Competitive Examinations | 4 | 2 | - | - | 3 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To develop the students intellectual, personal and professional abilities. | | | | | | | | | |
| LO2 | To acquire basic language skills listening, speaking, reading and writing for effective communication. | | | | | | | | | |
| LO3 | To develop confidence in getting job opportunities. | | | | | | | | | |
| LO4 | To provide awareness to the students about the various types of jobs offered in both in the Central and State Government. | | | | | | | | | |
| LO5 | To develop competitive skills through various types of objective tests. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing. | | | | | | | | | |
| II | Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing. | | | | | | | | | |
| III | Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing. | | | | | | | | | |
| IV | Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing. | | | | | | | | | |
| V | Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter. | | | | | | | | | |
| <p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. 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.</p> | | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Gain knowledge of English language to face the challenges in Competitive Examinations. | | | | | | | PO1 | | |
| CO2 | Acquire skills in vocabulary usage and grammar. | | | | | | | PO1, PO2 | | |
| CO3 | Acquire skills in logical reasoning, question error analysis and correct usage of words. | | | | | | | PO4, PO6 | | |
| CO4 | Build confidence in getting job opportunities. | | | | | | | PO4, PO5, PO6 | | |

| | | |
|-------------------------------------|---|----------|
| CO5 | Aware of the various types of jobs offered in both in the Central and State Government. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | English for Competitive examinations-.P.Bhatnagar & Rajal Bhargava | |
| 2. | Remedial Grammar-F.T.Wood | |