ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN

PALANI

(AUTONOMOUS)

RE-ACCREDITED WITH B++ GRADE BY NAAC

(Affiliated to Mother Teresa Women's University, Kodaikanal)

PG AND RESEARCH DEPARTMENT OF ENGLISH

SYLLABI

FOR

PART - II ENGLISH

B.A., ENGLISH

EXTRA-CREDIT COURSES

&

VALUE-ADDED COURSES

UNDER

CHOICE BASED CREDIT SYSTEM

2023 – 2024 ONWARDS

SYLLABI PRESCRIBED BY,

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,

CHENNAI – 600 005

Preamble:

The Department of English is one of the earliest to be established by Arulmigu Palaniandavar Arts College for Women in 1970. It has made its foray into Postgraduate education in 2006 and attained the status of Research Department by introducing the M.Phil., Degree Programme in 2007. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society. Every subsequent curriculum revision has been premised on the assumption that society requires students who will serve as its mind, heart and future. Further, one of the major objectives of every curriculum designed by the Department has been the employability of the students upon their successful completion of the programmes.

Bloom's Taxonomy in fixing the Learning Objectives:

Since the Academic year 2019 – 2020, the curriculum for Part – II English, B.A., (Eng.Lit), M.A., (Eng.Lit) and M.Phil., (Eng.Lit) has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Synthesis = Create

K6 / Evaluation = Evaluate

Mapping COs with POs:

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.
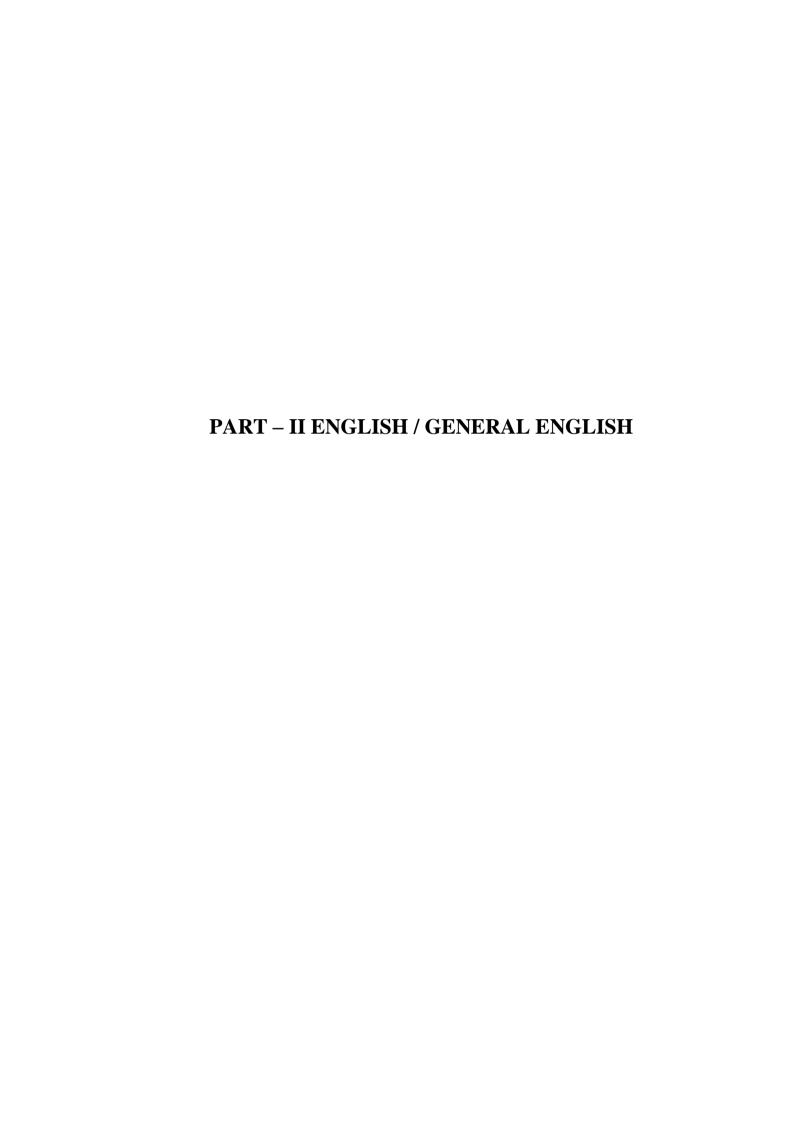
Programme Educational Objectives:

The programmes B.A., M.A., and M.Phil., (Eng.Lit) are offered with certain educational objectives.

➢ To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.

➢ To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

➢ To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.

➢ To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Programme Specific Objectives:

➢ Providing theoretical and practical research experience in English to the scholars.

➢ Empowering them with domain specific capabilities and methodological competencies.

➢ Developing and enhancing their scientific approach to research, understanding of the methods and mechanics of writing.

➢ Introducing them to multidisciplinary approach to the study of literature through the exposure to the nuances of contemporary literary theory.

PART – II ENGLISH / GENERAL ENGLISH

PART – II ENGLISH FOR UNDER GRADUATE PROGRAMMES

Programme Outcomes:

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

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

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

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

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

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

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

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

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

PO10: **Social Skills & Empathetic Approach**: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.

Programme Specific Outcomes:

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problemsin different area of mathematics & statistics.

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

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

PSO4: Developing a research framework and presenting their independent ideas effectively.

PSO5: Equipping their employability skills to excel in professions like teaching and exposing themto various activities to empower them through communication skills.

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

UG DEGREE PROGRAMMES / TANSCHE PRESCRIBED SYLLABUS

2023 – 2024 ONWARDS

CREDIT DISTRIBUTION / PART – II / ENGLISH

Sem	Course Type & Course Code	Courses	Credits	Hrs	Exam Duration	Marks	
						CIA	Ext
I	Part II - English	General English - I	3	6	3	25	75
II	Part II - English	General English - II	3	6	3	25	75
III	Part II - English	General English - III	3	6	3	25	75
IV	Part II - English	General English - IV	3	6	3	25	75

Course Code			Hrs	Credits	CIA	CE
Sem – I / Part – II English		**General English - I**	6	3	25	75

Learning Objectives:

To enable learners to acquire the linguistic competence necessarily required in various life situations.

To help them understand the written text and able to use skimming, scanning skills

To assist them in creative thinking abilities

To enable them become better readers and writers

To assist them in developing correct reading habits, silently, extensively and intensively

COURSE CONTENT

Unit – I: Poetry

A Patch of Land - Subramania Bharati

The Sparrow - Paul Laurence Dunbar

A Nation's Strength – Ralph Waldo Emerson

Love Cycle - Chinua Achebe

Unit – II: Prose

JRD - Harish Bhat

Us and Them - David Sedaris from Dress Your Family in Corduroy and Denim

Uncle Podger Hangs a Picture - Jerome K Jerome

Unit – III: Short Stories

How I Taught my Grandmother to Read - Sudha Murthy

The Gold Frame- R.K. Laxman

Unit – IV: Language Competency

Synonyms

Antonyms

WordFormation

Appropriate use of Articles

Appropriate use of Parts ofSpeech

Error correction

Unit – V: English for Workplace

Self – introduction

Greetings

Introducing others

Listening for General and SpecificInformation

Listening to and Giving Instructions /Directions

Text Books:

Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi:Sahitya Akademi, 1967.

How I taught my Grandmother to Read and other Stories, Murthy,Sudha,Penguin Books, India, 2004.

Web Sources:

A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=sub ramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_se arch&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false

The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0

A Nation's Strength by Emerson https://poets.org/poem/nations-strength

Love cycle by Chinua Achebe : https://www.best-poems.net/chinua-achebe/love-cycle.html

JRD by Harish Bhat https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories

Us and Them by David Sedaris from Dress Your Family in Corduroy and Denim https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.h tml

Uncle Podger Hangs a Picture: http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html

The Gold Frame: https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html

Reference Books:

English in use - A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas

Practical English Usage - 4th Edition By Michael Swan

The Art of Civilized Conversation: A Guide to Expressing Yourself with Style andGrace Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

QUESTION PATTERN

Section – A (10X1=10)

Ten questions are to be given, testing K1. Each question carries one mark.

    1. Multiple choice questions from Unit – I (2X1/2 = 1)

    2. Multiple choice questions from Unit – II (2X1/2 = 1)

    3. Multiple choice questions from Unit – III (2X1/2 = 1)

    4. Write the synonyms of the given words. (2X1/2 = 1) (List annexed)

    5. Write the antonyms of the given words. (2X1/2 = 1) (List annexed)

    6. Give the suitable word for the given expressions:- (2X1/2 = 1) (List annexed)

    7. Fill up the blanks with suitable articles. (2X1/2 = 1)

    8. Identify the parts of speech of the underlined words. (2X1/2 = 1)

    9. Correct the error in the given sentence:- (2X1/2 = 1)

    10. Fill in the blanks with suitable verb form:- (2X1/2 = 1)

Section – B: (5X7=35)

Seven questions are to be given testing K2 and K3. Five questions are to be answered.Each question carries seven marks.

    11. Paragraph question from Unit- I

    12. Paragraph question from Unit- I

    13. Paragraph question from Unit- II

    14. Paragraph question from Unit- II

    15. Paragraph question from Unit- III

    16. Provide detailed information about the subject asked for:

    17. Give directions to someone in the preparation process of something:-

Section – C: (3X10=30)

Five questions are to be given testing K4 and K5. Three questions are to be answered.Each question carries ten marks.

    18. Essay question from Unit –I

    19. Essay question from Unit –II

    20. Essay question from Unit –III

    21. Imagine yourself to be a professional woman and introduce yourself:

    22. Introduce your friend / colleague to your family:-

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

Mapping with POs:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code			Hrs	Credits	CIA	CE
Sem – II / Part – II English		**General English - II**	6	3	25	75

Learning Objectives:

To make students realize the importance of resilience

To enable them to become good decision makers

To enable them to imbibe problem-solving skills

To enable them to use tenses appropriately

To help them use English effectively at the work place.

COURSE CONTENT

Unit – I / Resilience

Poem

Edgar A. Guest - Don't Quit

Langston Hughes - Still Here

Short Story

R.K. Narayan - Engine Trouble

Washington Irving - Rip Van Winkle

Unit – II / Decision Making

Short Story

Kristin Hunter - The Scribe

Frank Stockton - The Lady or the Tiger

Poem

Robert Frost - The Road not Taken

D. H Lawrence - Snake

Unit – III / Problem Solving

Prose - Life Story

George Orwell – Shooting an Elephant

Autobiography

A Tale of Angolo - How Frog went to Heaven

A.P.J Abdul Kalam - Wings of Fire (Chapters 1,2,3)

Unit – IV / Tenses

4.1 Present

4.2 Past

4.3 Future

4.4. Concord

Unit – V / English in the Workplace

5.1 E-mail – Invitation, Enquiry, Seeking Clarification

5.2 Writing Circulars

5.3 Writing Memorandum

5.4 Preparing Minutes of the Meeting

Reference Books

Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000

SP Bakshi, Richa Sharma. Descriptive English.Arihant Publications (India) Ltd., 2019.

Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.

Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.

Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.

Communication Skills : Practical Approach Ed.ShaikhMoula

Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

Web Resources

Langston Hughes. Still Here

https://poetryace.com/im-still-here

R. K. Narayan. Engine Trouble

http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf

Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm

Frank Stockton. The Lady or the Tigerhttps://www.gutenberg.org/ebooks/396

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QUESTION PATTERN

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Section – A (10X1=10)

Ten questions are to be given, testing K1. Each question carries one mark.

    1. Multiple choice questions from Unit – I (2X1/2 = 1)

    2. Multiple choice questions from Unit – II (2X1/2 = 1)

    3. Multiple choice questions from Unit – III (2X1/2 = 1)

    4. Fill in the blanks with suitable Present Tense forms (2X1/2 = 1)

    5. Fill in the blanks with suitable Past Tense forms (2X1/2 = 1)

    6. Fill in the blanks with suitable Future Tense forms:- (2X1/2 = 1)

    7. Change the past tense forms in the given sentences into present tense forms(2X1/2 =1)

8. Change the present tense forms in the given sentences into future tense forms 2X1/2=1

9. Identify the errors in the given sentences:- (2X1/2 = 1)

10. Correct the errors in the given sentences:- (2X1/2 = 1)

Section – B: (5X7=35)

Seven questions are to be given testing K2 and K3. Five questions are to be answered.Each question carries seven marks.

11. Paragraph question from Unit- I

12. Paragraph question from Unit- I

13. Paragraph question from Unit- II

14. Paragraph question from Unit- II

15. Paragraph question from Unit- III

16. Sending E mail

17. Writing circulars

Section – C: (3X10=30)

Five questions are to be given testing K4 and K5. Three questions are to be answered.Each question carries ten marks.

18. Essay question from Unit –I

19. Essay question from Unit –II

20. Essay question from Unit –III

21. Wring memorandum:

22. Preparing minutes of a meeting:-

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Course Outcomes		
COs	On completion of this course, students will;	
CO1	Realize the importance of resilience	PO1,PO7
CO2	Become good decision-makers	PO1, PO2, PO10
CO3	Imbibe problem-solving skills	PO4, PO6, PO9
CO4	Use tenses appropriately	PO4, PO5, PO6
CO5	Use English effectively at the work place.	PO3, PO8

Mapping with POs:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3

Course Code			Hrs	Credits	CIA	CE
Sem – III / Part – II English		**General English - III**	6	3	25	75

Learning Objectives

To make them active listeners

To enhance the interpersonal relationship skills

To embolden them to cope with stress

To master grammar skills

To help them to use English effectively in a business environment

COURSE CONTENT

Unit – I: Active Listening

Short Story

Akutagawa Ryunosuke - In a Grove (Translated from Japanese by Takashi Kojima)

O' Henry - The Gift of the Magi

Prose

Robin Sharma - Listening

Wangari Maathai - Nobel Prize Acceptance Speech

Unit – II: Interpersonal Relationships

Prose

Wole Soyinka - Telephone Conversation

Francis Bacon - Of Friendship

Song on (Motivational/ Narrative)

Alfred Lord Tennyson - Ulysses

Maya Angelou - And Still I Rise

Unit – III: Coping With Stress

Poem

W.H. Davies - Leisure

Rhona McFerran - Anxiety Monster

Readers Theatre

The Forty Fortunes: A Tale of Iran

Mahesh Dattani **-** Where there is a Will

Unit – IV: Grammar

Phrasal Verbs & Idioms

Modals and Auxiliaries

4.3 Verb Phrases – Gerund, Participle, Infinitive

Unit – V: Composition/ Writing Skills

5.1 Official Correspondence – Leave Letter, Letter of Application, Permission Letter

5.2 Drafting Invitations

5.3 Brochures for Programmes and Events

Text Books:

Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.

Mahesh Dattani, Where there is a Will. Penguin, 2013.

Martin Hewings, Advanced English Grammar, Cambridge University

Press, 2000

Essential English Grammar by Raymond Murphy

Web Sources:

Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023.

https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/

Telephone Conversation - Wole Soyinka

https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html

Anxiety Monster- RhonaMcFerran-

www.poetrysoup.com

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QUESTION PATTERN

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Section – A (10X1=10)

Ten questions are to be given, testing K1. Each question carries one mark.

　　1. Multiple choice questions from Unit – I (2X1/2 = 1)

　　2. Multiple choice questions from Unit – II (2X1/2 = 1)

　　3. Multiple choice questions from Unit – III (2X1/2 = 1)

　　4. Fill in the blanks with suitable phrasal verbs:- (2X1/2 = 1)

　　5. Pick out the idiomatic expression in the given sentences:- (2X1/2 = 1)

　　6. Choose the correct Primary Auxiliary Verb and fill in the blanks:- (2X1/2 = 1)

　　7. Choose the correct Modal Auxiliary Verb and fill in the blanks:- (2X1/2 = 1)

　　8. Fill in the blanks with the gerund form of the given verb:- (2X1/2 = 1)

　　9. Convert the gerund in the given sentences into infinitive form of the verb:(2X1/2 = 1)

　　10.   Fill in the blanks with the present participle of the given verb:- (2X1/2 = 1)

Section – B: (5X7=35)

Seven questions are to be given testing K2 and K3. Five questions are to

be answered.Each question carries seven marks.

11. Paragraph question from Unit- I

12. Paragraph question from Unit- I

13. Paragraph question from Unit- II

14. Paragraph question from Unit- II

15. Paragraph question from Unit- III

16. Drafting Invitation

17. Permission seeking letter writing:-

Section – C: (3X10=30)

Five questions are to be given testing K4 and K5. Three questions are to be answered.Each question carries ten marks.

18. Essay question from Unit –I

19. Essay question from Unit –II

20. Essay question from Unit –III

21. Writing Applications

22. Preparing brochures for programmes

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Course Outcomes		
COs	On completion of this course, students will;	
CO1	Listen actively	PO1,PO7
CO2	Develop interpersonal relationship skills	PO1,PO2,PO10
CO3	Acquire self-confidence to cope with stress	PO4,PO6,PO9
CO4	Master grammar skills	PO4,PO5,PO6
CO5	Carry out business communication effectively	PO3,PO8

Mapping with POs:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code			Hrs	Credits	CIA	CE
Sem – IV / Part – II English		**General English - IV**	6	3	25	75

Learning Objectives

To help learners imbibe goal-setting attitude.

To enable them understand the value of integrity.

To help them deal with emotions.

To teach the learners to frame sentences using tenses.

To enhance reporting skills

COURSE CONTENT

Unit – I: Goal Setting (UNICEF)

Life Story

1.1 From Chinese Cinderella – Adeline Yen Mah

1.2 Why I Write - George Orwell

Short Essay

1.3 On Personal Mastery – Robin Sharma

1.4 On the Love of Life – William Hazlitt

Unit – II: Integrity

Short Story

2.1The Taxi Driver – K.S. Duggal

2.2 Kabuliwala - Rabindranath Tagore

2.3 A Retrieved Reformation – O Henry

Extract from a play

2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)

Unit – III: Coping With Emotions

Poem

3.1 Pride – Dahlia Ravikovitch

3.2 Phenomenal Woman – Maya Angelou

Reader's Theatre

3.3 The Giant's Wife A Tall Tale of Ireland – William Carleton

3.4 The Princess and the God : A Tale of Ancient India

Unit – IV: Language Competency Sentences

4.1 Simple Sentences

4.2 Compound Sentences

4.3 Complex Sentences

4.4 Direct and Indirect Speech

Unit – V:

Report Writing

5.1 Narrative Report

5.2 Newspaper Report

Drafting Speeches

5.3 Welcome Address

5.4 Vote of Thanks

Text Books:

Oxford Practice Grammar , John Eastwood, Oxford University Press

Cambridge Grammar of English , Ronald Carter and Michael McCarthy

George Orwell Essays, Penguin Classics

Web Resources:

http:/www.gradesaver.com/George-orwell-essays/study/summary

O' Henry. A Retrieved Reformation.

https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf

Maya Angelou. Phenomenal Woman.

https://www.poetryfoundation.org/poems/48985/phenomenal-woman

The Quality of Mercy, https://poemana1ysis.com

https://www'.oxfordscho1ar1yeditions.coin/disp1ay/10.1093/actrade/9780199235742.book.1/

actrade-9780199235742-div1-106- William Hazlitt

<div align="center">QUESTION PATTERN</div>

Section – A (10X1=10)

Ten questions are to be given, testing K1. Each question carries one mark.

1. Multiple choice questions from Unit – I (2X1/2 = 1)

2. Multiple choice questions from Unit – II (2X1/2 = 1)

3. Multiple choice questions from Unit – III (2X1/2 = 1)

4. Find out the main clause and the subordinate clause in the given sentences (2X1/2 = 1)

5. Pick out the subordinating connectives in the given sentences:- (2X1/2 = 1)

6. Convert the given simple sentence into complex sentence:- (1X1 = 1)

7. Convert the given complex sentence into simple sentence:- (1X1 = 1)

8. Convert the given complex sentence into compound sentence :- (1X1 = 1)

9. Change the direct speech in the given sentences into indirect speech:(2X1/2 = 1)

10. Change the indirect speech in the given sentences into direct speech:- (2X1/2 = 1)

Section – B: (5X7=35)

Seven questions are to be given testing K2 and K3. Five questions are to be answered.Each question carries seven marks.

11. Paragraph question from Unit- I

12. Paragraph question from Unit- I

13. Paragraph question from Unit- II

14. Paragraph question from Unit- II

15. Paragraph question from Unit- III

16. Propose welcome address:-

17. Propose vote of thanks:-

Section – C: (3X10=30)

Five questions are to be given testing K4 and K5. Three questions are to be answered.Each question carries ten marks.

18. Essay question from Unit –I

19. Essay question from Unit –II

20. Essay question from Unit –III

21. Write a narrative report:-

22. Write a newspaper report:-

Course Outcomes		
COs	On completion of this course, students will;	
CO1	Determine their goals	PO1, PO7
CO2	Identify the value of integrity.	PO1, PO2, PO10
CO3	Deal with emotions.	PO4, PO6, PO9
CO4	Frame grammatically correct sentences	PO4, PO5, PO6
CO5	Write cohesive reports.	PO3,PO8

Mapping with POs:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

B.A. ENGLISH

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

- **PSO4**: Developing a research framework and presenting their independent ideas effectively.

- **PSO5**: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

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

Programme Outcomes:

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

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

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

- **PO4: Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and

synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

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

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

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

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

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

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

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B.A., ENGLISH / TANSCHE PRESCRIBED SYLLABUS / 2023 – 2024 ONWARDS

CREDIT DISTRIBUTION

Sem I	C	H	Sem II	C	H	Sem III	C	H	Sem IV	C	H	Sem V	C	H	Sem VI	C	H
1.1. Part I Tamil	3	6	2.1. Part..II **Tamil**	3	6	3.1. Part..I **Tamil**	3	6	4.1. Part..I **Tamil**	3	6	5.1 Core \CC IX **Authors in Focus**	4	5	6.1 Core CC XIII **Introduction to Literary Theory and Criticism**	4	6
1.2. Part.II **General English - I**	3	6	2.2. Part. II **General English - II**	3	6	3.2. Part. II **General English - III**	3	6	4.2. Part. II **General English - IV**	3	6	5.2 Core CC X **Women's Writing in English & in Translation**	4	5	6.2 Core CC XIV **Shakespeare Studies**	4	6
1.3 Core CC I **Introduction to Literature**	5	5	2. 3 Core CC III **British Literature-I**	5	5	3.3 Core CC V **British Literature II**	5	5	4.3 Core CC VII **World Literature in English and Translation**	5	5	5. 3. Core CC XI **Indian Writing in English and Translation**	5	5	6.3 Core CC XV **Travel Writing**	4	6
1.4 Core CC II **Indian Writing in English**	5	5	2.4 Core CC IV **American Literature - I**	5	5	3.4 Core CC VI **American Literature II**	5	5	4.4 Core CC VIII **Aspects of Language and Linguistics**	5	5	5. 4. Core CC XII (Project with viva- voce) 1. **Project with Viva-voce (Individual)**	4	5	6.4 Elective VII (Generic/ Discipline Specific) **1. Art and Literary Aesthetics 2. English for Technical Writing**	3	5
1.5 Elective I (Generic/ Discipline Specific) **1. Social**	3	4	2.5 Elective II (Generic/ Discipline Specific) **1. History of**	3	4	3.5 Elective III (Generic/ Discipline Specific) **1. Literary**	3	4	4.5 Elective IV (Generic/ Discipline Specific) **1. English**	3	4	5.5 Elective V (Generic/ Discipline Specific) 1.	3	3	6.5 Elective VIII (Generic/ Discipline Specific) **1. Digital**	3	5

History of England 2. Fundamentals of Academic Writing			English Literature 2. Myth and Literature			Genres and Terms 2. Film and Literature			for Competitive Examinations 2. Introduction to Comparative Literature			Communicative English 2. Film Studies			Literacy and Concepts 2. Biographies Autobiographies and Memoirs		
1.6 Skill Enhancement Course SEC-I (Non-major Elective) **English for Communication**	2	2	2.6 Skill Enhancement Course SEC-II (Non-major Elective) **Public Speaking**	2	2	3.6 Skill Enhancement Course SEC - IV **English for Careers**	1	1	4.6 Skill Enhancement Course SEC - VI **Interview Skills**	2	2	5.6 Elective VI (Generic/ Discipline Specific) **1. Mass Communication and Journalism** 2. 2. Writing for Media	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course) **Popular Literature and Culture**	2	2	2.7 Skill Enhancement Course SEC-III **Philosophy of Literature**	2	2	3.7 Skill Enhancement Course SEC - V **English for Business**	2	2	4.7 Skill Enhancement Course SEC – VII **Culture Study through Film**	2	2	5.7 **Value Education**	2	2	6.7 (Professional Competency Skill) **Functional English**	2	2
						3.8 **Environmental Science**	-	1	4.8 **Environmental Science**	2	1	5.8 **Summer Internship /Industrial Training**	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total – 140 Credits																	

B.A., ENGLISH

SEMESTER – I

Part	Course Type	Courses	Cre-dits	Hrs	Exam Duration	Marks	
						CIA	Ext
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	General English - I	3	6	3	25	75
Part-III	Core Course- I	Introduction to Literature	5	5	3	25	75
	Core Course – II	Indian Writing in English	5	5	3	25	75
	Generic Elective I	1. Social History of England 2. Fundamentals of Academic Writing	3	4	3	25	75
Part IV	Skill Enhancement Course SEC-I(NME)	English for Communication (Oral Practical)	2	2	3	25	75
	Skill Enhancement Foundation Course	Popular Literature and Culture	2	2	3	25	75
Total Hours and Credits			**23**	**30**			

SEMESTER – II

Part	Course Type	Courses	Cre-dits	Hrs	Exam Duration	CIA	Ext
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course III	British Literature – I	5	5	3	25	75
	Core Course IV	American Literature – I	5	5	3	25	75
	Generic Elective II	**1.** History of English Literature 2. Myth and Literature	3	4	3	25	75
Part IV	Skill Enhancement Course SEC II (NME)	Public Speaking (Oral Practical)	2	2	3	25	75
	Skill Enhancement Course SEC III	Philosophy of Literature	2	2	3	25	75
Total Hours and Credits			**23**	**30**			

SEMESTER – III							
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course V	British Literature – II	5	5	3	25	75
	Core Course VI	American Literature – II	5	5	3	25	75
	Generic Elective III	**1.** Literary Genres and Terms 2. Film and Literature	3	4	3	25	75
Part IV	Skill Enhancement Course SEC IV	English for Careers	1	1	3	25	75
	Skill Enhancement Course SEC V Entrepreneurial Skills	English for Business	2	2	3	25	75
	EVS	Environmental Science	-	1	-	-	-
Total Hours and Credits			**22**	**30**			

SEMESTER – IV							
Part	**Course Type**	**Courses**	**Credits**	**Hrs**	**Exam Duration**	**CIA**	**Ext**
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course VII	World Literature in Translation	5	5	3	25	75
	Core Course VIII	Aspects of Language and Linguistics	5	5	3	25	75
	Generic Elective IV	1. English for Competitive Examinations 2. Introduction to Comparative Literature	3	3	3	25	75
Part IV	Skill Enhancement Course SEC VI	Interview Skills	2	2	3	25	75
	Skill Enhancement Course SEC VII	Culture Study through Film	2	2	3	25	75
	EVS	Environmental Science	2	1	3	25	75
Total Hours and Credits			**25**	**30**			

		SEMESTER – V					
Part III	Core Course IX	Authors in Focus	4	5	3	25	75
	Core Course X	Women's Writing in English and Translation	4	5	3	25	75
	Core Course XI	Indian Writing in Translation	4	5	3	25	75
	Core Course XII	Project with Viva Voce Project (Individual)	4	5	3	25	75
	Specific Elective V	1. Communicative English 2. Film Studies	3	4	3	25	75
	Specific Elective VI	1. Mass Communication and Journalism 2. Writing for Media	3	4	3	25	75
Part IV	Value Education	Value Education	2	2	-	-	-
	Summer Internship /Ind. Training		2	-	-	-	-
Total Hours and Credits			**26**	**30**			
		SEMESTER – VI					
Part III	Core Course XIII	Introduction to Literary Theory and Criticism	4	6	3	25	75
	Core Course XIV	Shakespeare Studies	4	6	3	25	75
	Core Course XV	Travel Writing	4	6	3	25	75
	Specific Elective VII	1. Art and Literary Aesthetics 2. English for Technical Writing	3	5	3	25	75
	Specific Elective VIII	1. Digital Literacy and Concepts 2. Biographies, Autobiographies and Memoirs	3	5	3	25	75
Part IV	Professional Competency Skill	Functional English	2	2	3	25	75
	Extension Activity	Extension Activity	1	-	-	-	-
Total Hours and Credits			**21**	**30**			
Grand Total			**140**	**180**			

SEMESTER – I

Course Code			Hrs	Credits	CIA	CE
Sem–I/Part – III/ Core - I		**Introduction to Literature**	5	5	25	75

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

COURSE CONTENT

Unit – I: Introduction:

Poetry: Different Forms of Poetry - Sonnet, Ode, Elegy, Lyric, Ballad.

Prose: Folktale, Myth, Legend, Fable, Parable Biography, Autobiography, Essay

Drama: Comedy, Tragedy, Tragi-Comedy, One-act Play

Fiction: Short Story, Novella, Novel.

.**Unit – II:**

William Shakespeare – Sonnet 18, Sonnet 116.

John Milton - When I Consider How my Light is Spent

William Wordsworth - Daffodils

John Keats – Ode to Nightingale

Thomas Gray - Elegy Written in a Country Churchyard

Theodore Roethke – The Meadow Mouse

Unit – III:

J.M. Barrie - The Admirable Crichton.

Lady Gregory - The Rising of the Moon.

Unit – IV:

Miguel de Cervantes – "Tilting at the Windmills" from Don Quixote.

Katherine Mansfield – "A Dill's Pickle" from *Bliss and other Stories*

Unit – V:

Saki - The Open Window

Jerome K. Jerome- "Packing Episode" from *Three Men in a Boat*

Text Books:

Backpack Lit: *An Intro. to Fiction, Poetry, Drama & Writing*- X.J. Kennedy, Pearson, 2016.

Portable Lit. : *Reading, Reacting, Writing*- IX Ed, Laurie Kirszner, Cengage Learning, 2016.

References Books

Henny Herawatietal., Introduction to Literature, Sanata Dharma Uni. Press, October 2021.

Michael Meyer,D. Quentin Miller, The Compact Bed ford Introduction to Literature with 2021 MLA Update, Bedford/St.Martin's, August2021.

Janice Campbell., *Intro. to Lit.: Excellence in Lit. English*1, IV Ed, Everyday Education, LLC, Jan 2021.

Subhendu Mund., *The Making of Indian English Literature*, Taylor & Francis Ltd., 2021.

Adamson H.D. *Linguistics and English Literature: An Intro*, Cambridge Uni. Press, 2019.

Felicity Titjenetal.(ed),*Teaching English Language and Literature*, Taylor & Francis, 2020

 Web Resources

ASIATIC:IITUM Journal of English Language & Literature

ASIATIC:IITUM Journal of English Language & Literature

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Indian Writing in English	Hrs	Credits	CIA	CE
Sem–I/Part – III/ Core - II		**Indian Writing in English**	5	5	25	75

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 their 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 Aesthetics to literary texts

COURSE CONTENT

Unit – I:

Vishnu Sharma – "Winning of Friends" from *Panchatantra*

Pamela S. Turner – Hachico

A.K. Ramanujan – "Brother's Day" from *Folktales*

Ruskin Bond – Handful of Nuts

K.A. Abbas – Sparrows

Unit – II:

Rabindranath Tagore - Khabhuliwala.

Pearl S. Buck – "India through a Traveller's Eye" from *My Several Worlds*

M.K. Gandhi –"Examination" (Inspection Episode) in Part I/ hildhood from A*utobiography*

Unit – III:

Toru Dutt - The Lotus
Sri Aurobindo - The Tiger and the Deer

 Unit – IV:

Sarojini Naidu - The Village Song

Shiv K Kumar - Indian Women

Unit – V:

Rabindranath Tagore – Mukhthadhara

Harindranath Chattopadhyaya – Siddhartha-Man of Peace

Nissim Ezeikel – "Nalini: a Comedy in Three Acts" from *Three Plays*

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

****

COs		
COs	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	PO1,PO2
CO3	Understand the role of English as a medium for Political awakening and the use of English in India for creative writing	PO4,PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8

Mapping with Programme Outcomes:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Social History of England	Hrs	Credits	CIA	CE
Sem–I/Part – III/Elective – I/Allied – I / Option - I			4	3	25	75

Learning Objectives

LO1- To provide students with a comprehensive idea about the development to 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 them a king of the language.

LO5 – To create the ability of critically examining a text.

COURSE CONTENT

Unit - I

The Renaissance and it Impact on England

The Reformation – Causes and Effects

Unit - II

The Commonwealth of England

The Restoration

Coffee Houses and their Social Relevance

Unit - III

The Impact of the Industrial Revolution on the English society

The Impact of the Agrarian Revolution on the English society

The Impact of the French Revolution on the English society

Humanitarian Movements in England

Unit - IV

The Reform Bills

Social Impact of the Two World Wars

The Labour Movement

The Welfare State

Unit - V

The Cold War (1985-1991)

The Falkland War (1981)

The Gulf War (1991)

Text Books:

Ed.Keith Wrightson, A Social History of England, 1500 -1750, 2018, Norton Press.

Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900 -1200, 2012,

Cambridge University Press.

References Books

Rosemary Horrox, A *Social History of England*, 1200-1500, June 2012, Cambridge

University Press.

Web Resources

A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming:

Internet Archive

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question

carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena in fluence the literary production of a particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frame works of various ages	PO4,PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Fundamentals of	Hrs	Credits	CIA	CE
Sem–I/Part – III/Elective – I/Allied – I / Option - II		**Academic Writing**	4	3	25	75

Learning Objectives

LO 1 - To attain broad knowledge.

LO2 – To understand various styles of sentence pattern.

LO3 – To cultivate a coherent and associative thinking ability to exhibit writing skills.

LO4 – To develop the ability to structure Essays.

LO5 – To enable the students to learn copy-editing.

COURSE CONTENT

UNIT 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.

UNIT 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.

UNIT III

Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)

UNIT IV

Structuring Essays- Introduction; Development of body; Conclusion; Description, Narration, Exposition; Argumentation.

UNIT 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.

Text Books

Zemach, Dorothy E. & Rumisek, Lisa A .*Academic Writing from Paragraph to Essay*. London: Macmillan

Langan,John.2001.*Sentence Skills with Readings*.Boston:McGrawHill.

References Books

Hartley,James.2008.*Academic Writing and Publishing: A Practical Handbook*. London: Routledge.

Bailey, Stephen.2003.*Academic Writing: A Practical Guide for Students*. London: Routledge Falmer.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		English for	Hrs	Credits	CIA	CE
Sem–I/Part – IV/ SEC – I / NME – I		**Communication**	2	2	25	75

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.

COURSE CONTENT

UNIT I

Theory:

Communication:

Basic Communication Styles - Passive, Aggressive, Assertive

Significance of Communication

Practice:

Short Lectures

Business Talks over Phone

UNIT II

Theory:

Types of Communication

Verbal & Non-Verbal.

Practice:

Interpretation of Charts, Maps, Pictures

Reproducing Great Speeches – excerpts from

"I Have a Dream'',

"Gettysburg Address''

"The Light has gone out'',

"Address to the Parliament of Religions"

UNIT III

Theory:

Effective communication skills:

Listening & Speaking

Practice:

Story Telling

Poem Recitation

UNIT IV

Theory:

Skills to be acquired in communication:

Reading & Writing

Practice:

Loud Reading of the Text

UNIT V

Theory:

Application of Learning

Practice:

Extemporary Speech

Informative Speech

Persuasive Speech

Demonstrative Speech

Text Books

Technical Communication: Principles and Practice, II Edition:Meenakshi Raman and Sangeeta Sharma, Oxford Publications.

Effective Technical Communication. M Ashraf Rizvi, The McGraw-Hill companies.

Understanding Body Language. lan Pease.

References Books

Communicative Grammar of English. Geoffrey Leech and Ian Svartik.

COs		
COs	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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Popular Literature and Culture	Hrs	Credits	CIA	CE
Sem–I/Part – IV/ SEC – II			2	2	25	75

Learning Objectives

LO1 – To broadenthe idea of literature and the concept of texts.

LO2 – To learn the difference between genre fiction and literary fiction.

LO3 – To make students gain an understanding of the folk roots of popular literature.

LO4 – To make students find a perspective into the debate between high and low cultures.

LO5 – To analyze the fantasy work that gains popularity.

COURSE CONTENT

Unit – I:

Martha Crippen - The Value of Children's Literature

Shelton L. Root Jr. - Children's Literature: History, Literature in the Lives of Children,

Environment, Awards

Unit – II:

Brothers Grimm – The Juniper Tree

Adventure of the Speckled Band

Roald Dahl - Chapters 13 to 15 from Charlie and the Chocolate Factory

Unit – III:

Satyajit Ray - Professor Shonku and the UFO from The Mystery of Munroe Island and Other

Stories

Unit – IV:

Herge - Tintin in Tibet

Somdev Bhatt :–The Story of Padmavati and Prince

Vajramukti - Vikram – Betaal Story

Unit – V:

Anuja Chauhan - The Zoya Factor

J.K. Rowling - Harry Potter and the Philosopher's Stone

Text Books

Chute, Hillary. ‒Comics as Literature .Reading Graphic Narrative.*PMLA*–Modern Language

Association of America. 123. 452-465.2008.

Herge.*Tintin in Tibet*.BakerandTaylor,2009.

References Books

Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.

Gill,Rosalind & Herdieckerhoff, Elena.‒Rewriting the Romance: New Femininities

inchicklit?.*Feminist Media Studies* 6 (4).2006.

Web Resources

https://fdocuments.in/document/childrens-literature-55845ad6244ac.html

http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-

Popular-Fiction-Intro.pdf

QUESTION PATTERN:

75 Objective type questions (Fill in the blanks, Write True / False, Match the following,

Choose the best answer) are to be given. All questions are compulsory. (75X1=75)

<div align="center">*******</div>

COs		
COs	On completion of this course, students will	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20thcentury.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1,PO2
CO3	Have a healthy epistemological foundation at undergraduate Advanced levels of learning.	PO4,PO6
CO4	Talk about some of the key figures in Philosophy.	PO4,PO5,PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SEMESTER – II

SEMESTER – II							
						Marks	
Part	**Course Type**	**Courses**	**Cre-dits**	**Hrs**	**Exam Duration**	**CIA**	**Ext**
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course III	British Literature – I	5	5	3	25	75
	Core Course IV	American Literature – I	5	5	3	25	75
	Generic Elective II	**1.** History of English Literature 2. Myth and Literature	3	4	3	25	75
Part IV	Skill Enhancement Course SEC II (NME)	Public Speaking (Oral Practical)	2	2	3	25	75
	Skill Enhancement Course SEC III	Philosophy of Literature	2	2	3	25	75
Total Hours and Credits			**23**	**30**			

Course Code		British Literature - I	Hrs	Credits	CIA	CE
Sem–II/Part – III/ CORE - III			5	5	25	75

Learning Objectives

LO1 – To introduce British Identity, Periods and other related forms.

LO2 – To increase the ability of students to intellectually assess the world and their placet.

LO3 – To enable learners to understand British literature as 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

COURSE CONTENT

UNIT I

Francis Bacon - Of Truth, Of Adversity

Oliver Goldsmith - A City Night-Piece

Joseph Addison and Sir Richard Steele - The Spectator Club, On Giving advice

UNIT II

Robert Jamieson- Robinhood & The Monk

Robert Edgar Burns-The Potter

Anne Bradstreet –Prologue

William Blake – The Chimney Sweeper

John Keats –Endymion Book - I

UNIT III

P.B.Shelley - Arethusa, Hymn to Intellectual Beauty

William Wordsworth - Ode: Intimations of Immortality from Recollections of Early

Childhood

Lord Byron- She Walks in Beauty

John Milton- Paradise Lost Book - IV

UNIT IV

Christopher Marlowe - Dr. Faustus

Oliver Goldsmith - She Stoops to Conquer

UNIT V

Jonathan Swift- Voyage to Lilliput / Houyhnhnms from *Gulliver's Travels*

Charles Dickens- A Tale of Two Cities

Text Books

Rexroth, Kenneth.*The New British Poets: An Anthology*.Granger Books, 1976.

References Books

Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.

Marlowe, Christopher. *Dr.Faustus*. Book on Demand Ltd, 2021.

Shelley, Mary Wollstonecraft. *Frankenstein*. Create Space, 2015.

Swift, Jonathan,etal.*Gulliver's Travels*.Oxford University Press,2019.

Web Resources

*Ranger, Paul."Technical Features."*She Stoops to Conquer by Oliver

Goldsmith*,1985,pp.51–68.,https://doi.org/10.1007/978-1-349-07664-2_5*.

Dickens, Charles."Fifty-Two."*A Tale of Two

Cities*,2008,https://doi.org/10.1093/owc/9780199536238.003.0047

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		American Literature - I	Hrs	Credits	CIA	CE
Sem–II/Part – III/ CORE - IV			5	5	25	75

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

COURSE CONTENT

UNIT I

Walt Whitman - The Prologue Passage to India (Lines 1 - 68).

Rita Dove – Dawn Revisited

UNIT I I

Sherman Alexie - Crow Testament

Edgar Allan Poe - The Raven

Emily Dickinson – Because I Could Not Stop for Death

UNIT III

Edgar Allan Poe -The Philosophy of Composition

Martin Luther King Jr – I have a Dream

Abraham Lincoln- Gettysburg Address

UNIT IV

Tennessee Williams – The Glass Menagerie

Eugene O'Neill – Emperor Jones

UNIT V

Harriet Beecher Stowe – Uncle Tom's Cabin

Herman Melville – Billy Budd

Washington Irving – The Legend of the Sleepy Hollow

Leslie Marmon Silko - Ceremony

Text Books

Levine, Robert S., etal.*The Norton Anthology of American Literature*.W.W.Norton &
Company, 2022.

References Books

Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015.

Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*.DODD, MEAD,1980.

Poe, Edgar Allan, etal. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub.Co., 1995.

Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. Abdo & Daughters, 1994.

Web Resources

Harriet Beecher Stowe's Uncle Tom's Cabin."2003,https://doi.org/10.4324/9781315812113.

Mason, Ronald. "Herman Melville and 'Billy Budd.'" *Tempo*, no. 21, 1951, pp. 6–8.,
https://doi.org/10.1017/s0040298200054863

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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 to1865	PO4,PO5,PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		History of English Literature	Hrs	Credits	CIA	CE
Sem–II/Part – III/ Generic Elective – II / Option - I			4	3	25	75

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 get 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

COURSE CONTENT

UNIT I

History of British Literature

British Poetry, Prose, Drama and Fiction, Covering Representative Writers down the Ages

UNIT II

The Renaissance Period (1350–1660)

An Introduction to Bible Translation - Tyndale, Coverdale

The University Wits

Elizabethan and Jacobean Drama

Comedy of Humours

UNIT III

The Late Seventeenth and the Eighteenth Centuries (1660-1800)

Comedy of Manners

Neo-Classicism

Sentimental and Anti-Sentimental Comedies

Pre-Romantics

UNIT IV

Well Made Play (Drama of Ideas – Bernard Shaw and Henrik Ibsen)

 Existential Drama

Comedy of Menace

Kitchen-Sink Drama

Problem Play

Didactic Drama (Propaganda Play)

One- Act Play

UNIT V

The Victorian Age (1832-1901):

The Pre-Raphaelite Movement - D.G.Rossetti, Christina Rossetti

The Victorian Poets – Alfred Tennyson, Robert Browning

The Victorian Novelists - Charles Dickens, Thackeray

The Victorian Prose Writers – Thomas Carlyle, Ruskin

The Impressionistic Writers- Proust, Joyce Symbolist Movement–Yeats

Text Books

Hamilton, I.(ed.).*The Oxford Companion to 20th Century Poetry in English*. Oxford
University Press, 1994

Parker, P.(ed.).*The Reader's Companion to 20th Century Writing*. London: Helicon, 1995.

Stringer, J. (ed.).*The Oxford Companion to 20th Century Literature in English.* Oxford
University Press, 1996.

References Books

Bergonzi, B. Heroes. *Twilight: A Steady of the Literature of the Great War*, II Ed. London:
Constable, 1980.

Fussell, P. *The Great War and Modern Memory*. Oxford University Press, 1975

<div align="center">QUESTION PATTERN</div>

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question
carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.
Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Myth and Literature	Hrs	Credits	CIA	CE
Sem–II/Part – III / Generic Elective – II / Option - II			4	3	25	75

Learning Objectives

LO1- To help students at the origin and sources of myths in literature.

LO2 - Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life

LO3 - Get an In-depth study of the theoretical approaches

L04 - Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times

LO5 - Help them to understand the definition of symbolism with its different types and dimensions.

COURSE CONTENT

UNIT I

Introduction to Myth / Mythology

Sources of Indian Mythology

Types of Story and their Relation to Myth

Myth-making Stage and Myth – using Stage

UNIT II

Ted Hughes Selections from Tales from Ovid

Creation; Four Ages; Flood; Lycaon

The Rape of Proserpina

Birth of Hercules – Echo and Narcissus

Pyramus and Thisbe

Carol Ann Duffy - Mrs Midas (Poem)

UNIT III

General idea of

Vedic

Epic and

Puranic Mythology

UNIT IV

Symbolism: Role of Symbols in Myths

Symbols related to Sacrifice and other Iconography,

Understanding Totems and Taboos in Tribal Myths

UNIT V

Devdutt Pattanaik - Indian Mythology - 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)

Text Books

Bauman, Richard. A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications - Centered Handbook. Oxford: Oxford University Press, 1991.

Boas,Franz.An Introduction to James T eit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.

References Books

Eller, Cynthia. The Myth of the Matriarchal Pre history: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press,2000.

Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @ of the Nursery and Household Tales, in MariaTatar, The Hard Facts of the Grimms = Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.

Web Resources

Bascom,William.A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.

<div align="center">

QUESTION PATTERN

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Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Public Speaking (Oral Practical)	Hrs	Credits	CIA	CE
Sem– II/Part – IV / SEC – II / NME – II			2	2	25	75

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

COURSE CONTENT

UNIT I

What is Public Speaking?

UNIT II

Need for Public Speaking.

UNIT III

Significance and essentials of public speaking skills

UNIT IV

Techniques in acquiring the skill

UNIT V

Speaking any common topic in front of the class

Text Books

Beebe, S. A., & Beebe, S. J. (2006). *Public Speaking: An audience -centred Approach* (6th ed.). New York: Pearson

Fraleigh, D.M., &Tuman, J.S.(2009). *Speak up* New York: Bedford/St. Martins

References Books

Apple, W.,Streeter, L.A. & Krauss, R. M (1979). *Effects of Pitch and Speech Rate on Personal Attributions.* Journal of Personality and Social Psychology, 37, 715-727.

Web Resources

Learning Outcomes. Public Speaking (lumenlearning.com Lu03_public_speaking.pdf (Indian hills.edu)

QUESTION PATTERN

Five questions will be given, to test the speaking proficiency of the students. Each question carries 15 marks.

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Philosophy of Literature	Hrs	Credits	CIA	CE
Sem– II / Part – IV / SEC – III			2	2	25	75

Learning Objectives

LO1 – Engage with the philosophy of literary representations.

LO2 – Give the students a historical overview of the major figures in philosophy

LO3 – Introduce to them some of the significant schools of thought that has influenced human perception.

LO4 – Inform students how understanding of philosophy is vital to the reading of literature

LO5 – Analyze the philosophical thought.

COURSE CONTENT

UNIT I

The World of Greeks

Heraclitus—Flux and the Unity of Opposites

Socrates—Nature of Poet and Rhapsode— Dialogue with Ion

Plato—Concept of Forms—Ideal vs Physical

Aristotle—Concept of Soul—Beauty—Art—Nature

UNIT II

Robert Frost. ‒West Running Brook-

S T Coleridge. ‒Kubla Khan

P B Shelley. ‒Ozymandias

Keats.‒Endymion (First 33 lines)

(Aristotle's Idea of Soul, Beauty, Art and Nature)

UNIT III

Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza— Idea of

Nature and God—Pantheism—concept of Substance and Modes—Cartesiandualism Vs

Spinoza's Monism—John Locke— Liberalism—Empiricism—Immanuel Kant—

Transcendental Idealism—Edmund Husserl—Phenomenology—Karl Marx— Critique of

Capitalist Society—Base and Superstructure

UNIT IV

Emily Dickinson. ‒The Brain—is wider than the Sky‖

(Debate the Cartesian mind body or material immaterial dualism)

Walt Whitman. ‒On the Beach at Night Alone.

(Spinoza's Pantheism)

William Ross Wallace. ‒The Liberty Bell

(Locke's liberalism M and the turn of humanity)

D.H.Lawrence.–How Beastly the Bourgeois Is?

(Marx's idea of social 44 class)

UNIT V

Nihilism, Existentialism and Afterwards-

Wallace Stevens. –Sad Strains of a Gay Waltz,

(Nietzsche's idea of nihilism and the Death of God)

W H Auden.–Who's Who?

(Heidegger's idea of Dase in and Geworfenheit,–Being thrown in the World)

Ted Hughes. –Hawk Roosting

(Ego that Mediates the Instinctual id and the Critical Super-ego)

Maya Angelou. –When I think of myself

(Simon de Beauvoir's concept of Becoming)

Text Books

Durrant,Will. *The Story of Philosophy*, Simon & Schuster,1991.

Gaarder,Jostein.*Sophie's World*:20thAnniversaryEdition.Orion,2015.

R**eferences Books**

Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.

GibsonJohn.*ThePhilosophyofPoetry*.OxfordUP,2015.

Web Resources

https://www.philosophybasics.com/general_whatis.html

https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question

carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

SEMESTER – III

SEMESTER - III							
Part	Course Type	Courses	Cre-dits	Hrs	Exam Duration	CIA	Ext
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course V	British Literature – II	5	5	3	25	75
	Core Course VI	American Literature – II	5	5	3	25	75
	Generic Elective III	**1.** Literary Genres and Terms 2. Film and Literature	3	4	3	25	75
Part IV	Skill Enhancement Course SEC IV	English for Careers	1	1	3	25	75
	Skill Enhancement Course SEC V Entrepreneurial Skills	English for Business	2	2	3	25	75
	EVS	Environmental Science	-	1	-	-	-
Total Hours and Credits			22	30			

Course Code		British Literature - II	Hrs	Credits	CIA	CE
Sem– III / Part – III / CORE - V			5	5	25	75

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 Post modernism) 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.

COURSE CONTENT

UNIT I

Alfred Tennyson - Ulysses

Robert Browning - My Last Duchess

Christina Rossetti - The Goblin Market

T.S. Eliot - The Wasteland

W.H. Auden - The Unknown Citizen

UNIT II

Philip Larkin - The Whitsun Weddings

G. K.Chesterton - Piece of Chalk

Charles Lamb - Dream Children

William Hazlitt - Indian Jugglers

UNIT III

G.B. Shaw-Pygmalion

John Osborne - Look Back in Anger

UNIT IV

Jane Austen - Pride and Prejudice.

 Charlotte Brontë - Jane Eyre

 Wilkie Collins - The Moonstone

UNIT V

Arthur Conan Doyle - Hound of Baskervilles

Murder on the Orient Express – Agatha Christie

Bram Stoker--Dracula.

Text Books

Renard, Virginie. *The Great War and Postmodern Memory: The I World War in Late 20th Century British Fiction (1985-2000).*

Peter Lang AG, Internationaler Verlag Der Wissenschaften,2013.

David Green–Winged Words–MacMillan

References Books

Brontë Charlotte, etal.*Jane Eyre*. Oxford University Press,2019.

Lamb, Charles.*Dream Children: A Reverie*. Reed Pale Press,1928.

Look Back in Anger, by John Osborne: Theatre Program, 1974,La Mama Theatre.1974.

Web Resources

Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." *Agatha*

Christie, 2006, pp.135–157. ,https://doi.org/10.1057/9780230598270_6.

Smith, Grover. "Eliot's World before The Waste Land." *The Waste Land*, 2020, pp.1–

https: //doi.org/ 10.4324/ 9781003070627-1.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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, andso 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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		American Literature - II	Hrs	Credits	CIA	CE
Sem– III / Part – III / CORE - VI			5	5	25	75

Learning Objectives

LO1 - To help learners examine the roots of American literature by focusing multiple genres - poetry, drama, stories and novel.

LO2 - To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.

LO3 – To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.

LO4 - To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.

LO5 – To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

COURSE CONTENT

UNIT I

Theodore Roethke – The Meadow Mouse

H.W. Long fellow - Nature

Anne Bradstreet - A Letter to Her Husband, Absent upon Public Employment

Maya Angelou - Phenomenal Women,

Chief Dan George- My Heart Soars.

UNIT II

Lorraine Hansberry- Raisin in the Sun

Neil Simon - Barefoot in the Park

UNIT III

Henry David Thoreau- Winter Animals

Ralph Waldo Emerson- The American Scholar

Mark Twain – Jim Baker's Blue Jay Yarn

UNIT IV

Nathaniel Hawthorne - Young Goodman Brown.

John Ernest Steinbeck – Pearl

UNIT V

Mark Twain- The Adventures of Tom Sawyer

Angeline Boulley- Fire keeper's Daughter

Text Books

Angelou, Maya. *The Complete Poetry*. Random House,2015.

References Books

Dickinson, Emily.*A Bird Came Down the Walk – Selected Bird Poems of Emily Dickinson*.
Read Books Ltd,2021.

Gray, Richard. *A Brief History of American Literature*. JohnWiley & Sons,2010. Hansberry,
Lorraine. *A Raisin in the Sun*. Modern Library,1995.

Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009.

Web Resources

Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*,
Princet on University Press, 2011, pp. 43038, http://dx.doi.org/10.1515/9781400838004.430.

Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford
University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question
carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.
Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	PO1
CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1,PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO4,PO6
CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4,PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Literary Genres and	Hrs	Credits	CIA	CE
Sem– III / Part – III / Generic Elective – III / Option - I		Terms	4	3	25	75

Learning Objectives

LO1 - To help students apply literary terminology to fiction, drama, and poetry.

LO2 - Help them recognize the main elements of different literary genres and assess their significance

LO3 - To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry

LO4 - To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning

LO5 - To guide them to re-narrate the plot of a short story, both orally and in writing.

COURSE CONTENT

UNIT I

Literary Theory and Terms: The Basics

UNIT II

Types of Prose Text Semiotics : The Basics

UNIT III

Terms for interpreting Authorial Voice

Terms for interpreting characters

UNIT IV

Terms for interpreting Word choice, Dialogue, and Speech

Terms for interpreting Plot

UNIT V

Terms for interpreting Layers of meaning

Cultural Theory: The Key Concepts

Text Books

Baldick, Chris. *Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press,2001.

Mikics, David. *A New Handbook of Literary Terms*. New Haven: Yale University Press, 2007.Print.

References Books

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

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Film and Literature	Hrs	Credits	CIA	CE
Sem– III / Part – III / Generic Elective – III / Option - II			4	3	25	75

Learning Objectives

LO1 - To help students look closely into the relation between film and literature.

LO2 - Introduce learners to the various ways in which literature and the moving image diverge.

LO3 - Help the learners understand how each form makes their own claims to the narrative.

LO4 - Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.

LO5 - Help learners gain perspective on literature's relationship with cinema

<div align="center">

COURSE CONTENT

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UNIT I

Theories, Practices, Forms, Adaptations, Migrations-

William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)

UNIT II

Arthur C Clark, The Sentinel (1948)

Encounter in the Dawn (1953)

Stanley Kubrick, 2001: A Space Odyssey (1968)

UNIT III

Cinema from novella and dramatic literature

UNIT IV

Boris Pasternak, Dr Zhivago (1957) David Lean, Dr Zhivago (1965)

UNIT V

Joseph Conrad - Heart of Darkness (1902)

Francis Ford Coppola - Apocalyse Now (1979)

Text Books

Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings.

NewYork: Oxford University Press, 1994.

Nichols Bill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books,1985.

Bill Nichols (ed), Movies and Methods: Vol.II: An Anthology. Calcutta: Seagull Books, 1985.

References Books

Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books.1990.Print.

Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century

Vol2, Leonard SKl ein (ed), New York: Frederik Ungar, 1982,93-99.Print

Web Resources

PDF.Film and Literature (research gate. net)

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question

carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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 inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1,PO2

CO3	Understand the politics and process of adaptation of literary form sin to 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 adaptations theory.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		English for Careers	Hrs	Credits	CIA	CE
Sem– III / Part – IV/ SEC- IV			1	1	25	75

Learning Objectives

LO1 - To help students gain knowledge about the job search, application, and interview process

LO2 - Help them to explore their global career path, while building vocabulary

and improving language skills to achieve professional goals.

LO3 - Help them with strategies for identifying the jobs that match their interests and skills

LO4 - Help them to understand the job-seekers language form getting new people, making small talk, and describing

 LO5 - To enable learners to describe themselves and their experiences in a résumé

COURSE CONTENT

UNIT I

Definition of English Language - Characteristic Features

UNIT II

Purposes of English Language

UNIT III

Major Roles played by English Language in Education and various Career Choices

UNIT IV

English language as a identity to popular culture

UNIT V

The Major Developments Happening in the Contemporary World by using English Language

Text Books

The Waterfall. The English Writings of Rabindranath Tagore. Ed.Sisir Kumar Das.Vol.II.New Delhi:Sahitya Academy,1966.163-208.Print

Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co.,1920.Print

References Books

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

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question

carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		English for Business	Hrs	Credits	CIA	CE
Sem–III/Part– IV/ SEC- V / Entrepreneurial Skills			2	2	25	75

Learning Objectives

LO1 - To help students learn strategies and practical language to deal with real life situations.

LO2 - To help them improve on how to speak and write in order to keep communication going and always appear professional and competent

LO3 - To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts

LO4 - To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!

LO5 - To help them to consistently develop a comprehensive vocabulary through real, authentic resources

COURSE CONTENT

UNIT I

Business English Definition and Difference

UNIT II

Highlights / Significance / Essentials of Business English

UNIT III

Needs of Business English

UNIT IV

The role of Business English in English language Learning

Education as an instrumental factor in learning Business English

UNIT V

Economic Development through Business English

Text Books

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.

Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

References Books

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

English language skills for the future| Cambridge English

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Strengthen their language skills: writing, reading, listening & speaking	PO1
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech	PO1,PO2
CO3	Improve their confidence and learn how to connect with people in English	PO4,PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4,PO5,PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

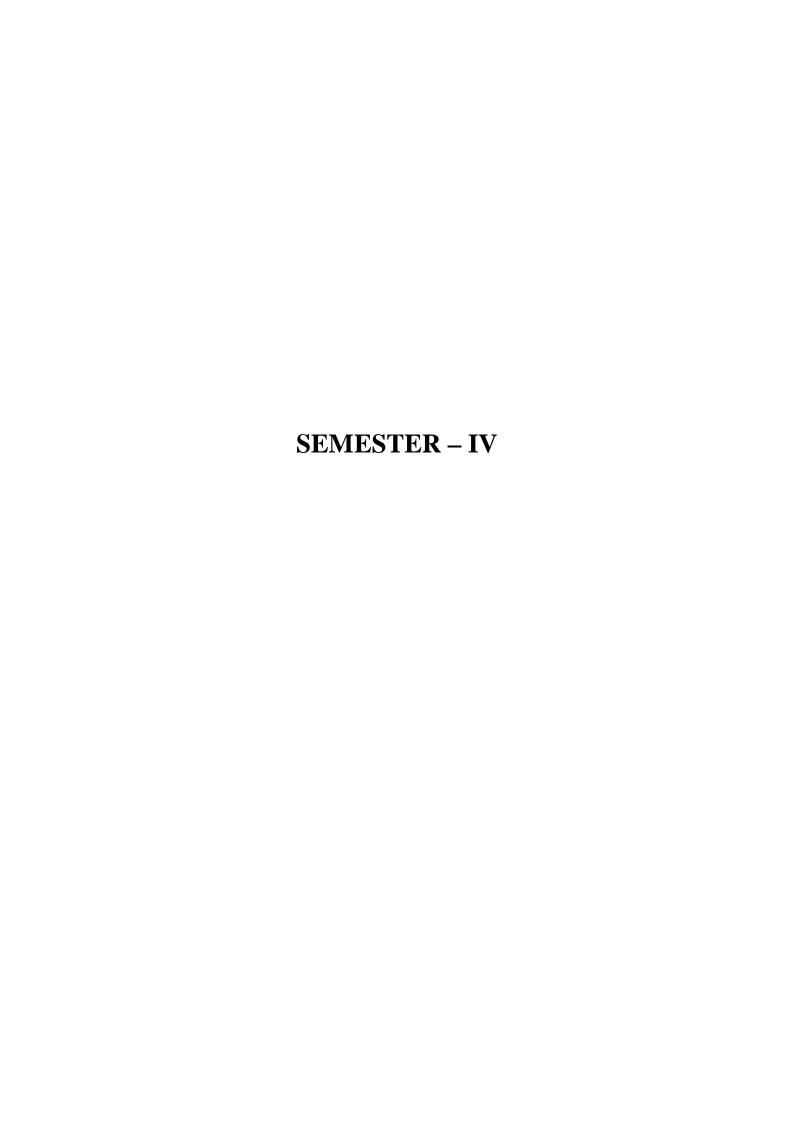| Course Code		Environmental Science	Hrs	Credits	CIA	CE
Sem–III/Part– IV			1	-	-	-

The Earth is an incredibly precious enigma. Environmental Activities for Students are necessary to encourage sustainability. Environmental Activity means any investigation, study, assessment, evaluation, sampling, testing, monitoring, containment, removal, disposal, closure, corrective action, remediation (regardless of whether active or passive), natural attenuation, restoration, bioremediation, response, repair, corrective measure, cleanup or abatement that is required or necessary under any applicable Environmental Law, including institutional or engineering controls or participation in a governmental voluntary cleanup program to conduct voluntary investigatory and remedial actions for the clean-up, removal or remediation of Hazardous Substances that exceed actionable levels established pursuant to Environmental Laws, or participation in a supplemental environmental project in partial or whole mitigation of a fine or penalty.

The students are to be engaged in Environmental activities such as:

* Start a Garden Club

* Plant .. Anything

* Go on a Nature Scavenger Hunt

* Recycle Waste Materials

* Start a Green Team

* Do Mini Greenhouse Craft

* Create Worm Farm

* Take Plastic Pledge

* Access the Wisdom of Local Community

* Hold an Energy-free (or Energy-Light) Day etc.

Evaluation:

The participation and performance of the students in Environmental activities will be assessed and best performers will be rewarded.

SEMESTER – IV

SEMESTER - IV							
Part	Course Type	Courses	Credits	Hrs	Exam Duration	CIA	Ext
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	English	English	3	6	3	25	75
Part III	Core Course VII	World Literature in English and Translation	5	5	3	25	75
	Core Course VIII	Aspects of Language and Linguistics	5	5	3	25	75
	Generic Elective IV	1. English for Competitive Examinations 2. Introduction to Comparative Literature	3	3	3	25	75
Part IV	Skill Enhancement Course SEC VI	Interview Skills	2	2	3	25	75
	Skill Enhancement Course SEC VII	Culture Study through Film	2	2	3	25	75
	EVS	Environmental Science	2	1	3	25	75
Total Hours and Credits			25	30			

Course Code		World Literature in English and Translation	Hrs	Credits	CIA	CE
Sem–IV / Part– III / CORE - VII			5	5	25	75

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.

COURSE CONTENT

UNIT-I:

Dante - Ulysses' Last Voyage

Wolfgang von Goethe - The Violet / The Rose Bush on the Moor from Johann

Victor Hugo –Tomorrow at Dawn.

Khalil Gibran- Your Children are not your children.

UNIT-II:

Pablo Neruda - If you forget me.

Ovid – Pyramus & Thisbe.

Alexander Pushkin - The Gypsies

Horace - Satires

Gabriel Okara –The Mystic Drum

Jean Arasayanagam- Two Dead Soldiers

UNIT-III:

Walter Benjamin - Unpacking My Library

Montaigne - Of Friendship

UNIT-IV:

Marie Clements - The Unnatural and Accidental Women.

Federico García Lorca - Yerma

UNIT-V:

Gabriel García Márquez - A Very Old man With Enormous Wings.

Ivan S.Turgenev –The District Doctor.

Plautus - The Pot of Gold.

Antoine de Saint-Exupéry - The Little Prince

Text Books

Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.

Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux,

References Books

Angelou, Maya. *The Complete Poetry*. Random House, 2015.

Benjamin, Walter, and Martin Jay. *Unpacking My Library*.2010.

Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.

Bolton, David. *The Pot of Gold by Plautus*. Lulu .com, 2019.

Clements, Marie Humber. *The Unnatural and Accidental Women*. Talon books Limited, 2005

Web Resources

The Introduction of Victor Hugo to the English (1823–1830).” *The Fortunes of Victor Hugo in England*,ColumbiaUniversityPress,1938,pp.1–26,http://dx.doi.org/10.7312/hook93490-002

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1,PO2
CO3	Gain an understanding of the works in theircultural/historicalcontextsandoftheenduringhumanvalueswhichunitethe differentliterarytraditions.	PO4,PO6
CO4	Pay special attention to critical thinking and writing within a frame work of cultural diversity as well as Comparative and inter disciplinary analysis.	PO4,PO5,PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Aspects of Language and Linguistics	Hrs	Credits	CIA	CE
Sem–IV / Part– III / CORE - VIII			5	5	25	75

Learning Objectives

LO1- To help learners gain knowledge of linguistic research methods and of different theories of language

LO2- To enable them gain specialized knowledge related to other areas of linguistic Research and applications

LO3- To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.

LO4-To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts

LO5- To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.

COURSE CONTENT

UNIT-I:

George Yule - Introduction to Study of Language

An Introduction to Language and Linguistics – Ed. Ralph Fasold & Jeff Connor – Linton

UNIT-II:

David Holmes – "Theory of Communication" from *Communication Theory*

Alfred Solomonick - "General Semiotics" from *The Theory of General Semiotics*

Linguistics, Sign, Language & Culture Language & Writing.

UNIT-III:

Introduction to Saussurian Structuralism

Ferdinand De Saussure - Course in Linguistics

Daniel Jones - Introduction to Phonology & Morphology

Gimson - Pronunciation of English

 Noam Chomsky - Syntax & Semantics from Syntactic Structures –

UNIT-IV:

Peter Roach - Computing in Linguistics & Phonetics-Introductory Reading.

UNIT-V:

F.T. Wood - Linguistic Changes - English Language Varieties - Idiolect, Dialect, Pidgin & Creole –

Ed: Tej K. Bhatia & William C. Ritchie - The Handbook of Bilingualism and Multilingualism

Trevor A. Harley - Psychology of Language

Natural Learning Process – The Handbook of Computational Linguistics

Alexander Clark, Chris Fox, and Shalom Lappin - Language Processing -

Text Books

Linguistics: An Introduction of Language & Communication – A kamajian A., R.A.Demers & M Harnish

 D. Bolinger - *Structural Aspects of Language Change*

Ferdinand De Saussure - *Course in General Linguistics*

Rajend Mesthrie & Rakesh M. Bhatt - *The Study of New Linguistic Varieties*

Eco, Umber to. *A Theory of Semiotics*. Indiana University Press, 1979.

Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013

References Books

McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter Lang Pub, 2011

Sakoda, Kent, and JeffSiegel. *Pidgin Grammar*. Bess Press, 2003.

Bloom, Leonard. Language. University of Chicago Press, 1984.

Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986.Yule,

George. *The Study of Language*. Cambridge University Press, 2010.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1,PO2
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4,PO6
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4,PO5,PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		English for Competitive Examinations	Hrs	Credits	CIA	CE
Sem–IV / Part– III / Generic Elective IV / Option - I			3	3	25	75

Learning Objectives

LO1- To develop the students intellectual, personal and professional abilities

LO2-To acquire basic language skills listening, speaking, reading and writing for effective communication

LO3- To develop confidence in getting job opportunities.

LO4- To provide awareness to the students about the various types of jobs Offered in both in the Central and State Government

LO5- To develop competitive skills through various types of objective tests.

COURSE CONTENT

UNIT-I:

Parts of Speech

Direct and Indirect Speech

Reading Comprehension

Letter Writing

UNIT-II:

Tenses

Active and Passive Voice

Expansion of Proverbs

Essay Writing

UNIT-III:

Gerund

Infinitives

Idioms and Phrases

Degrees of Comparison

Hints Development

Email Writing

Report Writing

UNIT-IV:

 Homonyms

Question Tags

Simple, Complex, Compound

Jumbled Sentences

Dialogue Writing

UNIT-V:

Determiners

Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory)

Capitalization

Punctuation

Spotting Errors

CV Writing and Cover letter

Text Books

English for Competitive Examinations - R.P.Bhatnagar & Rajal Bhargava

Remedial Grammar - F.T. Wood

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
CO2	Acquire skills in vocabulary usage and grammar.	PO1,PO2
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4,PO6
CO4	Build confidence in getting job opportunities.	PO4,PO5,PO6
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Introduction to Comparative	Hrs	Credits	CIA	CE
Sem–IV / Part– III / Generic Elective IV / Option - II		**Literature**	3	3	25	75

Learning Objectives

LO1- To attain abroad knowledge of various literary traditions both in their specificity and interrelation

LO2 - To interpret a literary text or other cultural artifact in a non –native target language and to develop advanced skills in order to compare Texts from variety of different traditions, genres, periods and areas

LO3 - To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas

LO4 - To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural

LO5 - To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in Comparative contexts.

COURSE CONTENT

UNIT-I:

Definition and Scope

National Literature

Comparative Literature

General Literature

World Literature

The French and American Schools of Comparative Literature.

UNIT-II:

Influence and Imitation- Periodization

Movement

Genre Studies

Thematology

UNIT-III:

Literature and other disciplines

Literature and other Arts

UNIT-IV:

Comparative Study of Shelley and Bharathi

P.B. Shelley - Ode to Libert, Queen Mab, Love's Philosophy

Subramaniya Bharathi - Bharath Country, Worship of Sun, Kannan My Servant

UNIT-V:

Comparative study of Vairamuthu's *Kallikattu Ithikasam* and Ernest Hemingway's T*he Old Man and the Sea*

Text Books

Ulrich Weisstein: Comparative Literature and other.

References Books

Arts Wellek & Warren: Theory of Literature

Part II S.S. Prawar: Comparative Literatures

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular	PO1

	culture, audio, etc.)	
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices.	PO1,PO2
CO3	Use critical terminology and interpretive methods drawn from specific 20th –and 21stcentury comparative and critical theories from multiple disciplines.	PO4,PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake indifferentliterarygenresthroughtextsintwoormoreforeignlanguages.	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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Interview Skills	Hrs	Credits	CIA	CE
Sem–IV / Part– IV / SEC VI			2	2	25	75

Learning Objectives

LO1- To enable students understand the information needed to prepare for an interview

LO2- To enable them to research company information before heading to an interview

LO3- To familiarize them with how to handle Interview Questions

LO4- To enable them to use comfortable vocabulary

LO5- To help them think and speak imaginatively and critically

COURSE CONTENT

UNIT-I:

Definition of Interview-Essentials of Interview

UNIT-II:

Needs and Requirements of Interview skills

UNIT-III:

Resume Preparation

Do's and Don'ts of an interview

UNIT-IV:

Body language

Gesture

Attitude

Facial expression

Sound knowledge

UNIT-V:

Mock Interview

Conducting a role play

Text Books

Ros Jay (2002), Brilliant Interview, Prentice Hall

David Beckham (2013), The Illustrated Book, Headline Publications

References Books

Elizabeth Harrin, ebook, *Overcoming Imposter Syndrome*

Web Resources

Tips for a Successful Interview (ung.edu)

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.	PO1
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of Filler words, hand gestures, and verbal pace).	PO1,PO2
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.	PO4,PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4,PO5,PO6
CO5	Be able to identify, discuss, and implement key job interview skills.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Culture Study through Film	Hrs	Credits	CIA	CE
Sem–IV / Part– IV / SEC VII			2	2	25	75

Learning Objectives

LO1- **To** help learners get an overview of different cultural and sociological theories that address 'culture', 'media' and 'society' as part of a broader global and historical context.

LO2- To help them explore the different perspectives on human nature

LO3- To help learners appreciate the different paradigms underlying different Traditions

LO4- To help learners observe the different, sometimes contrastive ways in which common themes are handled in Western and Asian movies

LO5- To help them understand different points of view, particularly those with which they may be unfamiliar.

COURSE CONTENT

UNIT-I:

Introduction to Film Studies – *What is Cinema* – Andre' Bazin Vol. 1 & 2

Basic Film Theory – *Film Theory: An Introduction* – Robert Stam

Terminology-Mise Enscene – Shots, Takes, Angles, Editing, Sound and Colour

The Oxford History of World Cinema Ed. Geoffrey Nowell Smith

Film Genres – Literature into Film – Theory & Practical Approaches: Linda Costanzo Cahir

Anime / Manga – the Anime Companion: Gilles Poitras

UNIT-II:

The Silent Era – Indian Cinema – Yves Thoraval

Classic Hollywood Era – Film History – David Bordwell

Italian Neo –Realism – Charles L. Leavitt

The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette James Monaco

Third Cinema/ Indian Cinema – Yves Thoroval

Asian Cinemas - Routledge Handbook Of Asian Theatre

UNIT-III:

CASE STUDIES

François Roland Truffaut – The 400 Blows Ken Kesey - One flew over the Cuckoo's nest

Alfred Hitchcock-Vertigo

Niki Caro- Mulan

Ron Clements – Moana

Adapting Novels into Films: Three Case Studies Hardcover: Raghu Ram Bandi

UNIT-IV:

Federico Fellini - 8 and Half

Andrei Tarkovsky - The Mirror

Ousmane Sembène- Guelwaar

Kim Ki Duk-Spring, Summer, Fall, Winter…Spring

UNIT-V:

Script writing for Film, Television and New Media - Alan C. Hueth

Text Books

James Goodwin, Akira Kurosawa and Inter textual Cinema, Baltimore: Johns Hopkins

University Press, 1994

Film Theory & Criticism: Introductory Readings - Leo Braudy, Marshall Cohen

References Books

Lloyd Michaels, ed., Ingmar Bergman's Persona, Cambridge: Cambridge University

Press,2000.

Mitsuhiro Yoshimoto, Kurosawa :Film Studies and Japanese Cinema, Durham, NC: Duke

University Press, 2000

Web Resources

TRA_3238_20200604.pdf (ln.edu.hk)

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question

carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Environmental Science	Hrs	Credits	CIA	CE
Sem–IV / Part– IV			1	2	25	75

Learning Objectives:

After completing the course, students will be able to:

- Demonstrate an integrative approach to environmental issues with a focus on sustainability;
- Use critical thinking, problem-solving, and the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving;
- Communicate complex environmental information to both technical and non-technical audiences
- Understand and evaluate the global scale of environmental problems and
- Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

COURSE CONTENT

Unit – I: The Environment:

The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem,

Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle),

Unit – II: Environment Pollution:

Air Pollution, Water Pollution, Soil Pollution, Radiation Pollution.

Unit – III: Population Ecology:

Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

Unit- IV: Environmental Movements in India:

Grassroot Environmental movements in India, Role of women, Environmental Movements in Tamil Nadu, State Pollution Control Board, Central Pollution Control Board.

Unit –V Natural Resources:

Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986, Natural Disasters and their Management.

References:

Dr Bharucha Erach, Text Book of Environmental Studies for UG Course, University Press (India) Pvt. Ltd.

Dr Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380 013, India.

Katyal Timi & Satake M., Environmental Pollution, Anmol Publication Pvt. Ltd, New Delhi.

G. R. Chhatwal, M. C. Mehra, M. Satake, T. Katyal & Mohan V., Environmental Radiation and Thermal Pollution and their control, Anmol Publications, New Delhi.

R. C. Brunner, Hazardous Waste Incineration, Mc Graw Hill Inc.

K. C. Agarwal, Environmental Biology, Nidi Publishing Ltd, Bikaner.

R. N. Basu (Editor), Environment Calcutta University, Kolkata.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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SEMESTER – V

SEMESTER - V							
Part	**Course Type**	**Courses**	**Cre dits**	**Hrs**	**Exam Durati on**	**CIA**	**Ext**
Part III	Core Course IX	Authors in Focus	4	5	3	25	75
	Core Course X	Women's Writing in English and Translation	4	5	3	25	75
	Core Course XI	Indian Writing in English and Translation	4	5	3	25	75
	Core Course XII	Project with Viva Voce Project (Individual)	4	5	3	25	75
	Specific Elective V	1. Communicative English 2. Film Studies	3	4	3	25	75
	Specific Elective VI	1. Mass Communication and Journalism 2. Writing for Media	3	4	3	25	75
Part IV	Value Education	Value Education	2	2	3	25	75
	Summer Internship /Ind. Training		2	-	-	-	-

Course Code		Authors in Focus	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - IX			5	4	25	75

Learning Objectives

LO1- To help learners gain knowledge of authors of various backgrounds.

LO2- To enable them gain specialized knowledge related to works of authors of national and international acclaim.

LO3- To familiarize them with the style, diction and coherence of authors and their works.

LO4 - To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.

LO5- To enhance their ability to think historically and analytically about people, language, literature, culture and society.

<div align="center">

COURSE CONTENT

</div>

UNIT-I:

Aristotle - Life and works.

UNIT-II:

Charles Dickens - Life & Works**.**

UNIT-III:

Rabindranath Tagore - Life & Works.

UNIT-IV:

Jane Austen-Life & Works

UNIT-V:

Jim Ottaviani - Dignifying Science: Stories about women scientists / written by and illustrated by Donna Barr ... [et al.].

Text Books

Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.

Fabiny, Sarah. *Who Was Jane Austen?* Penguin, 2017.

References Books

Gilbert, Sandra M., and Susan Gubar. *The Mad woman in the Attic*. Yale University Press, 2020.

Tagore, Rabindranath. *Rabindranath Tagore : An Anthology*. Macmillan, 1999.

Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.

Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*.

Routledge, 2021.

Web Resources

"About the Authors." Beyond Performance, John Wiley & Sons, Inc., 2015, pp.269–

70,http://dx.doi.org/10.1002/9781119202455.about.

Dignifying science : stories about women scientists

PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question
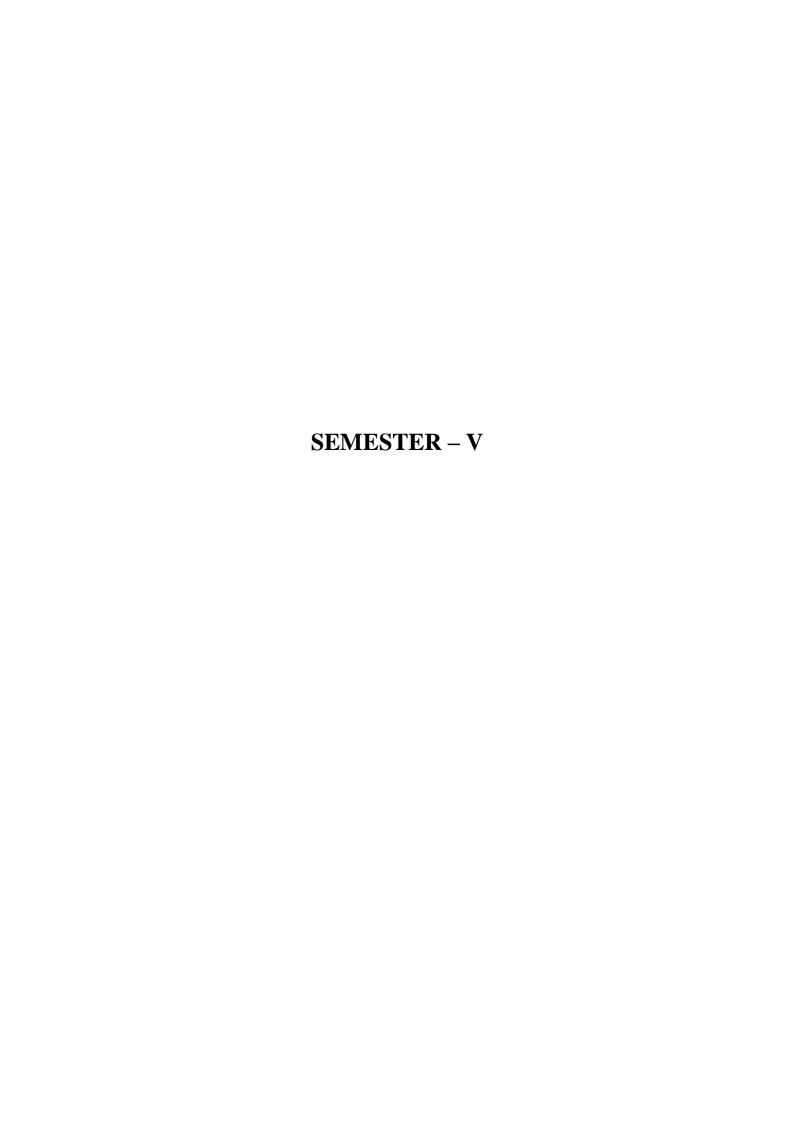
carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	PO1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1,PO2
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in	PO4,PO6

	English Language and Literature	
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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Women's Writing in English	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - X		and Translation	5	4	25	75

Learning Objectives

LO1- To familiarize learners with how unique experiences of women influence their writings.

LO2- To help them analyze representations of women in literature.

LO3- To enable learners to be familiar with various contexts that influence the representation of women in literature.

LO4 - To enable the mapply appropriate formal conventions when writing about literature.

LO5 - To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

COURSE CONTENT

UNIT-I:

Toru Dutt - Our Casuarina Tree.

Elizabeth Browning - How do I love thee?

 Sappho-Hymn to Aphrodite

Sujatha Bhatt – Muliebrity

Judith Wright – Eve to the Daughter

UNIT-II:

Gwendolyn Brooks - Boy Breaking Glass.

Avvaiyar -Worth Four Crores (Give, Eat &Live)

Elizabeth Searle Lamb - On Reading Haiku

Rupi Kaur-The Healing (Milk & Honey)

UNIT- III:

Virginia Woolf- A Room of One's Own.

Clarissa Pinkola Estés- Women Who Runs With Wolves

UNIT-IV:

Kate Chopin– Awakening

Carol Churchill – Top Girls

UNIT-V:

Aphra Behn- Oroonoko.

L.M.Montgomery-Anne of Green Gables

Louisa May Alcott-Little Women

Sandra Cisneros –The House on Mango Street

Margaret Atwood-Surfacing

Ambai-In a forest, A deer.

Vaasanthi- Breaking Free. Tr. By N. Kalyan

Text Books

Gilbert, Sandra M., and Susan Gubar. The Norton Anthology of Literature by Women. W.W. Norton, 2007.(2 Volume Set)

Olson, S. Douglas. The "Homeric Hymn to Aphrodite" and Related Texts. Walterde Gruyter, 2012

References Books

Estés, Clarissa Pinkola. Women Who Run with the Wolves. 1995.

Holmström, Lakshmi. In A Forest, A Deer. OUP India, 2012.

Jain, Jasbir, and Avadhesh K. Singh. Indian Feminisms. 2001.

Woolf, Virginia. A Room of One's Own. Renard Press Ltd, 2020.

Web Resources

Ambai (C.S.Lakshmi) b.1944."Name Me a Word, Yale University Press, 2019, pp. 259– 67,http://dx.doi.org/10.12987/9780300235654-032

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Examine and appreciate the role played by socio cultural-economic context sin defining women.	PO1
CO2	Been lightened 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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Indian Writing in English and	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - XI		Translation	5	4	25	75

Learning Objectives

LO1- To introduce the students to the polyphony of modern Indian writing in translation

LO2- To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.

LO3- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.

 LO4- To explore images in literary productions that express the writers' sense of their society.

LO5- To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

<div align="center">COURSE CONTENT</div>

UNIT-I:

Kalidasa - The Loom of Time.

Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169)

Ilango Adigal - *The Book of Vanci.*– Silappathikaaram Book 3 Tr. R. Parthasarathy

Thirukkural – Tr. Rajaji

Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam

UNIT-II:

 Where the Mind is Without Fear, Gitanjali

 Far Below Flowed Jumna, Fruit Gathering, - All by Tagore

Song 85 - The Gardener

Sarojini Naidu - The Soul's Prayer.

Nissim Ezekiel - The Railway Clerk

A.K. Ramanujam - The Striders

Arun Kolatkar - An Old Woman

UNIT-III:

Theory of Value - A Collection of Readings-(33-40) from GARLAND

Chapter VI - Bharata Natya Shastra (100-118) Tr. Manmohan Ghosh Vol. 1

Hindu View of Life – Sarvepalli Radhakrishnan

Vanishing Landmarks – Nirad .C. Chaudri

UNIT-IV:

Badal Sircar - Evam Indrajit

Girish Karnad – Tughlaq

UNIT-V:

How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob

R.K. Narayan **-** *Monday Morning*, M.C.C., *Before the Examinations* from Swami & His Friends

Arjun - Sunil Gangopadhyay

Text Books

Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016.

Short Fiction from South India, Edited by Subashree Krishnaswamy and K.Srilata, 2007.

References Books

A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.

Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry

SimonandPaulSt.Pierre,2000

100 Great Indian Poems by Abhay K.Bloomsbury, 2019

Web Resources

Modern Indian Writing in Translation-Course (nptel.ac.in).

<div align="center">QUESTION PATTERN</div>

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1,PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4,PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Project with Viva Voce	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - XII		(Individual Project)	5	4	25	75

Learning Objective:

Other than class room teaching through theory and practical lectures, internships, field visits, assignments and seminars, the learners are put in the practice of doing research at the Under-Graduation level itself.

Methodology:

Every individual learner has to carry out a minor research work

The area of focus can be related to the core subjects

Inter-disciplinary research works are encouraged.

The project work must retain its originality and avoidance of plagiarism is mandatory

Evaluation Pattern:

After completion of eighty percent of the working days in the concerned semester, the candidate has to submit the research/ project work to the Examination section of the institution for evaluation.

The final product of the research work must be duly signed by the candidate, the Research Supervisor and the Head f the Department

The Examination section of the institution will fix a date for Viva-voce examination. Each individual has to appear for the Viva-voce.

Allocation of Marks:

CIA – 25 marks

The research supervisor will award the marks assessing the performance of he researcher through out the process of research

Viva-voce – 75 marks

The student will appear for Vive-voce examination. The examiner will assess the quality of the research, subject knowledge and the presentation of the learner.

Thrust Areas for Research:

- African-American Literature.
- Literature in the twentieth Century.
- Women's Literature.
- Colonial and Post-Colonial Literature.
- Renaissance Literature.
- Medieval Literature.
- Literary Criticism and Theory.
- Prose Fiction.
- American Literature
- Indian Writing in English and Translation
- Canadian Literature
- Literature of the Marginalized
- English Language Teaching and Learning
- Any relevant area

Course Code		Communicative English	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective V / Option - I			4	3	25	75

Learning Objectives

LO1- To understand the basic fundamentals.

LO2- To imply different styles of communication.

LO3- To impart knowledge about the extempore communicative activities.

LO4- To dissect in formation.

LO5- To analyze texts.

COURSE CONTENT

UNIT-I:

Kinds of sentences

Word Order

Usage of preposition

Use of adjectives

Adverbs for description

Determiner

Agreement (Subject–Verb, Pronoun-Antecedent) collocation

UNIT-II

Tenses

Reported speech

Active and Passive Voice

Phrasal Verbs

Linkers / Discourse Markers

Question Tags

UNIT-III:

Paragraph writing:

Cohesion

Development:

Definition

Comparison classification

Contrast, cause and effect-

Essay writing: Descriptive and Narrative.

UNIT-IV:

Reading Comprehension

Skimming and Scanning-Inference and deduction

Reading various kinds of Material

Speaking: Narration of incidents / stories/anecdotes

Current News Awareness

UNIT-V:

Nirad .C. Chaudhuri - Indian Crowds [Non-Detailed]

Dr. S Radhakrishnan - The Shaping of my Character [Detailed]

Charles Lamb - Dream Children Detailed]

Ruskin Bond - Night Train at Deoli [Non-Detailed]

Rabindranath Tagore - Subha[Non-Detailed]

AgraGra, And you call me coloured [Detailed]

Alfred Lord Tennyson – Ulysses [Detailed].

Text Books

Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd,1989

Shyamala,V. Speak English in Four Easy Steps, Improve English Foundation

Thiruvananthapuram:2006

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Film Studies	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective V / Option - II			4	3	25	75

Learning Objectives

LO1 - Aims to train students to decode the visual messages imparted by movies.

LO2 - To amplify their impacts.

LO3 - To train the students to read the films they watch, both as an aesthetic work and as politically motivated

LO4 **-** To enabling the learners to use a various methods.

LO5 - To learn ouch stone method in evaluating contemporary Indian mainstream cinema with World Cinema as well as Indian Classics.

COURSE CONTENT

UNIT-I:

Introduction

Filmic Visual: Mise-en-Sceneism.

UNIT-II:

Screenwriting

One-line

Plot

Characterization

One-line scene order & treatment

UNIT-III:

Film history and film genres

UNIT-IV:

Critical understanding of films

 Auteurist

 Formalist

 Marxist

 Feminist and Post-colonial Perspectives

UNIT-V:

Writing film reviews and critic

 Text Books (Latest Editions)

Monaco, James *How to Read a Film* 5th ed. OUP, 2005

Bordwell, David and Thompson, Kristin, *Film Art: an Introduction*, 7th ed.
McGraw-Hill Co., 2004.

Cook, DavidA. ,*A History of Narrative Film*, 4th ed. W.W. Norton, 2004.

References Books

Kawin, Bruce, *How Movies Work.* University of California Press, 1992.

Nelken, Jill, *Introduction to Film Studies*, 5th ed. Routledge, 2011.

Feild, Syd, *Screen play: The Foundations of Screen writing*. RHUS, 2005

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	discuss the aspects of Cinema.	PO1
CO2	analyze the aesthetics as well as the politics in films.	PO1,PO2
CO3	read and review films,	PO4,PO6
CO4	develop an understanding of contemporary aesthetic trends in political, social, cultural and Philosophical context	PO4,PO5,PO6
CO5	write film scripts and reviews.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Mass Communication and	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VI / Option - I		Journalism	4	3	25	75

Learning Objectives

LO1 - To impart the basic knowledge of Mass communication & Journalism and related areas of studies

LO2 - To develop the learner into competent and efficient Media & Entertainment Industry ready professionals

LO3 - To empower learners by communication, professional and life skills

LO4 - To develop the ability to structure Essays.

LO5 - To enable the students to learn copy-editing

COURSE CONTENT

UNIT-I

Mass Communication in India

Print Medium

Audio-Visual Media

Other Media

UNIT-II:

News Agencies

News and its Dissemination

Feature and Column Writing

Editorials

UNIT-III:

Advertising

Illustrations

UNIT-IV:

House and Trade Journals,

Starting of Newspapers and Periodicals.

UNIT-V:

Preparation for a Career

Research in Journalism

Planning and Publicity Campaigns

Text Books

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

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

Mapping with Programme Outcomes:

	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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Writing for Media	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VI / Option - II			4	3	25	75

Learning Objectives

LO1- To learn the basics of journalistic reporting, writing, and editing

LO2- To acquire basic skills in other forms of written communication.

LO3- To learn how to use technology

LO4- To reach, communicate with and increase your audience.

LO5- To explore various branches of journalism.

UNIT-I:

Introduction to types of media

Print electronic

Digital writing

Significance of media and social benefits

UNIT-II:

Writing for the media - the basic principles-

Style of media writing

UNIT-III:

Types of media writing – I

News Reports

Interviews

Commentaries

UNIT-IV:

Types of media writing - II

Reviews of Art, Literature, Film-

Reporting Cultural Events

UNIT-V:

Types of media writing-

Journalism in education, tabloid, investigative, developmental and Photography

Text Books

Pickering, Ian. Writing for News Media: The Story Teller's Craft.Routledge,2018

Flak, Vincent F.Dynamics of Media Writing: Adapt and Connect.Sage, 2018.

Batty, Craigand Cain, Sandra. Media Writing: A Practical Introduction. Red Globe, 2016

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Value Education	Hrs	Credits	CIA	CE
Sem–V / Part– IV			2	2	25	75

Learning Objectives:

This course aims to

LO1 – build physical and mental strength of the learners

LO2 – strengthen the emotional and spiritual aspects of the learners.

LO1 – make the learners responsible and cooperative citizens

LO3 – develop democratic way of thinking and inculcate spirit of national integration

LO4 – develop the practice of paying respect for dignity of individual and diversity in society

COURSE CONTENT

Unit I - Yoga and Physical Health

1.1 Physical Structure – Three bodies – Five limitations

1.2 Simplified Physical Exercises – Hand Exercises -Leg Exercises – Breathing Exercises – Eye Exercises – Kapalapathi

1.3 Maharasanas 1-2 – Massages – Acu-puncture – Relaxation

1.4 Yogasanas – Surya Namaskar – Padmasana – Vajrasanas – Chakrasanas (Side) – Viruchasanas – Yoga muthra – Patchimothasanas – Ustrasanas – Vakkarasanas – Salabasanas

Unit II – Art of Nurturing the life force and Mind

2.1 Maintaining the youthfulness – Postponing the ageing process

2.2 Sex and Spirituality - Significance of sexual vital fluid – Married life – Chastity

2.3 Ten stages of Mind

2.4 Mental frequency – Methods for concentration

Unit III – Sublimation

3.1 Purpose and Philosophy of life

3.2 Introspection – Analysis of Thought

3.3 Moralization of Desires

3.4 Neutralization of Anger

Unit IV – Human Resources Development

4.1 Eradication of worries

4.2 Benefits of Blessings

4.3. Greatness of Friendship

4.4 Individual Peace and World Peace

Unit V – Law of Nature

5.1 Unified force – Cause and Effect system

5.2 Purity of Thought and Deed and Genetic Centre

5:3 Love and Compassion

5.4 Cultural Education – Five fold Culture

1) யோகமும் உடல்நலமும்   (16 hours)

1.1   உடலமைப்பு — 3 உடல்கள் - ஐந்தில் அளவுமுறை

1.2   எளியமுறை உடற்பயிற்சி — கைப்பயிற்சி — கால் பயிற்சி - மூச்சுபயிற்சி — கண்
       பயிற்சி — கபாலபதி

1.3   மகராசனம் 1-2 — உடல் தேய்த்தல் - அக்குபிரஷர் பயிற்சி — உடல் தளர்த்தல்

1.4   யோகாசனங்கள்: ~~சூரிய நமஸ்காரம்~~ - பத்மாசனம் - வஜ்ராசனம் - சக்கராசனம்
       (பக்கவாட்டில்) — விருச்சாசனம் - யோக முத்ரா — பச்சி மோத்தாசனம் -
       உஸ்ட்ராசனம் - வக்கராசனம் - சலபாசனம்

2) உயிர்வளமும் - மனவளமும்   (16 hours)

2.1   இளமை காத்தல் - முதுமையைத் தள்ளிப்போடுதல்

2.2   பாலுணர்வும் ஆன்மீகமும் - வித்தின் மகிமை - இல்லற வாழ்வு — கற்புநெறி

2.3   மனதின் பத்து படிநிலைகள்

2.4   மன அலைச்சுழல் - மன ஒர்மைக்கான பயிற்சிகள்

3) குணநலப்பேறு   (16 hours)

3.1   வாழ்வின் நோக்கம் - வாழ்க்கைத் தத்துவம்

3.2   அகத்தாய்வு — எண்ணம் ஆராய்தல்

3.3   ஆசை சீரமைத்தல்

3.4   சினம் தவிர்த்தல்

4) மனிதவள மேம்பாடு   (16 hours)

4.1   கவலை ஒழித்தல்

4.2   வாழ்த்தும் பயனும்

4.3   நட்பு நலம்

4.4   தனிமனித அமைதி — உலக அமைதி

5) இயற்கை நியதி   (16 hours)

5.1   ஒருங்கிணைப்பு ஆற்றல் - செயல்விளைவுத் தத்துவம்

5.2   மனத்தூய்மை, வினைத்தூய்மை — கருமையம்

5.3   அன்பும் கருணையும்

5.4   பண்பாட்டுக் கல்வி — ஐந்தொழுக்கப் பண்பாடு

Reference Book:
Manavalakalai Yoga, Vethathri Publications, Tamil Nadu, 2008.

Evaluation Pattern:
Practical [Performing Yoga & Meditation] – 25 marks
Theory [End-Semester Examination] – 75 marks

Question Pattern:
Section – A:
Ten objective type questions with multiple answers are to be given. (10X1=10)
Section – B:
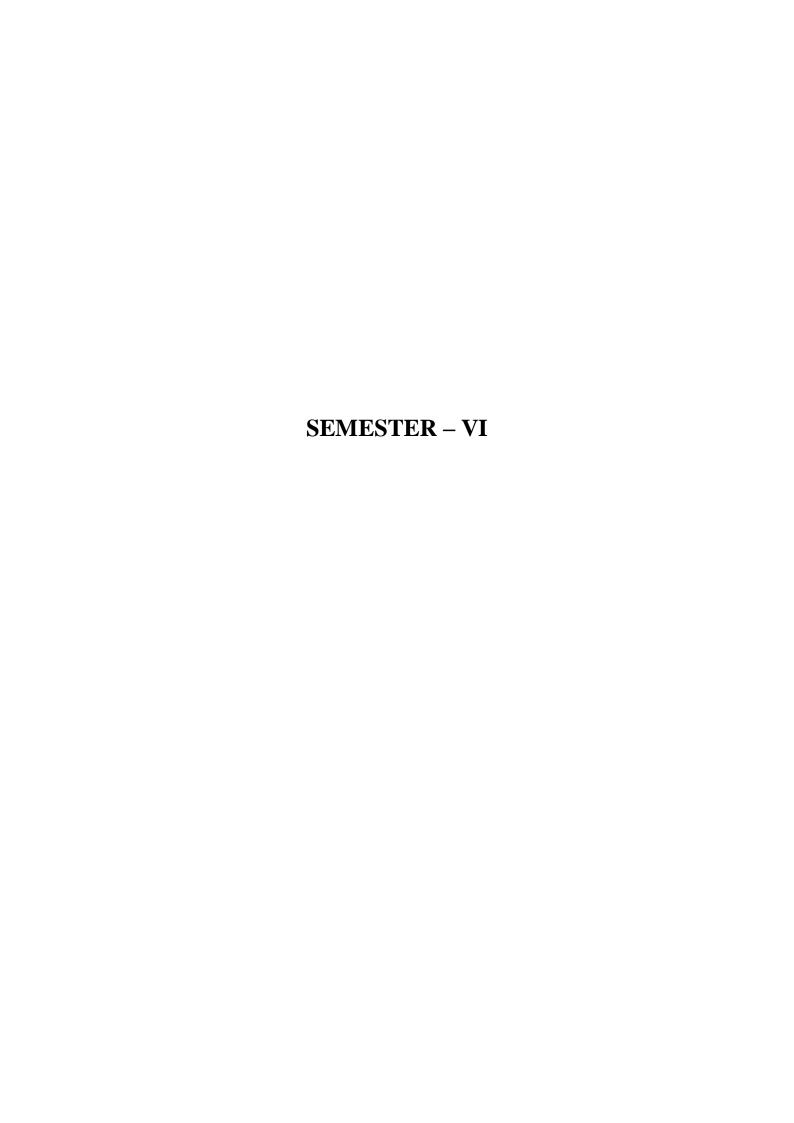Five short essay type questions in 'Either – or' pattern are to be given. (5X7=35)
Section – C:
Five long essay type questions are to be given. Three questions are to be answered.
(5X10=30)

****

Course Code		Summer Internship / Industrial	Hrs	Credits	CIA	CE
Sem–V / Part– IV		Training	-	2	25	75

Learning Objectives:

LO1 – To offer a hands-on-learning experience, that allows the learners to maximize the outcome and benefits of their theoretical knowledge through practical implementation.

LO2 – By adding technical skills, soft skills and professional experience to the learners' resume, they can enhance their chances of securing the job they desure

LO3 – To provide the learners an experience of the real corporate world and thus help them understand the expectations and requirements of the industry

LO4 – To enable the learners build their network and professional relationships, which turns them into confident future professionals.

Duration of the Training:

∗ The learners of all the Under-Graduation Programmes are to undergo the Internship / Industrial Training during the summer vacation, after completion of the IV Semester examinations. The training period is 30 working days.

∗ Evaluation:

∗ After completion of the training, the evaluation of the performance of the learners will be done in the V semester.

∗ Two credits will be awarded for the best performers.

∗ Viva-voce examination will be conducted and the learners have to appear for the Viva-voce individually.

∗ At the time of Viva-voce, the learners have to submit the given records to the examiner.

- Work Diary, endorsed by the trainer
- A complete report on the objectives, modules and outcomes.
- A certificate, duly signed and issued by the trainer

SEMESTER – VI

SEMESTER - VI							
Part	**Course Type**	**Courses**	**Cre dits**	**Hrs**	**Exam Durati on**	**CIA**	**Ext**
Part III	Core Course XIII	Introduction to Literary Theory and Criticism	4	6	3	25	75
	Core Course XIV	Shakespeare Studies	4	6	3	25	75
	Core Course XV	Travel Writing	4	6	3	25	75
	Specific Elective VII	1. Art and Literary Aesthetics 2. English for Technical Writing	3	5	3	25	75
	Specific Elective VIII	1. Digital Literacy and Concepts 2. Biographies, Autobiographies and Memoirs	3	5	3	25	75
Part IV	Professional Competency Skill	Functional English	2	2	3	25	75
	Extension Activity	Extension Activity	1	-	-	-	-
Total Hours and Credits			**21**	**30**			

Course Code		Introduction to Literary	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - XIII		**Theory and Criticism**	6	4	25	75

Learning Objectives

LO1- To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas

LO2 - To equip learners with ideas related to the theory and criticism of literary texts.

LO3 - To intensify students' proficiency in the skills at the heart of a liberal education.

LO4 - To help them think critically about arrange of literary theories.

LO5 - To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.

COURSE CONTENT

UNIT-I: Marxism

Antonio Gramsci The Formation of the Intellectuals & Hegemony & Separation of Powers – Prison Notebooks (pp. 5, 245 – 246)

Louis Althusser - Ideology & Ideological State Apparatuses-Lenin & Philosophy & Other Essays (pp. 85 – 126)

UNIT-II: Feminism

Elaine Showalter – T w e n t y years on: A literature of their own revisited-From Bronte to Lessing (p p . x i – x x x)

Luce Irigaray **– "When Goods Get Together"**(pp.107-110) from *This Sex which is not One.*

UNIT-III: Post Structuralism

Jacques Derrida - Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (pp. 108 – 123)

Michael Foucault - Truth & Power - Power & Knowledge / What is an Author? (pp.109–133)

UNIT-IV: Post-Colonial Studies

Mahatma Gandhi - Passive Resistance and Education (pp. 88 – 106)

Edward Said - The Scope of Orientalism (pp. 29-110)

UNIT-V:

Aijaz Ahma - Indian Literature - Definition of category in Theory Class, Nations, Literature (pp. 243-285)

Text Books

A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors,2017

Critical Approaches to Literature David Daiches New Delhi: Orient

References Books

B.Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015

S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015

D.J.Enright & E.DEnglish Critical Texts, eds D.J.Enright & E.D.Kolkata: Oxford University Press, Chickera, 2017

Web Resources

www.ksu.edu/english/eiselei/engl795.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	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 distinguishthemfromothertheoriesandtoidentifythestructureandlogic of their arguments.	PO4,PO5,PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Shakespeare Studies	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - XIV			6	4	25	75

Learning Objectives

LO1 - To facilitate learners with a deeper understanding of Shakespeare's drama by reading arrange of his plays from a variety of different critical perspectives

LO2- To provide learners with an overview of Shakespeare's historical and political contexts

LO3- To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves

LO4- To help them view the plays in performance either by visiting current theatre productions or by watching film version

LO5- To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism

COURSE CONTENT

UNIT: I

G. Sreenivasappa - Shakespeare & his Relevance

John Bartlett - Bartlett's Shakespeare Quotations

Laurie Maguire Ed. - How To Do Things With Shakespeare New Approaches, New Essays

Andrew Gurr - The Shakespearean Stage 1574–1642 – IV Ed. CU Publications

UNIT-II

The Four Phases of Shakespeare's Dramatic Career

http://www.shakespeare-online.com/biography/fourperiods.html

A.C. Bradley - Tragedy (Lecture I& II)

L.A.Rows - Characters of Shakespeare

UNIT-III

Ros Barber & Mary Rylance – Thirty Second Shakespeare - Tales from Shakespeare

UNIT-IV

The Merchant of Venice (Detailed)

 Julius Caesar (Detailed)

Macbeth (Non-detailed)

 Tempest (Non-Detailed)

UNIT-V

Wilson Knight- The Wheel of Fire

Akram Hossain - An Approach to Shakespeare Scholarship and Criticism

Neema Parvini- Shakespeare & Contemporary Theory - New Historicism and Cultural Materialism.

Stephen Greenblatt - Invisible Bullet

Text Books

Donaldson, PeterS.“Two of Both Kinds: Marriage and Modernism in Peter Hall's *A Midsummer Night's Dream.* " in *Reel Shakespeare*. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.

Frye, Northrop. "The Argument of Comedy."In *English Institute Essays*. New York, NY: Columbia University Press, 1949, pp.58-73; repr.in *Shakespeare: Modern Essays in Criticism.* Edited by Edward Dean. New York: OxfordUniversityPress,1969[1957]

References Books

Habicht, Werner. "Shakespeare and the German Imagination." In *Shakespeare: World Views.* Edited by HeatherKerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 1996.

Harris, Diana. "The Diva & the Donkey: Hoffman's Use of Opera in *A Midsummer Night's Dream*" MS.

Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, & other Missing 'Scenes.' "*Shakespeare Bulletin* 16/4" Fall, 1998)

Web Resources

Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc.

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Demonstrateanunderstandingofthehistorical,culturalandpoliticalcontextsoftheplaysdiscussed	PO1
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.	PO1,PO2
CO3	Articulate ideas that identify, analyze and communicate principles & concepts of the plays discussed, 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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Travel Writing	Hrs	Credits	CIA	CE
Sem–V / Part– III / Core - XV			6	4	25	75

Learning Objectives:

LO1- Introduce students to arrange of travel writing practices and genres

LO2- Develop students' capacity to investigate Contemporary travel writing contexts (social, historical, political, cultural)

LO3- Develop students' awareness of the nexus between reading and writing works of travel writing

LO4- Develop students' ability to evaluate and apply critical material pertaining to travel writing

LO5- Develop students' ability to produce travel writing demonstrating arrange of contemporary techniques and styles.

COURSE CONTENT

UNIT –I:

Ibn Batuta - The Court of Muhammad Bin Tughlaq

Khuswant Singh - City Improbable: Writings on Delhi –

Al Biruni - Chapter LXVIII, LXIV, LXV & LXVI

UNIT-II:

Mark Twain - Innocent Abroad Chapter VII, VIII, IX

Ernesto Che Guevara - The Motor cycle Diaries: A Journey around .America

UNIT-III:

William Darlymple - City of DJINN (Prologue, Chapters I&II)

Rahul Sankritiyayan – Volga to Ganga (Section I & II)

UNIT-IV:

Elisabeth Bumiller - May You be the Mother of Hundred Sons: A Journey among the Women of India (Chapters II and III pp24-27)

 UNIT-V:

Elizabeth Gilbert **-** Eat, Pray, Love

Text Books

Paul Theroux. The Tao of Travel (Hamish Hamilton 2011)

Andrea Loselle.Translations of Orient paper backs2012

Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey

Travel Writings: A Critical Exploration – Justin d. Edwards & Rune Grauland

References Books

Michael Caesar. Comparative Literature Vol.38 No.1 (Winter 1986, pp106-108)

James Gallant Utopian Studies, Vol.9, No2 (1998) pp-234-244

Web Resources

Issue 16-Shruti Dabhi.pdf

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers	PO1
CO2	Shareworkinprogresswithpeers,givingandreceivingconstructivecriticism	PO1,PO2
CO3	Gain awareness of the nexus between reading and writing works of travel writing	PO4,PO6
CO4	Develop capacity to investigate Contemporary travel writing contexts(social, historical, political, cultural)	PO4,PO5,PO6

CO5	Reflect upon their own		PO3,PO8
	Work in the context of travel writing by established writers		

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Art and Literary Aesthetics	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VII / Option - I			5	3	25	75

Learning Objectives

LO1 **-** To introduce the multidisciplinarity of Art and Literary Studies.

LO2 - To gain an understanding of various movements in art history.

LO3 - To gain an understanding of various movements in art history.

LO4 - To engage with works of art that directly refer to literary works and also draw inspiration from it.

LO5 **-** To recognize how all forms of art is part of a continuum.

COURSE CONTENT

UNIT-I:

Literature and Visual Arts -Essays

UNIT-II:

Romanticism through Coleridge and Delacroix

UNIT-III:

Pre-Raphaelite Movement- D.G. Rosetti's Prosperine (Painting and Poem)

UNIT-IV:

Post-Impressionism-Amritya Shergill's Ancient Story Teller Painting and Virginia Woolf's The Waves (Novel)

UNIT-V:

Expressionism - Munch-Scream (Painting) and Kafka-Metaphorphosis (Novella)

References Books

Herbert Read – Extract from *The Meaning of Art* (pg17-48) Pelican Books, 1959.

Web Resources

Astor Dave. Music in Literature. 2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404.

Benjamin, Elizabeth and Sophie Corser. –INTRODUCTION Literature and Art: Conversations and Collaborations MHRA Working Papers in the Humanities,9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf

Berger, John. Ways of Seeing. Penguin 1972. http://ways of seeing ways of seeing.com/ways-of-seeing-john-berger-5.7.pdf

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		English for Technical Writing	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VII / Option - II			5	3	25	75

Learning Objectives

LO1- To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.

LO2- To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing.

LO3- To help the students to develop ability to recognize main idea and supporting details in order to improve comprehension and retention of written information

LO4- To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.

LO5- Enable the students to apply the study of linguistic ability and grammar in their practical life.

COURSE CONTENT

UNIT-I:

Languages and skills of communication

Linguistic Technique

Language acquisition

The History of English

Linguistics- Modern Usage.

UNIT-II:

Reading Comprehension-English

Phonetics-Oral Presentation-Communication

Barriers to Communication

UNIT-III:

Linguistic ability

Listening

Paragraph writing

Business and

Scope of Letters

Job application letters   .

UNIT-IV:

Technical description

Precis writing and application

Speech

Advertising

UNIT-V:

Telephone skills

Reports

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	To clearly convey specialized information from a technical field to non-specialized audience.	PO1
CO2	Find jobs for their livelihood be motivated for their future education.	PO1,PO2

CO3	Apply the study of linguistic ability and grammar in their practical life.	PO4,PO6
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.	PO4,PO5,PO6
CO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: whitepapers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

Course Code		Digital Literacy and Concepts	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VIII / Option - I			5	3	25	75

Learning Objectives

LO1- **To** help the students to be introduced to digital literacy

LO2- To elaborate on digital values, language and culture

LO3- To explore digital literacy in terms of information, identity and labeling

LO4- To discuss techer's engagement in digital literacy

LO5- To analyze socio-economic factors in digital literacy

COURSE CONTENT

UNIT-I:

Introduction to the Digital Literacy Journey

Digital Literacy

Digitizing Information

Social Impact of Computing

Communication

Collaboration

Ethics

UNIT-II:

What are digital literacies?

Values of Digital Literacy

Digital Literacy in the language classroom

Focus on language: print and texting literacies,

Focus on connections: personal, participatory and intercultural literacies.

UNIT-III:

Information -Literacy

Media Literacy

Young People's Identity Engagement with Technology

Labelling the Digital Generations.

UNIT-IV:

Teachers' Engagement with Digital Literacy

The role of literature in language and literacy learning

Digital literacy: A conceptual frame work for survival skills in the digital era

Challenges for Digital Literacy in English Curriculum

Digital Literacy and Digital Literature

UNIT-V:

Socio-economic Factors in Digital Literacy

Digital Literacy and Composition

Digital Databases

Text Books

Introduction to Digital Literacy (II Edition) - Mark Bowles.

Popular Culture, New Media and Digital Literacy in Early Childhood–J.Marsh

Digital Literacy: Different Cultures, Different Understandings– E.Helsper

References Books

Implementing Media Literacy: Empowerment, Participation and Responsibility–

S.Livingston.

Literacy: Reading the word and the word –P.Freire and P.Macedo.

Media Literary in Schools: Practice, Production and Progression –A.Burnand J.Durran

Digital Literacy for Learning–A. Martin and D.Madigan Changing Literacies– C. Lankshear

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

COs		
COs	On completion of this course, students will	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1,PO2
CO3	Acquire skills in information digital literacy.	PO4,PO6
CO4	Build confidence in using digital literacy.	PO4,PO5,PO6
CO5	Aware of the various types socio-economic factors in digital literacy.	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Biographies, Autobiographies	Hrs	Credits	CIA	CE
Sem–V / Part– III / Specific Elective VIII / Option - II		and Memoirs	5	3	25	75

Learning Objectives

LO1- To provide learners with an appreciation of writing and literature from global and personal perspectives

LO2- To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others

LO3- To help them engage in imagination, critical inquiry and self-reflection

L04- 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.

COURSE CONTENT

UNIT-I:

Nigel Hamilton - Biography: A Brief History

James Boswell- Chapter IX – The Dictionary-Life of Johnson.

UNIT-II:

Anne Frank- excerpts from The Diary of a Young Girl

Malala Yousafzai- from I am Malala

Florence Nightingale –from Eminent Victorians

UNIT-III:

\R. K.Narayan- My Days

Salim Ali-The Fall of A Sparrow

UNIT-IV:

Tom Alter – The Man Who Made The Elephant Dance.

R.K. Laxman-The Tunnel of Time

Vladimir Nabokov, Speak, Memory (1951/1966). London: Penguin, 2000.

UNIT-V:

Jeff Kinney- Memoirs of a Wimpy kid

Jesmyn Ward- MenWe Reaped

Elizabeth Gilbert- Eat, Pray, Love

Michael Ondaatje-Running in the Family (1982). London: Bloomsburry, 2009

Text Books

Knots in My Yo-yo String: The Autobiography of a Kid by Jerry Spinelli. Alfred A. Knopf, 1998.

It Came From Ohio! My Life as a Writer by R.L. Stine. Scholastic Paperbacks, 1998.

Autobiography by Linda Anderson 2010, Routledge.

References Books

Henry Ford (Rookie Biographies) by Wil Mara. Children's Press, 2004.

Amelia Earhart (Graphic Biography) by Saddle back Educational Publishing, 2008.

A Picture Book of Harriet Tub man by David A. Adler. Holiday House Inc., 1993.

Web Resources

http://gardenofpraise.com/leaders.htm

http://www.pitara.com/magazine/people.asp

QUESTION PATTERN

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered.

Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

Course Code		Functional English	Hrs	Credits	CIA	CE
Sem–V / Part– IV / Professional Competency Skill			2	2	25	75

Learning Objectives

LO1 **-** To enable learners use appropriate phrases for performing language functions

LO2 - To help them to edit, select and present information in a format/perspective

LO3- To enable them to listen and reduce information to appoint form

L04- To help them read and to expand from points to paragraph

LO5- To enable them to predict, comprehend, infer and synthesize information

UNIT-I:

Definition of Functional English

Significance of Functional English

UNIT-II:

Four essentials of functional English: LSRW

UNIT-III:

Grammar

UNIT-IV:

Strategies to use functional English

UNIT-V:

Provide a dramatic play to perform which gives the students to apply functional language

Text Books

Susan Thurman, *The Only Grammar Book You' ll Ever Need: A One-Stop Source for Every Writing Assignment*. 2011

Grant Barrett, *Perfect English Grammar*: The Indispensable Guide to Excellent Writing and Speaking, 2013

References Books

Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*, 2015

Web Resources

 BBC World   Service.(2011) Learning English:

http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm

COs		
COs	On completion of this course, students will	
CO1	Learn to form words properly using prefixes/suffixes and make correct use of Concord or Subject-Verb Agreement	PO1
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs	PO1,PO2
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.	PO4,PO6
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage	PO4,PO5,PO6
CO5	Cultivate the habit of newspaper reading	PO3,PO8

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

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 % of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

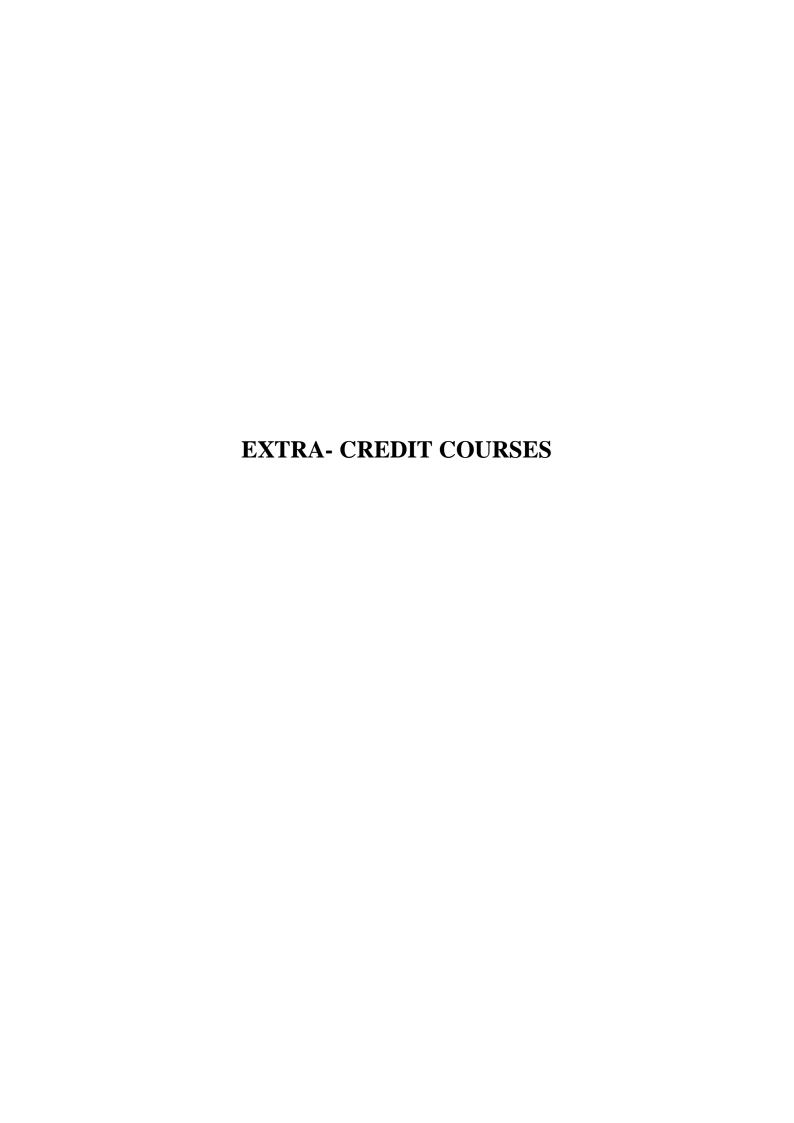| Course Code		Extension Activity	Hrs	Credits	CIA	CE
Sem–V / Part– IV / Extension Activity			-	1	25	75

The institution aims at developing amongst students a sense of participation in nation building through extension and outreach programmes. This deepens understanding of the social environment and enriches her personality through actual participation in day-to-day life of the society. This process of learning is not only a desirable supplement to the classroom education but develops in the student a sense of responsibility, tolerance and cooperation.

Objectives:

- To arouse social consciousness of the students by providing them opportunities to work with and among the people.
- To develop an awareness and knowledge of social realities to have concern for the well being of the community and engage in creative and constructive social action.
- To provide with rich and meaningful educational experiences to them in order to make their education complete and meaningful.
- To develop skill needed in the exercise of democratic leadership and programme development to help them get self-employed.
- To give them the opportunities for their personality development.
- Understand the community in which they work.
- Understand themselves in relation to their community.
- Identify the needs and problems of the social and involve them in problem solving process.
- Develop among themselves a sense of civic responsibility.
- Utilize their knowledge in finding practical solution to individual and community problems.
- Develop competence required for group-living and sharing of responsibilities.
- Gain skill in mobilizing community participation.
- Acquire leadership qualities and democratic attitude.
- Develop capacity to meet emergencies and natural disasters.
- Practice national integration and social harmony.

Evaluation:

The performance of the students in extension activities throughout the semester will be assessed and the credit will be awarded by the faculty.

EXTRA- CREDIT COURSES

Course Code		Corporate English Training (Oral Practical)	Hrs	Credits	CIA	CE
All Under-graduation Programmes / Semester – I / Extra-credit Course - I			30 (out of College Hours)	2	-	100

Course Outcomes:

Description	Blooms' Taxonomy Level
Gaining a working knowledge of business words and phrases	Knowledge (Level K1)
Gaining confidence and sociability to introduce one's role and responsibilities	Synthesis (Level K6)
Communicating confidently and effectively in business meetings	Synthesis (Level K6)
Acquiring confidence to participate in debates on business topics	Synthesis (Level K6)
Employing strategies to be a successful employee or employer in the workplace	Synthesis (Level K6)

COURSE CONTENT

Unit -I:

Describing your Role

Describing your Responsibilities

Unit -II:

Discussing Key Issues in Meetings (Group work)

Unit -III:

Participating in Meetings – Agreeing and Disagreeing (Group work)

Unit -IV:

Telephonic Conversation

Unit – V:

Individual Presentation

Group Presentation

References Books

Fraleigh, D.M., & Tuman, J.S.(2009). *Speak up* New York: Bedford/St. Martins

Apple, W.,Streeter, L.A. & Krauss, R. M (1979). *Effects of Pitch and Speech Rate on Personal Attributions.* Journal of Personality and Social Psychology, 37, 715-727.

QUESTION PATTERN

Section – A: Testing Unit – I and II (50 marks)

Section – B: Testing Unit – III, IV and V (50 marks)

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Course Code		Creating	Hrs	Credits	CIA	CE
All Under-graduation Programmes / Semester – IV / Extra-credit Course - II		**Newspapers (Practical)**	30 (out of College Hours)	2	-	100

Course Outcomes:

Description	Blooms' Taxonomy Level
Gaining knowledge of the basics of journalism	Knowledge (Level K1)
Comprehending the various components of a newspaper	Comprehension (Level K2)
Synthesizing abilities to write a variety of mass media products, including news stories and press releases	Synthesis (Level K6)
Creating and designing emerging media products, including social media	Synthesis (Level K6)
Mastering the skill and becoming journalists and media writers in future	Synthesis (Level K6)

COURSE CONTENT

Unit -I:

Journalism as an Art

Unit -II:

The Components of a Newspaper

Unit -III:

Discussing the Features of a Newspaper

Unit -IV:

Display of a Newspaper Prepared by the Learner

Unit – V:

Describing the Newspaper Prepared by the Learner

Book for Reference:

Adhikari Gautam, *Press Council, Press Institute of India*, New Delhi.

Arun Bhattacharjee, *The Indian Press, Profession to Industry*, Vikas Pub, New Delhi, 1972.

QUESTION PATTERN

Section – A: Testing Unit – I and II (50 marks)

Section – B: Testing Unit – III, IV and V (50 marks)

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Course Code		Short Movies and	Hrs	Credits	CIA	CE
All Under-graduation Programmes / Semester – VI / Extra-credit Course - III		**Documentaries (Practical)**	30 (Out of College Hours)	2	-	100

Course Outcomes:

Description	Blooms' Taxonomy Level
Gaining knowledge of the basics of film making	Knowledge (Level K1)
Comprehending the various aspects of a short movie	Comprehension (Level K2)
Synthesizing abilities to create short movies focusing on the social problems	Synthesis (Level K6)
Creating and designing short movies and participating in competitions	Synthesis (Level K6)
Mastering the skill and becoming short movie makers in media	Synthesis (Level K6)

COURSE CONTENT

Unit -I:

Introduction to Short Movies and Documentaries

Unit -II:

The Components of a Short Movie and Documentary

Unit -III:

A Practical Study of Successful Short Movies and Effective Documentaries

Unit -IV:

Display of a Short Movie Directed by the Learner

Unit – V:

Participating in Short Movie Making Competition

References Books

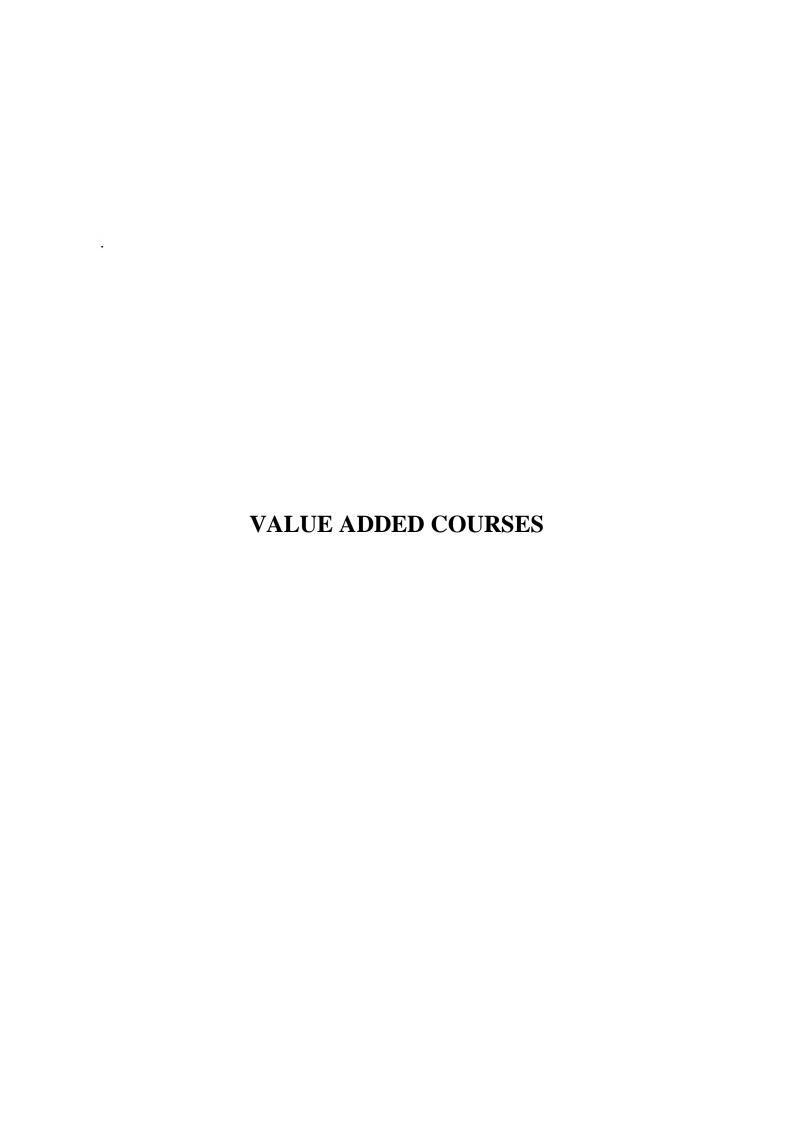Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books.1990.Print.

Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century

Vol2, Leonard SKl ein (ed), New York: Frederik Ungar, 1982,93-99.Print

QUESTION PATTERN

Section – A: Testing Unit – I and II (50 marks)

Section – B: Testing Unit – III, IV and V (50 marks)

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VALUE ADDED COURSES

Course Code		Photography	Hrs	Cre	CIA	CE
All Under-graduation Programmes / Semester – II / Value-added Course - I			-	-	-	100

Learning Objectives	The course aims to make the students
	• understand the concept of visual grammar
	• develop skills related to photography
	• produce a basic photography portfolio

Course Outcomes:

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

CO1	understand the basics of digital photography
CO2	produce and critique photographs
CO3	develop behaviors such as curiosity, initiative, and persistence that will help them engage with the world in productive ways.
CO4	clearly communicate the content and context of their work visually, orally and in writing.

COURSE CONTENT

Unit – I: Evolution of Photography

Human eye and photography

Pixel and Resolution of digital images

Formats of a digital image

Utility of Photograph

Unit – II: How Camera Works

Camera & its types (Including pinhole, view camera, compact camera,

T.L.R., S.L.R., digital camera)

Lenses & its type

Contribution of eminent Photographers

Unit – III: Understanding Lenses

Introduction to Lenses

Understanding Focal Lengths (Including Normal, Short, Long, Portrait and Focal)

Zoom Lenses

Lens Accessories

Unit – IV: Displaying and Sharing Printed Photographs

How color photographs are printed

Scrapbooks

Photo Gifts and novelties

Laser- Etching and Fire Ceramics

Unit – V: Beyond the Still Image

Panoramic Photography

Stereo Photography

Animations

Shooting Movies

Morphing

Book for reference:

Curtin, P. Dennis, The textbook of Digital Photography. Massachusetts, USA.

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Course Code		Radio Jockeying	Hrs	Cre	CIA	CE
All Under-graduation Programmes / Semester – IV / Value-added Course - II			-	-	-	100

Learning Objectives	The course aims to
	• be familiar with different styles of voice modulation
	• understand the basics of radio production
	• become a radio production person
	• develop a unique style of presentation

Course Outcomes:

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

CO1	To apply talent of RJing
CO2	To simplify the rules of different tools and techniques required for radio production
CO3	To identify different program formats
CO4	To function skillfully in the production of different Radio program

COURSE CONTENT

Unit – I: General Awareness about Radio

History of Radio

Radio Programme Formats

Functions & Characteristics of Radio

Unit – II: Radio Jockeying Techniques

Who is RJ?

Introduction to the voice

Voice Modulation

How to make it presentable

Unit – III: Radio Production

Radio Production Techniques & Tools

Elements of Radio Production

Interviews

Radio Talk

Discussions

Review programmes

Unit – IV: Production related with different program format

Musical shows

Interviews

Vox Pop

Commentary

Drama/ Skits

Advertisements

Promos

Jingles

Talent show

Unit – V: Latest Trend

Latest trends and style

Book for Reference:

Kohli, S, Kohli, Simran. The Radio Jockey Hand Book. Diamond Pocket Books.

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Course Code		Film Studies	Hrs	Cre	CIA	CE
All Under-graduation Programmes / Semester – VI / Value-added Course - III			-	-	-	100
Learning Objectives	**The course aims to** • help students develop theoretical understanding of the growth of films globally with special emphasis on the Film trends India. • to help students develop skills to critically appreciate films, nationally as well as internally					

Course Outcomes:

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

CO1	To trace the history and development of Cinema
CO2	To comprehend the role and impact of Cinema in society and vice-versa
CO3	To develop an understanding of the political, cultural and aesthetic nuances of filmmaking
CO4	To critically analyze and appreciate Cinema as an art

COURSE CONTENT

Unit – I: Language of Cinema

Visual Language, Cinematography, Visual Universe

Mise-en-scene, Colour as storytelling device

Unit – II: The birth of Indian Cinema

Beginnings of Cinema

Silent Era

Talkies, Golden Age of the 1950s

New Wave Indian Cinema

Unit – III: Film, Culture and Society

Film Genres and Sub Genres

Documentaries and Experimental films

Gender and Sexuality in Cinema

Concept of the Avant Garde on Indian Art Cinema

Unit – IV: Film Culture

Evolution of Censorship

Film Criticism- Cinephilia

Unit – V: Latest Trend

Latest trends in Films

Books for Reference:

Kohli, S, Kohli, Simran. The Radio Jockey Hand Book. Diamond Pocket Books.

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