

BA ENGLISH-SYLLABUS

2024-2025 ONWARDS

For the Students of Manonmaniam Sundaranar University

The course content is prepared as per the model syllabus prescribed for B.A. English by the **TANSCHE**.

The BoS unanimously approved the syllabus template approved by the meeting of the chairpersons of Board of Studies held on 31.05.2024. The course contents shall be as per the model syllabus prescribed for B.A. English by the **TANSCHE**.

The new template shall be implemented from the academic year **2024-25** (for the 2024 batch onwards).

The students who joined in the academic year 2023-24 (2023 batch) shall follow the new template from their **II year onwards**.

It was also decided to follow the same syllabus of the Foundation Course (Semester I) prescribed for the academic year 2023 – 2024.

The following courses shall be offered to the students under the new pattern.

No.of Papers	Category	Course Title	Credit s	Hours
SemesterI				
1	PartI	Language	3	6
2	PartII	English	3	6
3	PARTIII Core1	IntroductiontoLiterature	5	5
4	PARTIII Core2	IndianWritingin English	5	5
5	PARTIII Elective1	Social HistoryofEngland	3	4
6	PARTIV SEC 1	EnglishforCommunication	2	2
7	PARTIV FoundationCourse		2	2
Total			23	30
SemesterII				
1	PartI	Tamil	3	6
2	PartII	English	3	4
3	PARTIII Core3	BritishLiteratureI	5	5
4	PARTIII Core4	AmericanLiterature I	5	5
5	PARTIII Elective2	HistoryofEnglishLiterature	3	4
6	PARTIV SEC 2	EntrepreneurialSkills	1	2
7	PARTIV SEC 3	PublicSpeaking	1	2
8	NaanMudhalvan		2	2
Total			23	30
SemesterIII				
1	PartI	Tamil	3	6
2	PartII	English	3	6
3	PARTIII Core5	BritishLiteratureII	5	4
4	PARTIII Core6	American Literature	5	4
5	PARTIII Elective3	LiteraryGenresandTerms	3	4
6	PARTIV SEC 4	EnglishforCareer	1	2
7	PARTIV EVS		2	2
8	NaanMudhalvan		2	2
Total			24	30

SemesterIV				
1	PartI	Tamil	3	6
2	PartII	English	3	6
3	PARTIII Core7	WorldLiteraturein Translation	5	4
4	PARTIII Core8	AspectsofLanguage and Linguistics	5	4
5	PARTIII Elective	NonMandatoryElective4	3	4
6	PARTVI SEC 5	EnglishforBusiness	1	2
7			2	2
8	NaanMudhalvan		2	2
Total			24	30
SemesterV				
1	PARTIII Core9	Authorsin Focus	4	5
2	PARTIII Core10	Women’sWriting	4	5
3	PARTIII Core11	IndianWritinginTranslation	4	5
4	PARTIII Core12	Project(withVivaVoce)	3	5
5	PARTIII Elective	NonMandatoryElective5	3	4
6	PARTIII Elective	NonMandatoryElective6	3	4
7	PARTIV NaanMudhalvan		2	2
9	Internship /Industrial Visit /Field Visit / Knowledge/UpdationActivity(40hours)		2	-
Total			25	30
SemesterVI				
1	PARTIII Core13	IntroductiontoLiterary Theory and Criticism	4	6
2	PARTIII Core14	NonMandatoryCore	4	6
3	PARTIII Core15	NonMandatoryCore	4	6
4	PARTIII Elective	NonMandatoryElective7	3	5
5	PARTIII Elective	NonMandatoryElective8	3	5
6	NaanMudhalvan		2	2
7	ExtensionActivity		1	-
Total			21	30
GrandTotal			140	180

**Non-Mandatory Core Areas for B.A Programme Semester VI (Any 2
may be opted - 4 credits each)**

III Year Sem VI	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film (India and America)
	CNM5. Media, Communication & Publication
	CNM6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM9. English at Work Place
	CNM10. Travel Writing

**Suggested Non-Mandatory Elective (Allied) Areas for B.A
Programme (any five may be opted- 3 credits each)**

Sem IV (1 to be opted) ELECTIVE 4	NME1. Myth and Literature
	NME2. Film and Literature
	NME3. English Teaching Methods and Materials
	NME4. Translation: Basic Concepts and Practice.
Sem V (2 to be opted) ELECTIVE 5,6	NME1. English for Competitive Examinations
	NME2. Introduction to Comparative Literature
	NME3. Fundamentals of Academic Writing
	NME4. Mass Communication and Journalism
	NME5. Film Studies
Sem VI (2 to be opted) ELECTIVE 7,8	NME1. Art & Literary Aesthetics
	NME2. Communicative English
	NME3. Writing for the Web/English for Internet
	NME4. Digital Literacy and Concepts
	NME5. Technical Writing

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 40 hours.
- d. The organisation/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.

Assessment Format:

Project Viva-Voce Examination

- Internal: 50 Marks External: 50 Marks (by the External Examiner)
- Individual/Group project report of minimum 30 pages should be submitted.

Extension Activity

- Internal: 50 Marks External: 50 Marks

FIRST YEAR-SEMESTER I
COREI-INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry-Different forms of poetry-Sonnet,Ode,Elegy, Lyric,Ballad, Prose - Short Story, Novella, Novel. Drama-Comedy,Tragedy,Tragi-Comedy.									
II	William Shakespeare– <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> . Don Quixote- <i>Tilting at the Windmills</i> . Katherine Mansfield- <i>A Doll Pickle, The Escape</i>									
V	Saki- <i>The Open Window</i> Robert Lynd– <i>Forgetting</i> Jerome K. Jerome-excerpt from- <i>Three Men in a Boat</i> –(Packing Episode)									

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

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

WebResources	
1.	<i>ASIATIC:IITUMJournalofEnglishLanguage&Literature</i>
2.	<i>TheEnglishHistoricalReview(EHR)</i>

MappingwithProgramme Outcomes:

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

**3 – Strong, 2 – Medium , 1 - Low
MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weightedpercentage of Course ContributiontoPOs	3.0	3.0	3.0	3.0	3.0

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the presentation of culture, identity, history, constructions of nation, (Post)national and gender politics, cross cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts									
UNIT	Details									
I	Pamela S. Turner - <i>Hachiko</i> 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	Pearl S. Buck - <i>Indiathrough a Traveller's Eye</i> excerpt from <i>My Several Worlds</i> M.K. Gandhi - <i>Autobiography</i> Inspection Episode – Examination- from Part I 'Childhood' Dr Radhakrishnan - <i>Science, Humanities and Religion</i>									
III	Toru Dutt - <i>The Lotus</i> Sri Aurobindo - <i>The Tiger and the Deer</i> Nissim Ezekiel - <i>Night of the Scorpion</i> R Parthasarathy – <i>Home Coming</i>									
IV	Sarojini Naidu - <i>The Village Song</i> Jayantha Mahapatra - <i>Freedom</i> Shiv K Kumar - <i>Indian Women</i> Mirza Ghalib - <i>It is not Love, It is Madness</i>									

V	Rabindranath Tagore - Mukhthadhara. NissimEzekielNalini:AComedyinThreeActs Joginder Paul- Sleepwalkers.	
Course Outcomes Oncompletionofthiscourse,studentswill		
CO1	Appreciatethehistoricaltrajectoryofvarious genresofIndianWritinginEnglishfrom colonial times to till the present	PO1
CO2	Analyze Indianliterarytextswrittenin English intermsofcolonialism,postcolonialism, regionalism, and nationalism	PO1,PO2
CO3	UnderstandtheroleofEnglish asamedium for Politicalawakeningand theuseofEnglishin India forcreative writing	PO4,PO6
CO4	Analyze how the sociological, historical, culturalandpoliticalcontextimpactedthetexts selectedforstudy	PO4, PO5,PO6
CO5	Evaluatecriticallythecontributionsofmajor Indian English poets and dramatists	PO3,PO8
Text Books (LatestEditions)		

Mapping with Programme Outcomes:

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

3- Strong, 2- Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	3 4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance and its Impact on England, The Reformation – Causes and Effects									
II	The Puritan Age, The Restoration, Coffee-Houses And their Social Relevance									
III	Impact of the Industrial Revolution, Agrarian Revolution and The French Revolution on The English Society, The Methodist Movement, The Humanitarian Movement in England									
IV	The Reform Bills and The Spread of Education in the Victorian Age, Social Impact of The Two World Wars, The Labour Movement.									
V	The Cold War (1985-1991)-The Falkland War (1981)-The Gulf War (1991), the Contemporary England									
Course Outcome										
Course Outcomes	On completion of this course, students will;									

CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO 1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop an nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	A.G.Xavier: <i>Social History of England</i>	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, <i>A Social History of England, 1200- 1500</i> , June 2012, Cambridge University Press	
2.	Ed. Julia Crick, Elisabeth Van Houts, <i>A Social History of England, 900-1200</i> , 2012, Cambridge University Press.	
3.	Padmaja Ashok, <i>Social History of England</i> , Orient Blackswan, 2011	
Web Resources		
4.	<i>A social History of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

The Development of Education in Victorian period World Wars

FIRST YEAR -SEMESTER I

ENGLISHFORCOMMUNICATION(SEC-I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
UNIT	Details									
I	Communication: Basic Communication Styles - Passive, Aggressive, Assertive - Significance of communication.									
II	Types of communication - Verbal - Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication – Speaking/reading/writing/ listening									
V	Application of learning									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication								PO1	
CO2	Analyze the various types of communication								PO1, PO2	
CO3	Make use of the essential principles of communication								PO4, PO6	
CO4	Identify the prominent methods and models of Communication.								PO4, PO5, PO6	
CO5	Learn about the four skills of language and get familiarized with them.								PO3, PO8	
Text Books (Latest Editions)										
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.	UnderstandingBodyLanguagebyAlan Pease.
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)	
1.	CommunicativeGrammarofEnglishbyGeoffreyLeech andIanSvartik.
1.	(1)Subject:ENGLISHCOMMUNICATIONSKILLS(THEORY goigala jijuna-Academia.edu

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice -									
II	Robert Edgar Burns – — The Potter William Blake — The Chimney Sweepers John Keats – — Endymion Book-I									
III	William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks in Beauty John Milton - Paradise Lost Book IV.									
IV	Christopher Marlowe - <i>Dr. Faustus</i> Francis Beaumont and John Fletcher - <i>Philaster</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> .									

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1		To Understand the growth and development of American literature.								
LO2		To critically examine how various genres developed and progressed.								
LO3		Learn about prominent writers and famous works in American literature.								
LO4		To closely examine the various themes and methodologies present in British literature								
LO5		To create an aptitude of critically probing through the text								
UNIT		Details								
I		Robert Frost – <i>Stopping by Woods on a Snowy Evening</i> Walt Whitman – <i>Captain, My Captain!</i> Henry Wadsworth Longfellow – <i>The Bridge</i> Sylvia Plath – <i>Tulips</i>								
II		Sherman Alexie – <i>Crow Testament</i> Edgar Allan Poe – <i>The Raven</i> Emily Dickinson – <i>Because I Could Not Stop for Death</i> . EE Cummings – <i>I Carry Your Heart with Me</i>								
III		Edgar Allan Poe – The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln- Gettysburg Address								
IV		Tennessee Williams- <i>The Glass Menagerie</i> Eugene O'Neill- <i>Emperor Jones</i>								
V		Harriet Beecher Stowe- <i>Uncle Tom's Cabin</i> Herman Melville- <i>Billy Budd</i> Leslie Marmon Silko- <i>Ceremony</i>								
Course Outcomes										
Course Outcomes		On completion of this course, students will;								

CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	—Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> . 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. —Herman Melville and <i>Billy Budd</i> . 'I <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

MappingwithProgrammeOutcomes:

	PO 1	PO 2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low**MappingwithProgramme SpecificOutcomes:**

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

ME2-HISTORYOFENGLISHLITERATURE (ELECTIVE)

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

Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the ways socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop an nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
	TEXTBOOKS (LATEST EDITION)	
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
	References Books (Latest editions, and the style as given below must be strictly adhered to)	
1. 2.	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
1.	Web Resources ALEX00.PDF (manavata.org)	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**FIRST YEAR –
SEMESTER II**

ENTREPRENEURIAL SKILLS (SEC-II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	1	2	25	75	100
s										
LO1	To introduce learner to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
UNIT	Details									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discussion on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.								PO1	
CO2	Explore entrepreneurial skills and management function of a company.								PO1, PO2	

CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4,PO6
CO4	Understand various steps involved in starting a venture.	PO4, PO5,PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3,PO8
Text Books(Latest Editions)		
1.		
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Allen, K.R.(1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York	
Web Resources		
1.	6 Must-Have Entrepreneurial Skills HBS Online MindTools Home	

Mapping with Programme Outcomes:

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

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR – SEMESTER I
PUBLIC SPEAKING SKILLS (SEC-III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	12●	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking								P O 1	
CO2	Recognize barriers to public speaking and identify how to avoid them								PO1, PO2	
CO3	Understand how to give effective verbal and nonverbal feedback								PO4, PO6	
CO4	Learn about planning speech organization for the intended audience								PO4, PO5, PO6	

CO5	Practice effective group delivery and speech in formal context.	PO3, PO8
Text Books (Latest Editions)		
1.	Beebe, S.A., & Beebe, S.J. (2006). <i>Public Speaking: An audience-centred approach</i> (6th ed.). New York: Pearson	
2.	Frleigh, D.M., & Tuman, J.S. (2009). <i>Speakup! An illustrated guide to public speaking</i> . New York: Bedford/St. Martins	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Apple, W., Streeter, L.A. & Krauss, R. M (1979). <i>Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology</i> , 37, 715- 727.	
Web Resources		
1.	<i>Learning Outcomes Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)</i>	

Mapping with Programme Outcomes:

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

3– Strong, 2– Medium, 1 -Low

MappingwithProgrammeSpecificOutcomes:

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 percentageof Course ContributiontoPos	3.0	3.0	3.0	2.8	3.0

SECOND YEAR SEMESTER - III
COREV- BRITISH LITERATURE -II

OREV-BRITISHLITERATURE – II

SemesterIII				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core5	BritishLiteratureII	5	4
4	Core6	AmericanLiteratureII	5	4
5	Elective3	LiteraryGenresandTerms	3	4
6	SEC4	EnglishforCareer	1	2
7	EVS		2	2
8	NaanMudhalvan		2	2
Total			24	30

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
UNIT										
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 Roger at Church, Sir Roger in London 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	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green -Winged Words – Mac Millan	

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.
3.	<i>Look Back in Anger</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. In <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. In <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1

Mapping with Programme Outcomes:

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

–Strong, 2– Medium, 1-Low

Mapping with Programme Specific Outcomes

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

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks	
								CIA	External
	Core	Y	Y	-	-	5	4	25	75
LearningObjectives									
LO1	To help learners examine the roots of American literature by focusingmultiple genres—poetry, drama, stories and novel.								
LO2	Toguidetoexploreliteraturethatrevealsandemergesfrom multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.								
LO3	To create anawareness ofthe social, historical,literaryand cultural elementsofthe changes in American literature.								
LO4	To helpthem explore distinctliterary characteristicsof American literatureand analyzeliteraryworks ofeminent American writers.								
LO5	To inculcate a rhetorical approach to the literary studyof American texts andalsotheconceptions,generalizations, mythsandbeliefsabout Americanculturalhistory.								
UNIT	Details								
I	Theodore Roethke - The Meadow Mouse. WallaceStevens-TheEmperorofIceCream EmilyDickinson-TheBirdCameDowntheWalk Maya Angelou - Phenomenal Women ChiefDanGeorge-MyHeartSoars.								
II	LorraineHansberry– <i>ARaisininthSun</i> NeilSimon- <i>BarefootinthPark</i>								
III	HenryDavidThoreau- <i>WinterAnimals</i> RalphWaldoEmerson- <i>TheAmericanScholar</i> JamesBaldwin – <i>Stranger in theVillage</i>								
IV	NathanielHawthorne- <i>TheHouseof theSeven Gables</i> ToniMorrison– <i>Beloved</i>								
V	MarkTwain- <i>TheAdventuresofTomSawyer</i> . Angeline Boulley - <i>Fire keeper’s Daughter</i>								
CourseOutcomes									
Course Outcomes	Oncompletionofthiscourse,studentswill;								

CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	PO 1
CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1, PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO 4, PO 6
CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO 4, PO 5, PO 6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO 3, PO 8
Text Books (Latest Editions)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. An Anthology of American Literature - ?	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily. <i>A Bird Came Down the Walk- Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.	
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.	
3.	Morrison, Toni. <i>Beloved</i> . Everyman's Library, 2006.	
4.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.	
Web Resources		
1.	Cramer, Jeffrey S., editor. — Thoreau Describes His Contemporaries. In <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430 .	

2.	Hawthorne, Nathaniel.—The Revelation of the Scarlet Letter. <i>The Scarlet Letter</i> , Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 .
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Mapping with Programme Outcomes:

	PO1	PO 2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

	Colloquialism(66),Diction(96),Syntax (354) 2. TermsforInterpretingdialogues:Risingaction(MHA),Fallingaction (MHA), Persuasion (MHA), Point of view (283), Pun (298) 3. Speechtermsforinterpretingplot:Flashback/Analepsis(13),Climax (64), Exposition (129), Setting, Motif (233)	
V	TermsforInterpretingLayersofMeaning-CulturalTheory:TheKey Concepts Culture, Avant Garde (33), Intertextuality (184), Deconstruction (88), Discourse (99), Cultural Materialism (81), Transnationalism, Diaspora, Hybridity,Hegemony,MeltingPot,Alienation,IdentityCrisis,Ethnicity	
Courseoutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understandnewdefinitionsofcontemporarycritical issuessuchas_‘Cybercriticism’and_‘Globalization’.	PO 1
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects tosuch topics as genre,form,cultural theory andliterary technique.	PO1,PO2
CO3	Get a complete coverage of traditional and radical approachestothestudyandproductionofliterature.	PO4,PO6
CO4	Recognizeandinterpretliteraryimagesandsymbols to infer their relationship to the main themes of the text.	PO4,PO5,PO6
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	PO3,PO8

TextBooks(LatestEditions)	
1.	Baldick,Chris.OxfordDictionaryofLiteraryTerms.Oxford:Oxford UniversityPress, 2001.
2.	Mikics,David.ANewHandbookofLiteraryTerms.NewHaven: Yale UniversityPress, 2007.Print.
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Taafe,JamesG.AStudent’sGuidetoLiteraryTerms.Cleveland:The WorldPublishing Company, 1967. Print.
WebResources	
1.	<i>1821-literary-terms.pdf(cgc.edu)</i>

MappingwithProgrammeOutcomes:

	PO1	PO 2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcomes:

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 percentageof Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Text Books (Latest Editions)	
1.	<i>English for JOBSEEKERS, Language and Soft Skills for the Aspiring: Foundation Books</i> , Cambridge University Press India Pvt. Ltd., 2013. Print
2.	<i>Methods of Teaching English</i> , N. Krishnaswamy and Lalitha Krishnaswamy, Macmillan, 2011, Print
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M. "J.C. Bose." Dr. D.M. Bose Centenary Celebration Commemoration Volume 1885-1985. Kolkata: Bose Institute, 1995. Print
2	<i>Speaking and Writing for Effective Business Communication</i> , Francis Soundararaj, Macmillan, 2007, Print
3.	<i>Communication Skills</i> , Sanjay Kumar, Pushpalatha. Oxford University Press, 2013. Print
4	<i>An Outline History of the English Language</i> , F.T. Wood, Macmillan, 1978
Web Resources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

MappingwithProgrammeOutcome:

	PO1	PO 2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3– Strong,2 –Medium, 1-Low

MappingwithProgrammeSpecificOutcomes:

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

SECONDYEAR-SEMESTER IV
COREVII-WORLDLITERATURE INTRANSLATION

SemesterIV				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core7	WorldLiteratureinTranslation	5	4
4	Core8	Aspectsof Languageand Linguistics	5	4
5	Elective4	Non MandatoryElective	3	4
6	SEC5	Englishfor Business	1	2
7	ValueEducation		2	2
8	NaanMudhalvan		2	2
Total			24	30

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	Details									
I	Dante- <i>Ulysses' Last Voyage</i> Johann Wolfgang von Goethe - <i>The Violet</i> Victor Hugo- <i>Tomorrow at Dawn</i> . Khalil Gibran- <i>Your Children are not Your Children</i> .									
II	Pablo Neruda- <i>If you forget me</i> . Ovid – <i>Pyramus and Thisbe</i> . Alexander Pushkin- <i>The Gypsies</i> . Horace- <i>Satires</i> (On Discontent) Gabriel Okara - <i>The Mystic Drum</i> Jean Arasayanagam- <i>Two Dead Soldiers</i>									

III	Walter Benjamin - <i>Unpacking My Library</i> Montaigne - <i>On Friendship</i> .
IV	Marie Clements - <i>The Unnatural & Accidental Women</i> . Samuel Beckett - <i>Waiting for Godot</i> .
V	Gabriel García Márquez - <i>A Very Old Man with Enormous Wings</i> . Ivan S. Turgenev - <i>The District Doctor</i> . Antoine de Saint-Exupéry - <i>The Little Prince</i> .

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	GainanexposuretosomeClassicsinWorldLiterature, bothinthemeandform.	PO1
CO2	Beableto identifyelements ofuniversal literarymerits aswellascriticallycomparesomeofthe greatworksof theEastandtheWest.	PO1,PO2
CO3	Gainan understandingoftheworks intheir cultural/historicalcontextsandoftheenduringhuman values which unite the different literarytraditions.	PO4,PO6
CO4	Payspecialattentiontocriticalthinkingand writing withinaframeworkofculturaldiversityaswellas comparative and interdisciplinary analysis.	PO4,PO5,PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literarytraditions.	PO3,PO8
TextBooks(LatestEditions)		
1.	Márquez,GabrielGarcía.A <i>VeryOldManwithEnormousWings</i> .2014.	
2.	Neruda,Pablo. <i>ThePoetryofPabloNeruda</i> .Farrar,StrausandGiroux,2015.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Angelou,Maya. <i>TheCompletePoetry</i> .RandomHouse,2015.	
2.	Benjamin,Walter,andMartinJay. <i>UnpackingMyLibrary</i> .2010.	
3.	Bercovici,Konrad. <i>TheStoryoftheGypsies</i> .PicklePartnersPublishing,2017.	
4.	Bolton,David. <i>ThePotofGoldbyPlautus</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). In <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .

Mapping with Programme Outcomes:

	PO1	PO 2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both the academic settings and work contexts.									
LO5	To enhance competence in humanities that include the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
I	George Yule- <i>Introduction to Study of Language</i> Ralph Fasold & Jeff Connor-Linton: <i>An Introduction to Language and Linguistics</i>									

II	DavidHolmes -TheoryofCommunication–From <i>Communication Theory</i> Alfred Solomonick - General Semiotics - From <i>The Theory of General Semiotics</i> <i>Linguistics, Sign, Language&Culture</i> <i>Language &Writing</i> .	
III	FerdinandDeSaussure- <i>IntroductiontoSaussurianStructuralism – Course in Linguistics</i> Daniel Jones - <i>Introductionto Phonology&Morphology – (Gimson’s Pronunciation of English)</i> NoamChomsky- <i>Syntax&Semantics from SyntacticStructures</i>	
IV	PeterRoach:ComputinginLinguistics&Phonetics-Introductory Reading.	
V	F.T.Wood-LinguisticChanges-EnglishLanguageVarieties- Idiolect, Dialect, Pidgin & Creole Tej K. Bhatia, William C. Ritchie Editor(s): - Bilingualism / Multilingualism – <i>The Handbook of Bilingualism and Multilingualism</i> AlexanderClark,ChrisFox,andShalomLappin-NaturalLearningProcess – <i>The Handbookof ComputationalLinguisticsandNaturalLanguage Processing</i>	
	TEXTS AkamajianA.,R.A.Demers&MHarnish- <i>Linguistics:AnIntroductionof Language & Communication</i> Bloomfield- <i>Language</i> D.Bolinger: <i>StructuralAspectsofLanguageChange</i> FerdinandDeSaussure - <i>CourseinGeneral Linguistics</i> RajendMesthrie&RakeshM.Bhatt: <i>TheStudyofNewLinguistic Varieties</i>	
CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Beabletoanalyzeawiderangeof problems relatingto linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projectsinvolving the gatheringandsystematizingofasubstantial amountofinformation	PO1,PO2
CO3	Communicatetheresultsofindependent research andgain mastery of advanced linguisticterminology	PO4,PO6
CO4	Communicateaboutacademicissuesrelated to languagesand linguistics, both with specialists and the general public.	PO4, PO5,PO6

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

Mapping with Programme Outcomes:

	PO1	PO2	PO 3	PO4	PO 5	PO6	PO7	PO 8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

SemIV (1to be opted) ELECTIVE 4	NME1.MythandLiterature
	NME2.Filmand Literature
	NME3.EnglishTeachingMethodsandMaterials
	NME4.Translation:BasicConceptsandPractice.

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
LearningObjectives										
LO1	Tohelp studentsat theoriginand sources ofmyths in literature.									
LO2	Providethem with auniqueapproach of interpretingcritical analysis that has givenrisetoa needof understandingthe concept'Myth'inrelation toman's life									
LO3	GetanIn-depthstudyof thetheoreticalapproaches									
LO4	Helpthemgaininsighttomyth,ritual,philosophy,methodsandcontemporary issuesinreligiousstudiesfromancienttimestomoderntimes									
LO5	Helpthemtounderstandthedefinitionofsymbolismwithitsdifferenttypes anddimensions.									
UNIT	Details									
I	IntroductiontoMyth/Mythology-SourcesofIndianmythology-Typesofstoryand itsrelationtomyth-Myth-makingstageandmyth-usingstage									
II	TedHughesSelectionsfromTalesfrom Ovid i)Creation;FourAges;Flood;Lycaon ii)The Rape of Proserpina iii) BirthofHercules-EchoandNarcissus iv) Pyramusand Thisbe <u>MrsMidas</u> ‘(Poem)-CarolAnnDuffy									
III	GeneralideaofVedic,EpicandPuranicMythology									
IV	Symbolism:RoleofSymbolsinmyths,SymbolsrelatedtoSacrificeandother 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)									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
Text Books (Latest Editions)		
1.	Bauman, Richard. A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. An Introduction to James Teit, @ Tradition of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.	
2.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819):203-222.	
Web Resources		
1.	Bascom, William. A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2– Medium, 1-Low

Mapping with Programme Specific Outcomes:

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

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COURSE OUTCOMES		
Course Outcomes	On completion of this course, students will;	
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize with the interdependence of the two art forms that collectively and individually represent, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6
CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6

CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8
TextBooks(LatestEditions)		
1.	Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.	
2.	Nichols Bill(ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.	
3.	Bill Nichols(ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books, 1990. Print.	
2.	Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederick Ungar, 1982, 93- 99. Print	
Web Resources		
1.	<i>(PDF) Film and Literature (researchgate.net)</i>	

MappingwithProgramme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

MappingwithProgrammeSpecificOutcomes:

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

SECOND YEAR-SEMESTER IV

NME3–ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE)

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
LearningObjectives										
LO1	Toenablelearners getan overviewoftheplaceof EnglishinIndia.									
LO2	Helpthemunderstand thepositionofEnglishinthe post–independenceperiod.									
LO3	Enablethemtointerpretandjustifytheplaceof EnglishinThreeLanguage formula.									
LO4	Help them gain insight into the unique and very important place of English in 21st century.									
LO5	HelpthemanalyzetheobjectivesofteachingEnglishatasecondlanguage(bothat elementary as well as secondary level).									
UNIT	Details									
I	Introduction-HistoricalBackgroundofEnglish In India									
II	English InPost – IndependentPeriod–TheThreeLanguage Formula									
III	EnglishIn21stCentury- ObjectivesOfTeachingEnglish									
IV	ObjectivesOfTeachingEnglishAt ElementaryLevel									
V	ObjectivesOfTeachingEnglishAt SecondaryLevel									
Course Outcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Learn aboutthethodsandmaterialsofteaching ESL								PO1	
CO2	Learn about some of the strategies and techniques used to address specific language skills								PO1, PO2	

CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	PO4, PO6
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	PO4, PO5, PO6
CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	PO3, PO8

Text Books (Latest Editions)

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

**References Books
(Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)**

1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9(1), 17-22. Available At: Http://Llt.Msu.Edu Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children's Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
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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 .
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Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

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

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

SECOND YEAR-SEMESTER IV
NME4–TRANSLATION: BASIC CONCEPTS AND PRACTICE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
LEARNING OBJECTIVES										
LO1	To enable learners get an overview of translation concepts									
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.									
LO3	Gain exposure to some basic concepts related to Translation.									
LO4	Familiarize with some Important Institutions of Translation and their contributions									
LO5	Help learners get a knowledge on Translation Studies									
UNIT	Details									
I	Origin and Development of Translation in Global perspective									
II	Origin and Development of Translation and its Present Scenario.									
III	Important Institutions of Translation (some important Translators and their works)									
IV	Basics of Translation and Translation Studies – An Introduction									
V	Objectives and Importance of Translation									
COURSE OUTCOMES										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to explain the growth and development of Translation and some basic concepts related to it.								PO1	

CO2	Be ready to discuss and define Translation Studies.	PO1, PO2
CO3	Familiarize and learn about the different types of books and the need for their translation.	PO4, PO6
CO4	Gain exposure to the field of translation studies and explore the dynamics of the field.	PO4, PO5, PO6
CO5	Learn about the use of translation and the methods of assessing the written concepts of translation.	PO3, PO8
TextBooks(LatestEditions)		
1.	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York	
2.	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia	
3.	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.	
ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)		
1.	Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York	
WebResources		
1.	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment-Federal University of Technology- Paraná. Curitiba. 2015.
Web Resources	
1.	<i>English language skills for the future Cambridge English</i>

Mapping with Programme Outcomes:

	PO1	PO 2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

THRID YEAR - SEMESTER V
COREIX-AUTHORSINFOCUS

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Tohelp learners gain knowledgeof authorsofvarious backgrounds.									
LO2	Toenablethemgainspecializedknowledge relatedtoworksofauthorsof national and international acclaim.									
LO3	Tofamiliarizethemwiththestyle,dictionandcoherenceofauthorsandtheir works.									
LO4	Toequipthemwiththeabilitytouse thisknowledgetoanalyze problemsin both other academic settings and work contexts.									
LO5	Toenhancetheirabilitytothinkhistoricallyandanalyticallyaboutpeople, language, literature, culture and society.									
UNIT	Details									
I	Aristotle-Lifeandworks. Introduction <i>DeAnima</i> (OntheSoul)-BooksI-III-Pages1-49 “Poetics”- Chapters 1-5									
II	CharlesDickens -Life&Works Introduction <i>DavidCopperfield</i> <i>Christmas Carols</i>									
III	RabindranathTagore - Life& Works “Gitanjali”-Introduction									
IV	JaneAusten- Life& Works <i>SenseandSensibility</i>									
V	Dignifyingscience:stories aboutwomen scientists/ written byJimOttaviani and illustratedbyDonna Barr...[etal.].									
Course Outcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts								PO 1	
CO2	Integrateknowledgeofthediversityofcultures and peoples								PO1, PO2	

CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.	PO3, PO8

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	"About the Authors." <i>Beyond Performance</i> , John Wiley & Sons, Inc., 2015, pp. 269–70, http://dx.doi.org/10.1002/9781119202455.about .
2.	<i>Dignifying science: stories about women scientists</i> /written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412
3.	https://antilogicalism.com/wp-content/uploads/2016/12/aristotle_anima_final.pdf
4.	https://homepages.hass.rpi.edu/ruiz/AdvancedIntegratedArts/ReadingsAIA/Aristotle%20Poetics.pdf
5.	https://classics.mit.edu/Aristotle/poetics.mb.txt
	https://www.amazon.in/Dignifying-Science-Stories-About-Scientists-

6.	ebook/dp/B01IDP4MPC https://oceanofpdf.com/authors/jim-ottaviani/pdf-dignifying-science-stories-about-women-scientists-download/
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Mapping with Programme Outcomes:

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

3– Strong, 2 –Medium, 1 – Low

II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar-WorthFourCrores(Give,Eat&Live) On Reading Haiku – Elizabeth Searle Lamb Rupi Kaur-TheHealing (Milk & Honey)
III	Virginia Woolf - A Room Of One's Own. https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-e.html Clarissa Pinkola Estés - Women Who Run With Wolves https://islingtonpeoplestheatre.co.uk/site/assets/files/1194/women_who_run_with_the_wolves_estes_clarissa_z-lib_org.pdf
IV	Kate Chopin– Awakening https://pages.pomona.edu/~vis04747/h21/readings/The_awakening.pdf Carol Churchill – Top Girls
V	Aphra Behn– Oroonoko https://web.english.upenn.edu/~cavitch/pdf-library/Behn_Oroonoko.pdf L. M. Montgomery - Anne of Green Gables https://www.argentina.gob.ar/sites/default/files/anne_of_the_green_gables_montgomery.pdf Louisa May Alcott - Little Women https://ieltsdaily.ir/static/downloads/LITTLE%20WOMEN.pdf Sandra Cisneros - The House on Mango Street https://cdnsm5ss3.sharpschool.com/UserFiles/Servers/Server_4204286/Image/Grade9%20HouseOnMango.pdf Margaret Atwood – Surfacing https://books.google.gm/books?id=P5FO1jg9kHwC&printsec=frontcover&source=gbv&v=onepage&q&f=false

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.	PO1
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	PO1, PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4, PO5, PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3

CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weightedpercentageof CourseContribution to POs	3.0	3.0	3.0	2.8	3.0

THIRDYEAR-SEMESTER V
CORE XI – INDIANWRITINGINTRANSLATION

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Tointroducethestudentstothe polyphony of modern Indian writing in translation									
LO2	Tomakethemunderstandthemultifacetednature of cultural identities in the various Indian literatures through indigenous literary traditions.									
LO3	Tocompare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.									
LO4	Toexplore images in literary productions that express the writers sense of their society.									
LO5	Toencourage the studentstoexplore texts outside of the suggested reading liststo realize the immense treasure trove of translated Indian literary works.									
UNIT	Details									
I	Kalidasa-The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal- <i>The Book of Vanci</i> . – Silappathikaaram Book 3 Tr.R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A. K. Ramanujam									
II	Where The Mind Is Without Fear, Gitanjali , Far Below Flowed Jumna, Fruit Gathering , Song 85 - The Gardener .							ALL by TAGORE		
	Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel- The Railway Clerk. A. K. Ramanujam - The Striders Arun Kolatkar - An Old Woman									
III	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6-Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri									
IV	Badal Sircar-Evam Indrajit Girish Karnad – Tughlaq									
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning</i> , M.C.C., <i>Before the Examinations</i> from Swami & His Friends – R. K. Narayan Arjun-Sunil Gangopadhyay									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscape to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary production that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representation of history, class, and gender in modern Indian writing in translation	PO3, PO8
Text Books (Latest Editions)		
1.	Modern Indian Writing in Translation, Edited by Dhyanjay Kapse, 2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000	
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019	
Web Resources		
1.	Modern Indian Writing in Translation-Course (nptel.ac.in).	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
COREXII-PROJECT VIVA-VOCE

Project Viva-Voce Examination

- Internal: 50 Marks (by the Internal Examiner)
- External: 50 Marks (by the External Examiner)
- Individual/Group project report of minimum 30 pages should be submitted.

NON-MANDATORY ELECTIVE PAPER-I - ENGLISH FOR COMPETITIVE EXAMINATIONS

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
	NME	Y	Y	-	-	3	5	25	75	100	
LearningObjectives											
LO1	Todevelopthestudentsintellectual, personalandprofessionalabilities.										
LO2	Toacquirebasiclanguageskillslistening, speaking, readingandwritingfor effective communication.										
LO3	Todevelop confidenceingettingjobopportunities.										
LO4	Toprovideawarenesstothestudentsaboutthevarioustypesofjobs offered in both in the Central and State Government.										
LO5	Todevelopcompetitiveskillsthroughvarioustypesofobjectivetests.										
UNIT	Details										
I	ReadingComprehension,										
II	ExpansionofProverbs, EssayWriting.										
III	SpottheErrors										
IV	Homonyms, IdiomsandPhrases, Jumbled Sentences,										
V	Determiners, KindsofSentences(Assertive, Imperative, Interrogativeand Exclamatory), Punctuation, CV Writing andCover letter.										
ThecourseoutcomeisbasedontheLearningObjectives. Eachcourseobjectivewillhavea course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There willbe equal number of Learning Objectives and Courseoutcomes.											
Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference. Each course outcome should be mapped with the POs.											
Themappingof eachCOcanbedonewithanynumberofPOs.											
Course Outcomes											
Course Outcomes	Oncompletion ofthiscourse, studentswill;										
CO1	GainknowledgeofEnglishlanguageto cethechallengesinCompetitiveExaminations.								fa	PO1	
CO2	Acquireskillsinvocabularyusageand grammar.								PO1,PO2		
CO3	Acquireskills logicalreasoning,								in	PO4,PO6	

	question error analysis and correct usage of words.	qu
CO4	Build confidence in getting job opportunities.	PO4, PO5, PO6
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8
Text Books (Latest Editions)		
1.	English for Competitive Examinations - R.P. Bhatnagar & Rajal Bhargava	
2.	Remedial Grammar - F.T. Wood	

MappingwithProgramme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3-Strong,2-Medium,1-Low Mapping

with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE PAPER-II-INTRODUCTION TO COMPARITIVE LITERATURE

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

Learning Objectives

LO1	Toattainabroadknowledgeofvariousliterarytraditionsbothintheir specificity and interrelation.	
LO2	Tointerpretaliterarytextorotherculturalartifactinanon-nativetarget language and to develop advanced skills in order to compare textsfromvarietyofdifferent traditions,genres,periodsand areas.	
LO3	Tocultivateacomplex,transdisciplinaryunderstandingandappreciationof literary texts from a variety of different traditions, genres,periods,andareas.	
LO4	Todeveloptheskillstomoveamongandbetweendiversecultures,includingon- site research and travel abroad as means of participation in cultural.	
LO5	Toenablethestudentstoproducesophisticatedoralandwritten argumentations on literary and cultural topics in comparativecontexts.	
UNIT	Details	
I	DefinitionandScope,NationalLiterature,ComparativeLiterature,General Literature, World Literature, TheFrench and American Schools of Comparative Literature.	
II	InfluenceandImitation-PeriodizationMovement,GenreStudies,Thematology	
III	Literatureandotherdisciplines,Literatureandother Arts	
IV	ComparativeStudyofShelleyandBharathi,SelectedpoemsofShelley- <i>Odeto Libert,QueenMab,Love'sPhilosophy</i> . SelectedpoemsofSubramaniya Bharathi - <i>BharathCountry, WorshipofSun,KannanMyServant</i> .	
V	ComparativestudyofVairamuthu's <i>KallikattuIthikasam</i> andErnest Hemingway's ' <i>The Old Man and the Sea</i> '	
ThecourseoutcomeisbasedontheLearningObjectives.Eachcourse objectivewillhavea course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.		
Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Each course outcome should be mapped with the POs.		
Themappingof eachCOcanbedonewithanynumberofPOs.		
Course Outcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments,politicaldiscourse,popularculture,audio, etc.)	PO1

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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
Weightedpercentageof CourseContribution to Pos	3.0	3.0	3.0	3.0	3.0

NON-MANDATORY ELECTIVE PAPER –III–FUNDAMENTALS OF ACADEMIC WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain broad knowledge.									
LO2	To understand various styles of sentence pattern.									
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the student to learn copy-editing.									
UNIT	Details									
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.									
II	Sentence Skills-Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.									
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)									
IV	Structuring Essays-Introduction; development of body; conclusion; description, narration, exposition; argumentation.									
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.										
The mapping of each CO can be done with any number of POs. Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	To design the process writing								PO1	
CO2	To express sentence skills.								PO1, PO2	
CO3	To structure and develop paragraphs through								PO4, PO6	

	techniques	
CO4	To compose academic essays	PO4, PO5, PO6
CO5	To distinguish between content editing and substantive editing.	PO3, PO8
Text Books (Latest Editions)		
1.	Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan	
2.	Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: McGraw Hill.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London: Routledge.	
2.	Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London: Routledge Falmer.	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2–Medium, 1–Low Mapping

with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15

CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.	PO1
CO2	Students would be able to inculcate the knowledge of growth of print, electronic and web	PO1, PO2
CO3	Students would be able to understand the significance of speech communication.	PO4, PO6
CO4	Students explore journals.	PO4, PO5, PO6
CO5	Students would find research gaps.	PO3, PO8

Text Books (Latest Editions)

1.	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.
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Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2–Medium, 1–Low Mapping

with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE PAPER –V- FILM STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	Aims to train student to decode the visual messages imparted by movies.									
LO2	To amplify their impacts.									
LO3	To train the student to read the films they watch, both as an aesthetic work and as politically motivated.									
LO4	To enable the learner to use various methods.									
LO5	To learn enough on the method of evaluating contemporary Indian mainstream cinema with World Cinema as well as Indian Classics.									
UNIT	Details									
I	Introduction, Filmic Visual: Mise-en-Sceneism.									
II	Screenwriting, One-line, plot, characterization, one-line scene 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									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.										
The mapping of each CO can be done with any number of POs.										
	Course Outcomes									
Course Outcomes	On completion of this course, students will;									
CO1	Students discuss the aspects of Cinema.								PO1	
CO2	Students analyze the aesthetics as well as the politics in films.								PO1, PO2	
CO3	Students read and review films,								PO4, PO6	
CO4	Students develop an understanding of contemporary aesthetic trends in political, social, cultural and philosophical context								PO4, PO5, PO6	

CO5	Writefilmscripts andreviews.	PO3,PO8
TextBooks(LatestEditions)		
1.	Monaco,James <i>HowtoReadaFilm</i> 5thed.OUP,2005.	
2.	Bordwell,DavidandThompson,Kristin, <i>FilmArt:anIntroduction</i> ,7thed. McGraw-HillCo., 2004.	
3.	Cook,David A., <i>AHistoryofNarrativeFilm</i> , 4thed. W.W.Norton, 2004.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Kawin,Bruce, <i>HowMoviesWork</i> .UniversityofCaliforniaPress,1992.	
2.	Nelken,Jill, <i>IntroductiontoFilmStudies</i> ,5thed.Routledge,2011.	
3.	Feild,Syd, <i>Screenplay:TheFoundationsofScreenwriting</i> .RHUS,2005.	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

INTERNSHIP

Internship

- Internship should be completed in the V Semester.
- Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
- The Internship should cover a minimum period of 40 hours.
- The organization/firm, hosting the intern should certify that the intern has completed the requirements.
- The student should submit a 20-25 page report on daily activities and skills acquired at the end of the internship.
- The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.

	Truth and Power – Power and Knowledge/What is an Author? – Michael Foucault (Pg. 109 – 133)	
IV	Post-Colonial Studies Passive Resistance and Education – Mahatma Gandhi (Pg. 88–106) The Scope Of Orientalism (Pg. 29-110) Edward said	
V	Indian Literature – Definition of category in Theory of Class, Nations, Literature (Pg. 243-285) – Aijaz Ahmad	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories	PO1
CO2	Demonstrate an understanding of key concepts in literary Theory	PO1, PO2
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.	PO4, PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4, PO5, PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3, PO8
Text Books (Latest Editions)		
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017	
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A. G. George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015	
2.	S. Ramaswami The English Critical Tradition. Macmillan India Limited, 2015	
3.	D. J. Enright & E. D. English Critical Texts, eds D. J. Enright & E. D. Kolkata: Oxford University Press, Chickera, 2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/engl795 .	

Mapping with Programme Outcomes:

LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.	
LO3	To help them engage in imagination, critical inquiry and self-reflection	
LO4	To help them explore significant texts from diverse cultures and people in history	
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.	
UNIT	Details	
I	Nigel Hamilton-Biography: A Brief History James Boswell -Chapter IX-The Dictionary- Life of Johnson.	
II	Anne Frank-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. Narayan-My Days. Salim Ali -The Fall Of A Sparrow	
IV	Tom Alter-The Man Who Made The Elephant Dance. R.K.Laxman - The Tunnel Of Time	
V	Jeff Kinney-Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love https://www.pdfdrive.to/filedownload/eat-pray-love-one-womans-search-for-everything-across-italy-india-and-indonesia-5	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4, PO6

CO4	Connectbiographicalandautobiographicaltextsto their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examinetherolesthatargument,rhetoric,fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
TextBooks (Latest Editions)		
1.	<i>KnotsinMyYo-yoString:TheAutobiographyofaKid</i> byJerrySpinelli.AlfredA. Knopf, 1998.	
2.	<i>ItCameFromOhio!MyLifeasaWriter</i> byR.L.Stine. Scholastic Paperbacks,1998.	
3.	AutobiographybyLindaAnderson 2010, Routledge.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)		
1.	<i>HenryFord(RookieBiographies)</i> byWilMara.Children"sPress,2004.	
2.	<i>AmeliaEarhart(GraphicBiography)</i> bySaddlebackEducational Publishing, 2008.	
3.	<i>APicture Bookof Harriet Tubman</i> byDavid A.Adler. HolidayHouseInc.,1993.	
WebResources		
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp	

MappingwithProgrammeOutcomes:

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

3– Strong, 2– Medium, 1 -Low

	Characters of Shakespeare – L.A. Rowse	
III	30-Second Shakespeare- Tales from Shakespeare– Ros Barber & Mary Rylance	
IV	Detailed- Merchant of Venice Detailed- Julius Caesar Non-detailed- Macbeth Non-Detailed- Tempest.	VERITY EDITION
V	Wilson Knight - <i>The Wheel Of Fire</i> . Akram Hossain- <i>An Approach To Shakespeare Scholarship And Criticism</i> Neema Parvini- <i>Shakespeare and Contemporary Theory- New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> – Stephen Greenblatt	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical, cultural and political context of the plays discussed	PO1
CO2	Show evidence of wider reading and knowledge of Shakespeare scholarship.	PO1, PO2
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view	PO4, PO6
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.	PO4, PO5, PO6
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8
Text Books (Latest Editions)		
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." in <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.	
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996	
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS.	

3.	Jackson,Russell.“AShootingScriptfortheReinhardt-DieterleDream:theWar with the Amazons, Bottom’s Wife, and other Missing „Scenes.“” <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998)
WebResources	
1.	<u>Reinhardt,Maxand WilliamDieterle</u> . (1935):VHS, laserdisc

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Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM3–LITERARYCRITICISM

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	To Introduce learner to the basics of Literary Criticism									
LO2	To enable learner to widen their knowledge of literary texts and focus on their importance									
LO3	To empower learner to write a critical appreciation									
LO4	To inculcate the mind towards creative writing, appreciation, critical thinking and critical analysis									
LO5	To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews									
UNIT	Details									
I	Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero from Poetics– Aristotle (Original)									
II	Preface to Lyrical Ballads- The Romantic Creed, Definition of Poetry, Diction & Language – William Wordsworth Fancy and Imagination, Poetic Genius– S.T. Coleridge									
III	The Concept of Poetry- Defence of Poetry– Shelley Classicism, Touchstone Theory, Grand Style, High Seriousness etc., Matthew Arnold									
IV	Indian Aesthetics, Movements and Concepts– An Introduction to Indian Aesthetics – Mini Chandran & V.S. Sreenath Tinai– Nirmal Selvomony Rasa, Dhvani, Alankara– A handbook of the Indian Aesthetics– Prof. Dr. Ami Upadhyay All “isms,”– “isms & ologies” Arthur Goldwag Object Correlative, Negative Capability– T.S. Eliot– John Keats Seven Types of Ambiguity – William Empson									
V	PRACTICAL CRITICISM– Peck J. & Coyle M (Palgrave) Poem: William Blake - Tyger . Prose: GK. Chesterton - Running After one's Hat Drama: G.B. Shaw- Apple Cart Short Story: Katherine Mansfield- A Cup of Tea									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning.								PO1	

CO2	Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;	PO1, PO2
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CO3	Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;	PO4, PO6
CO4	Recognize the need for, and prepare to engage in lifelong learning.	PO4, PO5, PO6
CO5	Demonstrate a service orientation in one's profession;	PO3, PO8
Text Books (Latest Editions)		
1.	Dobie, Ann B. (2009). <i>Theory into Practice: An Intro to Literary Criticism</i> . Australia: Wadsworth Cengage Learning.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Fry, Paul H. (2013). <i>Theory of Literature</i> . New Haven: Yale University Press.	
2.	Habib, M. R. (2011). <i>A History of Literary Criticism: From Plato to Present</i> . UK: Wiley-Blackwell Publishing.	
Web Resources		
1.	https://owl.english.purdue.edu/owl/owlprint/72	
2.	2/ http://editorskylar.com/litcrit.html	

Mapping with Programme Outcomes:

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

3– Strong, 2– Medium, 1 -Low

	TheNewWave:Truffaut,Godard,Chabrol,Rohmer,Rivette James Monaco ThirdCinema/ IndianCinema –YvesThoroal AsianCinemas-RoutledgeHandbookOfAsianTheatre	
III	CASE STUDIES Fran�oisRolandTruffaut-The400BlowsKenKesey- One flew over the Cuckoo’s nest AlfredHitchcock-Vertigo Niki Caro - Mulan RonClements– Moana AdaptingNovelsintoFilms:ThreeCaseStudiesHardcover–byRaghuRam Bandi	
IV	Federico Fellini - 8 and Half AndreiTarkovsky-TheMirror Ousmane Semb��ne - Guelwaar KimKiDuk-Spring,Summer,Fall,Winter...Spring Adoor Gopalakrishnan - Elippathaayam.	
V	Scriptwritingfor Film,TelevisionandNewMedia -AlanC.Hueth	
Course Outcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Analyzeculturalmeaningsin films;	PO1
CO2	Compareandcontrastdifferentculturalconcepts in films;	PO1, PO2
CO3	Analyzeandcriticizethesimilaritiesanddifferencesin culturalimagination.	PO4, PO6
CO4	Get familiarized with different thematic comparisons of films on topics including cityand its subjectivity, gender and politics, comedy and tragedy.	PO4, PO5, PO6
CO5	Identifyandexaminecriticalandculturaltheories	PO3, PO8
TextBooks(LatestEditions)		
1.	JamesGoodwin,AkiraKurosawaandIntertextualCinema,Baltimore:Johns Hopkins University Press, 1994..	
2.	FilmTheory&Criticism: IntroductoryReadings-LeoBraudy,MarshallCohen	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	LloydMichaels,ed., IngmarBergman’s Persona,Cambridge: Cambridge University Press, 2000.	
2.	MitsuhiroYoshimoto,Kurosawa:FilmStudiesandJapaneseCinema,Durham, NC: Duke University Press, 2000	
WebResources		

1.	TRA_3238_20200604.pdf(ln.edu.hk)
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MappingwithProgramme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR-SEMESTER VI
CNM5–MEDIA, COMMUNICATION & PUBLICATION

CINEMA MEDIA, COMMUNICATION & EDUCATION										
SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Toenablestudentstounderstandtheoreticalconceptsrrelatedtosocialmediaas a form of communication.									
LO2	ToenablestudentstogainananalyticalinsightintoresearchframeworkinSocial Media									
LO3	Toenablestudentstounderstandaudiencesandusagepatternsofsocialmedia in communication studies									
LO4	Toenablestudentstodefineandrelatetobasicsofallformsofmediaandto recognize new media as a way of life									
LO5	Toenable studentsto identifyvariedforms ofnewmediacommunication									
UNIT	Details									
I	IntroductiontoMassCommunication–MassCommunication–KevalJ. Kumar 5 th Edition Globalisation,Forms–ASocialHistoryoftheMediafromGutenbergto Internet- Asa Briggs & Peter Burke STUDENTS’PRESENTATION CaseStudyon CurrentIssues, StreetPlays,Posters andPamphlets etc.,									
II	Advertisements–Media,Technology&Society–BrianWinston Ethics – Ethics in Advertising – Snyder Wally HowToCreateAdvertisementsandStoryboards–EthicsinAdvertising– Snyder Wally STUDENTS’PRESENTATION Jingles,Taglines-VisualAdvertisements									
III	Scriptwriting-TVandRadio,NewsReports,Editorials–SavetheCat– Blake Snyder STUDENTS’PRESENTATION Editing–Articles Review Writing									
IV	CyberMediaandSocialMedia–CyberMediaJournalism–Jagdish Chakravarthy HistoryOf Cyber Media TypesAndImpactof SocialCyber Media.									
V	INTERNSHIPINTHERELEVANTFIELDFOR FIFTEENDAYS									
Course Outcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Comprehendtheoreticalconceptsrrelatedtosocialmedia as a form of communication.								PO1	
CO2	Applytheoreticalconceptsintheresearchframe work.								PO1, PO2	
CO3	Beabletoanalyzeaudienceusagepatternsof varied socialmediaapplications.								PO4, PO6	

CO4	Getfamiliarizedwithdifferentthematiccomparisonsof media,communicationandpublication.	PO4, PO5, PO6
CO5	Identifyandexaminevariousbackgroundtheories relatedtothethreeconcepts.	PO3, PO8
TextBooks(LatestEditions)		
1.	TheSocialMediaBible byLonSafkoandDavidBrake2009,Publisher: John	
2.	Wiley&Sons..McQuail'sMassCommunicationTheory,2010,PublishedbySage Publications.	
3.	HandbookOfJournalism And Mass Communication OfWriting– V.S. Gupta &Vir BalaAggarwal	
4.	OnWriting–Stephen King	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)		
1.	RobertFine,TheBigBookofSocialMedia:CaseStudies,Stories,Perspectives 2010. Publisher :Yorkshire Publishing	
2.	FrankWebster, Theories ofInformation Society,2002, PublishedbyRoutledge.	
WebResources		
1.	MediaandCommunication Peer-reviewedOpenAccessJournal (cogitatiopress.com)	

MappingwithProgramme Outcomes:

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

3– Strong, 2– Medium,1 -Low

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
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	B. (2011) Anomalous Finites–English Grammar Without Tears- Vishwanathan Nair & Chandrika A Subject/Verb Agreement in Sentences- The Blue Book of Grammar and Punctuation Book by Jane Straus and Lester Kaufman Degrees of Comparison- Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi	
V	Reordering of Jumbled Sentences–Wren & Martin/ Raymond Murphy Error Correction – Remedial English Grammar for Foreign Students Note Making- Paragraph and Essay Writing- Paragraph Editing (Grammar Correction only)–Academic Writing from Paragraph to Essay–Dorothy E. Zemach & Lisa A Rumisek PRACTICAL WORK * Translate From Tamil To English Vice-Versa * Teaching Grammar in College for I Year Students under Supervision of Class in Charges.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the basic grammar structures of English language.	PO1
CO2	Understand the nuances for A perfect essay for competitive exam.	PO1, PO2
CO3	Develop their critical thinking, reading and writing skills..	PO4, PO6
CO4	Understand the appropriate Language and format associated with a formal letter.	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3, PO8
Text Books (Latest Editions)		
1.	High School English Grammar and Composition, Wren & Martin, Revised Edition, S. Chand Publishing.	
2.	English Grammar and Composition, Rajendra Pal & Prem Lata Suri, S. Chand Publishing.	
3.	The Oxford Handbook of English Grammar Bas Aarts (ed.), Jill Bowie (ed.), Gergana Popova (ed.)	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dr. R. S. Aggarwal, Objective General English, S. Chand Publishing. 2014	
2.	L. S. Deshpande. Modern English Grammar,, Abhay Pub. Nanded. 2017	

3.	Hornby, AS (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford: Oxford University Press.
Web Resources	
1.	Grammar for Improving Composition Skills Open Resources for English Language Teaching (ORELT) Portal (col.org)

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MappingwithProgramme Outcomes:

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

3–Strong,2–Medium,1-Low

MappingwithProgrammeSpecificOutcome:

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

1.	Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia Azam Hashmi International Journal of Applied Linguistics and English Literature (aiac.org.au)
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Mapping with Programme Outcomes:

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

3–Strong, 2 –Medium, 1 -Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR-SEMESTER VI
CNM8-CREATIVE WRITING

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.									
LO2	To help them write with clear expression and to specific purposes.									
LO3	To develop in them the ability to use formal, aesthetic, and rhetorical conventions within the discipline.									
LO4	To help in understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving.									
LO5	To guide in central subject matter that comes out of their own individual life experience and from imagination									
UNIT	Details									
I	The Art of Writing (Literary; Critical; Journalistic; Non-Literary; Theoretical; Scientific; Communicative)									
II	Types of Creative Writing – Prose, Poetry, Drama, Fiction On Writing: A Memoir of the Craft Paperback – 2 June 2020 by Stephen King									
III	Major Components of Creative Writing – Theme, Style, Form, Structure, and Vision – Practical Sessions - How To Research For Writing...									
IV	Significance of Grammar & Punctuation									
V	Importance of Re-Reading, Re-Writing; Self-Editing-Revision & Publication									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works								PO1	
CO2	Understand the importance of reading as part of a creative writer's development								PO1, PO2	
CO3	Engage analytically and critically with a range of literary and media texts								PO4, PO6	
CO4	Recognise how critical readings supplies writers with inspiration and ideas								PO4, PO5, PO6	
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting								PO3, PO8	
Text Books (Latest Editions)										

1.	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.
2.	Miller Thurston, C., DiPrince, D. (2006), Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Pearson, M., Wilson, H. (2009), Using Expressive Art to Work with Mind, Body and Emotions: Theory and Practice. London: Jessica Kingsley Publishers.
2.	Ramsay, G., Sweet, H. (2008), A Creative Guide to Exploring Your Life: Self-Reflection Using Photography, Art, and Writing. London: Jessica Kingsley Publishers
Web Resources	
1.	What is Creative Writing? An Introduction for Students Oxford Summer Courses

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR- SEMESTER VI
CNM9–ENGLISH AT WORKPLACE

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	TohelpstudentsheightentheirawarenessofcorrectusageofEnglishgrammar in writing and speaking									
LO2	ToimprovetheirspeakingabilityinEnglishbothintermsoffluencyand comprehensibility									
LO3	Toenhancetheiroralpresentations andreceivefeedbackontheirperformance									
LO4	Toincreasetheirreadingspeed andcomprehensionofacademicarticles									
LO5	Tohelpstrengthentheirabilitytowriteacademicpapers,essaysandsummaries using the process approach									
UNIT	Details									
I	Grammar Articles Punctuation,Capitalization,ContractionsandCollocations Parts of Speech; Tenses& Voice VerbFormationandConjugation ModalAuxillariesandModifiers ProofReadingInstitution/Company“sLiterature									
II	Cover Letters,Resume Good will Letters LettersofAppointment-Promotion-Confirmation-LettersOfResignation-Termination Of Services And Memos-Letters OfInvitations.									
III	Reportwriting RoutineAndSpecialReportsforManagerialDecisions Covering Events of The Institution / Company.									
IV	Content Writing ForTheWebsiteofTheInstitution/Company Writing Profiles WritingContent DesigningAndWritingContent ForNewsletters OfThe Institution/Company.									
V	Multi-Media And E-Correspondence ConductingResearchBeforePresentation Effective Ppt CommunicationDuringPpt.									
Course Outcomes										
Course Outcome s	Oncompletionofthiscourse,studentswill;									
CO1	Developreadingskills andreadingspeed								PO1	

UNIT	Details	
I	The Court of Muhammad Bin Tughlaq – Ibn Batuta CityImprobable: WritingsonDelhi–KhuswantSingh AlBiruni:ChapterLXVIII,LXIV,LXV&LXVIININDIA–ALBiruni	
II	InnocentAbroadChapterVII,VIII,IX–MarkTwain TheMotorcycle Diaries:A JourneyAroundS.America–ErnestoCheGuevara	
III	CityofDJINN(Prologue,ChaptersI&II) –WilliamDarlymple From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan	
IV	MayYouBeTheMotherOfHundredSons:AJourneyAmongTheWomenOf India- Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller	
V	Eat,Pray,Love–ElizabethGilbert	
Course Outcomes		
Course Outcome s	Oncompletionofthiscourse,studentswill;	
CO1	Confidently,thoughtfullyandrespectfullyexpress their ideas to their peers	PO1
CO2	Shareworkingprogresswithpeers,givingand receiving constructive criticism	PO1, PO2
CO3	Gainawarenessofthenexusbetween reading and writing works of travel writing	PO4, PO6
CO4	Develop capacityto investigate contemporarytravelwritingcontexts(social,historical, political, cultural)	PO4, PO5, PO6
CO5	Reflectupontheirrown workinthecontextoftravelwritingby established writers	PO3, PO8
Text Books (Latest Editions)		
1.	PaulTheroux .TheTaoofTravel (HamishHamilton2011)	
2.	AndreaLoselle.TranslationsofOrientpaperbacks 2012	
3.	NarratingSelf &Other: HistoricalView,in TravelWriting: TheSelf &TheOther –BaltonCasey	
4.	TravelWritings:A CriticalExplorations–Jusitind.Edwards&RuneGrauland	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)		
1.	MichaelCaesar.ComparativeLiteratureVol.38No.1(Winter1986,pp106-108)	
2.	JamesGallantUtopianStudies,Vol.9,No2(1998) pp-234-244	

WebResources	
1.	Issue16- ShrutiDabhi.pdf

MappingwithProgramme Outcomes:

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

3–Strong,2–Medium,1-Low

MappingwithProgrammeSpecificOutcomes:

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

CO 5	3	2	3	3	3	3	3	2	2	3
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3- Strong, 2- Medium,1 -Low

MSU

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

MSU

The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles of communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8

Text Books (Latest Editions)

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE PAPER3–VI-WRITINGFOR THEWEB

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NM E	Y	Y	-	-	3	5	25	75	100

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

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

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

Mapping with Programme Outcomes:

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

3–Strong, 2 –Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NM E	Y	Y	-	-	3	5	25	75	100
LearningObjectives										
LO1	Tohelpthestudentstobeintroducedtodigital literacy									
LO2	Toelaborateondigitalvalues,language andculture									
LO3	Toexploredigital literacyintermsofinformation,identityand labelling									
LO4	Todiscusstecher"sengagementindigital literacy									
LO5	Toanalyzesocio-economicfactors indigital literacy									
UNIT	Details									
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information,SocialImpactofComputing,Communication,Collaboration, Ethics.									
II	Whataredigital literacy?ValuesofDigital Literacy,Digital Literacyinthe language classroom, Focus on language: print and texting literacies, Focusonconnections:personal,participatoryand intercultural literacy.									
III	Information Literacy,Media Literacy,Young People"s Identity EngagementwithTechnology,LabellingtheDigitalGenerations.									
IV	Teachers" Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skillsinthedigitalera,ChallengesforDigital LiteracyinEnglishCurriculum, Digital Literacyand DigitalLiterature.									
V	Socio-economicFactorsinDigital Literacy,Digital Literacyand Composition, DigitalDatabases.									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. Thebloomstaxonomyverbswill begivenasaseparateannexure foryourreference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcome s	Oncompletionofthiscourse,studentswill;									
CO1	Gainknowledgeofdigital literacy.								PO1	
CO2	Acquireskillsintext literacyandlanguage.								PO1, PO2	
CO3	Acquireskillsininformationdigital literacy.								PO4, PO6	
CO4	Buildconfidenceinusingdigital literacy.								PO4, PO5, PO6	
CO5	Awareof thevarious typessocio-economicfactors in digital literacy.								PO3, PO8	
TextBooks(LatestEditions)										
1	IntroductiontoDigital Literacy(2ndEdition)-Mark Bowles.									
2	PopularCulture,NewMediaandDigital LiteracyinEarlyChildhood– J.Marsh									
3	Digital Literacy:DifferentCultures,DifferentUnderstandings– E.Helsper.									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility – S. Livingston.
2.	Literacy: Reading the word and the word – P. Freire and P. Macedo.
3.	Media Literacy in Schools: Practice, Production and Progression – A. Burn and J. Durran.
4.	Digital Literacy for Learning – A. Martin and D. Madigan Changing Literacies – C. Lankshear.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE PAPER 5–VI-TECHNICAL WRITING

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NM E	Y	Y	-	-	3	5	25	75	100
LearningObjectives										
LO1	Tohelpthestudentstorecognizeandincorporate basicgrammar,mechanics,and sentencevarietyinwriting.									
LO2	Toenablethemtoanswerwithexplanationfor InterviewsfourbasicskillsinEnglish Listening,Speaking,Readingand Writing.									
LO3	Tohelp thestudents to develop anabilityto recognizemain ideaand supporting detailsinorderto improvecomprehensionand retentionofwritten information.									
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzingquantifiabledatadiscoveredbyresearching,andconstructingfinished professional workplace documents.									
LO5	Enablethestudentstoapplythestudyoflinguisticabilityandgrammarintheir practical life.									
UNIT	Details									
I	Languagesandskillsofcommunication-LinguisticTechniques-Languageacquisition -TheHistoryof English-Linguistics-ModernUsage.									
II	ReadingComprehension-English,Phonetics-OralPresentation- Communication-Barriersto Communication.									
III	Linguisticability–Listening-Paragraphwriting-Business Letter-NatureandScopeof Letters-Jobapplicationletters.									
IV	Technicaldescription-Preciswritingandapplication-speech-advertising.									
V	Telephoneskills-Reports									
ThecourseoutcomeisbasedontheLearningObjectives.Eachcourseobjectivewillhavea course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference. Each course outcome should be mapped with the POs. Themappingof eachCOcanbedonewithanynumberofPOs.										
Course Outcomes										
Course Outcome s	Oncompletionofthiscourse,studentswill;									
CO1	Toclearlyconveyspecializedinformationfromatechnical field to non-specialized audience.								PO1	
CO2	Findjobsfortheirlivelihoodbemotivatedfortheirfuture education.								PO1, PO2	
CO3	Applythestudyoflinguisticabilityandgrammarin their practical life.								PO4, PO6	
CO4	Understandprofessionalwritingbystudyingmanagement communication contexts and genres, researching contemporarybusinesstopics,analyzingquantifiabledata discovered by researching, and constructing finished professionalworkplacedocuments.								PO4, PO5, PO6	

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

3– Strong, 2– Medium, 1 -Low

NAANMUDHALVAN–SEMESTER-II

LIFE SKILLS FOR ENHANCEMENT

UNIT I-SOCIAL SKILLS

Self-Awareness

Discovering Self | My Strengths & Weaknesses | Self-Esteem and Its Importance | Overcoming Low Self-Esteem | Setting Goals for Self

Empathy

Stepping Into Other's Shoe | Mirror Game | Treat Others Respectfully | Let Us be Caring and Compassionate | The Comforters

Effective Communication

Understanding Basics of Communication | Enhancing Verbal Communication | Enhancing Non-Verbal Communication | Enhancing Listening Skills | Communicating Assertively

Interpersonal Relationship

Types of Relationships | My Relationship Web | I Can Appreciate | Relationship Recipe | Ending Relationship Constructively

UNIT II - THINKING SKILLS

Critical Thinking

Let Us Be Analytical | Enhancing Analytical Abilities | Factor Fiction | Applying Common Sense | Because...

Creative Thinking

New Ways to Do a Thing: Thinking Out of the Box | Approaching Problems Differently | Let Us Be Imaginative | In the Creative List | Space Travel

Decision Making

Making Informed Choices | Practising Making Decisions | I Can Decide! | Decision Making Wheel! | Ripple Effects of Decision Making

Problem Solving

Understanding the Process of Problem Solving | Problem Solving through Power Model | I Can Solve My Problems! | Barriers to Problem Solving | Solving Difficult Problems

UNIT III-EMOTIONAL SKILLS

CopingWithStress

AmIStressed?|WhatCausesStress?|Stress– Symptoms&Impact|

Stress-NegativeorPositive|StrategiestoOvercomeStress-StressManagement

CopingWithEmotions

AmIEmotional?|EmotionsCollage|CopingwithNegativeEmotions|HowCanI Manage Anger? | Managing Anger

UNITIV–CAREER SKILLS

ResumeSkills

i. ResumeSkills:PreparationandPresentation

Introductionofresumeaditsimportance|DifferencebetweenaCV,Resumeand Bio data| Essential components of a good resume

ii. Resumeskills:commonerrors

Commonerrorsinpreparingresume |Preparingagoodresumeconsideringall essential components

InterviewSkills

Meaning and types of interview (F2F, telephonic, video, etc.) | Dress Code, BackgroundResearch,Do'sandDon'ts|Situation,Task,ApproachandResponse(STAR Approach)forfacinganinterview|Interviewprocedure(opening, listeningskills,closure, etc.) | Important questions generally asked in a job interview (open and closedendedquestions)

GroupDiscussion

Meaningand methodsofGroupDiscussion|ProcedureofGroupDiscussion|Group Discussion- Simulation | Group Discussion - Common Errors

UNITV-CORPORATESKILLS

LeadershipSkills

Meaning|TraitsofLeadership|leadersvsManagers

Negotiation Skills

What isNegotiation?|WhyNegotiation?|TypesofNegotiation|ProcessofNegotiation| Improving negotiation Skills

ReferenceBooks:

1. Hariharan,S.andet al. *SoftSkills:LifeSkillsCommunicationSkillsEmployability Skills Corporate Skills*. MJP Publishers, 2010.
2. *CurriculumforLifeSkills(JeevanKaushal)*.UniversityGrantsCommission,2019.
3. *HandbookofActivitiesonLifeSkills*.AmericanIndiaFoundation,2018.

NAANMUDHALVAN–SEMESTERIII

EffectiveEnglishSkills

Unit1 **Listening**

DifferencebetweenHearingandListening, Barrierstolistening-Listeningasa
Process-ModesofListening,FactorsaffectingListening,Measuresto improve
Listening.

Unit2 **Speaking-I**

DescribingPeople,Places,EventsandThings,MakingaShortFormalSpeech,
Responding to Situations.

Unit3 **Speaking-II**

Introducing Oneself and Others, Greeting, Inviting, Accepting and Rejecting,
GivingSuggestions,Interviews,WelcomeAddress,PresidentialAddress,Voteof
Thanks

Unit4 **Reading**

Readingasaprocess–TypesofReading:SkimmingandScanning –SQ3R Technique –
Reading Comprehension

Unit5 **Writing**

WritingEssaysandArticles, WritingFormalandInformalLetters, WritingJob
Application Letters and Resumes: Job Application Letters, Writing a Resume

RecommendedBooks:

Parikh,J.P,et.al. *BusinessCommunication:BasicConceptsandSkills*. Orient BlackSwan,2011.

Mohan, KrishnaandMeeraBanerji. *DevelopingCommunicationSkills*. 2nded, Macmillan, 2011.

Sasikumar, V, et. al. *Oral Communication Skills*. Foundation Books, 2009.

Nihamathullah,A,et.al. *ACourseinSpokenEnglish*.PublicationsDivision,Manonmaniam
SundaranarUniversity, 2005.

WebSource

<https://en.wikipedia.org/wiki/SQ3R>

MSU

NAANMUDHALVAN–SEMESTERIV THE

ART OF STORYTELLING

UNIT I

UNDERSTANDING THE PURPOSE OF A NOVEL

The Big Question
Your Foundational Purpose
How a Novel Fulfills its Purpose

UNIT II

DRAWING INSPIRATION

Build on What Came Before
TV or Not TV
Music to Write By

UNIT III

FINDING YOUR VOICE

Literary Voices
Be Yourself
Stream of Consciousness

UNIT IV

ESTABLISHING YOUR MAIN CHARACTER

Creating Your Main Character
Consistency and Character Arcs
The Protagonist's Three Essentials

UNIT V

CRAFTING YOUR STORY

The Importance of Plot
The Seven Basic Plots
Set Design

REFERENCES:

1. Spaulding, Amy E. *The Art of Storytelling: Telling Truths Through Telling Stories*. Scarecrow Press, 2011.
2. Simmons, Annette. *The Story Factor: Inspiration, Influence, and Persuasion through the Art of Storytelling*. Basic Books, 2009.

COPYWRITING AND DIGITAL MARKETING

NAANMUTHALVAN – SEMESTER V

UNIT I

SEO and Copywriting to develop a company

- The Basics of SEO Copywriting
- Why Does Your Business Need SEO Copywriting?
- Optimizing Your Content with SEO Copywriting

UNIT II

“HOBOT” A Super Simple Secret Formula!

- A Beginner's Guide to Copywriting and SEO
- What is H.O.B.O, the Super Simple Secret Copywriting Formula?
- Effective Sales Approaches You Can Incorporate Into Your Sales Process

UNIT III

Online Marketing

- Internet Marketing for Growth
- Understanding Web Content
- Secrets to Selling with Emotional Content
- Psychological Triggers of Copywriting
- Search Engine Optimization – SEO

UNIT IV

Online Reputation Management

- Corporate Reputation and Image 1
- What is the Impact of Social Media on PR?
- Online Reputation Management
- Brand Reputation Management Strategies
- Building Corporate Reputation and Image

UNIT V

Digital Campaigns

- What is a Campaign?
- Marketing Campaign
- Digital Marketing Campaign
- SEO Campaign
- Social Media Campaign

Prescribed Text

1. *Content and Copywriting Secrets: Learn SEO Content Writing and How to Create a Compelling Promotional Content to Win More Clients.* Goldink Books, 2021.
2. Odameet al. *Digital Marketing: The New Rules of Digital Marketing. Digital Marketing Made Simple, Learn Latest Skills, Techniques and Strategies.* Litmux.com, 2018.

DigitalSkills

NAANMUDHALVAN-SEMESTERVI

UNIT-I:MSWord

Text Basics-Text Formattingandsavingfile-WorkingwithObjects-Header&Footers-Working with bullets and numbered lists-Tables-Printing.

UNIT- II:MSExcel

Introductionto Excel-Formatting excelworkbook-PerformCalculations -Sort and Filter Data with Excel-Crete Effective Charts to Present-Analyze Data Using Pivot Tables and Pivot Charts-Protecting and Sharing the work book-Use Macros to Automate Tasks-Proofing and Printing.

UNIT- III:MS PowerPoint

Setting Up PowerPoint Environment-Creating slidesand applying themes-Working with bullets andnumbering-Working with Objects-Using Smart Art and Tables-Animation and Slide Transition-Slide show option-Printing.

UNIT-IV:ChatGPT

Overview of using ChatGPT for nonfiction writing -Benefits of using ChatGPT for nonfiction authors -Setting up and getting started with ChatGPT-Generating Ideas and Planning Your Book -Using ChatGPT for idea generation -Planning your research with ChatGPT -SummarizingsourceswithChatGPT -Generatingtext passagesfromsources-Ensuringaccuracy and credibility of ChatGPT-generated research.

UNIT-V: ArtificialIntelligenceTools (AITools)

What is Generative AI?-How Does Generative AI Tool Work?-Comparison -Generative AI Tools-Best Generative AI Tools-ChatGPT-GPT-4-GitHubCopilot-AlphaCode- Bard-Cohere Generate-Claude-Synthesia-DALL-E 2-Descript-Type Studio-Designs.ai-HowCan Businesses Use Generative AI Tools?-Which Top Generative AI Tools Are Best?

PRESCRIBEDTEXT:

- Lambert,JoanandJoyceCox.MOSSStudyGuideforMicrosoft-Word,excel, PowerPoint, & Outlook. Online Training Solutions, Inc., 2011
- Williams, Sean A. ChatGPT for Writers: Unlocking the Power of Artificial Intelligenceto Enhance your Nonfiction Writing Process, 2023.
- <https://www.geeksforgeeks.org/top-generative-ai-tools/>