



KAMARAJ COLLEGE

(AUTONOMOUS)

Accredited with A+ Grade by NAAC

Among Top 150 Colleges in India - NIRF Ranking 2025

இந்து நாடார் சங்கங்களால் 1966-ல் தொடங்கப்பட்ட கல்லூரி
(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)
THOOTHUKUDI - 628 003.



MINUTES OF THE BOARD OF STUDIES

DEPARTMENT OF ENGLISH

B.A., English

Semester – I to VI

(for the students those who joined from the academic year 2025-2026)



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B. A., English

Semester – I to VI

Syllabus

(For the Students those who joined from the academic year 2025 - 2026)

Department Of Profile

Name of the Programme	:	B.A., English
Programme Name	:	01018
Year of Establishment	:	2010
E-mail –id	:	kcsfenglish@gmail.com
College mail id	:	kamarajcoll@gmail.com
College website	:	https://kamarajcollege.ac.in

Vision:

To provide appropriate pedagogies - including class size - and environments (classrooms, equipment, resources, and technology) that will lead a student retention and success as well as an increase in the number of majors and minors.

- To help students see themselves as professionals, as part of a discipline with skills and abilities valuable in the business, teaching, publishing, or post-graduate work.
- To give students a sense of themselves as citizens of a larger community by encouraging participation in service learning and in diverse and international course work and programming.
- To assure that students encounter creativity crucial to English studies through theater productions, readings by professional writers, and their own creative and critical production and presentation.
- To balance the needs of general education - communication, diversity, global perspectives, interdisciplinary studies - with those of the major.

Mission

Introduce students to the study of literature by providing practice in careful, critical reading and developing in them a sense of the various contexts—biographical, social, political, etc.—that can enrich their understanding of a work. Foster in students an appreciation and enjoyment of literature's aesthetic and intellectual elements. Enhance students' perception of the richness and diversity of the social and ethical values in literature and our response to them, recognizing that literature is by its nature value-laden; that each author and reader brings to his or her work an ethical framework and vision of the human condition. Allow students to learn relevant literary and social history as well as acquire training in careful textual analysis. Provide students with training in research and bibliographic methods, acquaint them with basic issues in the area of textual criticism, develop their reading and analytical skills, and offer study in the history and theory of literary criticism.

Programme outcome (PO)

Learning outcomes-based curriculum frame work (locf)	
Programme:	B. A., English (Eligibility Norms for Admission: Basic Qualification for Joining B.A. English course is 12th pass)
Programme Code:	01018
Duration:	UG – 3 years
Programme Outcomes:	
P01	Disciplinary knowledge: Capacity to integrate quality, ethical, and legally sound value-based perspectives into all organizational activities.
P02	Communication Skills: Skill in effectively conveying thoughts and ideas both in writing and verbally; engaging with others through suitable communication channels; confidently articulating personal viewpoints and expressing oneself; demonstrating attentive listening, analytical reading and writing, and the ability to present complex information clearly and Concisely to diverse audiences.
P03	Critical thinking: Cultivate analytical and critical thinking skills to support data-driven decision-making.
P04	Problem solving: Utilize knowledge of management theories and human resource practices to address business challenges by conducting research within a global context.
P05	Analytical reasoning: Capacity to assess the credibility and significance of evidence; identify logical inconsistencies and gaps in others' arguments; analyze and integrate data from diverse sources; derive well-founded conclusions supported by evidence and examples, while effectively addressing counterarguments.
P06	Research-related skills: A curious and inquisitive approach, coupled with the ability to ask relevant questions, identify emerging issues, synthesize information, and clearly articulate ideas; expertise in recognizing cause-and-effect relationships, defining problems, formulating hypotheses, testing assumptions, analyzing and interpreting data, and drawing well-supported conclusions; skill in planning, executing, and documenting the results of experiments or investigations.
P07	Cooperation/Team work: Develop the skills and competencies needed to become an entrepreneur.
P08	Scientific reasoning: The capability to acquire knowledge and skills, including "learning how to learn," essential for lifelong participation in learning activities. This involves self-paced and self-directed learning for personal growth, achieving economic, social, and cultural goals, and adapting to evolving trades and workplace demands through knowledge enhancement, skill development, and reskilling.

Programme Specific Outcomes:	
PSO1	Placement: To equip students to engage respectfully with diverse ideas, behaviors, and beliefs while applying multiple perspectives to their decisions and actions.
PSO 2	Entrepreneur: To develop successful entrepreneurs by strengthening their critical thinking, problem-solving, decision-making, and leadership skills, enabling them to launch startups and Drive high-potential organizations.
PSO3	Moral and ethical awareness/reasoning: The capacity to uphold moral and ethical values in everyday life.
PSO4	Contribution to Business World: To develop employable, ethical, and innovative professionals who can thrive in the ever evolving business world.
PSO5	Contribution to the Society: To support societal development by partnering with stakeholders for shared benefits.

Methods of Evaluation		Marks	
Internal Evaluation	Continuous Internal Assessment Test	15	25
	Assignments with PPT	5	
	Class Participation /Group Discussion	5	
External Evaluation	End Semester Examination		75
	Total		100

Extra Credits

Curricular Activities	Co-Curricular Activities	Extra-Curricular Activities
Paper Presentation	Cultural Competitions	NCC
Paper Publication	Domain Clubs	NSS
Placement Training		Sports
Quiz		YRC
Competitions		UBA
SWAYAM /NPTEL/MOOCs		

****Paper Presentation for each paper: 1 credit.**

Level	Credit			
	Participation	III Prize	II Prize	I Prize
Intra college	1	2	3	4
Intercollegiate	2	3	4	5
District	3	4	5	6
University	4	5	6	7
State	5	6	7	8
National	6	7	8	9
International	7	8	9	10

Total credits Under – Graduate Courses including Lab Hours- 2024 to 2025

Semester	Hours	Credits
I	30	23
II	30	23
III	30	24
IV	30	24
V	30	24
VI	30	21
Total		141

****Extra Credit will be given on the basis of student's performance**

Pedagogy:

- Technology Based Learning (PPT)
- Peer Teaching (Chalk & Talk)
- Virtual Lab
- Blended Learning (Online & Offline)
- Group Learning
- Self - Study
- Games Based Learning

Course Structure

(For the Students admitted from the academic year 2025 – 26 onwards)

First year –Semester- I

UG B.A., English

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	25ULTL11	Tamil Ilakkiya Varalaru I	3	6	3	25	75	100
Part II	25ULEN11	General English I	3	6	3	25	75	100
Part III Core I	25UMEN11	Introduction to Literature	5	5	3	25	75	100
Part III Core II	25UMEN12	Indian Writing in English	5	5	3	25	75	100
Part III EC I	25UEEN11 25UEEN12	Any one 1. Social History of England 2. Green Literature	3	4	3	25	75	100
Part IV SEC - I	25USEN11 25USEN12	Any one 1. English for Communication 2. Creative Writing in English	2	2	3	25	75	100
Part IV FC	25UFEN11	Foundation Course	2	2	3	25	75	100
Total			23	30				
SEC-Skill Enhancement Course						CIA- Continuous Internal Assessment		
EC –Elective Course						ESE- End Semester Examination		

Course Structure

(For the Students admitted from the academic year 2025– 26 onwards)

First Year – Semester- II

UG B.A ., English

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	25ULTL21	Tamil Ilakkiya Varalaru II	3	6	3	25	75	100
Part II	25ULEN21	General English II	3	6	3	25	75	100
Part III Core - III	25UMEN21	British Literature	5	5	3	25	75	100
Part III Core -IV	25UMEN22	American Literature	5	5	3	25	75	100
Part III EC - II	25UEEN21 25UEEN22	Any one 1. History of English Literature 2. Global Literature	3	4	3	25	75	100
Part IV SEC- II SEC - III	25USEN21 25USEN22 25USEN23	Any Two 1. Entrepreneurial Skills 2. Public Speaking Skills 3. Writing for the Media	2 2	2 2	3 3	25 25	75 75	100 100
Total			23	30				
SEC-Skill Enhancement Course			CIA- Continuous Internal Assessment					
EC –Elective Course			ESE- End Semester Examination					

Course Structure

(For the Students admitted from the academic year 2025 – 25 onwards)

Second Year – Semester- III

UG B.A ., English

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	25ULTL31	Pothu Tamil – Tamilaga Varalarum Panpaadum	3	6	3	25	75	100
Part II	25ULEN31	General English III	3	6	3	25	75	100
Part III Core - V	25UMEN31	Literature of the British Isles	5	4	3	25	75	100
Part III Core -VI	25UMEN32	The American literary Canon	4	4	3	25	75	100
Part III EC - III	25UEEN31 25UEEN32	Any one 1.Literary Genres and Terms 2.Short Stories and One – act Plays	3	4	3	25	75	100
Part IV SEC- IV SEC - V	25USEN31 25USEN32 25USEN33	Any Two 1.English for Career 2.Phonetics and Spoken English 3.Content Writing	2 2	2 2	3 3	25 25	75 75	100 100
Part IV	25UYOG31	Yoga, Cultural and Heritage	2	2	1.5	25	75	100
Total			24	30				
SEC-Skill Enhancement Course			CIA- Continuous Internal Assessment					
EC –Elective Course			ESE- End Semester Examination					

Course Structure

(For the Students admitted from the academic year 2025 – 26 onwards)

Second Year – Semester-IV

UG B.A ., English

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	25ULTL41	Tamilum Ariviyalum	3	6	3	25	75	100
Part II	25ULEN41	General English IV	3	6	3	25	75	100
Part III Core - VII	25UMEN41	World Literature in Translation	5	4	3	25	75	100
Part III Core -VIII	25UMEN42	Aspects of Language and Linguistics	4	4	3	25	75	100
Part III EC - IV	25UEEN41 25UEEN42	Any one 1.* Myth and Literature 2. Film and Literature	3	4	3	25	75	100
Part IV SEC- VI SEC - VII	25USEN41	Any Two 1. English Teaching Methods and Materials	2	2	3	25	75	100
	25USEN42	2. English for Business	2	2	3	25	75	100
	25USEN43	3. Soft Skills						
Part IV	25UEVS41	E.V.S	2	2	3	25	75	100
Part V	25UEA41	NCC/NSS/YRC/SPORTS	1	--	--	--	--	100
		Total	25	30				
SEC-Skill Enhancement Course		CIA- Continuous Internal Assessment						
EC –Elective Course		ESE- End Semester Examination						

Need: * Unit – III “Troy Fall of a city” (Film) only for watching. No theoretical Questions to be taken for examination.

Course Structure for Arts Stream
Third Year – Semester – V
UG B.A., English
(With effect from the academic year 2025– 2026 onwards)

Semester V	Course Code	Title of the Course	Credits	Hours	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part - III Core - IX	25UMEN51	Authors in Focus.	4	5	3	25	75	100
Part - III Core - X	25UMEN52	Women’s Writings in English and in Translation	4	5	3	25	75	100
Part - III Core - XI	25UMEN53	Indian Writing and Translation.	4	5	3	25	75	100
Part - III Core - XII	25UMEN54	Research Methodology	3	5	3	25	75	100
Part - III Elective V Any one	25UEEN51 25UEEN52	Discipline Specific Elective V 1. English for Competitive Examinations. 2. Introduction to Comparative Literature.	3	4	3	25	75	100
Part - III Elective VI Any One	25UEEN53 25UEEN54	Discipline Specific Elective VI 1. Mass Communication and Journalism. 2. Film Studies.	3	4	3	25	75	100
Part IV Training	25UINT51	*Internship	2	-	3	50	50	100
Part V	25UPDT51	Personality Development	2	2	3	25	75	100
		TOTAL	25	30				

SEC-Skill Enhancement Course

CIA- Continuous Internal Assessment

EC –Elective Course

ESE- End Semester Examination

***Internship – course duration - 7 to14 days (Report should be submitted & Viva Voce will be conducted for the report which is equivalent to the Project Viva – Voce).**

Course Structure for Arts Stream
Third Year – Semester – VI
UG B.A., English
(With effect from the academic year 2025 – 2026 onwards)

Semester VI	Course Code	Title of the Course	Credits	Hours	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part - III Core - XIII	25UMEN61	Introduction to Literary Theory and Criticism.	4	6	3	25	75	100
Part - III Core - XIV	25UMEN62	Biographies, Auto-biographies and Memoirs.	4	6	3	25	75	100
Part - III Core -XV	25UMEN63	Travel Writing.	4	5	3	25	75	100
Part - III Core - XVI	25UMENP1	Project (with viva voce).	3	5	3	50	50	100
Part - III Elective VII Any One	25UEEN61 25UEEN62	Non Mandatory Elective VII & VIII 1. Communicative English. 2. Art and Literary Aesthetics	3	4	3	25	75	100
Part - III Elective VIII Any One	25UEEN63 25UEEN64	1. Technical Writing. 2. Writing for the Web.	3	4	3	25	75	100
Part V	25UEA41	Extension Activity.	1	2	3	25	75	100
		TOTAL	22	30				
SEC-Skill Enhancement Course		CIA- Continuous Internal Assessment						
EC –Elective Course		ESE- End Semester Examination						

Semester - I

Introduction to Literature

Title of the Course	Introduction to Literature				
Course Type	CORE I				
Course Code	25UMEN11				
Year	I	Semester	I	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		5	--	--	5

Learning Objectives	
L01	Familiarize learners with different literary forms, including prose, poetry, and drama
L02	Equip learners with historical and contextual insights into literature's evolution.
L03	Help learners differentiate and appreciate various genres of writing.
L04	Explore recurring themes and methodologies used in literary works.
L05	Enhance the ability to critically examine and interpret texts.

Unit	Contents
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 – <i>Sonnet 18, Sonnet 116</i> . John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> . John Keats – <i>Ode to Nightingale</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i>
III	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory- <i>The Rising of the Moon</i> .
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Katherine Mansfield - <i>A Dill Pickle, The Escape</i>
V	Saki - <i>The Dreamer</i> Robert Lynd – <i>Forgetting</i>

Textbooks	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing-X.J. Kennedy, by Pearson,2016.
2.	Portable Literature: Reading, Reacting, Writing-9thedition–Laurie Kirszner, by CengageLearning,2016

Reference Books	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literaturewith2021 MLA Update, Bedford / St.Martin’s, August2021.
3.	JaniceCampbell., Introduction to Literature: Excellence inLiteratureEnglish1,4thEd, Everyday Education, LLC, January2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & FrancisLtd.,2021.
5.	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge UniversityPress,2019.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explore fundamental poetic elements such as meter, rhyme, imagery, and theme, developing both an analytical and emotional connection to poetry.
CO2	Gain a thorough understanding of narrative structure, character development, literary techniques, and how to compare and contrast related texts effectively.
CO3	Examine the structure of plays, the impact of monologues and dialogues, the role of scene setting, and how drama conveys meaning and emotion.
CO4	Utilize library and digital resources to conduct literary research, synthesize information, and construct well-supported critical arguments.
CO5	Collaborate productively in group settings by demonstrating respect, active participation, task delegation, and meaningful contributions to collective projects.

Web Resources	
1.	ASIATIC:IITUM Journal of English Language & Literature
2.	The English Historical Review (EHR)
3.	The Short Stories Of Saki by <u>H.h. Munro</u> , http://www.new.dli.ernet.in/handle/2015/182475

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3 Medium-2 Low-1

Indian Writing in English

Title of the Course	Indian Writing in English				
Course Type	CORE II				
Course Code	25UMEN12				
Year	I	Semester	I	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		5	--	--	5

Learning Objectives	
LO1	Explore its origins and development within the framework of colonial history.
LO2	Examine issues related to culture, identity, history, nation- building, postcolonial and gender politics, and cross-cultural interactions.
LO3	Gain insight into ideas such as nationalism, counter-discourse, subalternity, and identity movements.
LO4	Investigate the themes, techniques, and methodologies present in modern Indian Writing in English.
LO5	Interpret literary texts through the lens of Indian aesthetic traditions and philosophies.

Unit	Contents
I	Meena Alexander – A House of a Thousand Doors A.K. Ramanujan - <i>Brother's Day</i> Ruskin Bond - <i>Handful of Nuts, Night Train to Deoli</i> K.A. Abbas - <i>Sparrows</i>
II	M.K. Gandhi - <i>Autobiography</i> Inspection Episode Examination- from Part I 'Childhood' Dr .Radhakrishnan - Science, Humanities and Religion
III	Toru Dutt - The Lotus Sri Aurobindo – The Tiger and the Deer Nissim Ezekiel – Night of the Scorpion R.Parthasarathy – Home Coming
IV	Sarojini Naidu- The Village Song Jayantha Mahapatra – Freedom Shiv K Kumar-Indian Women Mirza Ghalib -It is not Love, It is Madness
V	Rabindranath Tagore - Mukhthadhara. Nissim Ezekiel Nalini: A Comedy in Three Acts Joginder Paul- Sleepwalkers.

Textbooks	
1.	Everybody Writes – Anna Handley
2.	Creative Writing: A Beginner’s Manual – Anjana Neira Dev
3.	Writing for the Media – Usha Raman
4.	Online content writing guides (selected chapters)

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Trace the historical evolution of different genres in Indian Writing in English, from the colonial era to the present day.
CO2	Examine Indian literary works in English through the lenses of colonialism, post colonialism, regionalism, and nationalism.
CO3	Explore the significance of English as a tool for political Conscious ness and its role in fostering creative expression in India.
CO4	Assess how sociological, historical, cultural, and political Contexts have influenced the selected literary texts.
CO5	Critically evaluate the contributions of prominent Indian English poets and dramatists.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1 Level Correlation between PSO and CO

SCO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 Medium-2 Low-1

Social History of England

Title of the Course	Social History of England				
Course Type	Elective - I				
Course Code	25UEEN11				
Year	I	Semester	I	Credits	3
Instructional Hours Per week	Lecture		Tutorial	Lab Practices	Total
	4		--	--	4

Learning Objectives	
L01	Offer students a thorough understanding of the evolution of English literature and language across different periods.
L02	Guide students in tracing the growth of English literature from its origins in the seventh century to the present day.
L03	Develop an awareness of the structural progression of the English language.
L04	Highlight the various external linguistic influences that have shaped the English language over time.
L05	Foster the ability to critically analyze literary texts.

Unit	Contents
I	Renaissance and its Impact on England, The Reformation - Causes and Effects
II	Puritanism- Growth and Effect, Restoration, Coffee - Houses and their Social Relevance
III	The Union of England and Scotland, Impact of The Industrial and Agrarian Revolutions, The French Revolution on the English Society, The Methodist Movement
IV	The Reform Bills and The Spread of Education in the Victorian Age Social Impact of The Two World Wars, The Means of Transport and Communication.
V	Trade Unionism in England, The Cold War (1985-1991). The Gulf War (1991)

Textbooks	
1.	A. G. Xavier: <i>Social History of England</i>

Reference Books	
1.	Ed. Rosemary Horrox, A Social History of England, 1200- 1500, June 2012, Cambridge University Press
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.
3.	Padmaja Ashok, <i>Social History of England</i> , Orient Black swan, 2011

Web Resources	
1.	A social History of England: Briggs, Asa, 1921-: Free Download, Borrow , and Streaming: Internet Archive

Course Outcomes

Co No	On Completion of this Course, Students will be able to
C01	Develop a comprehensive understanding of English literary history, with a focus on the key movements, genres, and writers that defined their respective periods.
C02	Analyze how socio-cultural and historical events shape the literary output of a given period.
C03	Engage with the socio-cultural context and intellectual discourse of different eras.
C04	Cultivate a deep appreciation for the literary giants of those times.
C05	Acquire a comprehensive understanding of the evolution of the English language, influenced by languages such as Latin and French, while also mastering its structural intricacies.

Mapping with Programme Outcomes

CO/PO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	2	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 Medium-2 Low-1

Green Literature

Title of the Course	Green Literature				
Course Type	Elective - I				
Course Code	25UEEN12				
Year	I	Semester	I	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives	
LO1	To define "green literature" and identify its key themes, such as environmentalism, nature, and sustainability
LO2	Analyze how authors use literary devices to convey environmental messages and explore human relationships with the natural world.
LO3	Critically evaluate different perspectives on environmental issues presented in green literature.
LO4	Connect green literature to real-world environmental challenges and consider potential solutions.
LO5	Develop their own informed opinions about environmental topics through discussions and written assignments.

Unit	Contents
I	Introduction "Introduction: Literary Studies in an Age of Environmental Crisis" Ecocritical Reader " Naturalized woman and Feminized Nature" by Kate Soper 139-143
II	Poetry Wordsworth: Ode on Intimations of Immortality Tennyson: In Memoriam William Cullen Bryant: The Gladness of Nature Slyria Chidi: Mother Nature S.T.Coleridge: To Nature
III	Prose Henry David Thoreau: Walden (Where I Lived and What I Lived For) Emerson: Nature Nirmal Selvamony: Thinai Poetics and Tamil Poetry
IV	Fiction Barbara Kingsolver: Flight Behaviour Easterine Kire: The River Sleeps
V	Eco-films The 11 th Hour Avatar Kanthara

Textbooks	
1.	Nirmal Selvamony, "tiNai poetics and Tamil Poetry." Horizons: Critical Perspectives on Language and Literature. Ed. Suresh Frederick. Thanjavur: Amirthamani Publications, 2011, 1- 15
2.	Glotfelty, Cheryll. The Ecocritical Reader, University of Georgia Press , 1996.
3.	Soper, Kate. What is nature? Blackwell 1995

Course Outcomes

Co No	On Completion of this Course Students will be able to
CO1	To identify and evaluate how literary texts engage with environmental themes, represent nature, and reflect on human relationships with the non-human world.
CO2	Gain knowledge of key environmental movements, philosophies, and debates, and how these have influenced literary expression across different periods and cultures.
CO3	Critically examine how literature addresses issues such as environmental justice, sustainability, and the impact of human actions on the planet.
CO4	To analyze literary texts using eco critical approaches, engage in thoughtful discussions, and produce well- researched and insightful written work.
CO5	Reflect on how literature can raise awareness about environmental challenges, inspire empathy for the natural world, and promote responsible environmental stewardship.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1 Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 Medium-2 Low-1

English for Communication

Title of the Course	English for Communication				
Course Type	Skill Enhancement Course				
Course Code	25USEN11				
Year	I	Semester	I	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
L01	To elevate students' literary and aesthetic appreciation, encouraging creative responses.
L02	To foster awareness of significant societal and global issues.
L03	To develop and enhance students' communication skills.
L04	To equip students with the ability to effectively utilize digital knowledge resources in their respective fields of study.
L05	To nurture imaginative and critical thinking in both writing and analysis.

Unit	Contents
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	Interview– Definition, Features, Types, Challenges

Textbooks	
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw Hill companies.
3.	Understanding Body Language by Alan Pease.
Reference Books	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
Web Resources	
1.	(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY going la jijuna - Academia.edu

Course Outcomes

Co NO	On Completion of this Course, Students will be able to
C01	Recognize the fundamental principles of communication.
C02	Examine different types of communication.
C03	Apply key communication principles effectively.
C04	Explore significant communication methods and models
C05	Understand and develop proficiency in the four core language skills.

Mapping with Programme Outcomes

CO/PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	2	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 Medium-2 Low-1

Creative Writing in English

Title of the Course	Creative Writing in English				
Course Type	Skill Enhancement Course				
Course Code	25USEN12				
Year	I	Semester	I	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
L01	Improve clarity, coherence, and structure in writing.
L02	Explore techniques to generate creative ideas and develop original concepts.
L03	Explore different perspectives to better understand character development.
L04	Learn to write with purpose, whether to entertain, inform, or express emotions.
L05	Develop confidence in reading and sharing your writing with others.

Unit	Contents
I	What is Creative Writing? What is Creative Writing?, Imagination and Writing, Restriction on an Open Field, Can Creative Writing be Taught?, The Importance of Reading
II	The Art and Craft of Writing: Troupes and Figures Based on Similarity: Simile, Metaphor and Homonym Based on Difference: Antithesis, Paradox and Oxymoron Based on Extension of Ideas: Personification and Hyperbole Based on Obliqueness: Irony, Euphemism, Ambiguity and Pun Based on Utterance: Alliteration, Assonance, Consonance, Onomatopoeia and Homophones
III	Style and Register, Formal and Informal Usage, Varieties of English, Language and Gender, Disordered Language, Playing in Words
IV	Modes of Creative Writing Writing to Communicate: The Writer and the Reader, What is Poetry?, The Four Functions of Language, What to Write and How to Start, Poetry and Prose, Shape, and Form
V	The Importance of History, Types of Novels, Literary and Popular Fiction, The Short-Story and the Novel, Character, Plot, Point of View (Modes of Narration), Setting (Milieu)

Textbooks	
1.	Anjana Neira Dev, Anuradha Marwah and Swati Pal. Creative Writing: A Beginners Manual. Pearson: Longman. Delhi/Chennai/Chandigarh
Reference Books	
1.	David Morley. The Cambridge Introduction to Creative Writing. Cambridge University Press.
2.	Paul Mills. The Rout ledge Creative Writing Course Book. Rout ledge. London and New York.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Students will be able to apply appropriate genre conventions, structures, and stylistic choices to their writing.
CO2	Students will explore and experiment with various creative writing techniques, such as character development, plot structure, and narrative voice.
CO3	Students will demonstrate proficiency in the stages of the writing process, including brainstorming, drafting, revising, and editing.
CO4	Students will develop a unique, consistent writing voice and style.
CO5	Students will develop the discipline to write regularly, cultivating habits that support long-term growth as writers.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average PSOs	3.0	3.0	3.0	3.0	3.0

S- Strong-3 Medium-2 Low-1

Foundation Course

Title of the Course	Foundation Course				
Course Type	Foundation Course				
Course Code	25UFEN11				
Year	I	Semester	I	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
L01	To introduce the fundamentals of English grammar.
L02	To equip learners with a foundational understanding of grammar.
L03	To help learners comprehend the various components of grammar.
L04	To clarify commonly confused words and phrases in the English language.
L05	To develop learners' ability to write effectively.

Unit	Contents
I	General Introduction to Grammar, The Importance of Grammar, The Common Problems of English Language Structure, The Difficulties in Learning Grammar.
II	Uses of am, is, was, were, have, has, had, do, did, done – in Sentences and Interrogatives
III	Simple Present, Past and Continuous Tenses – in Statements and Questions.
IV	Use of must, shall, should, will, would, can, could, may, might, must, all, most, some, any, no/none, both, either...or, neither...nor, a lot, much, many, little, a little, the little, few, a few, the few, if, whether
V	Writing Paragraphs on Common Topics Like – Politics, Saving Money, Time Management, Values, Manners and Etiquette.

Textbooks	
1.	Essential English Grammar by Raymond Murphy, Cambridge University Press, 2012.
Reference Books	
1.	Geeta Sood and Anima Chakracerty ., Comprehensive Grammar Composition, Pearson, Longman, 2012.
2.	W Standard Allan, <i>Living English Structure</i> , Orient Longman, 1993

Web Resources	
1.	https://www.bbau.ac.in/Docs/FoundationCourse/TM/AECC105/Gramma r.pdf
2.	https://www.e-grammar.org/download/e-grammar-exercises-ebookdemo.pdf
3.	https://www.e-grammar.org/pdf/english-grammar-modal-verbs.pdf
4.	https://www.e-grammar.org/pdf/english-grammar-conditional-tense.pdf
5.	https://www.e-grammar.org/pdf/english-grammar-question-tags.pdf

Course Outcomes

CO No	On Completion of this Course, Students will be able to
C01	Know the importance of Grammar, the common problems of English language structure, the difficulties students face in learning Grammar and regional problems.
C02	Gain knowledge in basic 'be' verbs.
C03	Explore the dramatic use of present, past and continuous tenses.
C04	Learn the modal verbs and a few more words and their uses in the English language that are found to be difficult and get strengthened in their usage.
C05	Develop the art of paragraph writing.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S- Strong-3 Medium-2 Low-1

British Literature

Title of the Course	British Literature				
Course Type	CORE III				
Course Code	25UMEN21				
Year	I	Semester	II	Credits	5
Instructional Hours Per week	Lecture		Tutorial	Lab Practices	Total
	5		--	--	5

Learning Objectives

LO1	Introduce various literary periods, British identity, and other relevant cultural aspects.
LO2	Enable students to critically assess the world and their place within it.
LO3	Help students understand how British literature has shaped the culture of English-speaking Societies.
LO4	Analyze key themes, styles, and methodologies found in British literary works.
LO5	Develop the ability to critically engage with and interpret texts effectively.

Unit	Contents
I	Francis Bacon – “Of Truth,” “Of Adversity” Oliver Goldsmith – “A City Night Piece” Joseph Addison and Sir Richard Steele – “On Gratitude”
II	Robert Edgar Burns – “The Potter” William Blake – “The Chimney Sweepers” John Keats – “Endymion” Book-I
III	William Wordsworth – “The Leech Gatherer” Lord Byron – “She Walks in Beauty” John Milton – <i>Paradise Lost</i> – Book IV (1 to 115)
IV	Christopher Marlowe - <i>Dr. Faustus</i> Oliver Goldsmith - <i>She Stoops to Conquer</i>
V	Jonathan Swift – “A Voyage to Lilliput” - <i>Gulliver’s Travels</i> Charles Dickens – <i>A Tale of Two Cities</i>

Textbooks	
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
Reference Books	
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver’s Travels</i> . Oxford University Press, 2019.

Web Resources	
1	Ranger, Paul. "Technical Features." 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 .

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Exhibit an understanding of the key social, political, philosophical, and scientific events that influenced the evolution of early British literature.
CO2	Analyze, interpret, and connect ideas by composing essays that incorporate techniques of literary criticism and evaluation.
CO3	Engage in reading and discussions on themes, styles, approaches, and the contributions of writers from the Medieval Period to the late eighteenth century.
CO4	Identify and differentiate the defining characteristics of various British literary movements in both discussion and writing.
CO5	Utilize standard literary terminology and conventions while writing about literature.

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

Strong 3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

Strong-3 Medium-2 Low-1

American Literature

Title of the Course	American Literature				
Course Type	CORE IV				
Course Code	25UMEN22				
Year	I	Semester	II	Credits	5
Instructional Hours Per week	Lecture		Tutorial		Lab Practices
	5		--		--
					Total
					5

Learning Objectives

LO1	Understand the growth and evolution of American literature.
LO2	Critically analyze the development and progression of various literary genres.
LO3	Explore the works of prominent American authors and their impactful contributions to literature.
LO4	Conduct in-depth analysis of the themes and techniques present in American literature.
LO5	Cultivate critical thinking skills through detailed examination of literary texts.

Unit	Contents
I	Robert Frost – “Stopping by Woods on a Snowy Evening” Walt Whitman – “O Captain, My Captain!” Henry Wadsworth Longfellow – “The Bridge” Sylvia Plath – “Tulips”
II	Sherman Alexie- “Crow Testament” Edgar Allan Poe – “The Raven” Emily Dickinson – “Because I Could Not Stop for Death” E E Cummings – “I Carry Your Heart with Me”
III	Martin Luther King Jr.- “I have a Dream” Abraham Lincoln – “Gettysburg Address”
IV	Tennessee Williams- <i>The Glass Menagerie</i> Eugene O' Neill – <i>Long Day's Journey into Night</i>
V	Harriet Beecher Stowe - <i>Uncle Tom's Cabin</i> Herman Melville- <i>Moby-Dick</i>

Textbooks

1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W.Norton & Company, 2022.
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Web Resources

1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.”2003, https://doi.org/10.4324/9781315812113 .
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

Reference Books	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . ChartwellBooks, 2015.
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD,MEAD, 1980.
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub.Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters,1994.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Examine and engage in discussions on a diverse range of American literary works across multiple genres, including poetry, nonfiction, slave narratives, captivity narratives, literary fiction, genre fiction, sermons, public proclamations, and letters.
CO2	Explore the connections between key moments in American history, colonialism, and cultural developments as represented in American literature.
CO3	Express how American literature captures and reflects the complexities of historical and cultural experiences.
CO4	Develop a combination of critical, creative, and reflective writings on American literature up to 1865.
CO5	Interpret and analyze American literary texts using appropriate literary terminology and conventions.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

Strong-3
Medium-2
Low-1
Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

Strong-3
Medium-2
Low-1

History of English Literature

Title of the Course	History of English Literature				
Course Type	Elective - II				
Course Code	25UEEN21				
Year	I	Semester	II	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives	
LO1	Guide students through a comprehensive survey of the history of English literature, from the Old English period to the Modern era.
LO2	Enable students to understand major literary movements and key authors across different periods.
LO3	Provide an overview of significant linguistic influences on the English language.
LO4	Explore the linguistic processes that have shaped the development of English over time.
LO5	Foster the ability to critically analyze and interpret literary texts.

Unit	Contents
I	Introduction History of English Literature English Literature before Chaucer Geoffrey Chaucer
II	The Renaissance Period (1350–1660): The Development of the English Bible (John Wycliff, John Purvey, William Tyndale, Miles Coverdale) The University Wits, Edmund Spenser, William Shakespeare, Philip Sidney, John Milton
III	The Late Seventeenth and the Eighteenth Centuries (1660-1800): Comedy of Manners (William Congreve), Neo- Classicism (Alexander Pope and John Dryden) Samuel Richardson, Henry Fielding William Blake, Robert Burns, William Wordsworth, S.T. Coleridge
IV	Well Made Play (Drama of Ideas – Shaw and Ibsen), Existential Drama, Comedy of Menace, Kitchen-Sink Drama, Problem 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 Writer – Thomas Carlyle, John Ruskin Impressionistic Writer – James Joyce

Textbooks	
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.).TheOxfordCompanionto Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book
3.	Hudson, William Henry. An Outline History of English Literature. B.I. Publications Pvt. Ltd, 2009. Pg. 79
4.	Albert, Edward. History of English Literature. Oxford UP, 1979. Pg. 57, 58, 89,519

Reference Books	
1.	Bergonzi, B.Heroes’ Twilight: A Steady of the Literature of the Great War, 2nd edn (London: Constable, 1980).
2.	Fussell, P.The Great War and Modern Memory (Oxford: Oxford University Press, 1975)
3.	Albert, Edward. “The Development of the English Bible.” History of English Literature. Page 57 & 58

Web Resources	
1.	<i>ALEX00.PDF</i> (manavata.org)

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Acquire a comprehensive understanding of the history of English literature, with a particular focus on significant literary movements, genres, and representative writers of each era.
CO2	Assess how socio-cultural and historical factors shape literary production across different periods.
CO3	Explore the socio-cultural contexts and discursive frameworks that define various literary ages.
CO4	Cultivate a deeper appreciation for the literary pioneers and their contributions to literature.
CO5	Attain a profound understanding of the evolution of the English language, influenced by languages such as Latin and French.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S- Strong-3 M- Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S- Strong-3 M- Medium-2 L-Low-1

Global Literature

Title of the Course	Global Literature				
Course Type	Elective - II				
Course Code	25UEEN22				
Year	I	Semester	II	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives

LO1	To encourage students to explore literature beyond linguistic and cultural boundaries.
LO2	To develop an understanding of the relationship between language, culture, and identity across different countries.
LO3	To analyze the themes of conflict, peace, and security in a global literary context.
LO4	To enhance critical thinking by comparing diverse literary traditions and perspectives.
LO5	To foster appreciation for cross-cultural narratives and their impact on world literature.

Unit	Contents
I	Poetry Pablo Neruda: "A Dog has Died" Seamus Heaney : "Digging" Wole Soyinka : "Telephone Conversation" Patrick White : "The Widening Compass of Pain" George Seferis : "Helen"
II	Prose Octavio Paz: The Clerk's Vision Winston Churchill : Painting as a Pastime
III	Short Story Nadine Gordimer: Once Upon a Time Ronald Dahl : Lamb to the Slaughter
IV	Drama Rabindranath Tagore : <i>Red Oleanders</i>
V	Fiction Mark Twain : <i>The Adventures of Tom Sawyer</i> Erica Ferencik : <i>Girl in Ice</i>

Textbooks	
1.	Rabindranath Tagore. <i>Red Oleanders</i> . Niyogi Books, 2012.
2.	Mark Twain. <i>The Adventures of Tom Sawyer</i> . Fringerprint Publishing, 2015.
3.	Erica Ferencik. <i>Girl in Ice</i> . Scout Press, 2022.

Web Resources	
1.	https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died
2.	https://www.poetryfoundation.org/poems/47555/digging
3.	https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka
4.	https://www.poemhunter.com/poem/the-widening-compass-of-pain/
5.	https://www.poetryfoundation.org/poems/51361/helen-56d22f0b36c82
6.	https://www.nobelprize.org/prizes/literature/1990/paz/prose/
7.	https://gutenberg.ca/ebooks/churchillws-paintingasapastime/churchillws-paintingasapastime-00-h-dir/churchillws-paintingasapastime-00-h.html
8.	http://blogs.ubc.ca/lled4492017/files/2017/05/Once-Upon-a-Time.pdf
9.	https://www.umsl.edu/~alexanderjm/AVeryOldManwithEnormousWingsbyMarquez.pdf
10.	https://www.rsf.gsacrd.ab.ca/eteacher_download/1119/35642
11.	https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explore the interdisciplinary nature of literary texts as they evolved in the twentieth century.
CO2	Develop an understanding of various approaches and methodologies in literary interpretation.
CO3	Examine the origins and evolution of the art of literary analysis.
CO4	Recognize the defining characteristics of canonical literary works.
CO5	Enhance critical reading skills and the ability to analyze literary texts effectively, producing well-structured interpretations.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M- Medium-2 L-Low-1

Level of Correlation between PSO and CO

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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M- Medium-2 L-Low-1

Entrepreneurial Skills

Title of the Course	Entrepreneurial Skills				
Course Type	Skill Enhancement Course - II				
Course Code	25USEN21				
Year	I	Semester	II	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives

LO1	Introduce students to the essential qualities required for entrepreneurship.
LO2	Explore various entrepreneurial models and approaches.
LO3	Foster creativity and innovative thinking among students.
LO4	Enhance their understanding of different schemes that support entrepreneurship.
LO5	Guide them through the steps of venture development and emerging trends in entrepreneurship.

Unit	Contents
I	Introduction to Entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship
II	Types of Entrepreneurship Skills: Business Management Skills, Teamwork and Leadership Skills, Financial Skills, Analytical and Problem-Solving Skills.
III	Introduction to Branding, Introduction to Various Types of Entrepreneurship, Strategic Thinking and Planning, Technical Skills, Time Management and Organizational Behaviour
IV	Marketing and Networking Skills, How to Improve Entrepreneurial Skills, Introduction to Import-Export
V	Entrepreneurial Imagination and Creativity, Environmental Protection and Social Responsibility of Entrepreneur, Meeting with Entrepreneurs.

Reference Books

- | | |
|----|--|
| 1. | Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York |
|----|--|

Web Resources

- | | |
|----|--|
| 1. | 6 Must-Have Entrepreneurial Skills HBS Online MindTools Home |
|----|--|

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1.	Gain a foundational understanding of Entrepreneurship Development and its key theories.
CO2.	Examine essential entrepreneurial skills and the managerial functions within a business.
CO3.	Identify different types of entrepreneurs and the key steps in launching a venture.
CO4.	Learn the process of establishing a business from inception to execution.
CO5.	Explore various marketing strategies and emerging trends in entrepreneurship.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3

M- Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3

M- Medium-2 L - Low-1

Public Speaking Skills

Title of the Course	Public Speaking Skills				
Course Type	Skill Enhancement Course - III				
Course Code	25USEN22				
Year	I	Semester	II	Credits	2
Instructional Hours Per week	Lecture		Tutorial		Lab Practices
	2		--		--
					Total
					2

Learning Objectives

LO1	Help students understand the purpose and benefits of public speaking.
LO2	Guide individuals in recognizing communication anxiety and provide strategies to overcome it.
LO3	Teach students how to use public speaking as a tool for persuasion and social impact.
LO4	Explore the historical and social contexts of rhetoric, oratory, and speech.
LO5	Foster critical and creative thinking in speech delivery and composition.

Unit	Contents
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	Only for Seminar -Speaking any Common Topic in front of the Class/Enact any scene from a Drama/Enact a One-act play (No questions to be taken for Theory)

Textbooks	
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2.	Fraleigh, D.M., & Tuman, J.S. (2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins
Reference Books	
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)

Course Outcomes

CO No	On Completion of this Course, Students will be able to
CO1.	Develop a clear understanding of the fundamental principles of public speaking.
CO2.	Identify common barriers to effective public speaking and strategies to overcome them.
CO3.	Learn to provide constructive verbal and nonverbal feedback.
CO4.	Master the skills of organizing and structuring speeches according to the audience.
CO5.	Practice delivering speeches in group settings and formal contexts effectively.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M- Medium-2 L

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M- Medium-2 L - Low-1

Writing for the Media

Title of the Course	Writing for the Media				
Course Type	Skill Enhancement Course - III				
Course Code	25USEN23				
Year	I	Semester	II	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives

LO1	Write effective content for various social media platforms, adapting style and tone to each platform's specific audience.
LO2	Integrate different media elements (text, images, audio, video) to create compelling multimedia stories.
LO3	Understand basic legal issues related to media writing, such as libel, copyright, and privacy.
LO4	Understand the conventions of print journalism, including news writing, feature writing, and opinion pieces.
LO5	Adapt writing style and format to different media platforms (print, broadcast, online, social media).

Unit	Contents
I	The Making of a Writer Writing for Print Media News and News Writing
II	Freelance Writer The Art of Interviewing Editorial Writing
III	Script Writer Play Writing Script Writing
IV	Copy Writer Writing for Advertisement Copy Writing
V	Writing Novels Writing Effectively

Textbooks

1.	Writing for the Media. Sunny Thomas, Vision Books Pvt. Ltd., New Delhi.
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Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Craft clear, concise, and audience-appropriate prose.
CO2	Integrate multimedia elements seamlessly
CO3	Apply media ethics principles to all work.
CO4	Adapt writing style to various platforms and formats.
CO5	Construct compelling narratives across diverse media

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M- Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M- Medium-2 L - Low-1

Semester - III

Literature of the British Isles

Title of the Course	Literature of the British Isles				
Course Type	Core V				
Course Code	25UMEN31				
Year	II	Semester	III	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives

LO1	Enable learners to analyze British literature from the late 18th century to the present.
LO2	Guide them in interpreting literary works within their historical, cultural, and political contexts.
LO3	Develop an understanding of the connections between literary movements (such as Romanticism, Victorianism, Modernism, and Postmodernism) and their influence on literature.
LO4	Foster the ability to critically examine literary texts using various analytical perspectives.
LO5	Assist them in applying proper formal conventions when writing about literature.

Unit	Contents
I	Alfred Tennyson- Tithonus Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T. S. Eliot - The Wasteland (1 – 144 Lines) W. H. Auden - The Unknown Citizen Philip Larkin - The Whitsun Weddings
II	G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roget at Church William Hazlitt - Indian Jugglers
III	G.B. Shaw – Arms and the Man John Osborne - Look Back in Anger
IV	Jane Austen - Persuasion Charlotte Brontë - Jane Eyre
V	Arthur Conan Doyle – Hound of Baskervilles Agatha Christie (Graphic Novel) – Murder on the Orient Express

Textbook	
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2.	David Green - <i>Winged Words</i> – Mac Millan
Reference Books	
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 .
2.	Smith, Grover. “Eliot’s World before the Waste Land.” <i>The Waste Land</i> , 2020, pp.1–17., https://doi.org/10.4324/9781003070627-1

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Develop a deep understanding and appreciation of key works in British literature through daily engagement and discussions.
CO2	Demonstrate knowledge of periodization, themes, genres, motifs, and other literary elements in British literature.
CO3	Recognize how historical, cultural, spiritual, and ethical issues shape human experiences and influence literary works.
CO4	Articulate thoughtful responses to literature, both orally and in writing, addressing thematic concerns related to history, culture, morality, ethics, and human interactions.
CO5	Analyze and interpret British literature using standard literary terminology and conventions.

Mapping with Programme Outcomes

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M- Medium-2 L- Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L - Low-1

The American literary Canon

Title of the Course	The American literary Canon				
Course Type	Core VI				
Course Code	25UMEN32				
Year	II	Semester	III	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives	
LO1	Guide students in exploring the origins of American literature across various genres, including short stories, novels, drama, and poetry.
LO2	Encourage reading and analysis of literary works that reflect diverse perspectives, including class, gender, race, ethnicity, and historical context.
LO3	Enhance awareness of the social, historical, literary, and cultural evolution of American literature.
LO4	Support the examination of distinct literary characteristics in American literature and the works of influential American authors.
LO5	Foster a rhetorical perspective in analyzing the ideas, myths, and assumptions shaping American cultural history and literature.

Unit	Contents
I	Theodore Roethke - The Meadow Mouse. Wallace Stevens - The Emperor of Ice Cream Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars.
II	Lorraine Hansberry – A Raisin in the Sun Neil Simon - Barefoot in the Park
III	Henry David Thoreau - Winter Animals Ralph Waldo Emerson - The American Scholar James Baldwin – Stranger in the Village
IV	Edgar Allen Poe – The Murders at the Rue Morgue Bret Harte- The Luck of Roaring Camp
V	Mark Twain - The Adventures of Tom Sawyer. Angeline Boulley - Fire Keeper’s Daughter

Textbooks	
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. <i>An Anthology of American Literature</i>
2.	Edgar Allen Poe. "The Murders in the Rue Morgue". Modern Library, 2006.
Reference Books	
1.	Dickinson, Emily. <i>A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.
3.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.
Web Resources	
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430
2.	https://fountainheadpress.com/expandingthearc/assets/harteluck.pdf

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Appreciate the depth and diversity of American literature while considering its historical and cultural evolution from Colonial times to the present.
CO2	Explore the representation of the American spirit in literature through social, cultural, environmental, political, historical, theological, and philosophical perspectives.
CO3	Analyze the beliefs, traditions, struggles, and aspirations expressed in the works of African American authors.
CO4	Identify key American literary styles and themes, including transcendentalism, corruption, pride, power, obsession, and the influence of Christian values and spiritualism.
CO5	Critically examine American literary texts within various literary movements, understanding how they evolve in response to cultural shifts.

Mapping with Programme Outcomes

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	3	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	15	15	15	10
Average	2.8	2.8	3	2.8	3	3	3	2

S-Strong-3 M-Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L - Low-1

Literary Genres and Terms

Title of the Course	Literary Genres and Terms				
Course Type	Elective III				
Course Code	25UEEN31				
Year	II	Semester	III	Credits	3
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		4	--	--	4

Learning Objectives	
LO1	Assist students in applying literary terminology to the analysis of fiction, drama, and poetry.
LO2	Help students identify the key elements of various literary genres and evaluate their significance.
LO3	Guide them in analyzing different forms of literature, including short stories, novels, drama, and poetry.
LO4	Enable students to recognize a literary text's central themes and develop well-supported interpretations.
LO5	Encourage students to summarize and re-narrate the plot of a short story, both verbally and in written form.

Unit	Contents
I	Literary Theory and Terms: Eco Criticism (109), Existentialism (129), Feminist Criticism (138), Marxist Criticism(214), Modernism(230), New Criticism (244), Postcolonial Literature (285), Postmodernism (288),Psychoanalytic Criticism (296)
II	Types of Prose Text-semiotics: The Basics Fictional Prose: Novel (242), Novella (244), Short Story (MHA), Non-fictional Prose: Memoirs (218), Autobiographies (30), Biographies (40), Epistles (122), Heroic Prose: Legends (199), Fables (133), Prose Poem (294)
III	Terms for Interpreting Authorial Voice- Terms for Interpreting Interpreting Authorial Voice: Point of View (283), Symbolism (351), Narratives (first person (141), Second Person (359), Unreliable Narrator (373)), Irony (187), Satire (322), Stream of Consciousness (343), Interpreting Characters: Antagonist (16),Anti-hero (17), Protagonist (294)
IV	Terms for Interpreting Word Choice, Dialogue, and Speech-Terms for Interpreting Plot Terms for Interpreting Word Choice: Denotation (91), Connotation (73),Colloquialism (66), Diction (96), Syntax (354), Pun(298) Speech terms for Interpreting Plot: Flashback / Analepsis (13), Climax (64), Exposition (129),Setting, Motif(233)

V	Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts Culture, Avant Garde (33), Intertextuality (184), Deconstruction (88), Discourse (99), Cultural Materialism (81), Diaspora, Hybridity, Hegemony, Alienation
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Textbooks	
1.	Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2.	Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.

Reference Books	
1.	Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
Web Resources	
1.	1821-literary-terms.pdf (cgc.edu)

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Develop an understanding of contemporary critical concepts, including 'Cyber Criticism' and 'Globalization.'
CO2	Attain comprehensive knowledge of various literary aspects, such as genre, form, cultural theory, and literary techniques.
CO3	Explore both traditional and innovative approaches to the study and creation of literature.
CO4	Identify and analyze literary imagery and symbolism to determine their connection to a text's central themes.
CO5	Acquire in-depth knowledge of critical terminology and engage with key academic debates.

Mapping with Programme Outcomes

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Weighted average of course contribution to POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Weighted average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L - Low-1

Short – Stories and One-act Plays

Title of the Course	Short – Stories and One-act Plays				
Course Type	Elective III				
Course Code	25UEEN32				
Year	II	Semester	III	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives	
LO1	Identify and analyze the defining characteristics of short stories and one-act plays, including plot structure, character development, setting, theme, and dialogue.
LO2	Understand and apply key narrative techniques such as point of view, fore shadowing, flashback, symbolism, irony, and imagery.
LO3	Identify and interpret recurring themes and motifs in the assigned texts, exploring their social, cultural, and historical significance.
LO4	Develop skills in crafting compelling narratives, including plot construction, character development, and dialogue writing.
LO5	Develop critical thinking skills by evaluating different interpretations of the texts and formulating their own arguments.

Unit	Contents
I	Short-Stories Leo Tolstoy : God Sees the Truth, but Waits Jerome K Jerome : Uncle Podger Hangs a Picture A.J. Cronin : Two Gentle Men of Verona
II	Short-Stories Oscar Wilde : The Selfish Giant Guy de Maupassant : At the Church Door Sinclair Ross : The Lamp at Noon
III	Short-Stories Stephen Leacock : The Errors of Santa Claus Anton Chekhov : Misery Katherine Mansfield : The Doll’s House
IV	One-Act Plays J.B. Priestley : Mother’s Day Anton Chekov : The Swan Song
V	One-Act Plays Erisa Kironde : The Trick Lady Gregory : The Rising of the Moon

Textbooks	
1.	Echoes: An Anthology of Short Stories and One-Act Plays. Mainspring Publishers. Chennai – 600042

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Appreciate the art of short story and playwriting.
CO2	Develop critical thinking and argumentation skills.
CO3	Reflect on personal responses to literary works.
CO4	Develop cultural awareness through diverse literature.
CO5	Understand narrative and dramatic techniques.

Mapping with Programme Outcomes

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average POS	2.8	2.8	3	2.8	2.8	3	3	2

S- Strong-3 Medium-2 Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average PSOs	3.0	3.0	3.0	2.8	3.0

S- Strong-3 Medium-2 Low-1

English for Career

Title of the Course	English for Career				
Course Type	Skill Enhancement Courses - IV				
Course Code	25USEN31				
Year	II	Semester	III	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
LO1	Equip students with knowledge about the job search process, applications, and interviews.
LO2	Guide them in exploring global career opportunities while enhancing vocabulary and language skills to achieve professional goals.
LO3	Provide strategies for identifying job opportunities that align with their interests and skills.
LO4	Develop their ability to use job-seeker language effectively for networking, engaging in small talk, and self-introduction.
LO5	Enable learners to articulate their experiences and qualifications in a well-structured résumé.

Unit	Contents
I	Definition of English Language - Characteristic Features – English in the Past, Present and the Future, Purposes of English Language – Importance of Essential Grammar (Concord, Articles, Preposition and Tenses) and Essentials of English Speeches
II	Verbal Communication: The Written Channel (Writing a Resume and C V, Writing a Formal Letter of Application, Writing for Specific Audience)
III	Major Roles played by English Language in Education and Various Career Choices – Group Discussion, Interview Skills, Searching for a job offer in a web site and Screening them, Vocabulary, and Paralinguistics.
IV	English language as an Identity to Popular culture – Advertisements, Short films, Documentary, WhatsApp, Twitter, and LinkedIn
V	The Major Developments Happening in the Contemporary World by using English Language – Email, Blog, Websites, Media, Content Writing and Vlog.

Textbooks	
1.	English for JOBSEEKERS, Language and Soft Skills for the Aspiring: Foundation Books, Cambridge University Press India Pvt. Ltd., 2013. Print
2.	Methods of Teaching English, N Krishnaswamy and Lalitha Krishnaswamy, Macmillan, 2011, Print
Reference Books	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
2.	Speaking and Writing for Effective Business Communication, Francis Soundararaj, Macmillan, 2007, Print
3.	Communication Skills, Sanjay Kumar, Pushpalatha. Oxford University Press, 2013. Print
4.	An Outline History of the English Language, FT Wood, Macmillan, 1978

Web Resources	
1.	https://www.researchgate.net/publication/344172814 English For Career Development

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Develop the ability to communicate effectively, using language accurately and appropriately.
CO2	Gain a strong foundation in communication principles while improving language skills.
CO3	Learn practical strategies, tips, and techniques for writing effective letters and reports, applying them to workplace correspondence.
CO4	Master the essentials of writing clear and professional emails while enhancing punctuation and grammar.
CO5	Ensure that writing style, content, and messaging are precise, concise, and appropriate.

Mapping with Programme Outcomes

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L - Low-1

Phonetics and Spoken English

Title of the Course	Phonetics and Spoken English				
Course Type	Skill Enhancement Courses - V				
Course Code	25USEN32				
Year	II	Semester	III	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
LO1	Identify and describe the sounds of English (consonants, vowels, diphthongs).
LO2	Understand the articulatory mechanisms involved in speech production.
LO3	Recognize variations in pronunciation across different accents of English.
LO4	Communicate effectively in spoken English.
LO5	Reduce the influence of their first language on their pronunciation.

Unit	Contents
I	The Organs of Speech English Sounds (1): Vowels
II	English Sounds (1): Consonants Stress
III	Transcription of Words and Sentences Marking of Stress
IV	Dialogue Writing At a Bank, At a Hotel Reception Hall, Helping a friend to obtain a flat , A discussion between two friends, Booking accommodation at an outstation Hotel, Enquiring about flight / Arrivals, Enquiring for information, At the Restaurant, Visiting a Doctor, At the Library.
V	Greeting, Introduction, Information, Invitation, Permission, Request, Offers, Compliments, Sympathy, Apology, Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn Taking, Interview, Group Discussion, Public Speaking.

Textbooks	
1.	P. Iyyadurai. English Phonetics for Beginners. Jones Publication.
2.	Jayashree Balan. Spoken English (Vijaya Publication).
3.	Saraswathy and Noorjahan. Spoken English

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Identify and transcribe English sounds using the International Phonetic Alphabet (IPA).
CO2	Understand the phonological rules of English pronunciation.
CO3	Know the conventions of formal and informal spoken English.
CO4	Enhance fluency and accuracy in spoken English.
CO5	Develop effective communication strategies for various Situations.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L - Low-1

Content Writing

Title of the Course	Content Writing				
Course Type	Skill Enhancement Courses - V				
Course Code	25USEN33				
Year	II	Semester	III	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
LO1	To understand the basics of content writing and its purpose.
LO2	To develop the ability to write clear, concise and engaging content.
LO3	To improve grammar, vocabulary, and sentence structure.
LO4	To learn different types of content (articles, blogs, web content, social media posts).
LO5	To organize ideas logically using proper structure and flow.

Unit	Contents
I	Language Skills Introduction to Content Writing, Learning Tone in writing and its Types, Comprehending Style in Writing and its Types, Common Grammatical Errors, Spelling, Punctuation, Tips to Build Vocabulary.
II	Digital Skills Online Research, Meta Search Engines, Cracking Internet through Google, Google Analytic, Designing Cover Pages and Website, Logo Design, Tags and Categories, Plagiarism.
III	Content Types Business Writing Skills, Technical Writing, Academic Writing, E-Mail Writing, News Letter, Brochure Writings, Resume Writing, Research Writing, Academic Book Writing, Rubrics, Fiction Writing, SEO Writing, Blog Writing, Copy Writing, Writing for Social Media.
IV	Content Strategy Strategic Vs Non-Strategic Content, Creating Effective Content, Overcoming challenges, Idea Generation Tools, Creating Strategic Content to Promote Branch, Market Segmentation, Creating Target Persona, Ninja Writing.
V	Earn Online Websites for Content Writing Projects, Tips to earn as a Content Writing, Successful Content Writing Career, How to become a Published Author, Guest Posting, Correcting Payment.

Textbooks	
1.	Ann Handley- Everybody writes(Pan Macmillan)-core practical writing guide
2.	Dev, Anjana Neira-Creative Writing: A Beginner's Manual(Pearson)
3.	Writing for the Media – Usha Raman
4.	Online content writing guides (selected chapters)

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understand the principles of content writing
CO2	Write clear and effective content for various plat
CO3	Apply SEO basics in writing.
CO4	Produce ethical, plagiarism-free content
CO5	Build a basic content writing portfolio

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L - Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L - Low-1

World Literature in Translation

Title of the Course	World Literature in Translation				
Course Type	CORE - VII				
Course Code	25UMEN41				
Year	II	Semester	IV	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives	
LO1	Facilitate learners' access to regional and international literary forms.
LO2	Equip them with the ability to contextualize texts and understand translation theory.
LO3	Foster a comparative approach to literary studies.
LO4	Cultivate an appreciation for literature and writers from diverse nations and cultures.
LO5	Develop critical perspectives on emerging trends such as globalization, capitalism, and multiculturalism.

Unit	Contents
I	Dante – “Ulysses’ Last Voyage” Johann Wolfgang von Goethe – “The Violet” Victor Hugo – “Tomorrow at Dawn.” Khalil Gibran – “Your Children are not Your Children”.
II	Pablo Neruda – “If you Forget me” Alexander Pushkin – “The Gypsies” Gabriel Okara – “The Mystic Drum” Jean Arasayanagam – “Two Dead Soldiers”
III	Walter Benjamin - Unpacking my Library Montaigne - On Friendship.
IV	Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot.
V	Gabriel García Márquez - A Very Old Man with Enormous Wings. Antoine de Saint-Exupéry - The Little Prince.

Textbooks	
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.

Reference Books	
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.
2.	Benjamin, Walter, and Martin Jay. <i>Unpacking My Library</i> . 2010.
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.
5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talonbooks Limited, 2005.

Web Resources	
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .

Course Outcomes

CO NO	On Completion of this Course, Students will be able to
CO1	Explore classic works of World Literature, examining both their themes and forms.
CO2	Identify universal literary qualities and critically compare major works from Eastern and Western traditions.
CO3	Understand these literary works within their cultural and historical contexts while recognizing the enduring human values that connect diverse traditions.
CO4	Develop critical thinking and writing skills through a framework that emphasizes cultural diversity, comparative analysis, and interdisciplinary perspectives.
CO5	Gain insight into the literary, cultural, and human significance of selected masterpieces from both Western and non-Western traditions.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	15	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Aspects of Language and Linguistics

Title of the Course	Aspects of Language and Linguistics				
Course Type	CORE - VIII				
Course Code	25UMEN42				
Year	II	Semester	IV	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives

LO1	Equip learners with knowledge of linguistic research methods and various language theories.
LO2	Provide specialized insights into different areas of linguistic research and practical applications.
LO3	Develop a deep understanding of the history, traditions, and unique characteristics of English linguistics as an academic discipline.
LO4	Foster the ability to apply linguistic knowledge to problem-solving in both academic and professional contexts.
LO5	Enhance competencies in the humanities, encouraging historical and analytical thinking about language, literature, culture, and society.

Unit	Contents
I	George Yule - <i>Introduction to Study of Language – Chapter-I &II</i> Ralph Fasold & Jeff Connor – <i>Linton: An Introduction to Language and Linguistics- Introduction only.</i>
II	Alfred Solomonick - General Semiotics (Page 14 to 23)- <i>From The Theory of General Semiotics Linguistics, Sign, Language & Culture Language & Writing.</i>
III	Ferdinand De Saussure - <i>Introduction to Saussurian Structuralism(page 65-78) – Course in Linguistics</i> Daniel Jones - <i>Introduction to Phonology & Morphology (Chapter-I) – (Gimson’s Pronunciation of English)</i>
IV	Noam Chomsky - <i>Syntax & Semantics from Syntactic Structures (Page – 92-105)</i>
V	F.T.Wood - <i>Linguistic Changes - English Language Varieties- Idiolect, Dialect, Pidgin & Creole</i> Tej K. Bhatia, William C.Ritchie editor(s): <i>Bilingualism / Multilingualism – The HandBook of Bilingualism and Multilingualism (Page 5-22)</i>

Textbooks	
1.	Akamajian A., R.A.Demers & M Harnish - Linguistics: An Introduction of Language & Communication
2.	Bloomfield - Language
3.	D. Bolinger: Structural Aspects of Language Change
4.	Ferdinand De Saussure - Course in General Linguistics
5.	Rajend Mesthrie & Rakesh M.Bhatt: The Study of New Linguistic Varieties
6.	Eco, Umberto. A Theory of Semiotics. Indiana University Press, 1979.
7.	Harley, Trevor A. The Psychology of Language. Psychology Press, 2013.

Reference Books	
1.	McLuhan, Eric, and Marshall McLuhan. Theories of Communication. PeterLangPub Incorporated, 2011.
2.	Sakoda, Kent, and Jeff Siegel. Pidgin Grammar. Bess Press, 2003.
3.	Bloom, Leonard. Language. University of Chicago Press, 1984.
4.	Saussure, Ferdinand. Course in General Linguistics. Open Court Publishing, 1986. Yule, George. The Study of Language. Cambridge University Press, 2010.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Develop the ability to critically analyze a broad spectrum of issues related to linguistic scholarship and research ethics.
CO2	Apply acquired skills in both academic and professional settings to design and execute extensive research projects, effectively gathering and organizing substantial information.
CO3	Present independent research findings with proficiency, demonstrating mastery of advanced linguistic terminology.
CO4	Engage in discussions on language and linguistic topics, effectively communicating with both experts and the general public.
CO5	Contribute to new perspectives and innovative approaches within the field of linguistic specialization.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	3	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	15	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Myth and Literature

Title of the Course	Myth and Literature				
Course Type	Elective - IV				
Course Code	25UEEN41				
Year	II	Semester	IV	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives

LO1	Guide students in exploring the origins and sources of myths in literature.
LO2	Equip them with a unique analytical approach to interpreting myths and understanding their significance in human life.
LO3	Provide an in-depth study of various theoretical perspectives on mythology.
LO4	Develop their insight into myth, ritual, philosophy, methodologies, and contemporary issues in religious studies from ancient to modern times.
LO5	Enhance their understanding of symbolism, including its different types and dimensions.

Unit	Contents
I	Introduction to Myth/ Mythology - Sources of Indian Mythology -Types of Story and its Relation to Myth -Myth-making Stage and Myth-using Stage
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas' (Poem) - Carol Ann Duffy
III	General idea of Vedic, Epic and Puranic Mythology Troy: Fall of a City (2018 – film)
IV	Symbolism: Role of Symbols in Myths, Symbols related to Sacrifice and other Iconography, Understanding Totems and Taboos in Tribal Myths
V	Indian Mythology by (Devdutt Pattanaik)- in-depth Psychological Devotion to the Perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)

Textbooks	
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>An Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia</i> . <i>Memoirs of the American Folklore Society</i> , VI, 1898.
Reference Books	
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</i> , in Maria Tatar, <i>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>

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explore the origins and foundational sources of myths in literature.
CO2	Attain a deep understanding of theoretical approaches to myth, ritual, philosophy, and methodologies, along with contemporary issues in religious studies from ancient to modern times.
CO3	Gain insights into the fundamental concepts of Vedic, Epic, and Puranic mythology, as well as their connections to elements like fire, rain, stars, sacred drinks, supernatural births, mountains, rivers, holy sites, and festivals.
CO4	Comprehend the concept of symbolism, its various types, and its broader dimensions.
CO5	Cultivate a profound psychological and devotional perspective on Indian mythology as reflected in literature, art, and music.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	3	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Film and Literature

Title of the Course	Film and Literature				
Course Type	Elective - IV				
Course Code	25UEEN42				
Year	II	Semester	IV	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	--	--	4

Learning Objectives

LO1	Enable students to explore the relationship between film and literature in depth.
LO2	Introduce learners to the distinct ways in which literature and cinema differ as narrative forms.
LO3	Develop an understanding of how each medium uniquely constructs and conveys storytelling.
LO4	Familiarize learners with fundamental concepts of cinema, its history, filmmaking practices, and the basics of adaptation theory.
LO5	Provide insight into the dynamic connection between literature and film, enhancing analytical and interpretative skills.

Unit	Contents
I	Theories, Practices, Forms, Adaptations, Migrations : William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) Stanley Kubrick, 2001: A Space Odyssey (1968)
III	Cinema from Novella and Dramatic Literature
IV	Boris Pasternak, Dr Zhivago (1957) David Lean, Dr Zhivago(1965)
V	Joseph Conrad- Heart of Darkness (1902) Francis Ford Coppola- Apocalypse Now (1979)

Textbooks	
1.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.
2.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.
3.	Bill Nichols (ed), <i>Movies and Methods: Vol. II: An Anthology</i> . Calcutta: Seagull Books, 1985.

Reference Books	
1.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990. Print.
2.	Horton Andrew, 'Film and Literature', <i>Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93- 99. Print

Web Resources	
1.	(PDF) <i>Film and Literature</i> (researchgate.net)

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explore the ways in which literature and film both diverge and intersect through narrative theory, a topic that has sparked debate throughout film studies history.
CO2	Understand the interdependence of these two art forms, which, while capable of complementing each other, often face challenges in collaboration.
CO3	Examine the politics and processes involved in adapting literary works into cinematic forms, analyzing how meaning-making differs and sometimes clashes between the two mediums.
CO4	Gain insight into how literature and film each shape narrative in their unique ways and the key debates surrounding adaptation in world cinema.
CO5	Develop a foundational understanding of essential cinematic concepts, film history, filmmaking practices, and adaptation theory.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	3	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S- Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	15	15
Average	3	3	3	3	3

S- Strong-3 M-Medium-2 L-Low-1

English Teaching Methods and Materials

Title of the Course	English Teaching Methods and Materials				
Course Type	Skill Enhancement Course - VI				
Course Code	25USEN41				
Year	II	Semester	IV	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
LO1	Provide learners with an overview of the role and significance of English in India.
LO2	Help them understand the status of English in the post-independence era.
LO3	Enable them to interpret and evaluate the role of English within the Three Language Formula.
LO4	Offer insight into the unique and vital position of English in the 21st century.
LO5	Assist in analyzing the objectives of teaching English as a second language at both the elementary and secondary levels.

Unit	Contents
I	Introduction - Historical Background of English in India
II	English in Post – Independent Period –The Three Language Formula
III	English in 21st Century - Objectives of Teaching English
IV	Objectives of Teaching English at Elementary Level
V	Objectives of Teaching English at Secondary Level

Textbooks	
1.	Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. ISBN: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
3.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.

Reference Books	
1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer- To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation.
2.	Language Learning And Technology, 9 (1), 17-22. Available At: Http://Llt.Msu.Edu Gonzalez, V. (2001).
3.	The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children’s Development. Bilingual Research Journal, 24 (1 & 2), 1-30.

Web Resources	
1.	Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: http://www.readingmatrix.com/current.html .

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Gain knowledge of the methods and materials used in teaching ESL.
CO2	Explore various strategies and techniques for developing specific language skills.
CO3	Understand the diverse learning needs of ESL students across different age groups (children and adults).
CO4	Learn how to collaborate with content teachers and parents to support ESL students in achieving their learning goals.
CO5	Examine the role of technology in ESL instruction and explore effective assessment methods for ESL learners.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	3	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	15	14	15	14	14	15	15	10
Average	3	2.8	3	2.8	2.8	3	3	2

S-Strong 3 M-Medium - 2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3	3	3	2	3

S-Strong-3 M-Medium-2 L-Low-1

English for Business

Title of the Course	English for Business				
Course Type	Skill Enhancement Course - VII				
Course Code	25USEN42				
Year	II	Semester	IV	Credits	2
Instructional Hours Per week	Lecture	Tutorial	Lab Practices	Total	
	2	--	--	2	

Learning Objectives	
LO1	Equip students with strategies and practical language skills to navigate real-life situations effectively.
LO2	Enhance their ability to speak and write confidently, ensuring clear and professional communication.
LO3	Enable them to use language flexibly, adapting to different contexts such as social, professional, and academic settings.
LO4	Strengthen their comprehension of native speakers in real-world interactions through strategic learning and consistent practice.
LO5	Foster continuous vocabulary development using authentic and relevant resources.

Unit	Contents
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	Introduction to TOEFL, British Council, Business English, and IELTS

Textbooks	
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.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Enhance their proficiency in writing, reading, listening, and speaking skills.
CO2	Recognize authentic speech patterns and master pronunciation techniques for fluent communication.
CO3	Build confidence and develop effective strategies to connect with others in English.
CO4	Expand their vocabulary to improve business communication and progress toward English fluency.
CO5	Acquire essential skills for conducting meetings, delivering presentations, managing client interactions, and collaborating with colleagues.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	14	10
Average	2.8	2.8	3	2.8	2.8	3	2.8	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3	3	3	2	3

S-Strong-3 M-Medium-2 L-Low-1

Soft Skills

Title of the Course	Soft Skills				
Course Type	Skill Enhancement Course - VII				
Course Code	25USEN43				
Year	II	Semester	IV	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives

LO1	To contribute to group goals and resolve conflicts constructively.
LO2	To produce clear, concise, and professional written documents.
LO3	To deliver presentations with confidence and clarity.
LO4	To understand and respond appropriately to verbal and nonverbal cues.
LO5	To adapt to new situations and challenges.

Unit	Contents
I	Introduction to Soft Skills, Aspects of Soft Skills, Effective Communication Skills, Classification of Communication
II	Listening Skills, Types of Listening, Negotiation Skills, Communication Breakdown, Oral Presentation, Combating Nervousness, Facing Job Interviews
III	Principles of Business Writing, Business Letters, Business Letters: Format and Style, Types of Business Letter
IV	Writing Reports, Types of Report, Strategies for Report Writing, Structure of Report, Report Style
V	Leadership Skills, Group Communication Skills, Group Discussion, Meeting Management, Adaptability & Work Ethics

Reference Books

1.	Butterfield, Jeff. Soft Skills for Everyone. New Delhi: Cengage Learning. 2010.
2.	Chauhan, G.S. and Sangeeta Sharma. Soft Skills. New Delhi: Wiley. 2016.
3.	Holtz, Shel. Corporate Conversations. New Delhi: PHI. 2007.
4.	Kumar, Sanajy and Pushp Lata. Communication Skills. New Delhi: OUP. 2011.
5.	Sharma, R.C. and Krishna Mohan. Business Correspondence and Report Writing. New Delhi: TMH. 2016.
6.	Thorpe, Edgar and Showick Thorpe. Winning at Interviews. Pearson Education. 2004.
7.	Turk, Christopher. Effective Speaking. South Asia Division: Taylor & Francis. 1985.

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Students will effectively utilize active listening techniques to enhance understanding.
CO2	Students will exhibit improved team work and collaboration skills.
CO3	Students will exhibit increased self-awareness and professional ethics.
CO4	Produce professional written documents, including reports and emails.
CO5	Demonstrate empathy and understanding towards others.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Total	14	14	15	14	14	15	15	10
Average	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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
Total	15	15	15	14	15
Average	3	3	3	2	3

S-Strong-3 M-Medium-2 L-Low-1

Semester- V Authors in Focus

Title of the Course	Authors in Focus				
Course Type	Core IX				
Course Code	25UMEN51				
Year	III	Semester	V	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		5	-	-	5

Learning Objectives	
LO1	To aid students in learning about writers from diverse backgrounds.
LO2	To make it possible for students to acquire specialised knowledge about the writings of highly regarded national and worldwide authors.
LO3	To acquaint them with the coherence, style, and diction of writers and their works.
LO4	To give students the skills necessary to apply this knowledge to problem-solving in many academic and professional contexts.
LO5	To improve their capacity to think critically and historically about people, language, literature, culture, and society.

UNIT	CONTENTS
I	Aristotle Jonathan Barnes - <i>Aristotle: A Very Short Introduction</i> (Chapter 1, 2) Aristotle - "Poetics" VI - Definition of Tragedy XII - The 'quantitative parts' of Tragedy defined. XIII - What constitutes Tragic Action. XIV - The tragic emotions of pity and fear should spring out of the Plot itself. XV - The element of Character in Tragedy.
II	Charles Dickens John Forster – <i>The Life of Charles Dickens</i> (Book IX) Charles Dickens – <i>David Copperfield</i>
III	Rabindranath Tagore Sisir Kumar Das – <i>The English Writings of Rabindranath Tagore</i> (Introduction pp. 1-36) "Gitanjali" – Introduction Where the Mind Is without Fear

IV	Jane Austen Sarah Fabiny – Who Was Jane Austen? (Chapter 1, 2) Jane Austen – <i>Sense and Sensibility</i>
V	Jim Ottaviani Jim Ottaviani, Donna Barr and et. al. - <i>Dignifying Science: Stories about Women Scientists</i>

Textbooks	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. Aristotle: A Very Short Introduction. Oxford Paperbacks, 2000.
2.	Forster, John. <i>The Life of Charles Dickens</i> . E-Book. https://archive.org/details/dli.ministry.03838/page/n13/mode/2up
3.	Tagore, Rabindranath. Rabindranath Tagore: An Anthology. Macmillan, 1999 https://ia801703.us.archive.org/16/items/in.ernet.dli.2015.532796/2015.532796.english-writings.pdf
4.	Fabiny, Sarah. Who Was Jane Austen? Penguin, 2017
5.	Jim Ottaviani, Donna Barr and et. al. - <i>Dignifying Science: Stories about Women Scientists</i> https://archive.org/details/dignifyingscienc0000otta_f8y2/page/n3/mode/2up

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
CO2.	Integrate knowledge of the diversity of cultures and peoples
CO3.	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature
CO4.	Demonstrate capacity for reflection, planning, ethical decision-making and interdisciplinary team work in diverse contexts of community engagement
CO5.	Develop creativity, understanding, teaching and critical appreciation of English Literature.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	2	3	3	3	3	3	3
CO 3	3	2	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	12	15	15	15	15	15	15
Weighted average of course contribution to POS	3	2.8	3	3	3	3	3	3

S-Strong 3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Women's Writings in English and in Translation

Title of the Course	Women's Writings in English and in Translation				
Course Type	Core - X				
Course Code	25UMEN52				
Year	III	Semester	V	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		5	-	-	5

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	CONTENTS
I	Poetry Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Judith Wright – Eve to the Daughter
II	Poetry Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb Rupi Kaur - The Healing (Milk & Honey)
III	Non-Fiction Virginia Woolf - A Room of One's Own. Clarissa Pinkola Estés - Women Who Run With Wolves (Chapters 1 -7 only)
IV	Drama Caryl Churchill – <i>Top Girls</i> Dina Mehta - <i>Brides are not for Burning</i>
V	Fiction Aphra Behn – Oroonoko L. M. Montgomery - Anne of Green Gables

Textbooks	
1.	Woolf, Virginia. <i>A Room of One's Own</i> . Fingerprint, 2016.
2.	Estes, Clarissa Pinkola. <i>Women Who Run With the Wolves</i> . Ballantine Books, 1996.
3.	Mehta, Dina. <i>Brides Are not for Burning</i> . New Delhi: Rupa and Co, 1993.
4.	Churchill, Carol. <i>Top Girls</i> . Methuen Drama, 2017.
5.	Behn, Aphra. <i>Oroonoko</i> . Createspace Independent Pub, 2014.

Reference Books	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W. W. Norton, 2007.(2 Volume Set)
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walter de Gruyter, 2012.

Web Sources	
1.	https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfvaroomofonesown-00-e.html
2.	https://islingtonpeoplestheatre.co.uk/site/assets/files/1194/women_who_run_with_the_wolves_estes_clarissa_z-lib_org.pdf
3.	https://pages.pomona.edu/~vis04747/h21/readings/The_awakening.pdf
4.	https://web.english.upenn.edu/~cavitch/pdf-library/Behn_Oroonoko.pdf
5.	https://www.argentina.gob.ar/sites/default/files/anne_of_the_green_gables_montgomery.pdf

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.
CO2.	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.
CO3.	Understand and appreciate the representation of female experience in literature
CO4.	Gain awareness of class, race and gender as social constructs and how they influence women's lives.
CO5.	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3		2	2
CO 2	3	3	3	3	3		2	2
CO 3	3	3	3	3	3		2	2
CO 4	3	3	3	3	3		2	2
CO 5	3	3	3	3	3		2	2
Weightage	15	15	15	15	15		10	10
Weighted average of course contribution to POS	3	3	3	3	3	3	2	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Indian Writing in Translation

Title of the Course	Indian Writing in Translation				
Course Type	Core XI				
Course Code	25UMEN53				
Year	III	Semester	V	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		5	-	-	5

Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

UNIT	CONTENTS
I	<p>Poetry Van Buitenen - Excerpts from Mahabharata (106 – 169) R. Parthasarathy - Ilango Adigal's <i>The Book of Vanci</i> (Silappathikaaram Book 3) G U Pope - Thirukkural Virtue (araththupaal) – The Power of Virtue (31-40), Self-Control (121-130) Wealth (porutpaal) – Learning (391 – 400), Friendship (781-790)</p>
II	<p>Poetry Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel - The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar - An Old Woman A.K Ramanujam - <i>Kurunthogai</i> (Two verses each for one Tinai) – Sangam Literature – <i>Kurinji tinai</i> – 2, 18. <i>mullai tinai</i> – 21, 186. <i>marutha tinai</i> 33, 157. <i>neithal tinai</i> –57, 92. <i>palai tinai</i> – 16, 135</p>
III	<p>Prose Manmohan Ghosh - Bharata Natya Shastra (100-118) Kunal Vasu – The Servant's Shirt Mahasweta Devi – Why I Write?</p>
IV	<p>Drama Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq</p>

V	<p>Fiction Joseph Jacob – Indian Fairy Tales “How the Raja’s Son won the Princess Labam” R.K. Narayan - <i>Swami & Friends</i> (Monday Morning, M.C.C., Before the Examinations)</p>
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Textbooks	
1.	R. Parthasarathy - Ilango Adigal’s <i>The Book of Vanci (Vanchi Kandam)</i> from Silapathikaram Book 3
2.	Pope, G.U. <i>Thirukkural</i> , Giri Trading Agency, 2016.
3.	Ramanujan, A. K.. <i>Lyrics from Kuruntokai</i> . New Mexico Quarterly 35, 4 (1965).
4.	Ghosh, Manmohan, translator. <i>The Nāṭyaśāstra of Bharata</i> . Vol. 1, Asiatic Society of Bengal, 1951
5.	Basu, Kunal. <i>The Servant’s Shirt</i> . Picador India, 1999.
6.	Devi, Mahasweta. “Why I Write.” <i>The Hindu</i> , 18 Aug. 1996.
7.	Sircar, Badal. <i>Evam Indrajit</i> . Oxford University Press, Calcutta, 1974.
8.	Karnad, Girish. <i>Tughlaq</i> . Oxford University Press, Delhi, 1964.
9.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016

Reference Books	
1.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007
2.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions
CO2.	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
CO3.	Learn to explore images in literary productions that express the writers’ sense of their society.
CO4.	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
CO5.	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution toPOS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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 average of Course Contribution toPSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Research Methodology

Title of the Course	Research Methodology				
Course Type	Core - XII				
Course Code	25UMEN54				
Year	III	Semester	V	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		5	-	-	5

Learning Objectives	
LO1	Gain knowledge of key research principles, methodologies, and approaches used in academic and professional research.
LO2	Learn how to formulate research questions, choose appropriate methodologies, and design systematic studies.
LO3	Acquire skills to collect, organize, and analyze qualitative and quantitative data using relevant tools and techniques.
LO4	Evaluate research sources, identify biases, and apply ethical guidelines in conducting research.
LO5	Develop the ability to present research findings clearly through reports, presentations, and academic writing.

UNIT	CONTENTS
I	Formatting your Research Paper <ul style="list-style-type: none"> • Margins • Text Formatting • Title • Running Head and Page Numbers • Internal Headings and Subheadings • Placement of the List of Works Cited • Proofreading and Spellcheckers • Binding a Printed Paper Electronic submission

II	<p>Mechanics of Prose</p> <ul style="list-style-type: none"> ● Spelling ● Dictionaries ● Plurals ● Punctuation ● Commas ● Hyphen ● Semicolons and Colons ● Dashes and Paratheses ● Quotation marks, ● Italics, ● Capitalization of English Terms Titles, ● Use of Numerals or words, ● Dates and Time
III	<p>Principles of Inclusive Language</p> <ul style="list-style-type: none"> ● Why Plagiarism Is a Serious Matter ● Avoiding Plagiarism ● Careful Research ● Giving Credit ● Paraphrasing ● When to paraphrase & How to paraphrase ● How to paraphrase and give credit Quoting ● When to quote ● How to quote and give credit ● When Documentation Is Not Needed
IV	<p>Documenting Sources: The List of Work Cited - An Overview</p> <ul style="list-style-type: none"> ● The MLA Core Elements ● Author Title ● Title of Container ● Contributor, Key contributors, Other types of contributors, Version, Number, Publisher, Co - publisher, ● Books Websites, Audio and visual media ● Terms omitted from publishers' names Common abbreviations in publishers' names City of publication ● Publication Date in Books, E-books, News articles, Journal articles ● Publication Date: Year, Season, Time Date range ● Location: What It Is Page numbers ● Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking ● Ordering the List of Works Cited ● Alphabetizing by Title Cross-References, ● Annotated Bibliographies

V	Citing Sources in the Text
	<ul style="list-style-type: none"> • What to Include and How to Style It Citing a work listed by author, Coauthors, Corporate authors Two authors with the same surname Two or more works by the same author or authors • Using abbreviations for titles of works • Quotations Verse works, Prose works Punctuation in the parenthetical citation • Quoting and Paraphrasing Sources Short quotations Long quotations (block quotations) • Poetry, Dialogue, Drama, Prose Placement of Parenthetical Citations • Punctuation with Quotations: Introducing quotations Quotations within quotations, Marking the end of a quotation Periods and commas, Other punctuation marks Using an Ellipsis to Mark Material Omitted from Quotations Omission within a sentence Omission in a quotation of one or more sentences Other Permissible Alterations of Quotations

Textbooks	
1.	<i>MLA Ninth Edition.</i> The Modern Language Association of America. New York. 2016.

Reference Books	
1.	RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.
2.	Research Methodology in English by Sunita Chitragad Omega Publishers 2017.
3.	Academic Writing : Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.

Web Sources	
1.	https://instr.iastate.libguides.com/c.php?g=176765&p=1171775 (English Literature Research Guide)
2.	https://libraryguides.oswego.edu/english/websites
3.	https://www.rosemont.edu/library/online-resources/research-websites.php
4.	https://shodhganga.inflibnet.ac.in/

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Adopt a structured and theoretical approach throughout the research process.
CO2.	Gather and examine data using methods such as surveys, interviews, and observations.
CO3.	Develop and refine critical thinking skills.
CO4.	Conduct comprehensive literature reviews.
CO5.	Compose and present well-researched academic articles.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

English for Competitive Examinations

Title of the Course	English for Competitive Examinations				
Course Type	Elective – V				
Course Code	25UEEN51				
Year	III	Semester	V	Credits	3
Instructional Hours Per week	Lecture	Tutorial	Practices	Total	
	4	-	-	4	

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	CONTENTS
I	Grammar: <ul style="list-style-type: none"> • Parts of Speech • Determiners • Capitalisation & Punctuation.
II	Grammar: <ul style="list-style-type: none"> • Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory)
III	Composition: <ul style="list-style-type: none"> • Spotting the Errors • Homonyms • Idioms and Phrases • Jumbled Sentences
IV	Composition: <ul style="list-style-type: none"> • Reading Comprehension • Expansion of Proverbs
V	Composition: <ul style="list-style-type: none"> • Essay Writing • Report Writing • CV Writing & Covering Letter

Textbooks	
1.	English for Competitive Examinations- R.P.Bhatnagar & Rajal Bhargava
2.	Remedial Grammar-F.T.Wood.

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Gain knowledge of English language to face the challenges in Competitive Examinations.
CO2.	Acquire skills in vocabulary usage and grammar
CO3.	Acquire skills in logical reasoning, question error analysis and correct usage of words
CO4.	Build confidence in getting job opportunities
CO5.	Aware of the various types of jobs offered in both in the Central and State Government

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO/PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Introduction to Comparative Literature

Title of the Course	Introduction to Comparative Literature				
Course Type	Elective - V				
Course Code	25UEEN52				
Year	III	Semester	V	Credits	3
Instructional Hours Per week	Lecture		Tutorial	Practices	Total
	4		-	-	4

Learning Objectives	
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.
LO3	To cultivate a complex, trans disciplinary 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 onsite research and travel abroad as means of participation in cultural
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts

UNIT	CONTENTS
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Libert</i> , <i>Queen Mab</i> , <i>Love's Philosophy</i> . Selected poems of Subramaniya Bharathi - <i>Bharath Country</i> , <i>Worship of Sun</i> , <i>Kannan My Servant</i> .
V	Comparative study of Vairamuthu's <i>KallikattuIthikasam</i> and Ernest Hemingway's ' <i>The Old Man and the Sea</i> '

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

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.)
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
CO3.	Use critical terminology and interpretive methods drawn from specific 20th –and 21st century comparative and critical theories from multiple disciplines
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.
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.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	2	3	3	1	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	2	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	2	3
Weightage	15	13	15	13	12	15	13	15
Weighted average of course contribution to POS	3	2.6	3	2.6	2.4	3	2.6	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO / PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Mass Communication and Journalism

Title of the Course	Mass Communication and Journalism				
Course Type	Elective - VI				
Course Code	25UEEN53				
Year	III	Semester	V	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

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

Textbooks	
1.	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.

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
CO2.	Students would be able to inculcate the knowledge of growth of print, electronic and web
CO3.	Students would be able to understand the significance of speech communication.
CO4.	Students explore journals.
CO5.	Students would find research gaps

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	2	3	3	1	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	2	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	2	3
Weightage	15	13	15	13	12	15	13	15
Weighted average of course contribution to POS	3	2.6	3	2.6	2.4	3	2.6	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Film Studies

Title of the Course	Film Studies				
Course Type	Elective - VI				
Course Code	25UEEN54				
Year	III	Semester	V	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

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 learners to use a various methods.
LO5	To learn ouch stone method in evaluating contemporary Indian main stream cinema with World Cinema as well as Indian Classics.

UNIT	CONTENTS
I	Introduction, Filmic Visual: Mise-en-Sceneism.
II	Screen writing, One-line, plot, characterization, one-linescene order & treatment.
III	Film history and film genres
IV	Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives
V	Writing film reviews and critic

Textbooks	
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	
1	Kawin, Bruce, How Movies Work. University of California Press, 1992.
2	Nelken, Jill, Introduction to Film Studies, 5th ed. Rout ledge, 2011.
3	Feild, Syd, Screenplay: The Foundations of Screenwriting. RHUS, 2005.

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Students discuss the aspects of Cinema.
CO2.	Students analyze the aesthetics as well as the politics in films.
CO3.	Students read and review films
CO4.	Students develop an understanding of contemporary aesthetic trends in political, social, cultural and philosophical context
CO5.	Write film scripts and reviews.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	2	3	3	2	2	3	3	2
CO 3	3	3	3	2	3	3	3	3
CO 4	3	2	3	3	2	3	3	3
CO 5	3	2	3	3	3	3	3	2
Weightage	15	13	15	13	12	15	15	13
Weighted average of course contribution to POS	3	2.6	3	2.6	2.4	3	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO/PSO	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	
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Internship

(25UINT51)

Internship

- a) Internship should be completed in the V Semester.
- b) Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
- c) The Internship should cover a minimum period of 30 hours.
- d) The organization/firm, hosting the intern should certify that the intern has completed the requirements.
- e) The student should submit a 20 -25 page report on daily activities and skills acquired at the end of the internship.
- f) The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.
- g) The Internship Advisor and the Head of the Department should certify the successful completion of the internship after a viva-voce exam, conducted internally.
- h) Internship students should submit certificate of attendance from the authorities concerned along with the report.

Assessment Format:

Extension Activity

- **Internal:** 50 Marks **External:** 50 Marks

Personality Development

Title of the Course		Personality Development			
Course Type		Indian Knowledge System (IKS)			
Course Code		25UPDT51			
Year	III	Semester	V	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		1	1	--	2

Unit	Contents
1.	Personality - Definition – Determinants – Personality Traits –Theories of Personality – Importance of Personality Development. Self-Awareness – Meaning – Benefits of Self – Awareness – Developing Self – Awareness. Swot – Meaning – Importance- Application – Components. Goal Setting Meaning- Importance – Effective goal setting – Principles of goal setting – Goal setting at the Right level.
2.	Self-Monitoring – Meaning – High self – monitor versus low self-monitor – Advantages and Disadvantages self-monitor- Self –monitoring and job performance. Perception- Definition- Factor influencing perception- Perception process –Errors in perception – Avoiding perceptual errors. Attitude – Meaning- Formation of attitude – Types of attitude - Measurement of Attitudes – Barriers to attitude change – Methods to attitude change. Assertiveness - Meaning – Assertiveness in Communication – Assertiveness Techniques – Benefits of being Assertive – Improving Assertiveness.
3.	Team Building – Meaning – Types of teams – Importance of Team building- Creating Effective Team. Leadership – Definition – Leadership style- Theories of leadership – Qualities of an Effect leader. Negotiation Skills – Meaning – Principles of Negotiation – Types of Negotiation – The Negotiation Process – Common mistakes in Negotiation process. Conflict Management – Definition- Types of Conflict- Levels of Conflict – Conflict Resolution – Conflict management.

4.	<p>Communication – Definition – Importance of communication – Process of communication - Communication Symbols – Communication network – Barriers in communication – Overcoming Communication Barriers. Transactional Analysis – Meaning – Ego States – Types of Transactions – Johari Window- Life Positions. Emotional Intelligence- Meaning – Components of Emotional Intelligence- Significance of managing Emotional intelligence – How to develop Emotional Quotient. Stress Management – Meaning – Sources of Stress – Symptoms of Stress – Consequences of Stress – Managing Stress</p>
5.	<p>Social Graces – Meaning – Social Grace at Work – Acquiring Social Graces. Table Manners – Meaning – Table Etiquettes in Multicultural Environment- Do’s and Don’ts of Table Etiquettes. Dress Code – Meaning- Dress Code for selected Occasions – Dress Code for an Interview. Group Discussion – Meaning – Personality traits required for Group Discussion- Process of Group Discussion- Group Discussion Topics. Interview – Definition- Types of skills – Employer Expectations –Planning for the Interview – Interview Questions- Critical Interview Questions.</p>

References

1.	Dr.S. Narayana Rajan, Dr. B. Rajasekaran, G. Venkadasalapthi, V. Vijuresh Nayaham and Herald M.Dhas, Personality Development , Publication Division, Manonmaniam Sundaranar University, Tirunelveli
2.	Stephan P.Robbins, Organisational Behaviour , Tenth Edition, Prentice Hall of India Private Limited, New Delhi,2008
3.	Jit S. Chandan, Oragnisational Behaviour , Third Edition, Vikas Publishing House Private Limited, 2008
4.	Dr.K.K. Ramachandran and Dr.K.K. Karthick, From Campus to Corporate , Macmillan Publishers India Limited, New Delhi, 2010.

Reference Text

1.	<p>Personality Development Dr. A.H. Mohideen Badusha H.M.Sulthan Ahthar Contact: 9944746073.</p>
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Semester – VI

Introduction to Literary Theory and Criticism.

Title of the Course	Introduction to Literary Theory and Criticism.				
Course Type	CORE XIII				
Course Code	25UMEN61				
Year	III	Semester	VI	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		6	-	-	6

Learning Objectives	
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
LO2	To equip learners with ideas related to the theory and criticism of literary texts
LO3	To intensify students' proficiency in the skills at the heart of a liberal education
LO4	To help them think critically about a range of literary theories.
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.

UNIT	CONTENTS
I	Marxism Antonio Gramsci – The formation of the Intellectuals & Hegemony & Separation of Powers — Prison Notebooks (Pg. 5, 245 – 246) Louis Althusser – Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – (Pg. 85 – 126)
II	Feminism Elaine Showalter – 20 years on: A literature of their own revisited- From Bronte to Lessing (Pg.xi –xxx) Simone De Beeuvoir – The Second Sex (Vol. 1, Part 1 Chapters – 1,2,3)
III	Post Structuralism David Lodge – Jacques Derrida: Structure Sign and Play from Modern Criticism and Theory: A Reader – (Pg. 108 – 123) Michael Foucault – Truth and Power-Power and Knowledge (What is an Author? – Pg. 109 – 133)
IV	Post-Colonial Studies Aijaz Ahmad – Indian Literature- Definition of category in Theory Class, Nations, Literature (Pg. 243-285) Edward said – The Scope of Orientalism (Pg. 29-110)

V	<p>Ecocriticism: Cheryll Glotfelty and Harold Fromm – The Ecocriticism Reader: Landmarks in Literary Ecology (Introduction Chapter – Literary Studies in an Age of Environmental Crisis)</p> <p>New Historicism Stephen Greenblatt – The Power of Forms in the English Renaissance (Introduction to the Power of Forms)</p>
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Text Books	
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2.	Gramsci, Antonio. Prison Notebooks. Columbia UP, 2011.
3.	Althusser, Louis. Lenin and Philosophy and Other Essays. 1971. By Fredric Jameson, Translated by Ben Brewster, Monthly Review Press, 2001.
4.	Showalter, Elaine. Toward a Feminist Poetics. “Women’s Writing and Writing About Women”, edited by Mary Jacobus, Croom Helm, 1979.
5.	Beauvoir, Simone de. <i>The Second Sex</i> . Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Classics, 2015.
6.	Lodge, David. Modern Criticism and Theory: A Reader. Longman.
7.	Foucault, Michel. Power/Knowledge: Selected Interviews and Other Writings, 1972-1977. Vintage, 1980.
8.	Bierman, Irene A. “Edward Said, Orientalism. New York: Pantheon Books, 1978
9.	Glotfelty, Cheryll and Harold Fromm. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> , The University of Georgia Press, 1996.
10.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016
11.	Greenblatt, Stephen - The Power of Forms in the English Renaissance, Norman, Okla: Pilgrims Books, 1982. https://www.scribd.com/document/949225691/2-1-Greenblatt-Introduction-to-the-Power-of-Forms .

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories
CO2.	Demonstrate an understanding of key concepts in literary Theory
CO3.	Explain to others the meaning, significance, and value of specific literary theoretical work
CO4.	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments
CO5.	Use literary theoretical concepts to develop your own interpretations of literary texts

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	2	3	3	1	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	2	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	2	3
Weightage	15	13	15	13	12	15	13	15
Weighted average of course contribution to POS	3	2.6	3	2.6	2.4	3	2.6	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

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 average of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

S-Strong-3 M-Medium-2 L-Low-1

Biographies, Auto-biographies and Memoirs

Title of the Course	Biographies, Auto-biographies and Memoirs				
Course Type	Core - XIV				
Course Code	25UMEN62				
Year	III	Semester	VI	Credits	4
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		6	-	-	6

Learning Objectives	
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others
LO3	To help them engage in imagination, critical inquiry and self-reflection
LO4	To help them explore significant texts from diverse cultures and people in history
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.

UNIT	CONTENTS
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.
II	Anne Frank- The Diary of a Young Girl (October 9, 1942; November 19, 1942) Malala Yousafzai - from I am Malala (The Diary of Gul Makai) Florence Nightingale – from Eminent Victorians
III	R.K.Laxman - The Tunnel Of Time Salim Ali - The Fall of A Sparrow
IV	Tom Alter - The Man Who Made The Elephant Dance. Mahatma Gandhi - <i>The Story of My Experiments with Truth</i> - Man Proposes, God Disposes, The Calm after the Storm, 'Love's Labour's Lost'?, In Touch with Labour
V	Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped

Textbooks	
1.	Nigel Hamilton. <i>Biography: A Brief History</i> , Harvard University Press, 2010.
2.	James Boswell. <i>The Life of Samuel Johnson</i> . Spire Books, 2012.
3.	Anne Frank. <i>The Diary of a Young Girl</i> . Bantam, 1993.
4.	Malala Yousafzai. <i>Orion</i> , 2015.
5.	R.K. Laxman. <i>The Tunnel of Time</i> . Penguin, 2015.
6.	Salim Ali. <i>The Fall of a Sparrow</i> . Oxford, UP, 1997.
7.	Tom Alter. <i>The Man Who Made the Elephant Dance</i> . Om Audio Books, 2012.
8.	Mahatma Gandhi. <i>The Story of My Experiments with Truth</i> .
9.	Jeff Kinney. <i>Memoirs of a Wimpy kid</i> . Creative World, 2024.
10.	Jesmyn Ward. <i>Men We Reaped: A Memoir</i> , Bollomsbury Publishing, 2013.

Web Resources	
1.	http://gardenofpraise.com/leaders.html

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
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
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
CO4.	Connect biographical and autobiographical texts to their historical and cultural contexts.
CO5.	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Weightage	14	14	15	14	14	15	15	10
Weighted average of course contribution to POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO/PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Strong-3 M-Medium-2 L-Low

Travel Writing

Title of the Course	Travel Writing				
Course Type	Core -XV				
Course Code	25UMEN63				
Year	III	Semester	V	Credits	4
Instructional Hours Per week	Lecture		Tutorial	Practices	Total
	5		-	-	5

Learning Objectives	
LO1	Introduce students to a range of travel writing practices and genres
LO2	Develop students' capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)
LO3	Develop students' awareness of the nexus between reading and writing works of travel writing
LO4	Develop students' ability to evaluate and apply critical material pertaining to travel writing
LO5	Develop students' ability to produce travel writing demonstrating a range of contemporary techniques and styles

UNIT	Contents
I	The Court of Muhammad Bin Tughlaq – Ibn Batuta City Improbable Writings on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV, LXV & LXVI IN INDIA – AL Biruni
II	Innocent Abroad Chapter VII, VIII, IX – Mark Twain The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara
III	City of DJINN (Prologue, Chapters I & II) – William Darlymple From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India - Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller
V	Eat, Pray, Love – Elizabeth Gilbert

Textbooks	
1.	Paul Theroux .The Tao of Travel (Hamish Hamilton 2011)
2.	Andrea Loselle. Translations of Orient paperbacks 2012
3	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey
4	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland

Web Resources

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| 1. | Issue 16 – ShrutiDabhi pdf |
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Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Confidently, thoughtfully and respectfully express their ideas to their peers
CO2.	Share work in progress with peers, giving and receiving constructive criticism
CO3.	Gain awareness of the nexus between reading and writing works of travel writing
CO4.	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)
CO5.	Reflect upon their own work in the context of travel writing by established writers

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Project (with Viva Voce)

Title of the Course	Project (with Viva Voce)				
Course Type	Core - XVI				
Course Code	25UMENP1				
Year	III	Semester	VI	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		5	-	-	5

Learning Objectives

LO1	To perform academic review and analysis by retaining and interpreting information.
LO2	To formulate substantiated theories and solutions academically.
LO3	To delineate information efficiently and effectively through academic avenues.
LO4	To hypothesize and test theories in an academic manner.
LO5	Students effectively communicate their ideas and findings.

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Meaningfully retain information from reading academic articles
CO2.	Analyse and evaluate retained information in meaningful Ways
CO3.	Develop meaningful theses from the information gathered.
CO4.	Plan and write advanced papers
CO5.	Detect plagiarism and identify ways to eliminate it.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2
Weightage	14	14	15	14	14	15	15	10
Weighted average of course contribution to POS	2.8	2.8	3	2.8	2.8	3	3	2

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low- 1

Communicative English

Title of the Course	Communicative English				
Course Type	Non Mandatory Elective				
Course Code	25UEEN61				
Year	III	Semester	VI	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

Learning Objectives	
LO1	To understand the basic fundamentals
LO2	To imply different styles of communication
LO3	To impart knowledge about the extempore communicative activities
LO4	To dissect information
LO5	To analyze texts

UNIT	CONTENTS
I	Basics of Communication: Introduction to Communication: Types, Process, and Barriers Verbal and Non-Verbal Communication Skills Principles of Effective Communication
II	Listening and Speaking Skills: Active Listening: Techniques and Practice Improving Pronunciation, Intonation, and Clarity Participating in Group Discussions and Role Plays
III	Paragraph writing: Cohesion - Development: definition, comparison, classification, contrast, cause and effect Essay writing: Descriptive and Narrative
IV	Reading Comprehension: Skimming and scanning-inference and deduction Reading various kinds of materials Speaking: Narration of incidents/stories/anecdotes – Current News Awareness.
V	Charles Lamb – “Dream Children” Ruskin Bond – “Night Train at Deoli” Alfred Lord Tennyson – “Ulysses”

Textbooks	
1.	Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
2.	Shyamala, V. Speak English in Four Easy Steps, Improve English Foundation Thiruvananthapuram: 2006

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Recall fundamental concepts of the four linguistic skills
CO2.	Apply different styles communication in professional context.
CO3.	Participate in different planned and extempore communicative activities
CO4.	Critique literary texts that develop an appreciation for human values.
CO5.	Interpret and discuss facts as well as information in each context

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Art and Literary Aesthetics

Title of the Course	Art and Literary Aesthetics				
Course Type	Non Mandatory Elective				
Course Code	25UEEN62				
Year	III	Semester	VI	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

Learning Objectives	
LO1	To introduce the multi disciplinarity 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	CONTENTS
I	Literature And Visual Arts - Essays. Margarete Landwehr – Introduction: Literature and the visual Arts; Questions of Influence and Intertextuality Jeoraldean McClain – Time in the Visual Arts: Lessing and Modern Criticism
II	Romanticism Through Coleridge and Delacroix James H. Rubin - Delacroix’s Dante and Virgil as a Romantic Manifesto: Politics and Theory in the Early 1820s Sanghapal Uttam Mhaske1, et al., - Romanticism and Art: An Overview
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)

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

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

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Recall the basics of reporting and writing for print media
CO2.	Report news keeping values and qualities of a good reporter
CO3.	Apply theoretical knowledge in writing reports, commentaries, and reviews.
CO4.	Distinguish between the different styles of Journalism and compose specific articles.
CO5.	Apply various knowledge in regard to various branches of journalism

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Technical Writing

Title of the Course	Technical Writing				
Course Type	Non-Mandatory Elective				
Course Code	25UEEN63				
Year	III	Semester	VI	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

Learning Objectives	
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.
LO2	To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing
LO3	To help the students to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents
LO5	Enable the students to apply the study of linguistic ability and grammar in their practical life.

UNIT	CONTENTS
I	Languages and skills of communication-Linguistic Techniques- Language acquisition - The History of English-Linguistics- Modern Usage.
II	Reading Comprehension-English, Phonetics-Oral Presentation- Communication Barriers to Communication
III	Linguistic ability – Listening - Paragraph writing – Business Letter-Nature and Scope of Letters- Job application letters.
IV	Technical description- Precis writing and application-speech-advertising
V	Telephone skills-Reports

Textbooks	
1.	Communication Skills- Dr. Gajanan Malviya S.Chand, Prof.R.N.Shukla

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	To clearly convey specialized information from a technical field to non-specialized audience
CO2.	Find jobs for their livelihood be motivated for their future education
CO3.	Apply the study of linguistic ability and grammar in their practical life
CO4.	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents
CO5.	Recognize, explain, and use the formal elements of specific genres of organizational communication: white papers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	1	1	1	2	2
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	2	1	3	1	3	2
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	2	3	2	3
Weightage	15	15	13	11	12	11	13	13
Weighted average of course contribution to POS	3	3	2.6	2.2	2.4	2.2	2.6	2.6

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO/PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Writing for the Web

Title of the Course	Writing for the Web				
Course Type	Non Mandatory Elective				
Course Code	25UEEN64				
Year	III	Semester	VI	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Practices	Total
		4	-	-	4

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

Textbooks	
1.	
2.	Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3.	Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red GlobePress, 2016.

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1.	Recall the basics of reporting and writing for print media
CO2.	Report news keeping values and qualities of a good reporter
CO3.	Apply theoretical knowledge in writing reports, commentaries, and reviews.
CO4.	Distinguish between the different styles of Journalism and compose specific articles.
CO5.	Apply various knowledge in regard to various branches of journalism

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Weightage	15	15	15	15	15	15	15	15
Weighted average of course contribution to POS	3	3	3	3	3	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	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 average of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

S-Strong-3 M-Medium-2 L-Low-1

Blue Print – End Semester Examinations Semester – I to VI

Class: U.G.

Time: 3 Hours

Max. Marks: 75

Section - A

(10 x 1 = 10)

Answer all questions.

Choose the correct answer. (With four options)

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10

Section - B

(5 x 5 = 25)

Answer all questions choosing either (a) or (b).

Answer should not exceed 250 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	11 (a) & 11 (b)	12 (a) & 12 (b)	13 (a) & 13 (b)	14 (a) & 14 (b)	15 (a) & 15 (b)

Section - C

(5 x 8 = 40)

Answer all questions choosing either (a) or (b).

Answer should not exceed 500 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	16 (a) & 16 (b)	17 (a) & 17 (b)	18 (a) & 18 (b)	19 (a) & 19 (b)	20 (a) & 20 (b)

s