



## SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE (Autonomous)

*[An Autonomous College Affiliated to Periyar University, Salem, Tamil Nadu][Accredited by NAAC with 'A' Grade with CGPA of 3.27]  
[Recognized 2(f) & 12(B) Status under UGC Act of 1956]*



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### DEGREE OF BACHELOR OF ARTS IN ENGLISH CHOICE BASED CREDIT SYSTEM (CBCS)

#### REGULATIONS AND SYLLABUS FOR

#### **B.A. ENGLISH PROGRAMME(SEMESTER PATTERN)**

**(For Students Admitted in the College from the Academic Year 2024-2025 onwards)**



## REGULATIONS AND SYLLABUS FOR B.A. ENGLISH PROGRAMME

(For Students Admitted in the College from the Academic Year 2024-2025 onwards)

### 1. VISION OF THE DEPARTMENT

To provide incomparable internationally acclaimed teaching for the betterment of the world and to imbibe the necessary personality trait to move towards a sound life with academic and research enrichment.

### 2. MISSION OF THE DEPARTMENT

To develop communication skills, strengthening holistic understanding of literature, to pursue advanced research in English and to sharpen their critical ability to interpret and evaluate literary works and theory.

### 3. DEFINITIONS

(i) **Program:** Program means a course of study leading to the award of the degree in adiscipline.

(ii) **Course:** Course refers to the subject offered under the Degree Programme.

### 4. AIMS OF THE PROGRAMME

The overall aims of the course are:

- a. To enable the learners to communicate effectively and appropriately in real lifesituation.
- b. To use English effectively for study purpose across the curriculum.
- c. To develop interest in and appreciation of Literature.
- d. To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing.
- e. To revise and reinforce structures already learnt.



## Under Graduate Programme

### Programme Outcomes:

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

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

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

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

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

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

**PO7: Reflective 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.



## 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, business and other context /fields.

**PSO3:** To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, and 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

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)** can be carried out accordingly, assigning the appropriate level in the grids:

	POs							PSOs		
	1	2	3	4	5	6	...	1	2	...
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										

**Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the „Training for Competitive Examinations“ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.



### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an over view of the pedagogy of learning Literature and analyzing the world through the literary lens Gives rise to a new perspective.	Instill confidence among students Create interest for the subject
<b>I,II,III,IV</b>	<b>Skill Enhancement papers</b> (Discipline centric/Generic/Entrepreneurial)	Industry ready graduates Skilled human resource Students are equipped with essential skills to Make them employable
		Training on language and communication skills enable the students gain knowledge and Exposure in the competitive world.
		Discipline centric skill will improve the Technical knowhow of solving real life problems.
<b>III, IV, V &amp; VI</b>	Elective papers	Strengthening the domain knowledge Introducing the stakeholders to the State-of Art techniques from the streams of multi disciplinary, cross disciplinary and interdisciplinary nature Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.
<b>IV Semester</b>	Elective Papers	Exposure to industry moulds students into solution providers Generates Industry ready graduates Employment opportunities enhanced
<b>V Semester</b>	Elective papers	Self-learning is enhanced Application of the concept to Real situation is conceived resulting Intangible outcome
<b>VI Semester</b>	Elective papers	Enriches the study beyond the course. Developing a research framework and presenting their independent and Intellectual ideas effectively.
<b>Extra Credits: For Advanced Learners/Honors degree</b>		To cater to the needs of peer learners/research aspirants
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill



**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System - UG**

**First Year – Semester-I**

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	2	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>23</b>	<b>30</b>

**Semester-IV**

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>



### Third Year Semester-V

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

### Semester-VI

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

### Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	4	6	4	3	24
<b>Total</b>	23	23	23	25	26	21	<b>140</b>

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

### 5. Illustration for B.A. English Curriculum Design



**I - YEAR – SEMESTER- I**

I YEAR SEMESTER I								
Sl. No	Course Category	Course Code	Course	Hours/ Week	Credits	Marks		
						CIA	ESE	Total
1	Part - I	24UTA1F01	LANGUAGE	6	3	25	75	100
2	Part - II	24UEN1F01	ENGLISH	6	3	25	75	100
3	Part - III CORE 1	24UEN1C01	INTRODUCTION TOLITERATURE	5	5	25	75	100
4	Part - III CORE 2	24UEN1C02	INDIAN WRITING IN ENGLISH	5	5	25	75	100
5	Part - III ELECTIVE - I	24UEN1E01	SOCIAL HISTORY OFENGLAND -I	4	3	25	75	100
6	Part - IV	24UEN1S01	SKILL ENHANCEMENT COURSE - I	2	2	25	75	100
		24UPH1N01	NME-I PHYSICS FOR EVERYDAY LIFE	2	2	25	75	100
			TOTAL	30	23			

**I - YEAR – SEMESTER- II**

Sl. No	Course Category	Course Code	Course	Hours /Week	Credits	Marks		
						CIA	ESE	Total
1	PART - I	24UTA2F02	LANGUAGE	6	3	25	75	100
2	PART - II	24UEN2FO2	ENGLISH	6	3	25	75	100
3	PART - III CORE 3	24UEN2C03	BRITISH LITERATURE - I	5	5	25	75	100
4	PART - III CORE 4	24UEN2C04	AMERICAN LITERATURE	5	5	25	75	100
5	PART - III ELECTIVE - II	24UEN2E02	SOCIAL HISTORY OF ENGLAND - II	4	3	25	75	100
6	PART - IV	24UEN2S02	SKILL ENHANCEMENT COURSE - SEC - 2	2	2	25	75	100
		24UEN2S03	SKILL ENHANCEMENT COURSE - SEC - 3	2	2	25	75	100
			TOTAL	30	23			

**II YEAR SEMESTER- III**

Sl. NO	Course Category	Course Code	Course	Hours /Week	Credits	Marks		
						CIA	ESE	Total
1	PART - I	24UTA3F03	LANGUAGE	6	3	25	75	100
2	PART - II	24UEN3F03	ENGLISH	6	3	25	75	100
3	PART - III CORE 5	24UEN3C05	BRITISH LITERATURE - II	5	5	25	75	100
4	PART - III CORE 6	24UEN3C06	CHILDREN’S LITERATURE	5	5	25	75	100
5	PART - III ELECTIVE-III	24UEN3E03	HISTORY OF ENGLISH LITERATURE - I	4	3	25	75	100
6	PART - IV	24UEN3S04	SKILL ENHANCEMENT COURSE - SEC - 4 (ENTREPRENEURIAL SKILL)	1	2	25	75	100
		24UEN3S05	SKILL ENHANCEMENT COURSE SEC - 5	2	2	25	75	100
		24UEV3S01	EVS	1		25	75	100
			TOTAL	30	23			

**SEMESTER- IV**

Sl. NO	Course Category	Course Code	Course	Hours/ Week	Credits	Marks		
						CIA	ESE	Total
1	PART - I	24UTA4F04	LANGUAGE	6	3	25	75	100
2	PART - II	24UEN4F04	ENGLISH	6	3	25	75	100
3	PART - III CORE7	24UEN4C07	WORLD CLASSICS IN TRANSLATION	5	5	25	75	100
4	PART - III CORE8	24UEN4C08	LANGUAGE AND LINGUISTICS	5	5	25	75	100
5	PART - III ELECTIV E - IV	24UEN4E04	HISTORY OF ENGLISH LITERATUE - II	3	3	25	75	100
6	PART - IV	24UEN4S06	SKILL ENCHANCEMENT COURSE SEC - 6	2	2	25	75	100
		24UEN4S07	SKILL ENCHANCEMENT COURSE SEC - 7	2	2	25	75	100
		24UEV4S02	EVS	1	2	25	75	100
			TOTAL	30	25			



## III YEAR - SEMESTER- V

Sl. NO	Course/ Category	Course Code	Course	Hours /Week	Credits	Marks		
						CI A	ESE	Total
1	PART - III CORE 9	24UEN5C09	WOMEN’S WRITING	5	4	25	75	100
2	PART - III CORE 10	24UEN5C10	INTRODUCTION TO FOLK LITERATURE	5	4	25	75	100
3	PART - III CORE 11	24UEN5C11	INDIAN WRITING IN TRANSLATION	5	4	25	75	100
4	PART - III CORE12	24UEN5C12	PROJECT/ MYTH AND LITERATURE	5	4	25	75	100
5	PART - III ELECTIVE V	24UEN5E05	LITERARY FORMS AND TERMS	4	3	25	75	100
6	PART - III ELECTIVE VI	24UEN5E05	LITERATURE AND ENVIRONMENT	4	3	25	75	100
7	PART - IV	24UVE501	VALUE EDUCATION	2	2	25	75	100
			SUMMER INTERNSHIP/INDUSTRIAL TRAINING		2			
			TOTAL	30	26			

## SEMESTER- VI

Sl. NO	Course Category	Course Code	Course	Hours /Week	Credits	Marks		
						CIA	ESE	Total
1	PART - III CORE 13	24UEN6C13	LITERARY CRITICISM	6	4	25	75	100
2	PART - III CORE 14	24UEN6C14	NEW LITERATURES IN ENGLISH	6	4	25	75	100
3	PART - III CORE 15	24UEN6C15	SHAKESPEARE	6	4	25	75	100
4	PART - III ELECTIVE VII	24UEN6E07	ENGLISH LANGUAGE TEACHING	5	3	25	75	100
5	PART - III ELECTIVE VIII	24UEN6E08	JOURNALISM AND MASS COMMUNICATION	5	3	25	75	100
6	PART - IV		EXTENSION ACTIVITY		1	25	75	100
		24UEN6S08	PROFESSIONAL COMPETENCY SKILL – ENGLISH FOR COMPETITIVE EXAMINATIONS	2	2	25	75	100
			TOTAL	30	21			



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



### 7A-Mandatory Core Areas for B.A Programme

<b>I Year Sem I I Sem II</b>	<b>C1.</b> Introduction to literature (5credits)
	<b>C2.</b> Indian Writing in English (5credits)
	<b>C3.</b> British Literature I (5credits)
	<b>C4.</b> American Literature I (5credits)
<b>II Year Sem III Sem IV</b>	<b>C5.</b> British Literature-II (5credits)
	<b>C6.</b> Children's Literature (5credits)
	World Literature in Translation (4credits) Language and Linguistics(4credits)
<b>III Year Sem V Sem VI</b>	<b>C9.</b> Women's Writing (4credits)
	<b>C10.</b> Introduction to Folk Literature (4credits)
	<b>C11.</b> Indian Writing in Translation (4credits)
	<b>C12.</b> Project / Myth and Literature (4 credits)
	<b>C13.</b> Literary Criticism (5credits)
	<b>C14.</b> New Literatures in English (5 credits)
	<b>C15.</b> Shakespeare (4 credits)

### B. Mandatory Electives for B.A Programme Semester I to V

<b>Semester I to V</b>	<b>Social History of England I</b>
	<b>Social History of England II</b>
	<b>History of English Literature I</b>
	<b>History of English Literature II</b>
	<b>Literary Forms</b>

### C. Suggested Non Mandatory Electives for B.A Program Semester V &VI (4creditseach)

<b>Semester V and VI</b>	CNM1. Literature and Environment
	CNM2. English Language Teaching
	CNM3. Journalism and Mass Communication
	CNM4. Film Studies



**D. (SKILL ENHANCEMENT COURSES)**  
**Foundation Course- Functional English**

- 1. ENGLISH AND COMMUNICATION**
- 2. PUBLIC SPEAKING**
- 3. DIGITAL LITERACY AND CONCEPTS**
- 4. ENTREPRENEURIAL SKILL**
- 5. INTERVIEW SKILLS**
- 6. ENGLISH FOR CAREER**
- 7. ENGLISH FOR BUSINESS**
- 8. ENGLISH FOR COMPETITIVE EXAMS**



**SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE**  
(Autonomous)

**Bachelor of Arts (B.A.) in English**

**Programme Pattern and Syllabus (CBCS)**

(For Students Admitted in the College from the Academic Year 2023-2024 Onwards)

**Note:**

CBCS – Choice Based Credit System

CIA – Continuous Internal Assessment

ESE – End of Semester Examinations

**List of Extension Activities**

1. National Cadet Corps (NCC)
2. National Service Scheme (NSS)
3. Youth Red Cross (YRC)
4. Physical Education (PYE)
5. Eco Club (ECC)
6. Red Ribbon Club (RRC)
7. Women Empowerment Cell (WEC)

**BREAK-UP OF MARKS AND CREDITS**

The break-up of marks and credits for the B.A. English Degree Programme is as follows:

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	4	5	4	3	24
<b>Total</b>	23	23	23	25	26	21	<b>140</b>

- The students are advised to complete a **SWAYAM/MOOC** before the completion of the even semester of each year of study and submit the course completion certificate to the HOD. Two credits will be given to the candidates who have successfully completed.
- They are also sent for a training programme as internship to have a wider working



skill. And **INTERNSHIP** has a prominent role to play in linking higher education with the requirements of the industry and the world of work. They are also encouraged to participate and present papers in workshops, seminars and conferences.

### **EXAMINATIONS**

The examinations consist of Continuous Internal Assessment (CIA) and End of semester Examinations (ESE). The ESE shall be of three Hours duration for each theory course at the end of every semester. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination. At the end of semester practical examination shall be conducted for 3 hours.

To maintain uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform pattern of examination to be adopted by all the teachers offering courses. There shall be three monthly tests, one seminar and one assignment for CIA and ESE during each semester. The distribution of marks for CIA and ESE shall be 25 marks and 75 marks, respectively. Further, the distribution of CIA - 15 marks for test, 5 marks for assignment and 5 marks for attendance. The average of the highest two test marks out of the three CIA tests will be taken for CIA.





### COMPONENTS OF CONTINUOUS INTERNAL ASSESSMENT (CIA)

Components		Marks	Total Marks
Theory			
CIA I	75	(75+75 = 150/10) 15	25
CIA II	75		
Assignment		05	
Attendance		05	
Practical			
CIA		25	40
Practical Observation Notebook		10	
Attendance		05	
Discipline		05	

### QUESTION PAPER PATTERN

#### Bloom's Taxonomy Based Assessment Pattern

(**K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** –Evaluate)

(i) **Theory Examinations (CIA I & CIA II = 25 Marks and ESE = 75 Marks)**

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer ALL) Q1–Q15	$15 \times 1 = 15$	Multiple Choice Questions (MCQ) (Three questions from each unit)	15
K2	B (Answer any TWO out of FIVE) Q16–Q20	$3 \times 5 = 15$	Short Answers (One question from each unit)	15
K3 & K4	C (Either or Pattern) Q20–Q25	$5 \times 9 = 45$	Descriptive/Detailed Answers (Two questions from each unit)	45
<b>Total Marks</b>				<b>75</b>

Passing Minimum (CIA) 40% = 10 Marks

Passing Minimum (ESE) 40% = 30 Marks

**40 Marks**



**(ii) Practical Examinations (CIA = 40 Marks and ESE = 60 Marks)**

Knowledge Level	Components	Marks	Total
K3	Interview skills	50	60
K4	Magazine	10	
K5			

Passing Minimum (CIA) 40% = 16 Marks

Passing Minimum (ESE) 40% = 24 Marks

40 Marks

The candidate shall be declared to have passed the examination if the candidates secure not less than 30 marks out of 75 marks in the semester examination in each theory course and 10 marks out of 25 marks in the CIA and in total not less than 40 marks.

For the practical course, 24 marks out of 60 marks in the semester examination and the magazine preparation taken together and 16 marks out of 40 marks in the CIA and in total 40 marks. There is no minimum passing marks for the practical examination. However, submission of the magazine notebook is necessary.

Candidate who does not obtain the required minimum marks for a pass in a Course/Practical shall be declared Re-Appear (RA) and the candidate has to appear and pass the same at a subsequent appearance.

**MAXIMUM DURATION FOR THE COMPLETION OF THE B.A.**

**ENGLISH PROGRAMME**

The maximum duration for completion of the B.A. English Program shall not exceed twelve semesters.

**COMMENCEMENT OF THIS REGULATION**

This regulation and syllabus shall take effect from the academic year 2022–2023 for students who are admitted to the first year of the Program during the academic year 2022–2023 and thereafter.

**GRADING**

Once the marks of the cumulative CIA and ESE are available, they will be added. The marks thus obtained will then be graded as per details given below:



### Marks and Grades:

The following table gives the marks grade points, letter grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90–100	9.0–10.0	O	Outstanding
80–89	8.0–8.9	D+	Excellent
75–79	7.5–7.9	D	Distinction
70–74	7.0–7.4	A+	Very Good
60–69	6.0–6.9	A	Good
50–59	5.0–5.9	B	Average
40–49	4.0–4.9	C	Satisfactory
00–39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

$C_i$  = Credits earned for course I in any semester

$G_i$  = Grade Point obtained for course I in any semester

$n$  = Semester in which such course was credited

### Grade point average (for a Semester):

**Calculation of grade point average semester-wise and part-wise is as follows:**

$$\text{GRADE POINT AVERAGE [GPA]} = \sum C_i G_i / \sum C_i$$

Sum of the multiplication of grade points by the credits of the courses under each part  
GPA =

Sum of the credits of the courses under each part in a semester

### Calculation of Grade Point Average (CGPA) (for the entire programme):

A candidate who has passed all the examinations under different parts (Part – I to V) is eligible for the following part wise computed final grades based on the range of CGPA.

$$\text{CUMULATIVE GRADE POINT AVERAGE [CGPA]} = \sum_n \sum C_{ni} G_{ni} / \sum_n \sum C_{ni}$$

Sum of the multiplication of grade points by the credits of the entire program under each part  
GPA =  $\frac{\sum C_{ni} G_{ni}}{\sum C_{ni}}$   
Sum of the credits of the courses of the entire program under each part



### CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate who passes all the examinations and securing following CGPA and Grades shall be declared as follows:

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5–10.0	O+	First Class – Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	

### 14. RANKING

A candidate who qualifies for the B.A. English, passing all the Examinations in the first attempt within the minimum period prescribed for the Programme from the date of admission to the Programme and secures first or second class shall be eligible for ranking and such ranking will be confined to 10% of the total number of candidates qualified in that particular branch of study, subject to a maximum of 10 ranks.

### 15. CONFERMENT OF THE DEGREE

- Has undergone the prescribed course of study for a period of not less than six semesters in an institution approved by/affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed therefore.
- Has completed all the components prescribed under Part I to Part V in the CBCS pattern to earn 140 credits.
- Has successfully completed the prescribed Course papers and Communication skills (Practical) as evidenced by certificate issued by the Autonomous board.



## 16. TRANSITORY PROVISION

Candidates who have undergone the Programme of Study prior to the Academic Year 2021–2022 will be permitted to take the Examinations under those Regulations for a period of six years i.e. up to and inclusive of the Examination of April 2026. Thereafter, they will be permitted to take the Examination only under the Regulations in force at that time.



# **B.A. ENGLISH**

## **Core Component Model Syllabus**



**FIRST YEAR - SEMESTER I**  
**CORE I – INTRODUCTION TO LITERATURE**

Programme: B.A. English				
<b>Core – I</b>		<b>Course Code: 24UEN1C01</b>		<b>Course Title:</b> <b>INTRODUCTION TO LITERATURE</b>
<b>Semester</b> I	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 5	<b>Total Marks</b> 100

**Course Objectives**

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature
3. To enable learners to understand the different genres of writing
4. To examine the various themes and forms present in literature
5. To create the ability of critically examining a text

**UNIT I Introduction**

Poetry - Different forms of poetry - Sonnet, Ode, Elegy,  
 Prose - Short Story, Novel, Prosody, Metre

**UNIT II Poetry**

John Milton - When I Consider How my light is spent  
 John Keats - Ode to Nightingale  
 Thomas Gray - Elegy Written in a Country Churchyard

**UNIT III Prose**

Francis Bacon - Of Studies  
 Stephen Leacock - The Financial Expert  
 Jerome K Jerome - Uncle Podger hangs a picture

**UNIT IV Short Story**

Lamb's Tales from Shakespeare - A Midsummer Night's Dream, Twelfth Night

**UNIT V Fiction**

Jane Austen – Pride & Prejudice

**Text Books (Latest Editions)**

1. An Introduction to the study of English Literature .W.H. Hudson.
2. Cecil, David. „The Poetry of Thomas Gray“. Proceedings of the British Academy. London: 1954.
3. Jane Austen – Pride & Prejudice
4. <https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/>

**Reference Books**

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

1. Austen, Jane. Pride and Prejudice. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, <[www.loc.gov/item/18001222/](http://www.loc.gov/item/18001222/)>. AUSTEN, Jane. Pride and Prejudice. London : Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022-
2. Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.



3. Janice Campbell., Introduction to Literature : Excellence in Literature English, 4th Ed, Everyday Education, LLC, January 2021.

### Web Resources

1. <https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015>
2. <https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
3. <https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
4. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

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

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

### Mapping with Programme Specific Outcomes:

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





**FIRST YEAR - SEMESTER I**  
**CORE II – INDIAN WRITING IN ENGLISH**

**Programme: B.A. English**

Core – II				
Core – II		Course Code: 24UEN1C02		Course Title: INDIAN WRITING IN ENGLISH
Semester I	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

**Course Objectives**

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help in understanding issues concerning Indian Writing in English such as the representation of culture ,identity ,history ,constructions of nation,(Post) national and gender politics ,cross-cultural transformations.
3. To create literary sensibility and critical response to the literary texts written in English
4. To closely examine the various themes and methodologies existing in Indian Writing in English.
5. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

**UNIT I Biography**

Introduction of K.R.Srinivasa Iyengar and C.D.Narasimaiah

**UNIT II Poetry**

Rabindranath Tagore – Paper Boat

Sarojini Naidu – The Village Song

Toru Dutt – The Lotus

AK Ramanujam – Still another View of Grace

R Parthasarathy – River Once

**UNIT III Prose**

Mahatma Gandhi –Steal and Atonement

Sri Aurobindo – Poetry from “Early Cultural Writings” (Page 123-24) Vivekananda –

Address at the final session (Complete works Vol I, Chapter I)

**UNIT IV Short Story**

Ruskin Bond – The Eyes are not Here KA Abbas – Sparrows

**UNIT V Fiction**

R.K. Narayan – The Man-Eater of Malgudi

**Text Books (Latest Editions)**

- 1.K.R.Srinivasa Iyengar, Indian Writing in English
- 2 Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930
- 3 R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.



4 Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi :Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.

### Reference Books

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

1. Indian Poetry in English Ed.by Makarand Paranjape
2. Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3. Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.
4. Dr.A.K.Sharma: Fiction and Indian Writing in English

### Web Resources

1. Poems <https://www.poemhunter.com/a-k-ramanujan/poems/>
2. <https://www.poetrybyheart.org.uk/poems/paper-boats>
3. <https://allpoetry.com/Village-Song>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
<b>CO3</b>	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low



### Mapping with Programme Specific Outcomes:

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



**FIRST YEAR - SEMESTER I**  
**SOCIAL HISTORY OF ENGLAND-I (ELECTIVE)**

Programme: B.A. English				
<b>Elective – I</b>	<b>Course Code: 24UEN1E01</b>		<b>Course Title: SOCIAL HISTORY OF ENGLAND-I</b>	
<b>Semester</b> I	<b>Hours/Week</b> 4	<b>Total Hours</b> 75	<b>Credits</b> 3	<b>Total Marks</b> 100

**Course Objectives**

1. To acquaint the students with background study of social conditions in England
2. To introduce students to some of the major historical development of England
3. To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
4. To make the students aware of the relation between socio political and socio religious events and literary works
5. To expose the students various trends and movements of England.

**UNIT I**

Landmarks in Early English History

The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War – Black Death(1348) - Peasants Revolt (1381)– Lollards Movement – Wars of Roses

**UNIT II**

The Renaissance

The Reformation

The Dissolution of the Monasteries

**UNIT III**

Colonial Expansion

The Tudor Navy and The Armada

The Elizabethan Age & Theatre

**UNIT IV**

The Origin and Growth of Political Parties in England

**UNIT V**

Age of Queen Anne

Coffee House Life in London.

**Text Books (Latest Editions)**

1. Asa Briggs - Social History of England
2. Louise Creighton – Social History of England
3. G.M. Trevelyan: Social History of England

**Reference Books**

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

1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Keith Wrightson - Social History of England (1500-1750)
3. Francois Bedarida: A Social History of England 1851-1990, 2nded



### Web Resources

1. <https://www.literpretation.com/post/social-history-of-enland-6#>:
2. <https://gacbe.ac.insematerial>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Gain knowledge of various features of social and political history of England	PO1
<b>CO2</b>	Awareness of the relation between socio- religious events and socio- political works	PO1,PO2
<b>CO3</b>	Compare history with Literature	PO4,PO6
<b>CO4</b>	Enable to assess the emergence, reasons, development and the impact of social movements	PO4,PO5,PO6
<b>CO5</b>	Assess the overall emergence of English society as a nation.	PO3,PO8

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

**ENGLISH AND COMMUNICATION (SEC- I)****Programme: B.A. English**

<b>SEC- I</b>				
<b>SEC- I</b>		<b>Course Code: 24UEN1S01</b>		<b>Course Title: ENGLISH AND COMMUNICATION (SEC- I)</b>
<b>Semester</b> I	<b>Hours/Week</b> 2	<b>Total Hours</b> 30	<b>Credits</b> 2	<b>Total Marks</b> 100

**Course Objectives**

1. To provide the students with an ability to build and enrich their communication skills.
2. To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing
3. To help them think and write imaginatively and critically
4. To equip students to build self- confidence with a focus on self- presentation
5. To facilitate the learners to learn personal and professional development

**UNIT I Greetings**

Verbal & Non Verbal  
Formal & Informal

**UNIT II Grammar**

Articles  
Parts of Speech  
Tenses  
Active & Passive Voice  
Punctuation, Capitalization, Contractions and Collocations  
Proof Reading

**UNIT III Message Writing**

Agenda  
Minutes

**UNIT IV Letters**

Formal & Informal Letters  
Email  
Report writing

**UNIT V Interview**

Presentation Skills  
Resume

**Text Books(Latest Editions)**

1. Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2. Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3. Understanding Body Language by Alan Pease.

**Reference Book**

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

- 1.Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

**Web Resource**

- 1.Subject: ENGLISH COMMUNICATION SKILLS(THEORY|goigalajijuna- Academia.edu

Course Outcomes		
On completion of this course ,students will;		
<b>CO1</b>	Identify the basic principles of communication	PO1
<b>CO2</b>	Analyze the various types of communication	PO1,PO2
<b>CO3</b>	Make use of the essential principles of communication	PO4,PO6
<b>CO4</b>	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Specific Outcomes:**

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



**FIRST YEAR - SEMESTER II**  
**CORE III – BRITISH LITERATURE I**

Programme: B.A. English				
CORE III		Course Code: 23UEN2C03		Course Title: BRITISH LITERATURE-I
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

**Course Objectives**

1. To introduce British Identity, Periods and other related forms.
2. To increase the ability for students to intellectually assess the works of British writers
3. To enable learners to understand that British literature is at the foundation of English-speaking peoples 'culture.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critical probing through the text

**UNIT I Poetry**

Thomas Gray – Elegy Written in a Country Churchyard  
 Alexander Pope – On Solitude  
 Robert Burns – A Red, Red Rose  
 John Donne – Canonization

**UNIT II Prose**

Charles Lamb – Dissertation upon a Roast Pig  
 Oliver Goldsmith – A City Night- Piece  
 Sir Richard Steele – The Spectator Club  
 Joseph Addison –Household Superstitions

**UNIT III Drama**

John Webster – The White Devil

**UNIT IV Drama**

Christopher Marlowe – Dr. Faustus

**UNIT V Fiction**

Jonathan Swift –Gulliver’s Travels

**Text Books (Latest Editions)**

1. The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.
2. The Spectator Club – Critical Appreciation by Richard Steele
3. MARLOWE ,Christopher. Dr.Faustus. BOOK ON DEMANDLTD, 2021.

**Reference Books**

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

1. A Critical History of English Literature – David Daiches
2. Swift, Jonathan, et al. Gulliver’s Travels. Oxford University Press, 2019.

**Web Resources**

1. Ranger, Paul, “Technical Features.” By Oliver pp51-58.,
2. [http://doi.org/10.1007/978-1-349-07664-2\\_5](http://doi.org/10.1007/978-1-349-07664-2_5).





### Course Outcomes

On completion of this course, students will;

<b>CO1</b>	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	PO1
<b>CO2</b>	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
<b>CO3</b>	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
<b>CO4</b>	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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



**FIRST YEAR - SEMESTER II**  
**CORE IV - AMERICAN LITERATURE**

Programme: B.A. English				
CORE IV		Course Code: 23UEN2C04		Course Title: AMERICAN LITERATURE
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

**Course Objectives**

1. To identify the growth and development of American literature.
2. To critically examine how various genres developed and progressed.
3. Learn about prominent writers and famous works in American literature.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critical probing through the text

**UNIT I Background:**

The First Frontier (Settlement of America) – The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.

**UNIT II Poetry**

Walt Whitman – O Captain, My Captain!  
 Robert Frost – Birches  
 Edgar Allan Poe – The Raven  
 Emily Dickinson – Because I Could not stop for Death

**UNIT III Prose**

Martin Luther King Jr. – I have a Dream  
 Ralph Waldo Emerson – Self Reliance

**UNIT IV Drama**

Tennessee Williams – The Glass Menagerie

**UNIT V Fiction**

Nathaniel Hawthorne – The Scarlet Letter

**Text Books(Latest Editions)**

1. American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid
2. A Brief History of American Literature by Richard Gray
3. Tennessee Williams: The Glass Menagerie

**Reference Books**

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

1. Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chartwell Books, 2015.
2. Poe, Edgar Allan, et al. Poetry for Young People: Edgar Allen Poe. Sterling Pub .Co., 1995.

**Web Resources**

1. <https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams>
2. <https://www.poetryfoundation.org/poems/48860/the-raven>



Course Outcomes		
On completion of this course ,students will;		
<b>CO1</b>	Analyze and discuss works of American literature from range of genres (e.g. poetry, nonfiction, slave narrative ,captivity narrative, literary fiction, genre fiction, sermon ,public proclamations, letters ,etc.).	PO1
<b>CO2</b>	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1,PO2
<b>CO3</b>	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4,PO6
<b>CO4</b>	Produce a mix of critical, creative, and/or reflective works About American literature to 1865.	PO4,PO5, PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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



**FIRST YEAR - SEMESTER II**  
**SOCIAL HISTORY OF ENGLAND-II (ELECTIVE)**

Programme: B.A. English				
ELECTIVE II		Course Code: 23UEN2E02		Course Title: SOCIAL HISTORY OF ENGLAND-II
Semester II	Hours/Week	Total Hours	Credits	Total Marks
	4	60	3	100

**Course Objectives**

1. Define the social history of England in a political perspective.
2. Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts
3. Identify main trends in the social history of England and their influence on literature
4. Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres
5. To critically analyze the influence of history and cultural diversity on literature and
6. language.

**UNIT I**

The Union of England and Scotland  
 The Agrarian Revolution  
 The Industrial Revolution

**UNIT II**

The Methodist movement  
 Other Humanitarian Movements

**UNIT III**

The American War of Independence  
 French Revolution & Effects of the French Revolution

**UNIT IV**

The Reform Bills  
 The Victorian Age

**UNIT V**

Development of Education in the Victorian England Means of transport and Communication  
 World Wars I & II

**Text Books(Latest Editions)**

1. Asa Briggs - Social History of England
2. Louise Creighton – Social History of England
3. G.M. Trevelyan: Social History of England

**Reference Books**

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

1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Keith Wrightson - Social History of England (1500-1750)
3. Francois Bedarida: A Social History of England 1851-1990, 2nded



### Web Resources

1. [https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft\\_djvu.t](https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.t)
2. <https://archive.org/details/clublifeflondon02timbuoft> <https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland>

### Course Outcomes`

On completion of this course ,students will;

<b>CO1</b>	Recognize the milestones of British History from 18 <sup>th</sup> century till the modern age and can relate how these movements influence the English society and Literatures of that period	PO1
<b>CO2</b>	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity	PO1,PO2
<b>CO3</b>	Examine the causes and consequences of the war of Americans and French	PO4,PO6
<b>CO4</b>	Valuate the effects of the revolutions and their impacts in treasure in a better perspective	PO4,PO5,PO6
<b>CO5</b>	Analyze the reforms and the development of education, transport and communication in the modern era.	PO3,PO8

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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

**PUBLIC SPEAKING SKILLS (SEC-II)****Programme: B.A. English**

<b>SEC II</b>				
<b>SEC II</b>		<b>Course Code: 24UEN2S02</b>		<b>Course Title: PUBLIC SPEAKING SKILLS</b>
<b>Semester II</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
II	2	30	2	100

**Course Objectives**

1. To help students understand the goals and benefits of public speaking
2. To help them recognize communication apprehension and guide them on how to reduce it
3. To familiarize them on how public speaking can be used to advocate or create change
4. To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
5. To help them think and speak imaginatively and critically

**UNIT I PUBLIC SPEAKING**

What is Public Speaking?

Need for Public Speaking.

Significance and essentials of public speaking skills

**UNIT II THE A-Z OF PUBLIC SPEAKING**

Audience Awareness

Good looks

Practice makes less Imperfect

Speak because you want to

Vulnerability and Zest

**UNIT III LEARNING THE CRAFT**

Rules of Public Speaking

Do's and Don'ts of Public Speaking

Body Language

Voice Control

**UNIT IV SPEECHES FOR ALL OCCASIONS**

Introductory speeches (including Welcome Address)

Presentation Speeches

Vote of Thanks

**UNIT V SPEAKING ON TELEVISION AND RADIO**

Television &amp; Radio Interviews

Television and Radio Station Addresses

**Text Books (Latest Editions)**

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



### Reference Books

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

1. Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715- 727.

### Web Resources

1. Learning Outcomes | Public Speaking (lumenlearning.com) lu03\_public\_speaking.pdf (indianhills.edu)

Course Outcomes		
On completion of this course students will;		
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking	PO1
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them	PO1,PO2
<b>CO3</b>	Understand how to give effective verbal and nonverbal feedback	PO4,PO6
<b>CO4</b>	Learn about planning speech organization for the intended audience	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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

**DIGITAL LITERACY AND CONCEPTS (SEC - III)****Programme: B.A. English**

<b>SEC III</b>				
<b>SEC III</b>		<b>Course Code: 24UEN2S03</b>		<b>Course Title: DIGITAL LITERACY AND CONCEPTS</b>
<b>Semester II</b>	<b>Hours/Week</b> 2	<b>Total Hours</b> 30	<b>Credits</b> 2	<b>Total Marks</b> 100

**Course Objectives**

1. To help the students to be introduced to digital literacy
2. To elaborate on digital values, language and culture
3. To explore digital literacy in terms of information, identity and labeling
4. To discuss teacher's engagement in digital literacy
5. To analyze socio-economic factors in digital literacy

**UNIT I**

Introduction to Digital Literacy and its types.  
Digitizing Information.

**UNIT II**

Values and Ethics of Digital Literacy Characteristics of Digital Literacy

**UNIT III**

Digital Media and its Types  
Email, vlog, blog, twitter, Facebook, E-book.

**UNIT IV**

Digital Literacy in Education

**UNIT V**

Challenges in Digital Literacy

**Text Books(Latest Editions)**

1. Introduction to Digital Literacy(2ndEdition)-Mark Bowles.
2. Popular Culture, New Media and Digital Literacy in Early Childhood– J.Marsh
3. Digital Literacy: Different Cultures, Different Understandings– E.Helsper.

**Reference Books**

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

1. Implementing Media Literacy: Empowerment ,Participation and Responsibility–S.Livingston.
2. Literacy :Reading the word and the word –P.Freireand P.Macedo.
3. Media Literary in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4. Digital Literacy for Learning–A.Martin and D.Madigan Changing Literacies–C.Lankshear.





Course Outcomes		
On completion of this course ,students will;		
<b>CO1</b>	Gain knowledge of digital literacy.	PO1
<b>CO2</b>	Acquire skills in text literacies and language.	PO1,PO2
<b>CO3</b>	Acquire skills in information digital literacy.	PO4,PO6
<b>CO4</b>	Build confidence in using digital literacy.	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

#### Mapping with Programme Specific Outcomes:

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



**SECOND YEAR - SEMESTER III**  
**CORE V – BRITISH LITERATURE-II**

Programme: B.A. English				
CORE V		Course Code: 24UEN3C05		Course Title: BRITISH LITERATURE-II
Semester III	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

**Course Objectives**

1. To help learners analyze British Literature written from the late 18th Century to the present.
2. To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
3. To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.
4. To closely examine literary works using critical perspectives.
5. To help them with applying appropriate formal conventions when writing about literature.

**UNIT I Poetry**

Alfred Lord Tennyson – Ulysses  
 Robert Browning – My Last Duchess  
 T.S.Eliot – The Waste Land (The Burial of the Dead)  
 W.H.Auden – The Unknown Citizen  
 Mathew Arnold – Dover Beach

**UNIT II Prose**

G.K.Chesterton – Piece of Chalk  
 William Hazlitt – Indian Jugglers

**UNIT III Drama**

R.B. Sheridan – The School for Scandal

**UNIT IV Short Story**

James Joyce – The Dead  
 Somerset Maugham – The Verger

**UNIT V Novel**

Thomas Hardy – The Return of the Native

**Text Books(Latest Editions)**

1. Renard, Virginie. The Great War and Postmodern Memory: The First World War in Late 20 Th - Century British Fiction (1985- 2000). Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2. The School of Scandal and other plays by R.B.Sheridan
3. The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers

**Reference Books**

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

1. The Dead, James Joyce – Analysis : [www.eng-literature.com](http://www.eng-literature.com)
2. Five Centuries of English Verse William Stebbing
3. Winged words by David Greens

**Web Resources**

1. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
2. [https://fullreads.com/essay/the-indian-jugglers/;](https://fullreads.com/essay/the-indian-jugglers/)
3. <https://essays.quotidiana.org>piece-...> “A Piece of Chalk by G.K. Chesterton- Quotidiana



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
<b>CO2</b>	Demonstrate an understanding of periodization, theme, genre, motif, and so on in British literature.	PO1, PO2
<b>CO3</b>	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
<b>CO4</b>	Respond to literature 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
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

#### Mapping with Programme Specific Outcomes:

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



**SECOND YEAR - SEMESTER III  
HISTORY OF ENGLISH LITERATURE - I**

**Programme: B.A. English**

<b>Programme: B.A. English</b>				
<b>ELECTIVE III</b>		<b>Course Code: 24UEN3E03</b>		<b>Course Title: HISTORY OF ENGLISH LITERATURE - I</b>
<b>Semester II</b>	<b>Hours/Week 4</b>	<b>Total Hours 60</b>	<b>Credits 3</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. To facilitate them understand the major literary movements and authors of England
3. To enable students, develop a comprehensive understanding of the Ages and their characteristics
4. To identify the influence of social and cultural events through the works of the writers
5. To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature

**UNIT I Prose**

Early Prose- Sidney, Bacon, The Authorized Version of the Bible  
Beginning of Modern English Prose- Addison, Steele, Johnson

**UNIT II Poetry**

14th Century -Chaucer  
Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne  
Age of Milton - Milton  
Neo-classical - Characteristics with reference to Dryden, Pope

**UNIT III Early Drama**

Early Drama -Mystery, Miracle, Morality, Interludes  
Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits

**UNIT IV Later Drama**

Restoration Drama – Characteristics with reference to Congreve, Wycherley  
Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan

**UNIT V Novel**

18th Century Novel - Defoe, Fielding

**Text Books(Latest Editions)**

1. W.H.Hudson—An Outline History of English Literature
2. Compton & Rickett-A History of English Literature
3. The Routledge History of Literature in English by Ronald Carter and John McRae

**Reference Books**

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

1. History of English Literature by Edward Albert
2. A Critical History of English Literature by David Daiches
3. The Concise Cambridge History of English Literature by George Sampson

**Web Resources**

1. <https://iac-cheyyar.com>pdf>



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	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
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1,PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

#### Mapping with Programme Outcomes3 – Strong, 2 – Medium , 1 - Low:

#### Mapping with Programme Specific Outcomes:

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

**ENTREPRENEURIAL SKILLS (SEC-IV)****Programme: B.A. English**

<b>Programme: B.A. English</b>				
<b>SEC-IV</b>	<b>Course Code: 24UEN3S04</b>		<b>Course Title: ENTREPRENEURIAL SKILLS</b>	
<b>Semester III</b>	<b>Hours/Week 2</b>	<b>Total Hours 30</b>	<b>Credits 2</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To introduce learners to various qualities required for entrepreneurship
2. To discuss about various entrepreneurship models
3. To help them think creatively and innovatively
4. To enable them understand various schemes supporting entrepreneurship
5. To discuss the steps in venture development and new trends in entrepreneurship.

**UNIT I**

Introduction to entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship

**UNIT II**

Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills

**UNIT III**

Introduction to various types of entrepreneurship, Strategic thinking and planning, Organizational behavior, Branding

**UNIT IV**

Marketing and networking skills, Entrepreneurial skills in the workplace, Introduction to import-export

**UNIT V**

Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.

**References Book**

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

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

**Web Resource**

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



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.	PO1
<b>CO2</b>	Explore entrepreneurial skills and management function of a company.	PO1,PO2
<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4,PO6
<b>CO4</b>	Understand various steps involved in starting a venture.	PO4,PO5,PO6
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.	PO3,PO8

#### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution toPos</b>	3.0	3.0	3.0	3.0	3.0

**INTERVIEW SKILLS (SEC-V)****Programme: B.A. English**

Programme: B.A. English				
<b>SEC-V</b>		<b>Course Code: 24UEN3S05</b>		<b>Course Title: INTERVIEW SKILLS</b>
<b>Semester III</b>	<b>Hours/Week 2</b>	<b>Total Hours 30</b>	<b>Credits 2</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To enable students understand the information needed to prepare for an interview
2. To enable them to research company information before heading to an interview
3. To familiarize them with how to handle Interview Questions
4. To enable them to use comfortable vocabulary
5. To help them think and speak imaginatively and critically

**UNIT I**

Definition of Interview-Essentials of Interview Skill

**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 for students to understand the skills learnt as an interviewee.

**Text Books (Latest Editions)**

1. Ros Jay (2002), Brilliant Interview, Prentice Hall
2. David Beckham (2013), The illustrated Book, Headline Publications
- 3.

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

1. Elizabeth Harrin, ebook, vercomingImposterSyndrome:Tenstrategiestostopfeelinglikeafraudatwork

**Web Resource**

1. Tips for a Successful Interview(ung.edu)



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.	PO1
<b>CO2</b>	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
<b>CO3</b>	Demonstrate professional behavior(s)including preparedness, professional attire, and respectful presentation.	PO4,PO6
<b>CO4</b>	Develop confidence in relationship to their interviewing skills.	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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



**SECOND YEAR - SEMESTER IV**  
**CORE VI –CHILDREN’S LITERATURE**

Programme: B.A. English				
<b>CORE VI</b>	<b>Course Code: 24UEN4C06</b>		<b>Course Title: CHILDREN’S LITERATURE</b>	
<b>Semester IV</b>	<b>Hours/Week 5</b>	<b>Total Hours 75</b>	<b>Credits 5</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To introduce and familiarize various genres and aspects of Children’s Literature
2. To promote ethical values through children’s literature and appreciate the world of other cultures
3. To gain comprehensive knowledge of Children’s Literature by close reading
4. To appreciate the works of various writers of Children’s Literature
5. To critically analyze Children’s literature through discussion and Writing

**UNIT I Background Study:**

Introduction: The World of Children’s Literature Studies by Peter Hunt.

Essentials: What is Children’s Literature? What is Childhood? By Karin Lesnik- Oberatein (From Understanding Children’s Literature Edited by Peter Hunt)

**UNIT II Poetry**

Edward Lear – The Owl and the Pussy Cat

Shel Silverstein – Invitation

Robert Louis Stevenson – My Shadow

Naomi Shihab Nye – Mystery

**UNIT III Short Story**

Mark Twain – The celebrated jumping Frog of Calaveras County

Hans Christian Andersen – The Princess and the Pea

Nathaniel Hawthorne – The Snow Image

**UNIT IV Realistic Fiction**

R.K.Narayan – Swami and Friends

**UNIT V Fantasy Fiction**

J.K. Rowling – Harry Potter and the Philosophe’s Stone

**Text Books (Latest Editions)**

1. Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature
2. Understanding Children’s Literature – Peter Hunt, 2nd ed.
3. The Owl and and Pussycat: Edward Lear, Jan Brett.
4. The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.

**Reference Books**

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

1. Lukens, J.Rabecca. A Critical handbook of Children’s Literature
2. The Owl and Pussy cat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar’s Choice edition
3. Hunt, Peter, Defining Children’s Literature
4. A critical study of R.K.Narayan’s Swami and friends and the Guide” Ruby Roy



### Web Resources

1. <https://fdocuments.in/document/childrens-literature-55845ad6244ac.html>.
2. <https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Recognize the various genres of Children's Literature	PO1
<b>CO2</b>	Acquire values through their reading of the works of Children's Literature	PO1,PO2
<b>CO3</b>	Appreciate and criticize the similarities and differences in cultural imaginations.	PO4,PO6
<b>CO4</b>	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
<b>CO5</b>	Critically evaluate the different approaches to Children's Literature in various countries.	PO3,PO8

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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



**SECOND YEAR - SEMESTER IV**  
**CORE VII – WORLD CLASSICS IN TRANSLATION**

Programme: B.A. English				
<b>CORE VII</b>		<b>Course Code: 24UEN4C07</b>		<b>Course Title: WORLD CLASSICS IN TRANSLATION</b>
<b>Semester IV</b>	<b>Hours/Week 5</b>	<b>Total Hours 75</b>	<b>Credits 5</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To familiarize the students with the ancient world classic literature
2. To expose students to the socio economic and cultural aspects reflected in different countries through various texts
3. To enable them to develop a comparative perspective to study the texts
4. To gain knowledge on the parallel growth of literature from ancient to modern periods
5. To critically appreciate the aesthetic and diverse aspects of world classics

**UNIT I Poetry**

Thiruvalluvar – Thirukkural – Iniavai Kooral – Chapter 10  
 Dante – Paradiso  
 Canto XXI: The Seventh Sphere  
 Saturn Johann Wolfgang Von Goethe – The Violet  
 Victor Hugo – Tomorrow at Dawn

**UNIT II Poetry**

Ovid – Pyramus & Thisbe  
 Alexander Pushkin – The Gypsies  
 Horace – Satires  
 Gabriel Okara – The Mystic Drum

**UNIT III Prose**

Walter Benjamin – Unpacking My Library  
 Montaigne – Of Friendship

**UNIT IV Drama**

Luigi Pirandello – Six Characters in search of an Author

**UNIT V Novel**

Herman Hesse – Siddhartha

**Text Books (Latest Editions)**

Six characters in search of an author by Luigi Pirandello.  
 Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi

**Reference Books**

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

Benjamin Walter and Martin Jay. Unpacking My Library 2010.  
 Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.

**Web Resource**

<https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/>



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
<b>CO2</b>	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
<b>CO3</b>	Gain an understanding of the works in their cultural/ historical contexts and of the enduring human values which unite the different literary traditions.	PO4,PO6
<b>CO4</b>	Pay attention to critical thinking and writing within a framework of cultural diversity	PO4,PO5, PO6
<b>CO5</b>	Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions.	PO3,PO8

#### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

#### Mapping with Programme Specific Outcomes:

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

**CORE VIII – LANGUAGE & LINGUISTICS**

<b>Programme: B.A. English</b>				
<b>CORE VIII</b>		<b>Course Code: 24UEN4C08</b>		<b>Course Title: LANGUAGE &amp; LINGUISTICS</b>
<b>Semester IV</b>	<b>Hours/Week 5</b>	<b>Total Hours 75</b>	<b>Credits 5</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To help learners gain knowledge of origin, growth and development of English Language
2. To highlight the impact of various socio, political, cultural and historical events on English Language
3. To help them gain knowledge of the scientific study of English language and linguistics
4. To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language
5. To expose students to the analysis of literary texts using linguistic and discourse analytical tools

**UNIT I**

Introduction to Language and Linguistics  
Definitions of Language  
Scope of Linguistics

**UNIT II**

Descent of English Language from the Indo European family

**UNIT III**

Old, Middle & Modern English  
Influence – Greek, Latin, Scandinavian, French, Indian

**UNIT IV**

Growth of Vocabulary  
Change of Meaning

**UNIT V**

Phonology – Vowels, Consonants & Diphthongs

**Text Books (Latest Editions)**

1. John Lyons, Language & Linguistics
2. T.Balasubramanian, A text book of English Phonetics for Indian students

**References Books**

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

1. Modern Applied Linguistics: A introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
2. Mark Hancock, English Pronouncing Dictionary
3. Charles F.Mayer, Introducing English Linguistics



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Comprehend the essential link between language and culture. 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.	PO1
<b>CO2</b>	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,PO2
<b>CO3</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO4,PO6
<b>CO4</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO5, PO6
<b>CO5</b>	Apply critical thinking, independent judgment ,intercultural sensitivity and regional ,national and global perspectives to identify and solve problems in English Language and Linguistics	PO3,PO8

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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



**SECOND YEAR - SEMESTER IV  
HISTORY OF ENGLISH LITERATURE - II**

<b>Programme: B.A. English</b>				
<b>ELECTIVE- IV</b>	<b>Course Code: 24UEN4E04</b>		<b>Course Title: HISTORY OF ENGLISH LITERATURE - II</b>	
<b>Semester IV</b>	<b>Hours/Week 4</b>	<b>Total Hours 60</b>	<b>Credits 3</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. To facilitate them understand the major literary movements and authors of England
3. To enable students develop a comprehensive understanding of the Ages and their characteristics
4. To identify the influence of social and cultural events through the works of the writers
5. To provide the man understanding of certain linguistic processes that have
6. contributed to the development of the English Literature

**UNIT I Prose**

Romantic Age- Lamb, Hazlitt Victorian Age- Ruskin, Arnold  
The Twentieth Century - Orwell, Huxley

**UNIT II Poetry**

Romantic Poetry - Wordsworth, Coleridge, Shelley  
Victorian Poetry - Tennyson, Browning  
The Twentieth Century - Hopkins, T.S. Eliot, Yeats

**UNIT III Drama**

Revival of Drama – Oscar Wilde  
The Twentieth Century – Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett

**UNIT IV Novel**

Romantic Age – Jane Austen, Walter Scott, Victorian Age - Dickens, Hardy  
The Twentieth Century - H.G.Wells, Golding

**UNIT V**

The Novel Since 2000: Irvin Welsh, Doris Lessing  
Poetry Since 2000: Seamus Heaney, Edwin Morgan  
Drama Since 2000: David Hare, David Edgar

**Text Books (Latest Editions)**

1. W.H. Hudson–An Outline History of English Literature
2. Compton & Rickett-A History of English Literature
3. The Routledge History of Literature in English by Ronald Carter and John McRae

**Reference Books**

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

1. History of English Literature by Edward Albert
2. A Critical History of English Literature by David Daiches
3. The Concise Cambridge History of English Literature by George Sampson

**Web Resource**

1. <https://www.megaessays.com/viewpapers/38903.html>





Course Outcomes		
On completion of this course ,students will;		
<b>CO1</b>	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.	<b>PO1</b>
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	<b>PO1,PO2</b>
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	<b>PO4,PO6</b>
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods.	<b>PO4,PO5,PO6</b>
<b>CO5</b>	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.	<b>PO3,PO8</b>

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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

**ENGLISH FOR CAREERS****Programme: B.A. English**

<b>ENGLISH FOR CAREERS</b>				
<b>Programme: B.A. English</b>				
<b>SEC-VI</b>	<b>Course Code: 24UEN4S06</b>		<b>Course Title: ENGLISH FOR CAREERS</b>	
<b>Semester IV</b>	<b>Hours/Week</b> 2	<b>Total Hours</b> 30	<b>Credits</b> 2	<b>Total Marks</b> 100

**Course Objectives**

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

**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 development sharpening in the contemporary world by using English language.

**Text Books (Latest Editions)**

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

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

1. Bose, D.M. "J.C. Bose." Dr. D.M. Bose Centenary Celebration Commemoration Volume 188 5-1985. Kolkata: Bose Institute, 1995. Print

**Web Resources**

1. [https://www.researchgate.net/publication/344172814\\_English\\_For\\_Career\\_Development?enrichId=rgreqf03b840d2a167e34689a3348ec32dc12XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1\\_x\\_2&\\_esc=publicationCoverP df](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreqf03b840d2a167e34689a3348ec32dc12XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverP df)



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

### Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

**ENGLISH FOR BUSINESS****Programme: B.A. English**

<b>SEC-VII</b>				
<b>Course Code: 24UEN4S07</b>		<b>Course Title: ENGLISH FOR CAREERS</b>		
<b>Semester IV</b>	<b>Hours/Week 2</b>	<b>Total Hours 30</b>	<b>Credits 2</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To help students learn strategies and practical language to deal with real life situations.
2. To help them improve on how to speak and write in order to
3. Keep communication going and always appear professional and competent
4. 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
5. To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!
6. To help them to consistently develop a comprehensive vocabulary through real, authentic resources

**UNIT I**

Definition of Business

**UNIT II**

Purpose of the Business

**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(Latest Editions)**

1. Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2. Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

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

1. Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts
2. English/Portuguese College Final course assignment - Federal University of Technology-Paraná. Curitiba. 2015.

**Web Resources**

1. English language skills for the future | Cambridge English



Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	<b>Strengthen</b> their language <b>skills</b> : writing ,reading ,listening & speaking	PO1
<b>CO2</b>	Understand real <b>speech patterns</b> and learn pronunciation techniques in fluent speech	PO1,PO2
<b>CO3</b>	Improve their <b>confidence</b> and learn how to <b>connect</b> with people in English	PO4,PO6
<b>CO4</b>	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
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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



**THIRD YEAR – SEMESTER V**  
**WOMEN'S WRITINGS**

Programme: B.A. English				
<b>CORE IX</b>		<b>Course Code: 24UEN5C09</b>		<b>Course Title: WOMEN'S WRITINGS</b>
<b>Semester V</b>	<b>Hours/Week 5</b>	<b>Total Hours 75</b>	<b>Credits 4</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To identify the origin and development of feminism as a genre.
2. To enable them gain specialized knowledge related to works of authors of national and international acclaim.
3. To familiarize them with the style, diction and coherence of authors and their works.
4. To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences
5. To enhance their ability to think historically and analytically about people, language, literature, culture and society.

**UNIT I**

Feminist movements

**UNIT II Poetry**

Kamala Das – Introduction

Imtiaz Dharker - Purdah

Maya Angelou – Still I Rise

Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue

Judith Wright – Eve to the Daughter

**UNIT III Prose**

Virginia Woolf – A Room of One's Own

Chapter III Shakespeare's Sister

Alice Walker – “The Black Writer and the Southern Experience”  
from In Search of a Mother's Garden

**UNIT IV Drama**

Mahasweta Devi – Bayen

**Short Story**

Cisneros - The House on Mango

Street Ambai - In a forest, A Deer

**UNIT V Fiction**

Doris Lessing – The Grass is Singing

**Text Books (Latest Editions)**

1. Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes.
2. Aristotle: A Very Short Introduction. Oxford Paperbacks, 2000.
3. Purdah and other poems by Imtiaz Dharker
4. In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford

**Reference Books**

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

1. Walters, Margaret, Feminism, A very short Introduction
2. Feminism is for everybody passionate politics by Bell hooks.
3. Tomalin, Claire. Charles Dickens. Penguin UK, 2012.

**Web Resources**

1. <https://www.jetir.org/papers/JETIRFC06031.pdf>
2. <https://www.poemhunter.com/poem/an-introduction-2/>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Recognize the background , origin and special features of women's writing with reference to western society	PO1
<b>CO2</b>	Integrate knowledge of the diversity of cultures through the works of various Women writers	PO1,PO2
<b>CO3</b>	Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices.	PO4,PO6
<b>CO4</b>	Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship	PO4,PO5,PO6
<b>CO5</b>	Analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women writers	PO3,PO8

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium , 1 – Low

**Mapping with Programme Specific Outcome:**

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

**CORE X –INTRODUCTION TO FOLK LITERATURE****Programme: B.A. English**

<b>CORE X</b>				
<b>CORE X</b>		<b>Course Code: 24UEN5C10</b>		<b>Course Title: INTRODUCTION TO FOLK LITERATURE</b>
<b>Semester V</b>	<b>Hours/Week 4</b>	<b>Total Hours 60</b>	<b>Credits 5</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To familiarize learners with the different theories and forms of folk literature
2. To help them analyze the role of oral tradition in literature.
3. To enable learners to appreciate oral and folk arts
4. To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
5. To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

**UNIT I Introduction**

Definition , Origin and development Characteristics of Folk Literature Techniques of Folk Literature

**UNIT II Major Forms Of Folk Literature**

Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts

**UNIT III Folk Scholars**

Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes

**Approaches to the Study Of Folklore:**

1. Historical
2. Anthropological
3. Psychological

**UNIT IV Folksong: John Keats**

La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad)

Eve of St. Agnes (Superstition about a maiden's dream)

**Folktale:**

The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.

**UNIT V Fiction**

Girish Karnad - Hayavadana





### Text Book (Latest Editions)

1. Hayavadana by Girish Karnad, Oxford 1997

### Reference Books

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

1. Tradition and Innovation in Folk Literature by Wolfgang Mieder
2. A. Aarne. The Types of the Folktale, 2nd ed. Ed. By S. Thompson
3. Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.

### Web Resources

1. Tales of the Sun: Or, Folklore of Southern India (gutenberg.org)
2. <https://www.gutenberg.org/files/37002/37002-h/37002-h.htm>
3. Folk literature | Definition, Characteristics, Examples, Significance, & Facts | Britannica
4. Folk literature - Oral Tradition, Legends, Myths | Britannica

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify the fundamental characteristics and functions of folklore	PO1
CO2	Get acquainted with the famous folk scholars of the world	PO1, PO2
CO3	Enhance knowledge of various folk forms	PO4, PO6
CO4	Interpret and analyze folklore from various theoretical perspectives	PO4, PO5, PO6
CO5	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works	PO3, PO8

### Mapping with Programme Outcomes:

	PS01	PS02	PS03	PS04	PS05	Average
CO1	3	3	2	2	2	2.4
CO2	3	3	3	2	2	2.6
CO3	3	3	3	2	2	2.6
CO4	3	3	2	2	2	2.4
CO5	3	3	2	2	2	2.4
					<b>Total (T)</b>	<b>12.4</b>
					<b>Mean(T/5)</b>	<b>2.4</b>

Key: Strongly Correlated – 3 Moderately Correlated - 2 Weakly Correlated - 1

3 – Strong, 2 – Medium, 1 - Low



### Mapping with Programme Specific Outcomes:

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

**INDIAN WRITING IN TRANSLATION****Programme: B.A. English**

<b>Core XI</b>				
<b>Course Code: 24UEN5C11</b>		<b>Course Title: INDIAN WRITING IN TRANSLATION</b>		
<b>Semester</b> V	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 4	<b>Total Marks</b> 100

**Course Objectives**

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

**UNIT I Introduction**

P.K. Kalyani

**UNIT II Poetry**

Bharathiyar – KaatruVeliyidai

Ilangoadigal - The Book of Vanci. – Silappathikaaram

Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from The Gardener.

ArunKolatkhar - An Old Woman

**UNIT III Prose**

P.Sivakami – Land:Wome's Breadth and Speech

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

**UNIT IV Drama**

Grish Karnad – The Wedding Album

**UNIT V Fiction**

M.K Indira – Phaniyamma

**Text Books(Latest Editions)**

1. ModernIndianWritinginTranslation,EditedbyDhananjayKapse,2016
2. ShortFictionfromSouthIndia,EditedbySubashreeKrishnaswamyandK.Srilata,2007
3. Translation studies by P.K.Kalyani: Creative Books, 2001.
4. Phaniyamma by M.K. Indira: South Asia Books. 1994.



### Reference Books

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

1. A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.
2. Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000
3. 100 Great Indian Poems by Abhay K. Bloomsbury, 2019

### Web Resource

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

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Recognize the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
<b>CO2</b>	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
<b>CO3</b>	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6
<b>CO4</b>	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
<b>CO5</b>	Be familiar with concepts such as modernism, regionalism, the contemporary 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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low



### Mapping with Programme Specific Outcomes:

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

**MYTH AND LITERATURE****Programme: B.A. English**

Programme: B.A. English				
<b>CORE XII</b>	<b>Course Code: 24UEN5C12</b>		<b>Course Title: MYTH AND LITERATURE</b>	
<b>Semester</b> V	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 4	<b>Total Marks</b> 100

**Course Objectives**

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

**UNIT I Introduction**

Defining a Myth, Creation Myth

World Mythology as related to Greek, Roman, Indian, American and Scandinavian.

The Greek storytellers: Homer, Aeschylus,

Roman Mythmakers: Vigil, Ovid.

**UNIT II Poetry**

Shelley - Prometheus Unbound

W B Yeats – Sailing to Byzantium

**UNIT III Greek and Roman Mythology**

The story of cupid and Psyche

The story of Orpheus and Eurydice

Sir James George Frazer: The Golden Bough : Chapter XXXVIII. The Myth of Osiris (The Story of Osiris)

**UNIT IV Indian Mythology**

Stories from The Ramayana

The Burning of Lanka

Stories from The Mahabharatha

Kurukshetra The Battle and the deception of Bheema

Stories from Puranas, Epics & Vedas

The Story of Nala & Damayanthi

**UNIT V Fiction**

Albert Camus - The Myth of Sisyphus

Volga -The Liberation of Sita



### Text Books(Latest Editions)

1. Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainment Communications-Centered Handbook. Oxford: OxfordUniversityPress,1991
- 2 The Story of Cupid and Psyche as related by Apuleius. Louis C Purser
- 3 Ramayana Stories: The Burning of Lanka – Om Books Editorial Team

### Reference Books

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

1. Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson
- 2 Eller,Cynthia .The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future.Boston:BeaconPress,2000.
3. Grimm ,Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@of The Nursery and Household Tales, in
4. MariaTatar,TheHardFactsoftheGrimms=FairyTales.Princeton:Princeton UniversityPress,1987(originallypublished1812-1819):203-222.

### Web Sources

1. Myth and literature | Myth: A Very Short Introduction | Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu)
2. Bascom,William.A. TheFormsofFolklore: ProseNarratives@inJournalofAmericanFolklore

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Understand the origin and sources of myths in literature	PO1
<b>CO2</b>	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
<b>CO3</b>	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connectio among Fire ,Rain, Stars, Holy Drink, Supernatural birth, Mountains &Rivers, Holy places &Festivals	PO4, PO6
<b>CO4</b>	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
<b>CO5</b>	Develop in-depth psychological devotion to the perspectives of Indian Mythology 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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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



**LITERARY FORMS (ELECTIVE)****Programme: B.A. English**

Programme: B.A. English				
<b>Elective – V</b>	<b>Course Code:24UEN5E05</b>		<b>Course Title: LITERARY FORMS</b>	
<b>Semester V</b>	<b>Hours/Week 3</b>	<b>Total Hours 45</b>	<b>Credits 3</b>	<b>Total Marks 100</b>

**Course Objectives**

1. To enable the students to identify the different genres of English Literature
2. To help them recognize the main elements of different literary genres and assess their significance
3. To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
4. To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events
5. To enable learners to understand the literary terms while analyzing and interpreting the works of literature.

**UNIT I Poetry**

Subjective Poetry – The Lyric, The Sonnet, The Elegy, The Ode  
 Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue

**UNIT II Prose I**

The Essay – Definition, Characteristics, Development  
 Types – Personal and Impersonal Essay

**UNIT III Prose II**

The Aphoristic Essay, The Periodical Essay, The Reviewers ,  
 The Short Story, Autobiography, Biography, Criticism.

**UNIT IV Drama**

Tragedy & Comedy – Characteristics, Development,  
 Types - Melodrama, Farce, Masque

**UNIT V Fiction**

The Characteristics, Development  
 Types – The Picaresque Novel, Epistolary Novel, The Gothic Novel, The Science Fiction, The Stream of Consciousness Novel.



### Text Books (Latest Editions)

1. Literary Terms – M.H. Abrams.
- 2.. The Typical Forms of English Literature. A.H. Upham
3. Introduction to the Study of Literature – W. H. Hudson.
- 4.A Background to the Study of English Literature – Bir Jadish Prasad.

### References Books

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

- 1.Dictionary of Literary Terms & Literary Theory- J.A.Cuddon
- 2.Introduction to Movements, Ages and Literary Forms – Dr. R.N. Singh
- 3.Oxford Dictionary of Literary Terms – Chris Baldick
- 4.The Book of Literary Terms – Lewis Turco

### Web Resources

1. <https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england>
2. [https://www.uv.es/fores/The\\_Routledge\\_Dictionary\\_of\\_Literary\\_Terms.pdf](https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf)
3. <https://literacyideas.com/elements-of-poetry/>
4. <https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Recognize the types of poetry and its distinguishing features. To classify the poets according to their work of art. To explore the nature and significance of poetic techniques with examples	PO1
<b>CO2</b>	Define the characteristics and the development of essay. To acquire knowledge about the elements of personal and impersonal essays	PO1,PO2
<b>CO3</b>	Distinguish the defining elements of Autobiography, Biography and short story. To learn the rules of criticism	PO4,PO6
<b>CO4</b>	Comprehend the origin, growth and development of Drama. To classify the drama and dramatists according to specific characteristic features of Drama	PO4,PO5,PO6
<b>CO5</b>	Recognize various types of novels with suitable examples. To learn the various techniques employed by the novelists. To explore the ways and manner the novels have changed over the years	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

3 – Strong, 2 – Medium, 1 – Low Mapping with

### Programme Specific Outcomes:

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

**LITERATURE AND ENVIRONMENT****Programme: B.A. English**

<b>Programme: B.A. English</b>				
<b>Elective-VI</b>	<b>Course Code: 24UEN5E06</b>		<b>Course Title: LITERATURE AND ENVIRONMENT</b>	
<b>Semester</b> V	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 3	<b>Total Marks</b> 100

**Course Objectives**

1. To enable the learners to understand and address the connection between ecology, culture and literature.
2. To introduce a few basic concepts and principles of Ecocriticism.
3. To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.
4. To apply Ecocriticism to the reading of literary texts.
5. To expose the learners to recent critical theories.
- 6.

**UNIT I Definitions - Theory**

Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oiko poetics

**UNIT II Introduction**

Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm

**UNIT III Poetry**

Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting  
Keats - On Grasshopper and Cricket  
D H Lawrence – Snake  
Gary Snyder – Second Shaman Song  
Wislaw Szymborska – Conversation with a Stone

**UNIT IV Prose**

Arundathi Roy – The Greater Common Good  
Rachel Carson – A Fable for Tomorrow

**UNIT V Fiction**

Amitav Ghosh – The Hungry Tide

**Text Books(Latest Editions)**

1. The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm
2. Amitav Ghosh – The Hungry Tide
3. Carson, Rachel. Silent Spring

**References Books**

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

1. Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered  
Garrard, Greg. Ecocriticism: A New Critical Idiom NirmalSelvamonyEcocritism  
Garrard, Greg. The Oxford Handbook of Ecocriticism
2. Contemporary Contemplations on Eco Literature by Suresh Fredrick



### Web Resources

1. What is Deep Ecology?: <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
2. WangariMaathai Speech: [https://www.youtube.com/watch?v=dZap\\_QlwIKw](https://www.youtube.com/watch?v=dZap_QlwIKw)
3. WangariMaathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
4. Rachel Carson Video Silent Spring Chapter I <https://www.youtube.com/watch?v=32Lj2DHaT4I>
5. Walden A Documentary: <https://www.youtube.com/watch?v=ZpS5yxy8O0w>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate complex and various representations of Nature in Green Studies.	PO2
CO2	Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.	PO2, PO3
CO3	Utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.	PO4, PO6
CO4	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.	PO4, PO5, PO6
CO5	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects	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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

**CORE XIII –LITERARY CRITICISM****Programme: B.A. English**

Programme: B.A. English				
<b>CORE XIII</b>	<b>Course Code: 24UEN6C13</b>		<b>Course Title: LITERARY CRITICISM</b>	
<b>Semester</b> VI	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 4	<b>Total Marks</b> 100

**Course Objectives**

- 1.To introduce various theoretical concepts from ancient of modern criticism
- 2.To equip learners with ideas related to the theory and criticism of literary texts.
- 3.To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas
- 4.To help them think critically about a range of literary theories.
- 5.To emphasize learners on the careful reading of primary theoretical texts as well to historical and social contexts.

**UNIT I**

Introduction – From Aristotle to Postcolonial

**UNIT II**

Philip Sidney – An Apology for Poetry

**UNIT III**

Mathew Arnold – A Study of Poetry

**UNIT IV**

S T Coleridge – Biographia Literaria – Chapter I

**UNIT V**

T S Eliot – Tradition and Individual Talent

**Text Books(Latest Editions)**

1. A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2. Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016
3. Beginning Theory: A Introduction to Literary and Cultural Theory . 4th ed. Peter Barry

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

1. B.Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2. S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3. D.J.Enright & E.D.English Critical Texts, eds D.J.Enright & E.D. Kolkata: Oxford University Press, Chickera, 2017

**Web Resource**

1. [www.ksu.edu/english/eiselei/engl795](http://www.ksu.edu/english/eiselei/engl795).



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	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
<b>CO2</b>	Demonstrate an understanding of key concepts in literary Theory	PO1,PO2
<b>CO3</b>	Understand the meaning, significance, and value of specific literary theoretical works.	PO4,PO6
<b>CO4</b>	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4,PO5,PO6
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

### Mapping with Programme Specific Outcomes:

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



**THIRD YEAR - SEMESTER VI**  
**CORE – XIV– NEW LITERATURES IN ENGLISH**

**Programme: B.A. English**

Programme: B.A. English				
<b>CORE – XIV</b>	<b>Course Code: 24UEN6C14</b>		<b>Course Title: NEW LITERATURES IN ENGLISH</b>	
<b>Semester</b> VI	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 5	<b>Total Marks</b> 100

**Course Objectives**

1. To provide learners with an appreciation of writing and literature from global and personal perspectives
2. To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.
3. To help them engage in imagination, critical inquiry and self-reflection
4. To help them explore significant texts from diverse cultures and people in history
5. To help learners understand how an author's own ideology shape reality in their respective works

**UNIT I Poetry**

Derek Walcott (African) – A Far Cry from Africa  
 Yasmin Goonaratne (South Asia / Sri Lanka) – Big Match  
 Judith Wright (Australian) – The Company of Lovers  
 E.J. Pratt (Canadian) – The Dying Eagle  
 Allen Curnow (New Zealand) – House and Land

**UNIT II Prose**

NgugiwaThinong'o (African): "The Language of African Literature".  
 Chapter 1 from Decolonizing the minds" The Politics of Language in African Literature, pp 4-34  
 Aung San Suukyi (Burmese)" Freedom from Fear"

**UNIT III Drama**

Wole Soyinka (Africa) - The Lion and the Jewel

**UNIT IV Short Story**

Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll's House

**UNIT V Fiction**

Guan Moye (Mo Yan/ Chinese) – Red Sorghum

**Text Books(Latest Editions)**

1. The Doll's House and other Stories Katherine Mansfield
2. Red Sorghum: Moyan
3. The Collected stories: Amy Hempel





### References Books

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

1. Major voices in New Literature in English: Bishun Kumar Neha Arora
2. Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984
3. Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979
4. Walsh, William, Commonwealth Literature. OUP, UK, 1973

### Web Resources

1. <http://gardenofpraise.com/leaders.htm> <http://www.pitara.com/magazine/people.asp>

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies	PO1
<b>CO2</b>	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention	PO1,PO2
<b>CO3</b>	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues	PO4,PO6
<b>CO4</b>	Critically evaluate arguments and assumptions about postcolonial literature.	PO4,PO5,PO6
<b>CO5</b>	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history	PO3,PO8

### Mapping with Programme Outcomes:

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

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

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

**CORE XV – SHAKESPEARE****Programme: B.A. English**

Programme: B.A. English				
CORE XV	Course Code: 24UEN6C15		Course Title: SHAKESPEARE	
Semester VI	Hours/Week 5	Total Hours 75	Credits 4	Total Marks 100

**Course Objectives**

1. To make the students understand the socio cultural aspects of Elizabethan age.
2. To facilitate learners with a deeper understanding of Shakespeare's plays
3. To provide learners with an overview of Shakespeare's historical and political contexts
4. To enable the learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves
5. To facilitate the learners to analyze plot, characters, themes and stage craft of his plays

**UNIT I Introduction**

General Studies Shakespeare's Comedy

Shakespeare's Theatre and Audience Fools and Clowns of Shakespeare Tragedies of Shakespeare

Soliloquies of Shakespeare

Heroines of Shakespeare Villains of Shakespeare

Sonnets of Shakespeare

**UNIT II Poetry**

Sonnet – 2,17,28,56 and 121

**UNIT III Drama**

The Merchant of Venice

**UNIT IV Drama**

Macbeth

**UNIT V Drama**

The Tempest

**Text Books(Latest Editions)**

1. A.C. Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.
2. Macbeth. William Shakespeare : A Critical Evaluation Dr.S.Sen
3. Frye, Northrop. "The Argument of Comedy." In English Institute Essays. New York, NY: Columbia University Press, 1949, pp.58-73; repr. In Shakespeare: Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford University Press, 1969[1957]

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

1. Habicht, Werner. "Shakespeare and the German Imagination." In Shakespeare: World Views. Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 1996
2. Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in A Midsummer Night's Dream" MS.
3. Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing „Scenes.“" Shakespeare Bulletin 16/4(Fall, 1998)



## Web Resource

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical ,cultural andpolitical contexts of the plays discussed	PO1
CO2	Show evidence of wider reading and a knowledge ofShakespeare scholarship.	PO1,PO2
CO3	Articulate ideas that identify ,analyze and communicateprinciples and concepts of the plays	PO4,PO6
CO4	Understand the distinctiveness of Shakespeare's works withspecial reference to the immortal characters he created, his intuitive understanding of human nature and the greatness ofhis craftsmanship	PO4,PO5,PO6
CO5	Analyze and appreciate the literary expertise of Shakespeareand his relevance to the current society	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

3 – Strong, 2 – Medium , 1 - Low

## Mapping with Programme Specific Outcomes:

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

## ENGLISH LANGUAGE TEACHING

Programme: B.A. English

<b>Elective – II</b>	<b>Course Code: 24UEN6E07</b>		<b>Course Title: ENGLISH LANGUAGE TEACHING</b>	
<b>Semester VI</b>	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

- 1.To provide introduction to teaching and learning India
2. To familiarize the essential components and concepts of language teaching
3. To become familiar with the methods to teach LSRW skills
4. To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition)
5. To help the learner understand the role of technology in teaching English

### UNIT I

Brian Tomlinson - Language Acquisition and Language Learning materials

### UNIT II

Second Language Acquisition – Origin of some traditional teaching methods and approaches

Teaching LSRW skills

### UNIT III

Methods and Approaches

Grammar Translation – Direct Method – Audio-Lingualism – The Structural Approach – The Communicative Approach – Humanistic Approaches

### UNIT IV

Testing and Evaluation

### UNIT V

Language Teaching

Lesson Planning

### Text Books(Latest Editions)

1. English Language Teaching: Principles and Practice – Dr. V. Saraswathi
- 2.A Handbook of Teaching English - Ed. ShardhaKaushik
- 3.Task Based Language Learning and Teaching- Rod Ellis, OUP
- 4.A Course in Language Teaching: Practice & Theory – Penny Ur
- 5.AslamMohammed,TeachingofEnglish,ChandPublishers,2017
- 6.The Routledge Handbook of Language Testing Edited By Glenn Fulcher, Luke Harding

### Reference Books

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

- 1.Approaches and Methods: Jack C. Richards and Allan T. Rogers
- 2.Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971

### Web Resources

- 1 .Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching learning Process in Saudi Arabia |AzamHashmi| International Journal of Applied Linguistics and English Literature(aiac.org.au)

Course Outcomes		
On completion of this course ,students will;		
<b>CO1</b>	Demonstrate a thorough knowledge of the place of English in India	PO1
<b>CO2</b>	Understand the critical nuances of teaching language.	PO1,PO2
<b>CO3</b>	Identify the variety of materials available for language learning and teaching	PO4,PO6
<b>CO4</b>	Identify and describe the different methods of teaching English language. Understand the appropriate ways of assessing language skills	PO4,PO5,PO6
<b>CO5</b>	Display a working knowledge of the use of technology in ELT	PO3,PO8

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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

## **JOURNALISM AND MASS COMMUNICATION**

### **Programme: B.A. English**

<b>Elective – VIII</b>	<b>Course Code: 24UEN6E08</b>	<b>Course Title: JOURNALISM AND MASS COMMUNICATION</b>		
<b>Semester VI</b>	<b>Hours/Week 5</b>	<b>Total Hours 75</b>	<b>Credits 3</b>	<b>Total Marks 100</b>

### **Course Objectives**

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To be acquainted with the principles of journalism and the importance of press laws.
3. To understand the nuances of news and media
4. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
5. To train students to write for the newspaper, magazine and the Web

### **UNIT I**

Definition: Principles and Ethics of Journalism Print Journalism

### **UNIT II**

Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders – Copyright Law – Press Regulation Act – Law of Privileges

### **UNIT III**

Reporting News – Role and Responsibilities of Reporter – Role and Duties of Editor

### **UNIT IV**

Leads - Types of News – Straight Interpretive – Investigative – Scoop – Sting

Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences

### **UNIT V**

Electronic and New Media Electronic Media – Radio, Television Emergence of New Age Media Role and Responsibilities

#### **Text Books(Latest Editions)**

1. D.S.Mehta, Mass Communication and Journalism in India ,Allied Publishers Ltd, NewDelhi.
2. M.V.Kamath – Professional Journalism
3. Richard Rudin and Trevor Ibbotson- An Introduction to Journalism

### References Books

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

1. Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing
2. Frank Webster, Theories of Information Society, 2002, Published by Routledge.

### Web Resource

1. Media and Communication | Peer-reviewed Open Access Journal (cogitatiopress.com)

Course Outcomes		
On completion of this course, students will;		
<b>CO1</b>	Acquire the knowledge of the origin and development of the print, electronic and web media.	PO1
<b>CO2</b>	Enhance the knowledge of growth of print, electronic and web	PO1, PO2
<b>CO3</b>	Analyze the significance of speech communication.	PO4, PO6
<b>CO4</b>	Exercise their knowledge in producing a creative journal	PO4, PO5, PO6
<b>CO5</b>	Analyze the social issues relevant to the society and sensitize through their professional skills in this field	PO3, PO8

### Mapping with Programme Outcomes:

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

**Programme Specific Outcomes:**

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



**PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE  
FOR COMPETITIVE EXAMINATIONS**

Programme: B.A. English				
SEC -VIII	Course Code: 24UEN6S08	Course Title: <b>ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>		
Semester VI	Hours/Week 2	Total Hours 30	Credits 2	Total Marks 100

**Course Objectives**

1. To build the knowledge of literary terms and theory in students.
2. To enable the students to specialize in the fundamentals of English literature
3. To improve the learning skills of students through various modes of testing.
4. To enhance the ability to succeed in competitive exams.
5. To provide an understanding of professional, ethical and social responsibilities.

**UNIT I**

Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.

**UNIT II**

Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.

**UNIT III**

Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being

**UNIT IV**

Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower

**UNIT V**

Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth

**Text Books  
(Latest Editions)**

1. A Glossary of Literary Terms, Abrams, M.H  
(Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2. The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

**Reference Books**

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

1. A Dictionary of Literary Terms ,Cuddon.A ( Penguin )
2. The Post –Colonial Studies .The Key Concepts, Bill Ashcroft,
3. Griffiths and Helen Tiffin (Routledge)

**Web Resources**

1. [https://onlinecourses.nptel.ac.in/noc20\\_hs19/preview](https://onlinecourses.nptel.ac.in/noc20_hs19/preview)
2. <http://www.luminarium.org/>
3. <https://poemanalysis.com/genre/absurd/>
4. <https://www.bl.uk/medieval-literature/articles/dream-visions>
5. <https://www.britannica.com/topic/Great-Chain-of-Being>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Recognize the different periods of English literature	PO1, PO2
CO3	Identify the various trends and culture and its influence on English Literature	PO3, PO6
CO4	Aware of the social, political and cultural issues and its reflections in literature.	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, 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 percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

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## SEMESTER –V INTERNSHIP PROGRAM

### OBJECTIVES

To analyze learners' skills and interests  
To help examine academic and career goals  
To analyse one's personal beliefs, values, work ethic

### OUTCOME:

The internship programme makes the students to  
Apply theory to real life  
Get a feel for the work environment.  
Boost their confidence in bringing out their potential and increase their motivation  
Build networks.  
Enrich CV  
Getting a job directly  
Getting a reference or letter of recommendation.

### ENGLISH MAJOR INTERNSHIP

English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others. Internship opportunities for English students can foster great exploration of the field, since there are so many paths in English to consider and understand.

#### Internship Opportunities for English Major Students

The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.

- Areas:

Some of the fields that are open to English major students

include: Publishing and Editing

Advertising

Public

Relations

Journalism

Web Development/New

Media Marketing

Teacher training at schools

Anything related to English learning....

Duration: 15 days during vacation

- Certificate to be obtained from the organization/company/school, etc...