

B.A.,ENGLISH

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER
EDUCATION, CHENNAI – 600 005**

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Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

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.

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.

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, 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:

[illegible]

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
I	Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with the 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 know-how of solving real life problems.
III, IV, V & VI	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.

IV	Elective Papers	➤ Exposure to industry models introduces students to solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	➤ Enriches the study beyond the course. ➤ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners/Honors degree		➤ To cater to the needs of peer learners/research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Consolidated Semester wise and Component wise Credit distribution

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

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

ALAGAPPA UNIVERSITY, KARAİKUDI
NEW SYLLABUS UNDER CBCS PATTERN (w.e.f.2023-24)
B.A., English
PROGRAMME STRUCTURE

Sem.	Part	Course Code	Courses	Title of the Paper	T/P	Cr.	Hours/Week	Max. Marks		
								Int.	Ext.	Total
I	I	2311T	T/OL	தமிழ்இலக்கியவரலாறு-1/Other Languages	T	3	6	25	75	100
	II	2312E	E	General English-I	T	3	6	25	75	100
	III	23BEN1C1	CC-I	introduction to literature	T	5	5	25	75	100
		23BEN1C2	CC-II	Indianwritinginenglish	T	5	5	25	75	100
		23BENA1	Generic Elective (Allied)	Allied – I SocialHistoryof England	T	3	4	25	75	100
	IV	23BEN1S1	SEC -I	PopularLiteratureandCulture	T	2	2	25	75	100
		23BEN1FC	FC	EnglishForCommunication	T	2	2	25	75	100
				Total		23	30	175	525	700
II	I	2321T	T/OL	தமிழ்இலக்கிய வரலாறு-2 /Other Languages-II	T	3	6	25	75	100
	II	2322E	E	General English-II	T	3	6	25	75	100
	III	23BEN2C1	CC-III	BritishLiterature –I	T	5	5	25	75	100
		23BEN2C2	CC-IV	AmericanLiterature–I	T	5	5	25	75	100
		23BENA2	Generic Elective (Allied)	History of English Literature	T	3	4	25	75	100
	IV	23BEN2S1	SEC -II	PhilosophyForLiterature	T	2	2	25	75	100
		23BEN2S2	SEC-III	Entrepreneurial Skill	T	2	2	25	75	100
				Total		23	30	175	525	700
III	I	2331T	T/OL	தமிழகவரலாறும்பண்பாடும் /Other Languages-III	T	3	6	25	75	100
	II	2332E	E	General English-III	T	3	6	25	75	100
	III	23BEN3C1	CC-V	BritishLiterature-II	T	5	5	25	75	100
		23BEN3C2	CC-VI	American Literature-II	T	5	5	25	75	100
		23BENA3	Generic Elective (Allied)	Literary Genres and Terms	T	3	4	25	75	100
	IV	23BEN3S1	SEC-IV	Public Speaking Skills	T	2	2	25	75	100
		233AT/ 23BEN3S2	SEC-V	Adipadai Tamil/ English for Career	T	2	2	25	75	100
						23	30	175	525	700
IV	I	2341T	T/OL	தமிழும்அறிவியலும் /Other Languages -IV	T	3	6	25	75	100
	II	2342E	E	General English-IV	T	3	6	25	75	100
	III	23BEN4C1	CC-VII	WorldLiteraturein Translation	T	4	4	25	75	100
		23BEN4C2	CC-VIII	Aspects of Languageand Linguistics	T	4	4	25	75	100

		23BENA4	Generic Elective (Allied)	Myth and Literature	T	3	4	25	75	100
	IV	23BEN4S1	SEC -VI	English for Business	T	2	2	25	75	100
		234AT/ 23BEN4S2	SEC-VII	Adipadai Tamil/ Functional English	T	2	2	25	75	100
		23BES4	E.V.S	EVS	T	2	2	25	75	100
				Total		23	30	200	600	800

V	III	23BEN5C1	CC-IX	Authorsinfocus	T	4	5	25	75	100
		23BEN5C2	CC-X	Women's writing in English & in Translation	T	4	5	25	75	100
		23BEN5C3	CC-XI	Indian writingin translation	T	4	4	25	75	100
		23BEN5PR	CC-XII	Project with viva voce		4	4	25	75	100
		23BEN5E1	DSE-I	English For Competitive Examinations	T	3	5	25	75	100
		23BEN5E2	DSE-II	Introduction to Comparative Literature	T	3	5	25	75	100
	IV	23BVE5		ValueEducation	T	2	2	25	75	100
		23BEN5I		Summer internship/industrial training		2	-	25	75	100
				Total		26	30	200	600	800
VI		23BEN6C1	CC-XIII	Introduction To Literary Theory And Criticism	T	4	6	25	75	100
		23BEN6C2	CC-XIV	Shakespeare Studies	T	4	6	25	75	100
		23BEN6C3	CC-XV	Modern English Grammar and Composition	T	4	6	25	75	100
		23BEN6E1	DSE-III	Communicative English	T	3	5	25	75	100
		23BEN6E2	DSE-IV	Art and Literary Aesthetics	T	3	5	25	75	100
				Extension activity		2		-	-	
		23BEN6S1		Professionalcompetency skill		2	2	25	75	100
				Total		22	30	150	450	600
				Grand Total		140	--	1075	3225	4300

- T/OL-Tamil/Other Languages,
- E – English
- CC-Core course
- Generic Elective (Allied)
- SEC-Skill Enhancement Course
- DSE – Discipline Specific Elective

Chairperson details: Dr.V.Gurudevrajan, Arumugam Pillai Seethai Ammal College, Tiruppatthur, MobileNo:9865031563

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

FIRST YEAR -SEMESTER I

CORE I –INTRODUCTION TO LITERATURE										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1C1	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1		To introduce the different forms of literature								
LO2		To provide learners with the background knowledge of literature								
LO3		To enable learners to understand the different genres of writing								
LO4		To examine the various themes and methodologies present in literature								
LO5		To create the ability of critically examining a text								
Details										
UNIT I		Introduction: Poetry- Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose- Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.								
UNIT II		Michael Drayton- <i>The Parting</i> . William Shakespeare- <i>Sonnet 18</i> , <i>Sonnet 116</i> . John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> . John Keats- <i>Ode to Nightingale</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost- <i>Mending Wall</i> Theodore Roethke – <i>The Meadow Mouse</i>								
UNIT III		J.M. Barrie - The Admirable Crichton. Lady Gregory- The Rising of the Moon.								
UNIT IV		Manohar Malgonkar - Spy in Amber. Don Quixote- Tilting at the Windmills. <i>A Dill Pickle</i> , <i>The Escape</i> from Katherine Mansfield- Bliss and other stories.								
UNIT V		Saki - The Open Window Robert Lynd– Sweet Jerome K. Jerome- excerpt from- Three Men in a Boat – (Packing Episode)								
Course Outcomes		On completion of this course, students will;								
CO1		Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.								
CO2		Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.								
CO3		Explore the dramatic storytelling including play structure, monologues, dialogue, and scenes setting.								
CO4		Use library resources to research and develop arguments about literary works.								
CO5		Work skillfully within a team, respect co-workers, delegate work and contribute to a group project.								

Mapping with Programme Outcomes:

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

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCo urseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

FIRST YEAR -SEMESTER I

CORE II –INDIAN WRITING IN ENGLISH										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1C2	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	TofamiliarizethestudentswiththeemergenceandgrowthofIndianWritinginEnglishinthecontext ofcolonialexperience.									
LO2	TohelpinunderstandingissuesconcerningIndianWritinginEnglishsuchastherepresentationofculture,identity,history,constructionsofnation, (Post) nationalandgenderpolitics,cross-culturaltransformations.									
LO3	ToenablelearnerstoappreciateNation-Nationalism;CounterDiscourse;Subalternity;IdentityMovements.									
LO4	TocloselyexaminethevariousthemesandmethodologiesexistinginContemporaryIndianWriting inEnglish.									
LO5	TohelplearnersapplytheideasencapsulatedinIndianAestheticstoliterarytexts									
	Details									
UNIT I	<i>WinningofFriends(Panchathantra)–Vishnu Sharma (there are four stories to choose from)</i> <i>Hachiko– Pamela S. Turner</i> <i>Brother’sDay from Folktale – A.K. Ramanujan</i> <i>HandfulofNuts,NightTraintoDeoli from RuskinBond</i> <i>Sparrows- K.A. Abbas</i>									
UNIT II	RabindranathTagore -Khabhuliwala. India throughaTraveller’sEyeexcerptfromMySeveralWorlds - PearlSBuck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from SchoolDays - RuskinBond</i> InspectionEpisode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science,HumanitiesandReligion									
UNIT III	The Lotus - ToruDutt TheTigerandtheDeer - Sri Aurobindo									
UNIT IV	SarojiniNaidu- TheVillageSong A.K. Ramanujam- StillAnotherViewofGrace ShivK Kumar-IndianWomen MirzaGhalib-ItisnotLove,itIsMadness									
UNIT V	RabindranathTagore-Mukhthadhara. TheWindow, Sentry’sLantern - Five Plays - HarindranathChattopadhyay Nalini:AComedyinThreeActs – Three Plays - NissimEzeikel JoginderPaul- Sleepwalkers.									
Course Outcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Appreciate the historical trajectory of various genresof Indian Writing in English from colonial times totillthepresent							PO1		

CO2	Analyze Indian literary texts written in English intermsofcolonialism,postcolonialism,regionalism,a ndnationalism	PO1,PO2
CO3	UnderstandtheroleofEnglishasamediumfor	PO4,PO6
	politicalawakeningandtheuseofEnglishinIndiaforcrea tivewriting	
CO4	Analyze how the sociological, historical, cultural andpoliticalcontextimpactedthetextsselectedforstudy	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major IndianEnglishpoetsanddramatists	PO3,PO8
Text Books (LatestEditions)		
1.	Rexroth,Kenneth. <i>TheNewBritish Poets:AnAnthology</i> .GrangerBooks,1976.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Bacon,Franis,andMichelLeiris. <i>FrancisBacon</i> .EdicionesPoligrafia,2008.	
2.	MARLOWE, Christopher. <i>Dr.Faustus</i> .BOOKONDEMAND LTD,2021.	
3.	Shelley,MaryWollstonecraft. <i>Frankenstein</i> .CreateSpace,2015.	
4.	Swift,Jonathan,etal. <i>Gulliver'sTravels</i> .Oxford UniversityPress,2019.	
WebResources		
1.	<i>Ranger, Paul. “Technical Features.” She Stoops to Conquer by OliverGoldsmith,1985,pp.51–68.,https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	Dickens, Charles. “Fifty-Two.” <i>A Tale of Two Cities</i> ,2008,https://doi.org/10.1093/owc/9780199536238.003.0047.	

Mapping with Programme Outcomes:

	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
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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
WeightedpercentageofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER I
ME 1–SOCIAL HISTORY OF ENGLAND(ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA1	Allied	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
	Details									
UNIT I	The Renaissance And Its Impact On England, The Reformation- Causes And Effects									
UNIT II	The Commonwealth Of Nations, The Restoration, Coffee-Houses And Their Social Relevance									
UNIT III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England									
UNIT IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State									
UNIT V	The Cold War (1985-1991)- The Falkland War (1981)- The Gulf War (1991).									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	

CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Ed. Keith Wrightson, A Social History of England, 1500-1750, 2018, Norton Press.	
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press	
Web Resources		
1.	<i>A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
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
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

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POPULAR LITERATURE AND CULTURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1S1	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Tobroadentheideaofliteratureandtheconceptoftexts.									
LO2	Tolearnthedifferencebetweenengenrefictionandliteraryfiction.									
LO3	Tomakestudentsgainanunderstandingofthefolkrootsofpopularliterature.									
LO4	Tomakestudentsfindaperspectiveintothedebatebetweenhighandlow cultures.									
LO5	Toanalyzethefantasyworkthatgainspopularity.									
Details										
UNIT I	Glover,DavidandScottMcCracken.–Introductionasanesssay FelicityHughes, _Children’sLiterature:Theoryand Practice’,EnglishLiterary History, vol.45,1978									
UNIT II	BrothersGrimm—TheJuniperTree AdventureoftheSpeckledBand RoaldDahl- Extracts from <i>Charlieandthe ChocolateFactory</i> (Chapters13to 15,Penguin2013)									
UNIT III	SatyajitRay—ProfessorShonkuandtheUFO (from <i>TheMysteryofMunroeIslandandOtherStories</i> , PuffinClassics2015)									
UNIT IV	Herge: <i>TintininTibet</i> (Hergé.TintininTibet.London:Egmont.2012)SomdevBhatt:–TheStoryofPadmavatiandPrince Vajramuktil(Vikram-BetaalStory)									
UNIT V	AnujaChauhan: <i>TheZoyaFactor</i> J.K. Rowling: <i>HarryPotterandthePhilosopher’sStone</i>									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Have a diachronic understanding of the evolution ofphilosophy from the time of Greek masters to 20thcentury.	PO1
CO2	Haveanawarenessofthemajorschoolsofthoughtinwesternphilosophy.	PO1,PO2
CO3	Have a healthy epistemological foundation atundergraduate level that ensures scholarship at advancedlevelsoflearning.	PO4,PO6
CO4	TalkaboutsomethekeyfiguresinPhilosophy.	PO4,PO5,PO6
CO5	Analyzeandappreciatetextscritically,fromdifferentphilosophicalperspectives.	PO3,PO8
TextBooks(LatestEditions)		
1	Chute, Hillary. –ComicsasLiterature.ReadingGraphicNarrative. PMLA– Publications of The Modern Language Association of America. 123. 452-465.2008.	
2	Herge. TintininTibet. BakerandTaylor,2009.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Chauhan,Anuja. TheZoyaFactorHarperCollins,2008.	
2.	Gill,Rosalind&Herdieckerhoff,Elena.–Rewritingtheromance:newfemininities inchicklit?. FeministMediaStudies6(4).2006.	
WebResources		
1.	https://documents.in/document/childrens-literature-55845ad6244ac.html	
2.	http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR COMMUNICATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1FC	FC	Y	Y	-	-	2	2	25	75	100

Learning Objectives

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

Details

UNIT I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.
UNIT II	Types of communication- Verbal- Non-Verbal.
UNIT III	Effective communication skills
UNIT IV	Skills to be acquired in communication - Speaking/reading/writing/listening
UNIT V	Application of learning

Course Outcomes

Course Outcomes	On completion of this course, students will;		
CO1	Identify the basic principles of communication	PO1	
CO2	Analyze the various types of communication	PO1, PO2	
CO3	Make use of the essential principles of communication	PO4, PO6	
CO4	Identify the prominent methods and models of Communication.	PO4, PO5, PO6	
CO5	Learn about the four skills of language and get familiarized with them.	PO3, PO8	

Text Books (Latest Editions)

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

References Books

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

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

1.	(1)Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajijuna-Academia.edu
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Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
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 Poss	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN2C1	Core-III	Y	Y	-	-	5	5	25	75	100

Learning Objectives

LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and their place in it.
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT Details

UNIT I	Of Truth, Of Adversity - Francis Bacon A City Night – Piece - Oliver Goldsmith The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele
UNIT II	Robert Jamieson - Robin Hood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book-I
UNIT III	P.B. Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk4.
UNIT IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer
UNIT V	Mary Shelly - Captain Walton's Conclusion - Frankenstein Jonathan Swift - Voyage to Lilliput / Houyhnhnms Gulliver's Travels Charles Dickens - Recalled to Life - A Tale of Two Cities.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8

TextBooks(LatestEditions)

- | | |
|----|---|
| 1. | Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976. |
|----|---|

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

- | | |
|----|--|
| 1. | Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008. |
| 2. | MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021. |
| 3. | Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015. |
| 4. | Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019. |

WebResources

- | | |
|----|---|
| 1. | Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5 . |
| 2. | Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 . |

Mapping with Programme Outcomes:

	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

TextBooks(LatestEditions)

1.	Levine,RobertS.,etal. <i>TheNortonAnthologyofAmericanLiterature</i> .W.W.Norton&Company,2022.
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Dickinson,Emily,andJohannaBrownell. <i>EmilyDickinson:Poems</i> .ChartwellBooks,2015.
2.	Gould,Jean. <i>AmericanWomenPoets:PioneersofModernPoetry</i> .DODD,MEAD,1980.
3.	Poe,EdgarAllan,etal. <i>PoetryforYoungPeople:EdgarAllenPoe</i> .SterlingPub.Co.,1995.
4.	Kallen,StuartA.,andTerryBoles. <i>TheGettysburgAddress</i> .Abdo&Daughters,1994.
WebResources	
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.”2003, https://doi.org/10.4324/9781315812113 .
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

FIRST YEAR - SEMESTER II

ME 2 –HISTORY OF ENGLISH LITERATURE										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA2	Allied	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
UNIT I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages									
UNIT II	The Renaissance Period (1350–1660): An Introduction To Bible Translation- Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours									
UNIT III	The Late Seventeenth And The Eighteenth Centuries (1660-1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre-Romantics									
UNIT IV	Well Made Play (Drama Of Ideas -Shaw And Ibsen), Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play									
UNIT V	The Victorian Age (1832-1901): Pre-Raphaelite movement-D.G. Rossetti, Christina Rossetti Victorian Poets- Tennyson, Browning Victorian Novelists-Charles Dickens, Thackeray Victorian Writers- Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement– Yeats									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	

CO4	Develop an advanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War, 2nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
Web Resources		
1.	<i>ALEX00.PDF (manavata.org)</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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

Semester-II

PHILOSOPHY FOR LITERATURE										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN2S1	SEC-II	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Engagewiththephilosophyofliteraryrepresentations.									
LO2	Givethestudentsahistoricaloverviewofthemajorfiguresinphilosophy									
LO3	Introducetothesomeofthesignificantschoolsofthoughtthathasinfluencedhumanperception.									
LO4	Informstudentshowanunderstandingofphilosophyisvitaltothereadingofliterature									
LO5	Analyze the philosophical thought									
UNIT	Details									
UNIT I	The World of Greeks-Heraclitus—Flux and the unity of opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature									
UNIT II	Robert Frost. -West-Running Brook-ST Coleridge. -Kubla Khan-PB Shelley. -Ozymandias, Keats.-Endymion ll (First 33 lines)(Aristotle's idea of soul, beauty, art and nature)									
UNIT III	Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God—Pantheism—concept of substance and modes—Cartesian dualism vs Spinoza's monism—John Locke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure									
UNIT IV	Emily Dickinson. -The Brain— is wider than the Sky ll (Debate the Cartesian mind/body or material/immaterial dualism), Walt Whitman. -On the Beach at Night Alone. ll (Spinoza's pantheism), William Ross Wallace. -The Liberty Bell (Locke's liberalism M and the turn of humanity), D.H. Lawrence. -How Beastly the Bourgeois Is? ll (Marx's idea of social class)									
UNIT V	Nihilism, Existentialism and Afterwards- Wallace Stevens. -Sad Strain of a Gay Waltz, ll (Nietzsche's idea of nihilism and the death of god), WH Auden. -Who's Who? ll (Heidegger's idea of Dasein and Geworfenheit, -Being-thrown- in-the-world), Ted Hughes. -Hawk Roosting, ll (ego that mediates the instinctual and the critical super-ego), Maya Angelou. -When I think of myself, ll (de Beauvoir's concept of becoming),									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.								PO1	
CO2	Have an awareness of the major school of thought in western philosophy.								PO1, PO2	

CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8
Text Books (Latest Editions)		
1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.	
2	Gaarder, Jostein. <i>Sophie's World</i> : 20th Anniversary Edition. Orion, 2015.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.	
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.	
Web Resources		
1.	https://www.philosophybasics.com/general_what_is.html	
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up	

Mapping with Programme Outcomes:

	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	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

ENTREPRENEURIAL SKILL										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN2S2	SEC-III	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
UNIT	Details									
UNIT I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
UNIT II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
UNIT III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
UNIT IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
UNIT V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.								PO1	
CO2	Explore entrepreneurial skills and management function of a company.								PO1, PO2	
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.								PO4, PO6	
CO4	Understand various steps involved in starting a venture.								PO4, PO5, PO6	
CO5	Explore marketing methods & new trends in entrepreneurship.								PO3, PO8	
Text Books (Latest Editions)										
1.										
2.										
3.										
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York									
Web Resources										
1.	6 Must-Have Entrepreneurial Skills HBS Online MindTools Home									

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

SECOND YEAR -SEMESTER III

CORE V – BRITISH LITERATURE-II										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN3C1	Core-V	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
UNIT	Details									
UNIT I	Alfred Tennyson- Ulysses Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T.S. Eliot- The Wasteland W.H. Auden- The Unknown Citizen									
UNIT II	Philip Larkin- The Whitsun Weddings G. K. Chesterton- Piece of Chalk Charles Lamb- Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt- Indian Jugglers									
UNIT III	G.B. Shaw- Pygmalion, Arms and The Man John Osborne - Look Back in Anger									
UNIT IV	Jane Austen- Persuasion, Pride & Prejudice. Charlotte Brontë- Jane Eyre Wilkie Collins - The Moonstone									
UNIT V	Arthur Conan Doyle - Hound of Baskervilles Murder on the Orient Express – Agatha Christie (Graphic Novel) Bram Stoker-- Dracula.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.								PO1	
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.								PO1, PO2	
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.								PO4, PO6	

CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green - <i>Winged Words</i> —Mac Millan	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.	
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.	
3.	<i>Look Back in Anger</i> , by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974.	
Web Resources		
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 .	
2.	Smith, Grover. "Eliot's World before the Waste Land." <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1	

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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

SECOND YEAR -SEMESTER IV

AMERICAN LITERATURE-II										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN3C2	Core-VI	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To help learner examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.									
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.									
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.									
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.									
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conception of generalizations, myths and beliefs about American cultural history.									
UNIT	Details									
UNIT I	Theodore Roethke - The Meadow Mouse. Walt Whitman- When Lilac’s Last in the Dooryard Bloom’d, The Gods.- Emily Dickinson- The Bird Came Down the Walk Maya Angelou- Phenomenal Women Chief Dan George- My Heart Soars.									
UNIT II	Lorraine Hansberry- Raisin in the Sun Neil Simon- Barefoot in the Park									
UNIT III	Henry David Thoreau- Winter Animals Ralph Waldo Emerson- The American Scholar Edgar Allan Poe- Philosophy of Composition									
UNIT IV	Nathaniel Hawthorne- The Scarlet Letter, Young Goodman Brown. Toni Morrison– Beloved									
UNIT V	Mark Twain- The Adventures of Tom Sawyer. Angeline Boulley- Fire keeper’s Daughter									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.								PO1	
CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.								PO1, PO2	
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers								PO4, PO6	
CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.								PO4, PO5, PO6	

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

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

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf
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MappingwithProgrammeOutcome:

	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

MappingwithProgrammeSpecificOutcomes:

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

SECOND YEAR-SEMESTER IV
CORE VII–WORLD LITERATURE IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4C1	Core -VII	Y	Y	-	-	4	4	25	75	100

Learning Objectives

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

UNIT	Details
UNIT I	Dante-Ulysses' Last Voyage The Violet/The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran- Your Children are not your children.
UNIT II	Pablo Neruda- If you forget me. Ovid–Pyramus & Thisbe. Alexander Pushkin- The Gypsies. Horace - Satires Gabriel Okara - The Mystic Drum Jean Arasayanagam- Two Dead Soldiers
UNIT III	Walter Benjamin - Unpacking My Library Montaigne- Of Friendship.
UNIT IV	Marie Clements- The Unnatural & Accidental Women. Samuel Beckett- Waiting for Godot. Federico García Lorca- Yerma
UNIT V	Gabriel García Márquez- A Very Old Man With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus- The Pot of Gold. Antoine de Saint-Exupéry- The Little Prince.

Course Outcomes

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

	comparativeandinterdisciplinaryanalysis.	
CO5	Have an understanding of the study and considerationoftheliterary,cultural,andhumansignificanceofselected great works of the Western and non-Westernliterarytraditions.	PO3,PO8
TextBooks(LatestEditions)		
1.	Márquez,GabrielGarcía. <i>AVeryOldMan withEnormousWings</i> .2014.	
2.	Neruda,Pablo. <i>ThePoetryofPabloNeruda</i> . Farrar, StrausandGiroux,2015.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Angelou,Maya. <i>TheCompletePoetry</i> .RandomHouse,2015.	
2.	Benjamin, Walter,andMartinJay. <i>UnpackingMyLibrary</i> .2010.	
3.	Bercovici, Konrad. <i>TheStoryoftheGypsies</i> .PicklePartnersPublishing,2017.	
4.	Bolton, David. <i>ThePotofGoldbyPlautus</i> .Lulu.com,2019.	
5.	Clements,MarieHumber. <i>TheUnnaturalandAccidentalWomen</i> .TalonbooksLimited,2005.	
WebResources		
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes ofVictorHugo in England</i> ,ColumbiaUniversityPress,1938,pp.1–26, http://dx.doi.org/10.7312/hook93490-002 .	

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

ASPECTS OF LANGUAGE & LINGUISTICS										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4C2	Core-VIII	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that include the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
UNIT I	Introduction to study of language – George Yule An Introduction to Language and Linguistics - Edited by Ralph Fasold & Jeff Connor - Linton									
UNIT II	Theory of Communication – From Communication Theory – David Holmes General Semiotics- from The Theory of General Semiotics – Alfred Solomonick Linguistics, Sign, Language & Culture Language & Writing.									
UNIT III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure Introduction to Phonology & Morphology – Gimson’s Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky									
UNIT IV	Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach									
UNIT V	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism/Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language- The Psychology of Language – Trevor A. Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin TEXTS Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish Language – Bloomfield Structural Aspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to analyze a wider range of problems relating to linguistic scholarship and research ethics.								PO1	

CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1,PO2
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4,PO6
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4,PO5,PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistics specialization.	PO3,PO8
Text Books (Latest Editions)		
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.	
2.	Harley, Trevor A. <i>The Psychology of Language</i> . Psychology Press, 2013.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	McLuhan, Eric, and Marshall McLuhan. <i>Theories of Communication</i> . Peter Lang Pub Incorporated, 2011.	
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.	
3.	Bloom, Leonard. <i>Language</i> . University of Chicago Press, 1984.	
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.	

Mapping with Programme Outcomes:

	PO1	PO2	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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

**SECOND YEAR - SEMESTER IV
MYTH AND LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA4	Allied	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students at the origin and sources of myths in literature.									
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life									
LO3	Get an In-depth study of the theoretical approaches									
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times									
LO5	Help them to understand the definition of symbolism with its different types and dimensions.									
UNIT	Details									
UNIT I	Introduction to Myth/ Mythology- Sources of Indian mythology- Types of story and its relation to myth- Myth-making stage and myth-using stage									
UNIT II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules- Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas' (Poem) - Carol Ann Duffy									
UNIT III	General idea of Vedic, Epic and Puranic Mythology									
UNIT IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths									
UNIT V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the origin and sources of myths in literature								PO1	
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.								PO1, PO2	
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals								PO4, PO6	

CO4	Understands symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develops in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
Text Books (Latest Editions)		
1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. An Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.	
2.	Grimm, Jakob and Wilhelm Grimm. A Preface to the First and Second Editions @ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms' Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.	
Web Resources		
1.	Bascom, William A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4S1	SEC-VI	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students learn strategies and practical language to deal with real life situations.									
LO2	To help them improve on how to speak and write in order to keep communication going and always appear professional and competent									
LO3	To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts									
LO4	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!									
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources									
UNIT	Details									
UNIT I	Business English Definition and Difference									
UNIT II	Highlights/Significance/Essentials of Business English									
UNIT III	Needs of Business English									
UNIT IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
UNIT V	Economic Development through Business English									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Strengthen their language skills: writing, reading, listening & speaking								PO1	
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech								PO1, PO2	
CO3	Improve their confidence and learn how to connect with people in English								PO4, PO6	
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.								PO4, PO5, PO6	
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues								PO3, PO8	
Text Books (Latest Editions)										
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.									
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology-Paraná. Curitiba. 2015.									

WebResources	
1.	<i>Englishlanguageskillsforthe future CambridgeEnglish</i>

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

FUNCTIONAL ENGLISH (SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4S2	SEC-VII	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable learners use appropriate phrases for performing language functions									
LO2	To help them to edit, select and present information in a format/perspective									
LO3	To enable them to listen and reduce information to a point form									
LO4	To help them read and to expand from point to paragraph									
LO5	To enable them to predict, comprehend, infer and synthesize information									
UNIT	Details									
UNIT I	Definition of Functional English - Significance of Functional English									
UNIT II	Four essentials of functional English: LSRW									
UNIT III	Grammar									
UNIT IV	Strategies to use functional English									
UNIT V	Provide a dramatic play to perform which gives the students to apply functional language									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Learn to form words properly using prefixes/suffixes and make correct use of Concord or Subject-Verb Agreement								PO1	
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs								PO1, PO2	
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using preposition of place, time and direction correctly.								PO4, PO6	
CO4	Get practiced to skim and scan through a passage and read to get a novel idea, and comprehend the Passage								PO4, PO5, PO6	
CO5	Cultivate the habit of newspaper reading								PO3, PO8	
Text Books (Latest Editions)										
1.	Susan Thurman, <i>The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment</i> , 2011									
2.	Grant Barrett, <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i> , 2013									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Jane Straus, Lester Kaufman, and Tom Stern, <i>The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes</i> , 2015									
Web Resources										

1.	<i>BBCWorldService.(2011)LearningEnglish:Øhttp://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtml</i>
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MappingwithProgrammeOutcomes:

	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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	"About the Authors." <i>Beyond Performance</i> , John Wiley & Sons, Inc., 2015, pp. 269–70, http://dx.doi.org/10.1002/9781119202455.about .
2.	<i>Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR -SEMESTER V
CORE X - WOMEN'S WRITING IN ENGLISH & IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5C2	Core-X	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Tofamiliarizelearnerswithhowuniqueexperiencesofwomeninfluencetheirwritings									
LO2	Tohelpthemanalyzerepresentationsofwomeninliterature.									
LO3	Toenablelearnerstobefamiliarwithvariouscontextsthatinfluencethe representationofwomeninliterature.									
LO4	Toenablethemapplyappropriateformalconventionswhenwritingaboutliteratu re									
LO5	Tohelptheminunderstandinghowandonwhatgroundswomen’swritingcanbeconsi deredasaseparategenre.									
UNIT	Details									
UNITI	ToruDutt-OurCasuarinaTree. ElizabethBrowning-Howdollovethee? Sappho-HymntoAphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter									
UNITII	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar -Worth Four Crores (Give, Eat &Live) OnReadingHaiku – Elizabeth Searle Lamb RupiKaur-TheHealing(Milk&Honey)									
UNITIII	VirginiaWoolf-ARoomOfOne’sOwn. ClarissaPinkolaEstés- WomenWhoRunsWithWolves									
UNITIV	KateChopin–Awakening Carol Churchill – Top Girls									
UNITV	AphraBehn-Oroonoko. L.M.Montgomery-AnneofGreenGables LouisaMayAlcott-Little Women SandraCisneros - TheHouseonMangoStreetMargaretAtwood-Surfacing Ambai-Ina forest,Adeer. Vaasanthi- BreakingFree.Tr. By N. Kalyan									
CourseOutcomes										
CourseOutc omes	Oncompletionofthiscourse,studentswill;									
CO1	Examineandappreciatetheroleplayedbysociocultural- economic contextsindefiningwomen.								PO1	
CO2	Beenlightenedabouttheissuesandconcernsofthewomen writers of the developed and developingcountries.								PO1,PO2	
CO3	Understandandappreciatetherepresentationoffemaleexperi enceinliterature								PO4,PO6	

CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4, PO5, PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W.W. Norton, 2007. (2 Volume Set)	
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walter de Gruyter, 2012.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.	
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.	
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.	
4.	Woolf, Virginia. <i>A Room of One's Own</i> . Renard Press Ltd, 2020.	
Web Resources		
1.	"Ambai (C.S. Lakshmi) b. 1944." <i>Name Me a Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .	

Mapping with Programme Outcomes:

	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:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5C3	Core-XI	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To introduce the students to the polyphony of modern Indian writing in translation									
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.									
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.									
LO4	To explore images in literary productions that express the writers sense of their society.									
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.									
UNIT	Details									
UNITI	Kalidasa-TheLoomofTime. ExcerptsfromMahabharata – Tr.& Ed. Van Buitenen (106 – 169) IlangoAdigal - <i>The Book of Vanci.</i> –Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai(Fiveverseseachforone Tinai) – Sangam Literature – A.K Ramanujam									
UNITII	<i>Where The Mind Is Without Fear,</i> Gitanjali, <i>Far</i> <i>BelowFlowedJumna,FruitGathering,</i> <i>Song85-The Gardener.</i>							<i>ALL by TAGORE</i>		
	Sarojini Naidu - The Soul's Prayer.NissimEzeikel- TheRailwayClerk.A.K.Ramanujam - The Striders ArunKolatkarak-AnOld Woman									
UNITIII	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter6-BharataNatyaShastra(100-118) Tr. ManmohanGhosh Vol. 1 HinduViewofLife – SarvepalliRadhakrishnan VanishingLandmarks – Nirad C. Chaudri									
UNITIV	BadalSircar - EvamIndrajitGirishKarnad – Tughlaq									
UNITV	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning, M.C.C., Before the Examinations</i> from Swami & His Friends – R.K. Narayan Arjun - Sunil Gangopadhyay									

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1,PO2
CO3	Learn to explore images in literary productions that express the writers’ sense of their society.	PO4,PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3,PO8
TextBooks(LatestEditions)		
1.	ModernIndianWritinginTranslation,EditedbyDhananjayKapse,2016	
2.	ShortFictionfromSouthIndia,EditedbySubashreeKrishnaswamyandK.Srilata,2007	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	AClutchofIndianMasterpieces,EditedbyDavidDavidar,2016.	
2.	Changing the Terms: Translatingin the Postcolonial Era, Edited by Sherry SimonandPaulSt.Pierre,2000	
3.	100Great IndianPoemsbyAbhayK.Bloomsbury,2019	
WebResources		
1.	ModernIndianWritinginTranslation-Course(nptel.ac.in).	

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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5E1	DSE-I	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	Todevelopthestudentsintellectual, personalandprofessionalabilities.									
LO2	Toacquirebasiclanguageskillslistening, speaking, readingandwritingforeffectivecommunication.									
LO3	Todevelopconfidenceingettingjobopportunities.									
LO4	Toprovideawarenesstothestudentsaboutthevarioustypesofjobs offeredinbothintheCentralandStateGovernment.									
LO5	Todevelopcompetitiveskillsthroughvarioustypesofobjectivetests.									
UNIT	Details									
UNIT I	PartsofSpeech, DirectandIndirectSpeech, ReadingComprehension, LetterWriting.									
UNIT II	Tenses, ActiveandPassiveVoice, ExpansionofProverbs, EssayWriting.									
UNIT III	Gerund, Infinitives, IdiomsandPhrases, DegreesofComparison, HintsDevelopment, EmailWriting, Report Writing.									
UNIT IV	Homonyms, QuestionTags, Simple, Complex, Compound, JumbledSentences, Dialogue Writing.									
UNIT V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative andExclamatory), Capitalization, Punctuation, SpottingErrors, CVWritingandCoverletter.									
The course outcome is based on the Learning Objectives. Eachcourse objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcomes should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.								PO1	
CO2	Acquires skills in vocabulary usage and grammar.								PO1, PO2	
CO3	Acquires skills in logical reasoning, question error analysis and correct usage of words.								PO4, PO6	
CO4	Build confidence in getting job opportunities.								PO4, PO5, PO6	
CO5	Aware of the various types of job offered in both in the Central and State Government.								PO3, PO8	
Text Books (Latest Editions)										
1.	English for Competitive Examinations - R.P. Bhatnagar & Rajal Bhargava									
2.	Remedial Grammar - F.T. Wood									

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
DSE-II-INTRODUCTION TO COMPARATIVE LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5E2	DSE-II	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.									
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.									
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.									
LO5	To enable the student to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.									
UNIT	Details									
UNIT I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.									
UNIT II	Influence and Imitation-Periodization Movement, Genre Studies, Thematology									
UNIT III	Literature and other disciplines, Literature and other Arts									
UNIT IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Liberty</i> , <i>Queen Mab</i> , <i>Love's Philosophy</i> . Selected poems of Subramaniya Bharathi- <i>Bharath Country</i> , <i>Worship of Sun</i> , <i>Kannan My Servant</i> .									
UNIT V	Comparative study of Vairamuthu's <i>Kallikattu Ithihasam</i> and Ernest Hemingway's <i>The Old Man and the Sea</i>									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)								PO1	
CO2	Demonstrate knowledge of historical, linguistic, and cultural context of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.								PO1, PO2	

CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4,PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4,PO5,PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3,PO8
Text Books(Latest Editions)		
1.	Ulrich Weisstein: Comparative Literature and other	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
2.	Arts Wellek & Warren: Theory of Literature	
3.	Part II S.S. Prawar: Comparative Literatures	

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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6C1	Core-XIII	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	Tofamiliarizelearnerswithwesternliterarytheoryandcriticismwithanemphasisonthemost prominent theorists,texts,schools,andideas.									
LO2	Toequiplearnerswithideasrelatedtothetheoryandcriticismofliterarytexts.									
LO3	Tointensifystudents'proficiencyintheskillsattheheartofaliberaleducation									
LO4	Tohelpthemthinkcriticallyaboutarangeofliterarytheories.									
LO5	Toemphasizelearnersonthecarefulreadingofprimarytheoreticaltexts,withattentionaswelltohistoricalandso cialcontexts.									
UNIT	Details									
UNITI	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers–Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology&IdeologicalStateApparatuses-Lenin&Philosophy& Otheressays – Louis Althusser (Pg. 85 – 126)									
UNITII	Feminism 20yearson:Aliteratureoftheirownrevisited-FromBronteto Lessing – Elaine Showalter (P g . x i – x x x) WhenGoodsGetTogether(pp.107-110)fromThisSexWhichIsNot One. – Luce Irigaray									
UNITIII	PostStructuralism JacquesDerridaStructure,SignandPlayfromModernCriticismandTheory:AReader –David Lodge (Pg. 108 – 123) Truth andPower-Powerand Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)									
UNITIV	Post-ColonialStudies PassiveResistanceandEducation – Mahatma Gandhi (Pg. 88 – 106) TheScopeOfOrientalism(Pg. 29-110) Edward said									
UNITV	IndianLiterature-DefinitionofcategoryinTheoryClasse, Nations,Literature(Pg. 243-285) – Aijaz Ahmad									
Course Outcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Demonstrate familiarity with the history of literarytheoryintheWest, includingprominenttheoristsandcritics, important schools and movements, and thehistorical and cultural contexts important to thosetheories								PO1	
CO2	Demonstrateanunderstandingofkeyconceptsinliterary Theory								PO1,PO2	
CO3	Explaintooothersthemeaning,significance,andvalueofspecificliterarytheoreticalworks .								PO4,PO6	
CO4	Analyze specific literary theories in order to distinguishthemfromothertheoriesandtoidentifythestructureandlogic oftheirarguments.								PO4,PO5,PO6	
CO5	Use literary theoretical concepts to develop your owninterpretationsofliterarytexts.								PO3,PO8	
Text Books(Latest Editions)										

1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	B. Rajan & A. G. George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2.	S. Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3.	D. J. Enright & E. D. English Critical Texts, eds D. J. Enright & E. D. Kolkata: Oxford University Press, Chickera, 2017
Web Resources	
1.	www.ksu.edu/english/eiselei/engl795 .

Mapping with Programme Outcomes:

	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

THIRD YEAR - SEMESTER VI
XIV-SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6C2	Core-XIV	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives									
LO2	To provide learners with an overview of Shakespeare's historical and political contexts									
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves									
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions									
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism									
UNIT	Details									
UNIT I	Shakespeare & his relevance –G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett How To Do Things With Shakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr4 th Edition (CUP)									
UNIT II	The Four Phases of Shakespeare's, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I & II –A.C. Bradley Characters of Shakespeare – L.A.Rowse									
UNIT III	30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance									
UNIT IV	Detailed-Merchant of Venice Detailed-Julius Caesar Non-detailed-Macbeth Non-Detailed-Tempest.					VERITY EDITION				
UNIT V	Wilson Knight- <i>The Wheel Of Fire</i> . Akram Hossain- <i>An Approach To Shakespeare Scholarship And Criticism</i> Neema Parvini- <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> –Stephen Greenblatt									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the historical, cultural and political context of the plays discussed							PO1		
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.							PO1,PO2		
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view							PO4,PO6		
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.							PO4,PO5,PO6		

CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8
Text Books (Latest Editions)		
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." in <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.	
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 1996	
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS.	
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998)	
Web Resources		
1.	<u>Reinhardt, Max and William Dieterle.</u> (1935): VHS, laser disc	

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

THIRD YEAR -SEMESTER VI
CNM 6–MODERN ENGLISH GRAMMAR & COMPOSITION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6C3	Core-XV	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To make the students understand the importance of grammar in language learning.									
LO2	To create awareness to gain knowledge of types of clauses.									
LO3	To help identify types of sentences based on functionality and structure									
LO4	To acquaint students with grammatical items so as to understand the piece of writings to comprehend the meaning from them and also to translate it in their mother-tongue									
LO5	To help prepare them to write essays to express their views on particular situations, issues etc.									
UNIT	Details									
UNIT I	Form Class / Function Words / Punctuation – Wren & Martin & Eat, Shoots & Leaves Verbs In Function - Gerund, Infinitives Participles & Uses Synonyms & Antonyms - Precise Use Mood/Modality									
UNIT II	Morphology (English) Compounding, Affixing, Inflection Derivation – Frank Palmer Phrasal Verbs & Idioms – Idioms & Phrasal Verbs (Advanced) Ruth Gairns & Stuart Redman Word Order – Sentence Patterns – Guide to Patterns & usage in English - Hornby Co-Ordination – Subordination – Advanced English Grammar - Hewings									
UNIT III	Simple, Complex & Compound – Wren & Martin / Raymond Murphy Active – Passive – https://www.grammarly.com/blog/active-vs-passive-voice/ Tag Questions – https://www.englishclub.com/grammar/tag-questions.html									
UNIT IV	Time, Tense & Aspects – My Book of Tenses – Scholarship Hub of Editorials Lexicals/ Auxiliary verbs - Its uses – Oxford Modern English Grammar – Aarts B. (2011) Anomalous Finites – English Grammar Without Tears - Vishwanathan Nair & Chandrika A Subject/Verb Agreement in Sentences- The Blue Book of Grammar and Punctuation Book by Jane Straus and Lester Kaufman Degrees of Comparison - Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi									
UNIT V	Reordering of Jumbled Sentences – Wren & Martin / Raymond Murphy Error Correction – Remedial English Grammar for Foreign Students Note Making - Paragraph and Essay Writing - Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach & Lisa A Rumisek PRACTICAL WORK Translate From Tamil To English Vice - Versa Teaching Grammar in College for I Year Students under Supervision of Class in Charges.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to understand the basic grammar structures of English language.								PO1	
CO2	Understand the nuances of a perfect essay for competitive exam.								PO1, PO2	
CO3	Develop their critical thinking, reading and writing skills..								PO4, PO6	

CO4	Understand the appropriate associated with a for Language and form at malletter.	PO4,PO5,PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3,PO8
Text Books (Latest Editions)		
1.	High School English Grammar and Composition, Wren & Martin, Revised Edition, S. Chand Publishing.	
2.	English Grammar and Composition, Rajendra Pal & Prem Lata Suri, S. Chand Publishing.	
3.	The Oxford Handbook of English Grammar Bas Aarts (ed.), Jill Bowie (ed.), Gergana Popova (ed.)	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dr. R. S. Aggarwal, Objective General English, S. Chand Publishing. 2014	
2.	L. S. Deshpande. Modern English Grammar, Abhay Pub. Nanded. 2017	
3.	Hornby, A S (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford: Oxford University Press.	
Web Resources		
1.	Grammar for Improving Composition Skills Open Resources for English Language Teaching (ORELT) Portal (col.org)	

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 Outcome:

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
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6E1	DSE-III	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
UNIT	Details									
UNIT I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject-Verb, Pronoun-Antecedent) collocation.									
UNIT II	Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/Discourse Markers, Question Tags.									
UNIT III	Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect- Essay writing: Descriptive and Narrative.									
UNIT IV	Reading Comprehension – Skimming and scanning- inference and deduction – Reading various kinds of material – Speaking: Narration of incidents / stories/anecdotes- Current News Awareness.									
UNIT V	Nirad C Chaudhuri “Indian Crowds” [Non-Detailed], Dr SRadhakrishnan “The Shaping of my Character” [Detailed] Charles Lamb “Dream Children” [Detailed], Ruskin Bond “Night Train at Deoli” [Non-Detailed] Rabindranath Tagore “Subha” [Non-Detailed], Agra Gra “And you call me coloured” [Detailed] Alfred Lord Tennyson “Ulysses” [Detailed].									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										
The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Recall fundamental concepts of the four linguistic skills.								PO1	
CO2	Apply different styles of communication in professional context.								PO1, PO2	
CO3	Participate in different planned and extempore communicative activities.								PO4, PO6	
CO4	Interpret and discuss facts as well as information in each context.								PO4, PO5, PO6	
CO5	Critique literary texts that develop an appreciation for human values.								PO3, PO8	

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ART AND LITERARY AESTHETICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6E2	DSE-IV	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To introduce the multidisciplinary nature of Art and Literary Studies.									
LO2	To gain an understanding of various movements in art history.									
LO3	To help students find relevant and associative ideas.									
LO4	To engage with works of art that directly refer to literary works and also draw inspiration from them.									
LO5	To recognize how all forms of art are part of a continuum.									
UNIT	Details									
UNIT I	Literature And Visual Arts- Essays.									
UNIT II	Romanticism Through Coleridge And Delacroix									
UNIT III	Pre-Raphaelite Movement- D.G. Rossetti's Prosperine (Painting And Poem)									
UNIT IV	Post-Impressionism- Amrita Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)									
UNIT V	Expressionism- Munch- Scream (Painting) And Kafka- Metamorphosis (Novella)									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.										
	Course Outcomes									
Course Outcomes	On completion of this course, students will;									
CO1	The student will be able to engage with literature in a broader, educated perspective.								PO1	
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.								PO1, PO2	
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.								PO4, PO6	
CO4	The course develops an understanding of the correlation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights in to literary texts.								PO4, PO5, PO6	
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.								PO3, PO8	
References Books (Latest editions, and the style as given below must be strictly adhered to)										

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

Mapping with Programme Outcomes:

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

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

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