

19th Sep 2023

Dept. Copy

**KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR
WOMEN**
THANJAVUR- 613007, TAMIL NADU, INDIA
(An Autonomous College affiliated to Bharathidasan University, Trichy)
Re-accredited by NAAC with 'B' Grade

DEPARTMENT OF ENGLISH



**UNDERGRADUATE COURSE STRUCTURE AND SYLLABUS
BA ENGLISH LITERATURE**
(For the candidates admitted from the academic year 2023- 2024
onwards under CBCS pattern)

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN
(AUTONOMOUS) THANJAVUR- 613007
DEPARTMENT OF ENGLISH

I. VISION

To develop proficiency in the use of the English language.
To facilitate the learner in appreciation of the aesthetics of English Literature.

II. MISSION

To provide an excellent academic and moral ambience to facilitate the learners to become avid readers, active listeners, confident speakers, creative writers and ethical citizens.

1. *[Handwritten Signature]* 21/9/2023

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Kunthaval Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur -
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Department of English

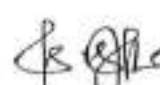
Introduction

The undergraduate programme B.A., 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.

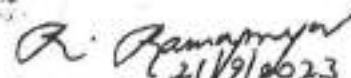
The B.A., English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic 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 B.A course English subject is added to the syllabus with the same intention. Communication in B.A., 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.

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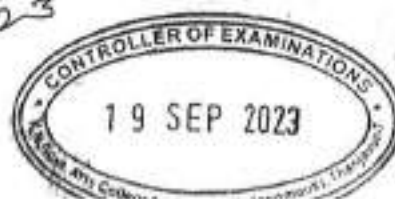
Under Graduate Programme

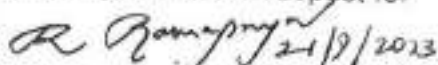
Programme Outcomes:

- PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- PO4: Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
- PO5: Scientific Reasoning:** Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.
- PO6: Self-directed & Lifelong Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.
- PO7: Reflective Thing:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society
- PO8: Reading & Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.
- PO9: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.
- PO 10: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

PSO4: Developing a research framework and presenting their independent ideas effectively. **PSO5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

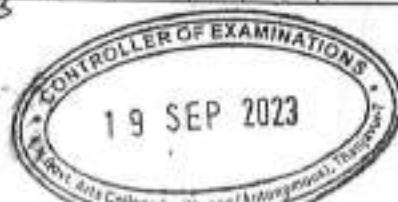
PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues

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

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

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Undergraduate Course Structure - BA English

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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.

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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.	<ul style="list-style-type: none">➤ Instill confidence among students➤ Create interest for the subject
I, II, III, IV	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none">➤ Industry ready graduates➤ Skilled human resource➤ Students are equipped with essential skills to make them employable <ul style="list-style-type: none">➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.

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III, IV, V & VI	Elective papers	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➤ Emerging topics in higher education/industry/communication network / health sector etc. are introduced with hands-on-training.
IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome

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VI Semester	Elective papers	<ul style="list-style-type: none"> ➤ 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		<ul style="list-style-type: none"> ➤ 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	

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Department of English
Undergraduate Course Structure – BA English
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PAPER II –GENERAL ENGLISH

Programme Specific Outcomes:

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

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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

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CLO1										
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Undergraduate Course Structure – BA English

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Sem	Course	Subject Code	Title of the paper	Hrs	Credit	Exam Hrs	Marks		Total
							CIA	Ext	
I	1.1 Part-I	23K1T1	Language - Tamil	6	3	3	25	75	100
	1.2 Part- II	23K1E1	English	6	3	3	25	75	100
	1.3 Core I	23K1E01	Introduction to Literature	5	5	3	25	75	100
	1.4 Core II	23K1E02	Indian Writing in English	5	5	3	25	75	100
	1.5 Elective – I / Generic/Discipline Specific	23K1EECE1:1	Social History of England	4	3	3	25	75	100
		23K1EECE1:2	Modern English Grammar and Composition						
	1.6 Skill Enhancement Course- SEC- 1	23K1ESEC1	Popular Literature and Culture	2	2	3	25	75	100
	1.7 Skill Enhancement -(Foundation Course)	23K1EFC	English For Communication	2	2	3	25	75	100
Total				30	23				700
II	2.1 Part- I	23K2T2	Language - Tamil	6	3	3	25	75	100
	2.2 Part- II	23K2E2	English	6	3	3	25	75	100
	2.3 Core - III	23K2E03	British Literature - I	5	5	3	25	75	100
	2.4 Core - IV	23K2E04	American Literature - I	5	5	3	25	75	100
	2.5 Elective – II / Generic/Discipline Specific	23K2EECE2:1	History of English Literature	4	3	3	25	75	100
		23K2EECE2:2	Creative Writing						
	2.6 Skill Enhancement Course- SEC- 2	23K2ESEC2	Philosophy for Literature	2	2	3	25	75	100
	2.7 Skill Enhancement Course SEC- 3	23K2ESEC3	Public Speaking Skills	2	2	3	25	75	100
Total				30	23				700
III	3.1 Part-I	23K3T3	Language - Tamil	6	3	3	25	75	100
	3.2 Part- II	23K3E3	English	6	3	3	25	75	100
	3.3 Core - V	23K3E05	British Literature - II	5	5	3	25	75	100
	3.4 Core - VI	23K3E06	American Literature - II	5	5	3	25	75	100
	3.5 Elective – III/ Generic/Discipline Specific	23K3EECE3:1	Literary Genres and Terms	4	3	3	25	75	100
		23K3EECE3:2	English for Competitive Examinations						
	3.6 Skill Enhancement Course- SEC- 4 Entrepreneurial Skill	23K3ESEC4	English For Career	1	1	3	25	75	100
	3.7 Skill Enhancement Course SEC- 5	23K3ESEC5	English For Business	2	2	3	25	75	100
	3.8 EVS			1					
	ECC 1 : Self Study	23K3EECC1:1	Applied Language Skills						
	MOOC	23K3EECC1:2	MOOC			3	-	-	100
ECC 2 : Add On Course	23K3EECC2	English and Soft Skills			4				
Total				30	22				700

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Sem	Course	Subject Code	Title of the paper	Hrs	Credit	Exam Hrs	Marks		Total
							CIA	Ext	
IV	4.1 Part- I	23K4T4	Language - Tamil	6	3	3	25	75	100
	4.2 Part- II	23K4E4	English	6	3	3	25	75	100
	4.3 Core – VII / Core Industry Module	23K4E07	World Literature in Translation	5	5	3	25	75	100
	4.4 Core - VIII	23K4E08	Aspects of Language and Linguistics	5	5	3	25	75	100
	4.5 Elective – IV/ Generic/Discipline Specific	23K4EECE4:1	Translation : Basic Concepts & Practice	3	3	3	25	75	100
		23K4EECE4:2	English Teaching Methods and Materials						
	4.6 Skill Enhancement Course- SEC- 6	23K4ESEC6	Interview Skills	2	2	3	25	75	100
	4.7 Skill Enhancement Course SEC- 7	23K4ESEC7	Functional English	2	2	3	25	75	100
	4.8 EVS	23K4EVS	Environmental Studies	1	2	3	25	75	100
	ECC 3 : Self Study/	23K4EECC3:1	Communication and Career Development		3				
MOOC	23K4EECC3:2	MOOC							
Total				30	25				800
V	5.1 Core - IX	23K5E09	Author in Focus	5	4	3	25	75	100
	5.2 Core- X	23K5E10	Women's Writing in English and in Translation	5	4	3	25	75	100
	5.3 Core - XI	23K5E11	Indian Writing in Translation	5	4	3	25	75	100
	5.4 Core- XII	23K5E12	Shakespeare Studies	5	4	3	25	75	100
	5.5 Elective – V/ Generic/Discipline Specific	23K5EECE5:1	Introduction to Comparative Literature	4	3	3	25	75	100
		23K5EECE5:2	Film Studies						
	5.6 Elective – VI/ Generic/Discipline Specific	23K5EECE6:1	Mass Communication and Journalism	4	3	3	25	75	100
		23K5EECE6:2	Digital Literacy and Concepts						
5.7 Value Education	23K5VE	Value Education	2	2	3	25	75	100	
5.8 Summer Internship/ Industrial Training	23K5I	Internship	-	2					
Total				30	26				100
VI	6.1 Core - XIII	23K6E13	Introduction to Literary Theory and Criticism	6	4		25	75	100
	6.2 Core - XIV	23K6E14	ELT & Computer Assisted Language Learning	6	4		25	75	100
	6.3 Core - XV	23K6E15	Biographies, Autobiography & Memoirs	6	4		25	75	100
	6.4 Elective – VII/ Generic/Discipline Specific	23K6EECE7:1	Regional Literature in Translation	5	3		25	75	100
		23K6EECE7:2	Communicative English						
	6.5 Elective – VIII/ Generic/Discipline Specific	23K6EECE8:1	Writing For Media	5	3		25	75	100
		23K6EECE8:2	Writing for the Web						
6.6 Skill Enhancement Course SEC- 6 / Professional Competency Skill	23K6ESEC8	Fundamentals of Academic Writing	2	2		25	75	100	
6.7 Extension Activity	23K6EA	Extension Activity	-	1					
Total				30	21				100
Grand Total				180	140				400

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FIRST YEAR SEMESTER I
PART II – GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1E1	Part II	Y	Y	-	-	3	6	25	75	100

Learning Objectives

LO1	To enable learners to acquire self-awareness and positive thinking required in various life situations.
LO2	To help them acquire the attribute of empathy
LO3	To assist them in acquiring creative and critical thinking abilities
LO4	To enable them to learn the basic grammar
LO5	To assist them in developing LSRW skills

UNIT – I SELF-AWARENESS (WHO) & POSITIVE THINKING (UNICEF) LIFE STORY

1.1 Chapter 1 from Malala Yousafzai, I am Malala

1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi

POEM

1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore

1.4 Love Cycle – Chinua Achebe

UNIT- II EMPATHY

POEM

2.1 Nine Gold Medals – David Roth

2.2 Alice Fell or poverty – William Wordsworth

SHORT STORY

2.3 The School for Sympathy – E.V. Lucas

2.4 Barn Burning – William Faulkner

UNIT- III CRITICAL & CREATIVE THINKING

POEM

3.1 The Things That Haven't Been Done Before – Edgar Guest

3.2 Stopping by the Woods on a Snowy Evening – Robert Frost

READERS THEATRE

3.3 The Magic Brocade – A Tale of China

3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)

UNIT- IV PARTS OF SPEECH

4.1 Articles

4.2 Noun

4.3 Pronoun

4.4 Verb

4.5 Adverb

4.6 Adjective

4.7 Preposition

UNIT- V PARAGRAPH AND ESSAY WRITING

5.1 Descriptive

5.2 Expository

5.3 Persuasive

5.4 Narrative

Reading Comprehension

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FIRST YEAR SEMESTER I

PART II – GENERAL ENGLISH

TEXT BOOKS (LATEST EDITIONS)

1. Malala Yousafzai. *I am Malala*, Little, Brown and Company, 2013.
2. M.K. Gandhi. *An Autobiography or The Story of My Experiments with Truth (Chapter – I)*, Rupa Publications, 2011.
3. Rabindranath Tagore. "Gitanjali 35" from *Gitanjali* (Song Offerings): A Collection of Prose Translations made by the Author from the Original Bengali. MacMillan, 1913.
4. N. Krishnasamy. *Modern English: A Book of Grammar, Usage and Composition* Macmillan, 1975.
5. Aaron Shepard. *Stories on Stage*, Shepard Publications, 2017.
6. J.C. Nesfield. *English Grammar Composition and Usage*, Macmillan, 2019.

WEB RESOURCES

1. Malala Yousafzai. I am Malala (Chapter 1) <https://archive.org/details/i-am-malala>
2. M.K Gandhi. *An Autobiography or The Story of My Experiments with Truth*(Chapter-1)-Rupa Publication,
3. Rabindranath Tagore. "Gitanjali 35" from *Gitanjali*
4. Aaron Shepard. *Stories on Stage*, Shepard Publications, 2017
5. J C Nesfield. Manual of English Grammar and Composition
<https://archive.org/details/in.ernet.dli.2015.44179>

QUESTION PATTERN FOR THE PAPER TITLED PART II GENERAL ENGLISH – SEMESTER - I

S. No.	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	Multiple Choice Questions (Questions should be taken only from Unit I,II, & III)	15x1=15	30
		Q.NO 16- 20	Short Questions (Questions should be taken only from Unit I,II, & III)	5x1=5	
		Q.NO 21- 30	Grammar (Questions should be taken only from Unit IV)	10x1=10	
2.	B	Q.NO 31- 33	Comprehension passages	3x5=15	25
		Q.NO. 31A OR 31 B	Unit I (1.1 & 1.2)		
		Q.NO. 32A OR 32 B	Unit II (2.3 & 2.4)		
		Q.NO. 33A OR 33 B	Unit III (3.3 & 3.4)		
		Q.NO 34A OR 34B Q.NO 35A OR 35B	Paragraph questions (Questions should be taken only from Unit III)	2x5=10	
3.	C	Q.NO 36- Q.NO 40	Two out of Five Essay questions (Questions should be taken only from the Poetry Section of Unit I,II, III)	2x10=20	20
				Total	75

Course Outcomes

Course Outcomes		
CO1	On completion of this course students will acquire self awareness and positive thinking required in various life situations	PO1,PO7
CO2	Acquire the attribute of empathy.	PO1,PO2,PO10
CO3	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
CO4	Learn basic grammar	PO4,PO5,PO6
CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8

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FIRST YEAR SEMESTER I
PART II –GENERAL ENGLISH

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2 – Medium, 1 - Low

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SEMESTER I

CORE COURSE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1E01	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable learners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To create the ability of critically examining a text

UNIT – I

Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy

UNIT- II- POETRY

1. William Shakespeare - Sonnet 116.
2. John Milton - When I Consider How My Light is Spent
3. Thomas Gray - Elegy Written in a Country Churchyard
4. William Wordsworth - Daffodils.
5. Robert Frost - Mending Wall
6. Theodore Roethke – The Meadow Mouse

UNIT- III - DRAMA

1. J.M. Barrie - The Admirable Crichton.
2. Lady Gregory - The Rising of the Moon.

UNIT-IV- SHORT STORY

1. Manohar Malgonkar - Spy in Amber.
2. Katherine Mansfield – The Escape (from *Bliss and other Stories*)
3. Saki- The Open Window.

UNIT- V FICTION

1. Emmy Laybourne – Sweet.
2. Miguel de Cervantes – Don Quixote

TEXT BOOKS (LATEST EDITIONS)

1. X. J. Kennedy. *Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2016.
2. Laurie Rieszner. *Portable Literature: Reading, Reacting, Writing* - 9th edition. Cengage Learning, 2016.

REFERENCE BOOKS

1. Henny Herawati et al., *Introduction to Literature*, Sanata Dharma University Press, October 2021
2. Michael Meyer, D. Quentin Miller. *The Compact Bedford Introduction to Literature* with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3. Janice Campbell., *Introduction to Literature: Excellence in Literature English 1*, 4th Ed, Everyday Education, LLC, January 2021.
4. Subhendu Mund., *The Making of Indian English Literature*, Taylor & Francis Ltd., 2021.
5. Adamson H. D. *Linguistics and English Literature: An Introduction*, Cambridge University Press, 2019.
6. Felicity Titjan (ed). *Teaching English Language and Literature*. Taylor & Francis, 2020

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SEMESTER I

CORE COURSE I – INTRODUCTION TO LITERATURE
WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED INTRODUCTION TO LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

MAPPING WITH PROGRAMME OUTCOMES

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

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

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SEMESTER I

CORE COURSE II – INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1E02	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives

LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT - I POETRY

1. Toru Dutt - The Lotus
2. Sri Aurobindo - The Tiger and the Deer.
3. Sarojini Naidu - The Village Song
4. A.K. Ramanujam - Still Another View of Grace
5. Shiv K Kumar - Indian Women
6. Nissim Ezekiel - The Night of the Scorpion

UNIT - II PROSE

1. Jawaharlal Nehru - The Panorama of Indian Part
2. Swami Vivekananda - The Secret of my Work
3. Mahatma Gandhi - Inspection Episode from Part I Childhood

UNIT - III - DRAMA

1. Rabindranath Tagore - Mukhthadhara.
2. Mahesh Dattani - Dance like a Man

UNIT - IV SHORT STORIES

1. Ruskin Bond - The Night Train to Deoli
2. Rabindranath Tagore - Khabhuliwala
3. Manoj Das - The Bridge in Moonlit Night
4. Sashi Deshpande - Can you Hear Silence

UNIT V FICTION

1. Anita Desai - Where shall we go this Summer
2. Aravind Adiga - The White Tiger

TEXT BOOKS (LATEST EDITIONS)

1. Pandit Vishnu Sharma. *Tales from Panchatantra : Winning of Friends*. Rupa & Co, January 2008
2. Pamela S. Turner- *Hachiko : The True story of a Loyal dog*. Houghton Mifflin Harcourt, 2004.
3. A. K. Ramanujan- *Folktales from India*. Penguin India, 2009.
4. Ruskin Bond. *The Night Train at Deoli and other stories*. Penguin, 2016.
5. Ruskin Bond, *A Handful of Nuts*. Penguin, 2009.
6. Pearl S. Buck- *My Several Worlds*. Pocket.
7. Ruskin Bond- *Great Stories for Children*. Rupa Publications, India, 2012.

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SEMESTER I

CORE COURSE II – INDIAN WRITING IN ENGLISH
REFERENCE BOOKS

1. Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.
2. Marlowe, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
3. Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.
4. Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED INDIAN WRITING IN ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30

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

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

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SEMESTER I

CORE COURSE II – INDIAN WRITING IN ENGLISH

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER I

ME 1- SOCIAL HISTORY OF ENGLAND (ELECTIVE- I / GENERIC/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1EECE1:1	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Provide students with a comprehensive idea about the development of English literature and language over the ages
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
LO3	To help them develop an understanding of the structural development of the English language
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To create the ability of critically examining a text

UNIT- I

Medieval & Tudor England – Renaissance, Reformation

UNIT- II

The Civil War & Restoration England

UNIT- III

The Age of Queen Anne to the Romantic Age

UNIT IV

Victorian Age

UNIT V

Twentieth Century

TEXT BOOKS (LATEST EDITIONS)

1. A.G. Xavier. *An Introduction to the Social History of England*. S. Viswathan Publishers & Pvt. Ltd. 2009.

REFERENCES

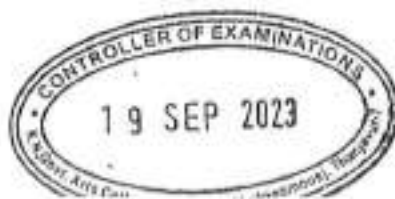
1. Simon, Jenkins. *A Short History of England*. Profile Books Ltd, 2012.

QUESTION PATTERN FOR THE PAPER TITLED SOCIAL HISTORY OF ENGLAND

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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SEMESTER I

ME 1- SOCIAL HISTORY OF ENGLAND (ELECTIVE- I / GENERIC/ DISCIPLINE SPECIFIC)

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

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 POS	3.0	3.0	3.0	2.8	3.0

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SEMESTER I

EN 1 – MODERN ENGLISH GRAMMAR AND COMPOSITION (ELECTIVE- I / GENERIC/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1EECE1:2	Elective	Y	Y	-	-	3	4	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-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 Cairns & 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
Lexical / Auxillary 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.

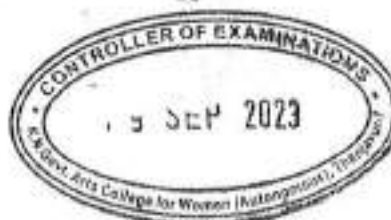
TEXT BOOKS

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.)

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SEMESTER I

Unit 1 – MODERN ENGLISH GRAMMAR AND COMPOSITION (ELECTIVE- I / GENERIC/ DISCIPLINE SPECIFIC)

REFERENCE BOOKS

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

WEB RESOURCES

1. Grammar for Improving Composition Skills | Open Resources for English Language Teaching (ORELT) Portal (col.org)

QUESTION PATTERN FOR THE PAPER TITLED MODERN ENGLISH GRAMMAR AND COMPOSITION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Question 1	Insert punctuation in the following sentences	3x1=3	30 Marks
		Question 2	Give the synonyms for the following words	3x1=3	
		Question 3	Give the antonyms for the following words	3x1=3	
		Question 4	Use the following phrasal verbs in a sentence of your own	3x1=3	
		Question 5	Use the following idioms in a sentence of your own	3x1=3	
		Question 6	Identify the sentence pattern of the following sentences	3x1=3	
		Question 7	Identify the coordinate and subordinate clause in the sentences given below	3x1=3	
		Question 8	Write the past participle form of the words given below	3x1=3	
		Question 9	Change the simple sentences into compound sentences	3x1=3	
		Question 10	Change the complex sentence into compound sentences	3x1=3	
2.	B	Question 11	Add appropriate tag questions to the following sentences	4x1=4	25 Marks
		Question 12	Change the following sentences using correct tense form	4x1=4	
		Question 13	Fill in the blanks using appropriate auxiliary verb	4x1=4	
		Question 14	Correct the following sentences based on the appropriate subject verb agreement	3x1=3	
		Question 15	Change the following sentences using the appropriate (comparative or superlative degree)	3x1=3	
		Question 16	Reorder the following jumbled sentences into that of meaningful sentences	4x1=4	
		Question 17	Identify and correct the error in the following sentences	3x1=3	
3.	C	Question 18	Make notes of the paragraph given below	1x5=5	20 Mark
		Question 19	Write a paragraph on the hints given below	1 x5 =5	
		Question 20	Write <u>one</u> essay of the three topics given below	1x10 =10	
				Total	75

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 Department of English

Undergraduate Course Structure – BA English

For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern

SEMESTER I

ME 1- MODERN ENGLISH GRAMMAR AND COMPOSITION (ELECTIVE- I / GENERIC/ DISCIPLINE SPECIFIC)

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 a perfect essay for competitive exam	PO1, PO2
CO3	Develop their critical thinking, reading and writingskills.	PO4, PO6
CO4	Understand the language and Appropriate format associated with a formal letter	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0	3.0

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SEMESTER I

NME – 1 - POPULAR LITERATURE AND CULTURE (SKILL ENHANCEMENT COURSE- SEC1)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1ESEC1	SEC	Y	Y	.	.	2	2	25	75	100

Learning Objectives	
LO1	To broaden the idea of literature and the concept of texts.
LO2	To learn the difference between genre fiction and literary fiction.
LO3	To make students gain an understanding of the folk roots of popular literature.
LO4	To make students find a perspective into the debate between high and low cultures.
LO5	To analyze the fantasy work that gains popularity.

UNIT-I

1. David Glover and Scott McCracken. -Introduction as an essay.
2. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978.

UNIT- II

1. Brothers Grimm – —The Juniper Tree.
2. Roald Dahl- a. Adventure of the Speckled Band (Extracts from *Charlie and the Chocolate Factory- Chapters 13 to 15*)

UNIT- III

1. Satyajit Ray – –Professor Shonku and the UFO II (from *The Mystery of Munroe Island and Other Stories* Puffin Classics 2015)

UNIT- IV

1. Herge- *Tintin in Tibet*
2. Somdev Bhatt -The Story of Padmavati and Prince.
3. Vajramuktill (Vikram-Betaal Story)

UNIT-V

1. Anuja Chauhan -The Zoya Factor
2. J. K. Rowling: Harry Potter and the Philosopher's Stone.

TEXT BOOKS (LATEST EDITIONS)

1. Chute, Hillary. —*Comics as Literature, Reading Graphic Narrative* II. PMLA – Publications of The Modern Language Association of America. 123. 452-465. 2008.
2. Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

REFERENCE BOOKS

LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED

1. Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.
2. Gill, Rosalind & Herdleckerhoff, Elena. —Rewriting the romance: New Femininities in Chick lit? *Feminist Media Studies* 6(4). 2006

WEB RESOURCES

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>)

1. *As per 21/9/2023*

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SEMESTER I

NME – 1 - POPULAR LITERATURE AND CULTURE (SKILL ENHANCEMENT COURSE- SEC1)

QUESTION PATTERN FOR THE PAPER TITLED POPULAR LITERATURE AND CULTURE

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1-8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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 schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO6

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	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

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SEMESTER I
ENGLISH FOR COMMUNICATION (SKILL ENHANCEMENT – FOUNDATION- SEC -I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K1EFC	SEC	Y	Y	-	-	2	2	25	75	100

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

UNIT-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

TEXT BOOKS (LATEST EDITIONS)

1. *Technical Communication: Principles and Practice*, Second Edition by Meenakshi Raman and Sangeet 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
2. *English Communication Skills* (Theory) Goiga Lajijuna - Academia.edu

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FOR COMMUNICATION

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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SEMESTER I

ENGLISH FOR COMMUNICATION (SKILL ENHANCEMENT – FOUNDATION- SEC -I)

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

MAPPING WITH PROGRAMME OUTCOMES

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

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Undergraduate Course Structure – BA English

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SEMESTER II

PART- II ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2E2	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To make students realize the importance of resilience									
LO2	To enable them to become good decision makers									
LO3	To enable them to imbibe problem-solving skills									
LO4	To enable them to use tenses appropriately									
LO5	To help them use English effectively at the work place.									

UNIT- I RESILIENCE

Poem

- 1.1 Don't Quit – Edgar A. Guest
- 1.2 Still Here – Langston Hughes

Short Story

- 1.3 Engine Trouble – R.K. Narayan
- 1.4 Rip Van Winkle – Washington Irving

UNIT- II DECISION MAKING

Short Story

- 2.1 The Scribe – Kristin Hunter
- 2.2 The Lady or the Tiger - Frank Stockton

Poem

- 2.3 The Road not Taken – Robert Frost
- 2.4 Snake – D. H Lawrence

UNIT- III PROBLEM SOLVING

Prose life Story

- 3.1 How I taught My Grandmother to Read – Sudha Murthy
- 3.3 How frog Went to Heaven – A Tale of Angolo
- 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam

UNIT- IV TENSES

- 4.1 Present
- 4.2 Past
- 4.3 Future
- 4.4 Concord

UNIT- V English in the Workplace

- 5.1 E-mail – Invitation, Enquiry, Seeking Clarification
- 5.2 Circular
- 5.3 Memo
- 5.4 Minutes of the Meeting

1. *[Signature]* 2/19/2023

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SEMESTER II

PART- II ENGLISH

TEXTBOOKS AND REFERENCES

1. Martin Hewings. *Advanced English Grammar*. Cambridge University Press, 2000
2. SP Bakshi, Richa Sharma. *Descriptive English*. Arihant Publications (India) Ltd., 2019
3. Sheena Cameron, Louise Dempsey. *The Reading Book: A Complete Guide to Teaching Reading*. S & L. Publishing, 2019
4. Barbara Sherman. *Skimming and Scanning Techniques*, Liberty University Press, 2014.
5. Phil Chambers. Brilliant *Speed Reading: Whatever you need to read, however*. Pearson, 2013

WEB SOURCES

1. Langston Hughes. Still Here <https://poetryace.com/im-still-here>
2. R. K. Narayan. Engine trouble <http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf>
3. Washington Irving. Rip Van Winkle <https://www.gutenberg.org/files/60976/60976-h/60976-h.htm>
4. Frank Stockton. The Lady or the Tiger <https://www.gutenberg.org/ebooks/396>

QUESTION PATTERN FOR THE PAPER TITLED GENERAL ENGLISH- SEMESTER II

S. No.	Section	Questions	Type	Marks	Total Marks
1.	A	Q. 1- Q15	MCQ (Unit- I / Unit- II / Unit- III only)	1x15=15	30
		Q16- Q 20	Short Questions (Unit- I / Unit- II / Unit- III only)	1x5=15	
		Q21- Q30	Fill in the Blanks (Unit- IV only)	1x10=10	
2.	B	Q31A OR Q31B	Comprehension Passages (Unit – I 1.3 / 1.4) // Unit- II 2.1 / 2.2 // Unit- III – 3.1 / 3.3 / 3.4 only)	2x5 =10	25
		Q32A OR Q32B			
		Q33A OR Q33B	Composition E-mail – Invitation, Enquiry, Seeking Clarification/ (Unit V only)	3x5=15	
		Q34A OR Q34B	Circular / Memo (Unit-V only)		
3	C	Q35A OR Q 35B	Minutes of the Meeting (Unit V only)	2x10=20	
		Q36-Q40	Answer any TWO of the following questions in 500 words each (Unit- I / Unit- II / Unit- III only)		
				Total	75

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SEMESTER II

PART- II ENGLISH

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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

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SEMESTER II

CORE COURSE – III BRITISH LITERATURE – I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2E03	Core	Y	Y	-	-	5	5	25	75	100

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

UNIT I – POETRY

1. Robert Jamieson - Robinhood & The Monk
2. John Milton - Paradise Lost Bk 4, (Lines beginning from "Of or that warning voice, which he who saw" to "Of us out-cast, exil'd, his new delight" – 1-105
3. William Wordsworth - Ode: To Intimation & Immorality
4. William Blake – Hymn to Intellectual Beauty.
5. John Keats - Endymion Bk-I (Lines beginning from "a thing of beauty is a joy for ever" ... to "Easily onward, through flowers and weeds" – 1-62)
6. Lord Byron – She Walks in Beauty.

UNIT II – PROSE

1. Francis Bacon – a. Of Truth,
b. Of Adversity
2. Oliver Goldsmith - A City Night- Piece
3. Joseph Addison and Sir Richard Steele – a. The Spectator Club
b. On Gratitude

UNIT III – DRAMA

1. Christopher Marlowe - Dr. Faustus
2. Oliver Goldsmith - She Stoops to Conquer

UNIT IV – SHORT STORIES

1. Walter de la Mare – Seaton's Aunt.
2. John Galsworthy- A hedonist.
3. May Sinclair- Lena Wrace.
4. Hugh Walpole- Major Wilbraham.

UNIT-V – FICTION

1. Mary Shelly –Frankenstein
2. Jonathan Swift –Gulliver's Travels

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SEMESTER II

CORE COURSE – III BRITISH LITERATURE – I

TEXT BOOKS

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

REFERENCE BOOKS

2. Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.
3. Marlowe, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
4. Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.
5. Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019

WEB SOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE - I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75


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

1.  21/9/2023

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SEMESTER II

CORE COURSE – III BRITISH LITERATURE – I

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER II

CORE COURSE – IV AMERICAN LITERATURE – I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2E04	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives

LO1	To Understand the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT I – POETRY

1. Robert Frost - Birches
2. Walt Whitman - O Captain, My Captain!
3. Sherman Alexie- a. Crow Testament
b. Evolution
4. Edgar Allan Poe - The Raven
5. Emily Dickinson - Because I Could Not Stop for Death.

UNIT II – PROSE

1. Edgar Allan Poe - The Philosophy of Composition
2. Martin Luther King Jr- I have a Dream
3. Abraham Lincoln - Gettysburg Address

UNIT III – DRAMA

1. Tennessee Williams- The Glass Menagerie
2. Eugene O' Neill - Emperor Jones

UNIT-IV SHORT STORIES

1. Washington Irving- The Legend of the Sleepy Hollow.
2. John Updike- Lifeguard
3. Kate Chopkin – Regret
4. Ernest Hemingway – The Killers

UNIT V – FICTION

1. Herman Melville- Billy Budd
2. Leslie Marmon Silko- Ceremony.

TEXT BOOKS

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

REFERENCE BOOKS

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

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SEMESTER II

CORE COURSE – IV AMERICAN LITERATURE – I

WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED AMERICAN LITERATURE – I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER II

HISTORY OF ENGLISH LITERATURE (ELECTIVE – II / GENERIC/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2EECE2:1	Elective	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 I

Age of Chaucer to Shakespeare

UNIT II

Jacobean to Restoration Period

UNIT III

Augustan Age – 18th century Literature

UNIT IV

Romantic Period

Victorian Period

UNIT V

Modern British Literature

TEXT BOOKS

1. William Henry Hudson. *An Outline History of English Literature*. G. Bells & Sons Ltd, 1913

REFERENCE BOOKS

1. Bergonzi, B. *Heroes' Twilight: A Study 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. ALEX00.PDF (manavata.org)

QUESTION PATTERN FOR THE PAPER TITLED HISTORY OF ENGLISH LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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SEMESTER II

HISTORY OF ENGLISH LITERATURE (ELECTIVE – II / GENERIC/ DISCIPLINE SPECIFIC)

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

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER II

CREATIVE WRITING (ELECTIVE – II / GENERIC/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2EECE2:2	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.
LO2	To help them write with clear expression and to specific purposes.
LO3	To develop in them an ability to use formal, aesthetic, and rhetorical conventions within the discipline.
LO4	To help in understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving.
LO5	To guide in central subject matter that comes out of their own individual life experience and from imagination

UNIT I

The Art of Writing (Literary; Critical; Journalistic; Non-Literary; Theoretical; Scientific; Communicative)

UNIT II

Types of Creative Writing – Prose, Poetry, Drama, Fiction
 On Writing: A Memoir of the Craft Paperback – 2 June 2020 by Stephen King

UNIT III

Major Components of Creative Writing – Theme, Style, Form, Structure, and Vision – Practical Sessions - How To Research For Writing...

UNIT IV

Significance of Grammar & Punctuation

UNIT V

Importance of Re-Reading, Re-Writing; Self-Editing- Revision & Publication

TEXT BOOKS

1. Dowrick, S. (2009), *Creative Journal Writing: The Art and Heart of Reflection*. Los Angeles: Penguin Putnam Inc.
2. Miller Thurston, C., Di Prince, D. (2006), *Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring!* Prufrock Press.

REFERENCE BOOKS

1. Pearson, M., Wilson, H. (2009), *Using Expressive Arts to Work with Mind, Body and Emotions: Theory and Practice*. London: Jessica Kingsley Publishers.
2. Ramsay, G., Sweet, H. (2008), *A Creative Guide to Exploring Your Life: Self-Reflection Using Photography, Art, and Writing*. London: Jessica Kingsley Publishers

WEB RESOURCES

1. What is Creative Writing? | An Introduction for Students | Oxford Summer Courses

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QUESTION PATTERN FOR THE PAPER TITLED CREATIVE WRITING

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1-10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3.	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works	PO1
CO2	Understand the importance of reading as part of a creative writer's development	PO1, PO2
CO3	Engage analytically and critically with a range of literary and media texts	PO4, PO6
CO4	Recognise how critical reading supplies writers with inspiration and ideas	PO4, PO5, PO6
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and script writing	PO3, PO8

MAPPING WITH PROGRAMME OUTCOMES

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

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern

SEMESTER II

CREATIVE WRITING (ELECTIVE – II / GENERIC/ DISCIPLINE SPECIFIC)

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER II

PHILOSOPHY FOR LITERATURE (SKILL ENHANCEMENT COURSE – SEC 2- N ME)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2ESEC2	SEC	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Engage with the philosophy of literary representations.
LO2	Give the students a historical overview of the major figures in philosophy
LO3	Introduce to them some of the significant schools of thought that has influenced human perception.
LO4	Inform students how an understanding of philosophy is vital to the reading of literature
LO5	Analyze the philosophical thought

UNIT-I

The World of Greeks—Heracitus—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

1. Robert Frost. -West- Running Brook-
2. Samuel Taylor Coleridge. -Kubla Khan-
3. Percy B Shelley--Ozymandias,
4. Keats. -Endymion II (First 33 lines)
5. (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

1. Emily Dickinson. -The Brain—is wider than the Skyl (Debate the Cartesian mind body or material immaterial dualism),
2. Walt Whitman. -On the Beach at Night Alone. II (Spinoza's pantheism),
3. William Ross Wallace. -The Liberty Bell (Locke's liberalism and the turn of humanity),
4. D. H. Lawrence. -How Beastly the Bourgeois Is? II (Marx's idea of social class)

UNIT-V

- Nihilism, Existentialism and Afterwards-
1. Wallace Stevens. -Sad Strains of a Gay Waltz, II (Nietzsche's idea of nihilism and the death of god)
 2. W H Auden. -Who's Who? II (Heidegger's idea of Dasein and Geworfenheit, -Being- thrown- in-the-world)
 3. Ted Hughes. -Hawk Roosting, II (ego that mediates the instinctual id and the critical superego),
 4. Maya Angelou. -When I think of myself, II (de Beauvoir's concept of becoming)

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SEMESTER II

PHILOSOPHY FOR LITERATURE (SKILL ENHANCEMENT COURSE – SEC 2- NME)

TEXT BOOKS (LATEST EDITIONS)

1. Durrant, Will. *The Story of Philosophy*. Simon & Schuster, 1991.
2. Gaarder, Jostein. *Sophie's World: 20th Anniversary Edition*. Orion, 2015.

REFERENCES BOOKS

1. Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016
2. Gibson, John. *The Philosophy of Poetry*. 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

QUESTION PATTERN FOR THE PAPER TITLED PHILOSOPHY FOR LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
Total					75

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 schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8

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SEMESTER II

PHILOSOPHY FOR LITERATURE (SKILL ENHANCEMENT COURSE – SEC 2- NME)

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

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

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SEMESTER II

PUBLIC SPEAKING SKILLS – SKILL ENHANCEMENT FOUNDATION – SEC 3

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K2ESEC3	SEC	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To help students understand the goals and benefits of public speaking
LO2	To help them recognize communication apprehension and guide them on how to reduce it
LO3	To familiarize them on how public speaking can be used to advocate or create change
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
LO5	To help them think and speak imaginatively and critically

UNIT-I

What is Public Speaking?

UNIT-II

Need for Public Speaking.

UNIT-III

Significance and essentials of public speaking skills

UNIT-IV

Techniques in acquiring the skill

UNIT-V

Speaking any common topic in front of the class

TEXT BOOKS (LATEST EDITIONS)

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

2. Fraleigh, D.M., & Tuman, J.S. (2009). *Speak up! An illustrated guide to public speaking*. New York: Bedford/St. Martins.

REFERENCE BOOKS

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

WEB RESOURCES

1. Learning Outcomes | Public Speaking (lumenlearning.com)
lu03_public_speaking.pdf (indianhills.edu)

QUESTION PATTERN FOR THE PAPER TITLED PUBLIC SPEAKING SKILLS

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1-8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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SEMESTER II

PUBLIC SPEAKING SKILLS – SKILL ENHANCEMENT FOUNDATION – SEC 3

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

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER III
PART II – GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3E3	Part II	Y	Y	-	-	3	6	25	75	100

Learning Objectives	
LO1	To make them active listeners
LO2	To enhance the interpersonal relationship skills
LO3	To embolden them to cope with stress
LO4	To master grammar skills
LO5	To help them to use English effectively in a business environment

UNIT – I ACTIVE LISTENING

SHORT STORY

- 1.1 In a Grove – Akutagawa Ryunosuke Translated from Japanese by Takashi Kojima
- 1.2 The Gift of the Magi – O’ Henry

PROSE

- 1.3 Listening – Robin Sharma
- 1.4 Nobel Prize Acceptance Speech – Wangari Maathai

UNIT- II INTERPERSONAL RELATIONSHIPS

PROSE

- 2.1 Telephone Conversation – Wole Soyinka
- 2.2 Of Friendship – Francis Bacon

SONG ON (MOTIVATIONAL/ NARRATIVE)

- 2.3 Ulysses – Alfred Lord Tennyson
- 2.4 And Still I Rise – Maya Angelou

UNIT- III COPING WITH STRESS

POEM

- 3.1 Leisure – W.H. Davies
- 3.2 Anxiety Monster – Rhona McFerran

READERS THEATRE

- 3.3 The Forty Fortunes: A Tale of Iran
- 3.4 Where there is a Will – Mahesh Dattani

UNIT- IV GRAMMAR

- 4.1 Phrasal Verbs & Idioms
- 4.2 Modals and Auxillaries
- 4.3 Verb Phrases – Gerund, Participle, Infinitive

UNIT- V COMPOSITION/ WRITING SKILLS

- 5.1 Official Correspondence – Leave Letter , Letter of Application, Permission Letter
- 5.2 Drafting Invitations
- 5.3 Brochures for Programmes and Events

TEXT BOOKS (LATEST EDITIONS)

- 1.. Wangari Maathai – *Nobel Lecture. Nobel Prize Outreach* AB 2023. Jul 2023.
- 2. Mahesh Dattani, *Where there is a Will*. Penguin, 2013.
- 3. Martin Hewings, *Advanced English Grammar*, Cambridge University Press, 2000
- 4. Raymond Murphy *Essential English Grammar*

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Department of English

Undergraduate Course Structure – BA English

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SECOND YEAR SEMESTER III

PART II – GENERAL ENGLISH

WEB RESOURCES

1. WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023.
<https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/>
2. Telephone Conversation - Wole Soyinka
https://www.kstate.edu/english/westmank/spring_00/SOYINKA.html
3. Anxiety Monster- RhonaMcFerran- www.poetrysoup.com

QUESTION PATTERN FOR THE PAPER TITLED PART II GENERAL ENGLISH- SEMESTER III

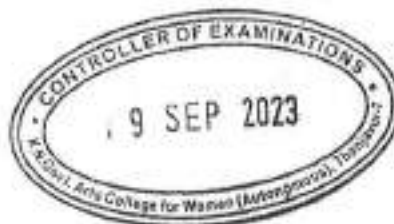
S. No.	Section	Questions	Type	Marks	Total Marks
1.	A	Q. 1- Q15	MCQ (Unit- I / Unit- II / Unit- III only)	1x15=15	30
		Q16- Q 20	Short Questions (Unit- I / Unit- II / Unit- III only)	1x5=15	
		Q21- Q30	Fill in the Blanks (Unit- IV only)	1x10=10	
2.	B	Q31A OR Q31B	Comprehension Passages (Unit – I 1.1 / 1.2/1.3/1.4) // Unit- II 2.1 / 2.2 // Unit- III – 3.3 /3.4)	2x5 =10	25
		Q32A OR Q32B			
		Q33A OR Q33B	Composition - writing leave letter , letter of Application, permission letter	3x5=15	
		Q34A OR Q34B	Drafting Invitations		
		Q35A OR Q 35B	Brochures for Programmes and Events		
3	C	Q36-Q40	Answer any TWO of the following questions in 500 words each (Unit- I / Unit- II / Unit- III only)	2x10=20	
				Total	75

1. *[Signature]* 21/9/2023

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Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SECOND YEAR SEMESTER III
PART II –GENERAL ENGLISH

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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

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SEMESTER III

CORE COURSE -V BRITISH LITERATURE – II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3E05	Core	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 I – POETRY

1. Alfred Tennyson- Ulysses
2. Robert Browning- My Last Duchess
3. Christina Rossetti- The Goblin Market
4. T.S. Eliot - The Wasteland – "The Burial of the Dead"
5. W.H. Auden - The Unknown Citizen
6. Philip Larkin - The Whitsun Weddings

UNIT II – PROSE

1. G. K. Chesterton - Piece of Chalk
2. Charles Lamb - Dream Children
3. William Hazlitt - Indian Jugglers
4. Joseph Addison – a. Sir Roger at Church
b. Sir Roger in London

UNIT III – DRAMA

1. G.B. Shaw – a. Pygmalion,
2. John Osborne - Look Back in Anger

UNIT IV – SHORT STORIES

1. John Galsworthy - The Hedonist.
2. Graham Swift- Seraglio (excerpt from *Learning to Swim*)
3. Angela Carter - Wolf- Alice

UNIT V – FICTION

1. Jane Austen – Pride and Prejudice
2. Virginia Woolf – Mrs. Dalloway

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SEMESTER III

CORE COURSE -V BRITISH LITERATURE – II

TEXT BOOKS

1. Renard, Virginie. *The Great War and Postmodern Memory: The First World War in the Late Twentieth Century British Fiction* (1985-2000), Peter Lang AG, International Verlag Der Wissenschaften, 2013.
2. David Green. *Winged Words*. Macmillan Publishers. 197

REFERENCE BOOKS

1. Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
2. Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
3. John Osborne *Look Back in Anger*, by 1974, La Mama Theatre. 1974.

WEB RESOURCES

1. Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6.
2. Smith, Grover. "Eliot's World before the Waste Land." *The Waste Land*, 2020, pp. 1– <https://doi.org/10.4324/9781003070627-1>

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE - II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

1. *As per 21/1/2023*
 2. *AS per 21/9/23*



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SEMESTER III
CORE COURSE -V BRITISH LITERATURE – II

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER III
CORE COURSE –VI AMERICAN LITERATURE – II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3E06	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

UNIT I – POETRY

1. Maya Angelou - Phenomenal Women
2. Walt Whitman- a. When Lilac's last in the Dooryard Bloom'd,
b. The Gods.
3. Emily Dickinson - The Bird Came Down the Walk
4. Theodore Roethke -The Meadow Mouse
5. Chief Dan George - My Heart Soars.

UNIT II – PROSE

1. Henry David Thoreau - Winter Animals
2. Ralph Waldo Emerson - The American Scholar
3. Henry James – The Art of Fiction

UNIT III – DRAMA

1. Lorraine Hansberry - Raisin in the Sun
2. Edward Albee – The Zoo Story

UNIT IV – SHORT STORIES

1. O. Henry – The Cop and the Anthem
2. Ambrose Bierce – A Horseman in the Sky
3. Herman Melville – The Fiddler
4. John Steinbeck – The Chrysanthemums

UNIT V – FICTION

1. Toni Morrison - Beloved.
2. Philip Roth – American Pastoral

TEXT BOOKS

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

REFERENCE BOOKS

1. Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
2. Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010.
3. Lorraine Hansberry. *A Raisin in the Sun*. Modern Library, 1995.
4. Morrison, Toni. *Beloved*. Everyman's Library, 2006.

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SEMESTER III
CORE COURSE –VI AMERICAN LITERATURE – II

WEB RESOURCES

- 1.Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.4.30>.
- 2.Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford University Press, 2008, <http://dx.doi.org/10.1093/owc/9780199537808.003.0025>

QUESTION PATTERN FOR THE PAPER TITLED AMERICAN LITERATURE - II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

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SEMESTER III
CORE COURSE –VI AMERICAN LITERATURE – II

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	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

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SEMESTER III

LITERARY GENRES AND TERMS- ELECTIVE- III/ GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3EECE3:1	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To help students apply literary terminology to fiction, drama, and poetry.
LO2	Help them recognize the main elements of different literary genres and assess their significance
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
LO4	To enable them to identify a literary text's main themes and make reasonable assertions about their meaning
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.

UNIT I

Literary Theory and terms: The Basics

UNIT II

Types of prose text-Semiotics: The Basics

UNIT III

Terms for Interpreting Authorial Voice- Terms for Interpreting Characters

UNIT IV

Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot

UNIT V

Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts

TEXT BOOKS

1. Baldick, Chris. *Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
2. Mikics, David. *A New Handbook of Literary Terms*. New Haven: Yale University Press, 2007. Print.

REFERENCE BOOKS

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

WEB RESOURCES

1. 1821-literary-terms.pdf (cgc.edu)

QUESTION PATTERN FOR THE PAPER TITLED LITERARY GENRES AND TERMS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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SEMESTER III

LITERARY GENRES AND TERMS- ELECTIVE- III/ GENERIC/ DISCIPLINE SPECIFIC

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

MAPPING WITH PROGRAMME OUTCOMES

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

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SEMESTER III

ENGLISH FOR COMPETITIVE EXAMINATIONS- ELECTIVE- III/ GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
3K3EECE3:2	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To develop the students intellectual, personal and professional abilities.
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.
LO3	To develop confidence in getting job opportunities.
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.
LO5	To develop competitive skills through various types of objective tests.

UNIT I

Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.

UNIT II

Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.

UNIT III

Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.

UNIT IV

Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.

UNIT V

Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.

TEXT BOOKS

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

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SEMESTER III - ENGLISH FOR COMPETITIVE EXAMINATIONS- ELECTIVE- III/ GENERIC/ DISCIPLINE SPECIFIC

QUESTION PAPER FOR THE PAPER TITLED ENGLISH FOR COMPETITIVE EXAMINATIONS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Question 1	Insert preposition in the following sentences	3x1=3	30 Marks
		Question 2	Insert adjectives in the following sentences	3x1=3	
		Question 3	Change the given sentence into Indirect/Direct Speech	3x1=3	
		Question 4	Use the following phrasal verbs in a sentence of your own	3x1=3	
		Question 5	Use the following idioms in a sentence of your own	3x1=3	
		Question 6	Use the Gerunds / Infinitives in the following sentences	3x1=3	
		Question 7	Identify the coordinate and subordinate clause in the sentences given below	3x1=3	
		Question 8	Write the past participle form of the words given below	3x1=3	
		Question 9	Change the simple sentences into compound sentences	3x1=3	
		Question 10	Change the complex sentence into compound sentences	3x1=3	
2.	B	Question 11	Add appropriate tag questions to the following sentences	4x1=4	25 Marks
		Question 12	Change the following sentences using correct tense form	4x1=4	
		Question 13	Fill in the blanks using appropriate auxiliary verb	4x1=4	
		Question 14	Correct the following sentences based on the appropriate subject verb agreement	3x1=3	
		Question 15	Change the following sentences using the appropriate (comparative or superlative degree)	3x1=3	
		Question 16	Reorder the following jumbled sentences into that of meaningful sentences	4x1=4	
		Question 17	Identify and correct the error in the following sentences	3x1=3	
3	C	Question 18	Write a letter on the given topic	1x5=5	20 Mark
		Question 19	Write a paragraph on the hints given below	1 x5 =5	
		Question 20	Write <u>one</u> essay of the three topics given below	1x10 =10	
				Total	75

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	Acquire skills in vocabulary usage and grammar.	PO1, PO2
CO3	Acquire skills in logical reasoning, question erroranalysis and correct usage of words.	PO4, PO6
CO4	Build confidence in getting job opportunities.	PO4, PO5, PO6
CO5	Aware of the various types of jobs offered in both inthe Central and State Government.	PO3, PO8

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Kunthaval Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur-613007

Department of English

Undergraduate Course Structure – BA English

For the candidates admitted from the academic year 2023 – 2024 onwards under CB CS pattern

SEMESTER III -ENGLISH FOR COMPETITIVE EXAMINATIONS- ELECTIVE- III/ GENERIC/ DISCIPLINE SPECIFIC

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

CO /PO	PS O1	PSO2	PSO3	PSO4	PS O5
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

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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur-613007

Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SEMESTER III

NME II- ENGLISH FOR CAREER- SKILL ENHANCEMENT COURSE – SEC- 4 (ENTREPRENEURIAL SKILLS)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3ESEC4	SEC	Y	Y	.	.	1	1	25	75	100

Learning Objectives	
LO1	To help students gain knowledge about the job search, application, and interview process
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners to describe themselves and their experiences in a resume

UNIT-I

Definition of English Language-Characteristic Features

UNIT- II

Purposes of English Language

UNIT- III

Major Roles played by English Language in Education and various career choices

UNIT- IV

English language as a identity to popular culture

UNIT-V

The major developments happening in the contemporary world by using English language.

TEXT BOOKS

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

REFERENCE BOOKS

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

WEB RESOURCES

1. https://www.researchgate.net/publication/344172814_English_For_Career_Development_Skills_Enhancement_Course_Sec-4_Entrepreneurial_Skills

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FOR CAREERS

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
Total					75

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Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CB CS pattern)

SEMESTER III

NME II- ENGLISH FOR CAREER- SKILL ENHANCEMENT COURSE – SEC- 4 (ENTREPRENEURIAL SKILLS)

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

MAPPING WITH PROGRAMME OUTCOME

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

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SEMESTER III
ENGLISH FOR BUSINESS – SKILL ENHANCEMENT COURSE – SEC -5

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3ESEC5	SEC	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-I

Business English Definition and Difference

UNIT- II

Highlights/ Significance/Essentials of Business English

UNIT- III

Needs of Business English

UNIT- IV

The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.

UNIT-V

Economic Development through Business English

TEXT BOOKS (LATEST EDITIONS)

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

REFERENCE BOOKS

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

WEB RESOURCES

2. *English language skills for the future* | Cambridge English

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FOR BUSINESS

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	30
Total					75

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Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CB CS pattern)

SEMESTER III
ENGLISH FOR BUSINESS – SKILL ENHANCEMENT COURSE – SEC -5

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

MAPPING WITH PROGRAMME OUTCOME

	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

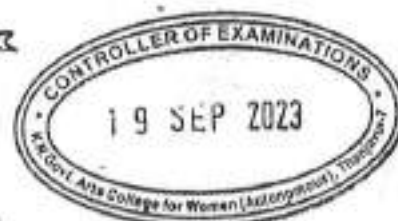
3 – Strong, 2 – Medium, 1 – Low

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 POS	3.0	3.0	3.0	2.8	3.1

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SEMESTER III
APPLIED LANGUAGE SKILLS

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER III
ECC1 - APPLIED LANGUAGE SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3EECC1:1	ECC1	Y	Y	-	-	3	-	-	100	

Learning Objectives	
LO1	To introduce the students to the basic language skills
LO2	To know about major trends in language teaching
LO3	To understand the rationale and the salient features of the following approaches and methods of languages
LO4	Teaching by using the notions of approach, method, design & procedure.
LO5	To familiarize the applied language and linguistic skills

Unit- I Language and Communication

Principles of Communication – Verbal and Non-verbal communication – barriers to communication- psychological barriers – linguistic barriers – socio-cultural barriers – the four essential communication skills – receptive and active communication skills – fluency and accuracy in communication.

Unit- II Active Skills (Speaking and Writing)

Speech skill – conventions in speaking – sounds- articulation – stress – intonation – rhythm- weak and strong forms- approaches to effective conversation – starting a conversation – greetings and asking after introducing oneself – wishing well – apologizing – asking for and giving information – making requests, suggestions, offers, order-giving and asking permission- making invitations- accepting and rejecting- likes and dislikes- ending a conversation.

Writing Skills- common errors in grammar- general writing- purpose, structure, layout and academic writing – planning, structuring and drafting.

Unit – III Receptive Skills (Reading and Listening)

Reading Skill – the purpose of reading – reading for detail – reading for specific information – promotion of fluency in reading – intensive and extensive reading – silent and loud reading.

Listening Skill – difference between listening and hearing – qualities of an active listener- barriers to listening – academic listening – taking notes- comprehending a form, a table or a chart- listening for inferences – listening for specific information and listening for overall information.

Unit IV Resources for Language Skills

Conventional resources- dictionaries.- thesaurus- pronunciation dictionary – collocation dictionary – dictionary of idioms and phrases – grammar book.

Electronic resources – on-line dictionaries and thesaurus.

Unit- V Career Skills

Curriculum vitae- resume – job application – cover letter.

Discussion skills – group discussion – debates – facing and conducting interviews – organizing formal and informal meetings.

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SEMESTER III
APPLIED LANGUAGE SKILLS

References

1. Tony Lynch. *Study Listening*. Cambridge University Press, 2004.
2. Kenneth Anderson and Joan Maclean. *Study speaking*. Cambridge University Press, 2004.
3. Erich H Glendinning and Beverly Holmstrom. *Study Reading*. Cambridge University Press, 2004.
4. Liz- Hamp Lyons. *Study Writing*. Cambridge University Press, 2006.
5. Grand Taylor. *Conversation Practice*. Tata McGraw Hill Publishing Company Limited, 2008

QUESTION PATTERN FOR THE PAPER TITLED APPLIED LANGUAGE SKILLS

S. No.	Section	Questions	Type	Marks	Total marks
1.	Section A	Q. No. 1 – 10	Short Questions	10 x 3 = 30	30
2.	Section B	Q. No. 11 (a) or 11 (b) Q. No. 12 (a) or 12 (b) Q. No. 13 (a) or 13 (b) Q. No. 14 (a) or 14 (b) Q. No. 15 (a) or 15 (b)	Either or Choice based Paragraph Questions (150 words)	5 x 5 = 25	25
3.	Section C	Q. No. 16 – 20	Essay Questions (300 words)	3 x 15 = 45	45
				Total	100

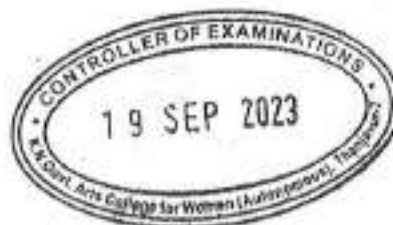
Course Outcomes		On completion of this course, students will;	
CO1	To focus on language studies that enables skill development in areas like Linguistics, Phonetics & English Language Teaching		PO2
CO2	To enable the students to improve their speaking ability in English both in terms of fluency & comprehensibility		PO1, PO3
CO3	To demonstrate an accurate understanding of linguistic concepts		PO2, PO5
CO4	To gain the basic knowledge about the principles of morphology, formative rules & the analysis of word structure		PO4, PO7
CO5	To enable the students to improve their cognitive skill development		PO2, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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SEMESTER III
ECC 2 - ENGLISH AND SOFT SKILLS (ADD ON COURSE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K3EECC2	ECC2	Y	Y	-	-	4	-	-	-	

Learning Objectives	
LO1	To introduce the students to the basic language skills
LO2	To develop the LSRW skills through literary texts.
LO3	To understand the rationale and the salient features of the following approaches and methods of languages
LO4	To enable the students to achieve linguistic competence in the use of the English language.
LO5	To familiarize the English and soft skills

UNIT-I

1. Listening Skills- Active Listening, Using words accurately, Expansion of proverbs related to listening skills, Real life experience related to listening, Presentation.

UNIT-II

1. Problem solving Skills- Prepositions, Phrasal Verbs, Fixed Expressions, Expansion of proverbs related problem-solving skills, Real life experience related to problem-solving skills, Presentation.

UNIT-III

1. Interview Skills- Conjunctions, Coordinating Conjunctions, Subordinating Conjunctions, Correlative Conjunctions, Job application- Covering Letter, Resume, Proverbs on interview skills, Real life experience related to Interview Skills, Presentation.

UNIT-IV

Non-verbal Communication Skills- Wh and Yes or No Questions, Proverbs on non-verbal communication skills, Real life experience, Presentation.

UNIT-V

Written Communication Skills- Punctuation, Common Errors, Proverbs on written communication skills, Real life experience, Presentation.

Prescribed Text

1. Dr. S.P. Dhanavel. *English and Soft Skills*. Orient Blackswan Pvt Limited, Hyderabad, 2010.

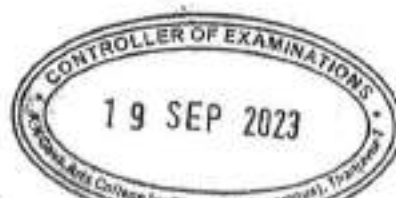
References

1. Ajay R. Tengse. *Soft Skills : A Textbook For Undergraduates*. Orient Blackswan Pvt Limited, Hyderabad, 2015.

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SEMESTER III

ECC 2 - ENGLISH AND SOFT SKILLS (ADD ON COURSE)

Course Outcome	
CO 1	To acquire and practice soft skills.
CO 2	To learn and practice both language and soft skills.
CO 3	To develop the ability to learn soft skills through short stories
CO 4	To enable the students to acquire vocabulary through short stories
CO 5	Pair work, Group Discussion, Role Play, Presentation, Story telling, Writing and Exploring proverbs

MAPPING WITH PROGRAMME OUTCOME

	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 POS	3.0	3.0	3.0	2.8	3.0

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Undergraduate Course Structure – BA English
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SEMESTER IV
PART II – GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4E4	Part II	Y	Y	-	-	3	6	25	75	100

Learning Objectives	
LO1	To help learners imbibe goal-setting attitude.
LO2	To enable them to understand the value of integrity.
LO3	To help them deal with emotions.
LO4	To teach the learners to frame sentences using tenses.
LO5	To enhance reporting skills.

UNIT – I GOAL SETTING (UNICEF)

Life Story

- 1.1 From Chinese Cinderella – Adeline Yen Mah
- 1.2 Why I Write - George Orwell

Short Essay

- 1.3 On Personal Mastery – Robin Sharma
- 1.4 On the Love of Life – William Hazlitt

UNIT- II INTEGRITY

Short Story

- 2.1 The Taxi Driver – K.S. Duggal
- 2.2 Kabuliwala - Rabindranath Tagore
- 2.3 A Retrieved Reformation – O Henry

Extract from a play

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

UNIT- III COPING WITH EMOTIONS

Poem

- 3.1 Pride – Dahlia Ravikovitch
- 3.2 Phenomenal Woman – Maya Angelou

Reader's Theatre

- 3.3 The Giant's Wife A Tall Tale of Ireland – William Carleton
- 3.4 The Princess and the God : A Tale of Ancient India

UNIT-IV Language Competency Sentences

- 4.1 Simple Sentences
- 4.2 Compound Sentences
- 4.3 Complex Sentences

Direct and Indirect Speech

UNIT- V Report Writing

- 5.1 Narrative Report
- 5.2 Newspaper Report

Drafting Speeches

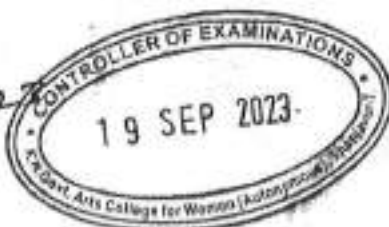
- 5.3 Welcome Address
- 5.4 Vote of Thanks

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TEXT BOOKS (LATEST EDITIONS)

1. *Oxford Practice Grammar*, John Eastwood, Oxford University Press
2. *Cambridge Grammar of English*, Ronald Carter and Michael McCarthy
3. *George Orwell Essays*, Penguin Classics.

WEB RESOURCES

1. <http://www.gradesaver.com/George-orwell-essays/study/summary>
2. O' Henry. A Retrieved Reformation. https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
3. Maya Angelou. Phenomenal Woman. <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
4. The Quality of Mercy, <https://poemana1ysis.com>
5. <https://www.oxfordscho1ar1yeditions.com/display/10.1093/acrade/9780199235742.book.1/acrade-9780199235742-div1-106>- William Hazlitt.

QUESTION PATTERN FOR THE PAPER TITLED PART II GENERAL ENGLISH- SEMESTER IV

S. No.	Section	Questions	Type	Marks	Total Marks
1.	A	Q. 1- Q15	MCQ (Unit- I / Unit- II / Unit- III only)	1x15=15	30
		Q16- Q 20	Short Questions (Unit- I / Unit- II / Unit- III only)	1x5=15	
		Q21- Q30	Fill in the Blanks (Unit- IV only)	1x10=10	
2.	B	Q31A OR Q31B	Comprehension Passages (Unit – I 1.1 / 1.2/1.3/1.4) // Unit- II 2.1 / 2.2 /2.3 /2.4 // Unit- III – 3.3 /3.4)	2x5 =10	25
		Q32A OR Q32B			
		Q33A OR Q33B	Narrative Report	3x5=15	
		Q34A OR Q34B	Newspaper Report		
Q35A OR Q 35B	Welcome Address / Vote of Thanks				
3	C	Q36-Q40	Answer any TWO of the following questions in 500 words each (Unit- I / Unit- II / Unit- III only)	2x10=20	
				Total	75

COURSE OUTCOME

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

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SEMESTER IV
 PART II – GENERAL ENGLISH

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
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

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SEMESTER IV
CORE COURSE VII – WORLD LITERATURE IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4E07	Core	Y	Y	-	-	5	5	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 I – POETRY

1. Dante - Ulysses's Last Voyage
2. Victor Hugo - Tomorrow at Dawn.
3. Khalil Gibran - Your Children are not your children.
4. A.K. Ramanujam - Small Scale Reflections on a Great House.
5. Thiruvalluvar - Thirukkural (Chapter 11 Gratitude)

UNIT II – PROSE

1. Horace – Ars Poetica – On Unity and Harmony
2. Walter Benjamin - Unpacking My Library
3. Montaigne - Of Friendship.

UNIT III – DRAMA

1. Samuel Beckett - Waiting for Godot.
2. Ibsen - The Doll's House

UNIT IV – SHORT STORIES

1. Anton Chekov – The Lady with the Dog.
2. Gustave Flaubert – A Simple Heart.
3. Frantz Kafka – in the Penal Colony.

UNIT V – FICTION

1. Tolstoy – War and Peace

TEXT BOOKS

1. Horace. *Select Episodes and Ars Poetica of Horace*. Ed. H.A. Dalton. Bibliobazaar LLC, Charleston, 2010
2. Tolstoy. *War and Peace*. Wordsworth Editions Ltd., July 1993.

REFERENCE BOOKS

1. Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2. Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.

WEB RESOURCES

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

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SEMESTER IV

CORE COURSE VII – WORLD LITERATURE IN TRANSLATION

QUESTION PATTERN FOR THE PAPER TITLED WORLD LITERATURE IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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, PO8
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern

SEMESTER IV

CORE COURSE VII – WORLD LITERATURE IN TRANSLATION

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER IV

CORE COURSE VIII – ASPECTS OF LANGUAGE AND LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4E08	Core	Y	Y	-	-	5	5	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 includes the ability to think historically and analytically about language, literature, culture and society.

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

Text Books

1. Linguistics: An Introduction of Language & Communication – Akamajlan A., R.A. Demers & M Hamish

2. Language – Bloomfield

3. Structural Aspects of Language Change – D. Bolinger

4. Course in General Linguistics – Ferdinand De Saussure

5. The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt

6. Eco, Umberto. A Theory of Semiotics. Indiana University Press, 1979.

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

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SEMESTER IV
CORE COURSE VIII – ASPECTS OF LANGUAGE AND LINGUISTICS

REFERENCE BOOKS

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

QUESTION PATTERN FOR THE PAPER TITLED ASPECTS OF LANGUAGE AND LINGUISTICS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

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SEMESTER IV

CORE COURSE VIII – ASPECTS OF LANGUAGE AND LINGUISTICS

MAPPING WITH PROGRAMME OUTCOME

	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 POS	3.0	3.0	3.0	2.8	3.0

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SEMESTER IV

TRANSLATION : BASIC CONCEPTS AND PRACTICE (ELECTIVE IV/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4EECE4:1	Elective	Y	Y	-	-	3	3	25	75	100

Learning Objectives	
LO1	To accurately convey the original meaning while respecting the target audience's cultural values and understanding.
LO2	To refine the student's thematic and cultural knowledge and to encourage them to think and to react.
LO3	It aims to extend the methodologies, areas of interest and conceptual frameworks inside the discipline
LO4	To expand students' vocabulary as well as their understanding of their native tongue
LO5	To enhance the student the chance to experiences diverse scenarios and cultures

UNIT-I

Basics of Translation and Translation Studies – An Introduction

UNIT-II

Objectives and importance of Translation

UNIT III

Introduction – Language and Culture – Types of Translation – Decoding and Recoding- Problems of equivalence – Un-Translatability.

UNIT-IV

Problems of period study – the Romans –Bible translation- Education and the Vernacular – Early Theorists – Renaissance – Seventeenth century – eighteenth century – Romanticism – Post-Romanticism – The Victorian – Twentieth Century.

UNIT-V

Poetry and Translation – Translating prose – Translating dramatic texts.

TEXT BOOKS (LATEST EDITIONS)

1. Mona Baker, Kirsten Malmkjær, *Routledge Encyclopedia of Translation Studies*, (1998), Routledge Taylor and Francis Group, London and New York
2. Yves Gambier, Luc van Doorslaer, *Handbook of Translation Studies*, (2011), John Benjamin Publishing, Amsterdam and Philadelphia
3. Susan Bassnett , *Translation Studies*, (2013), Routledge Taylor and Francis Group, London and New York.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

1. Carmen Millán, Francesca Bartrina, *The Routledge Handbook of Translation Studies*, (2013), Routledge Taylor and Francis Group, London and New York

WEB RESOURCES

1. <https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf>

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SEMESTER IV

TRANSLATION : BASIC CONCEPTS AND PRACTICE (ELECTIVE IV/ DISCIPLINE SPECIFIC)

QUESTION PATTERN FOR THE PAPER TITLED TRANSLATION : BASIC CONCEPTS AND PRACTICE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes		Course Outcomes	
		On completion of this course, students will;	
CO1	Student should demonstrate improved proficiency in both the source & target languages, including grammar, vocabulary & idiomatic expressions		PO1
CO2	Student should be able to produce accurate translations that convey the meaning and nuances of the original text		PO1, PO2
CO3	Students should develop an awareness of cultural differences and their impact on translation		PO4, PO6
CO4	To enable the students to know research terminology, context & background information		PO4, PO5, PO6
CO5	to enhance the quality of their translation and ability to critically evaluate translation		PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

3 – Strong, 2 – Medium, 1 - Low

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CB CS pattern

SEMESTER IV

TRANSLATION : BASIC CONCEPTS AND PRACTICE (ELECTIVE IV/ DISCIPLINE SPECIFIC)

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

CO /PO	PSO1	PSO2	PSO	PSO4	PSO5
CO1	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	3	3
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	2.8	3.0

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SEMESTER IV

ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE IV/ DISCIPLINE SPECIFIC)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4EECE4:2	Elective	Y	Y	-	-	3	3	25	75	100

Learning Objectives	
LO1	To enable learners get an overview of the place of English in India.
LO2	Help them understand the position of English in the post – independence period.
LO3	Enable them to interpret and justify the place of English in Three Language formula.
LO4	Help them gain insight into the unique and very important place of English in 21st century.
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).

UNIT-I

Introduction-Historical Background of English in India

UNIT-II

English in post- Independent period -The Three Language Formula

UNIT III

English in 21st Century - Objectives of teaching English

UNIT-IV

Objectives of teaching English at elementary level

UNIT-V

Objectives of teaching English at secondary level

Text Books (Latest Editions)

1. Diaz-Rico, L. Ch. 6 "Learning processes that build on the first language." in *Teaching English learners: Strategies and methods* (pp. 143-199). New York: Pearson Education, Inc. ISBN: 0-205-35543
2. AJ Kahtani, S. (1999). *Electronic Portfolios in ESL writing: An alternative approach. Computer Assisted Language Learning*, 12 (3), 261-268. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to "findbooks, articles, and more" and then search for the article under "education."
3. Carbo, M. (1993). *Continuum of modelling reading methods.*

Reference Books

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

1. Godwin-Jones, R. (2005). *Emerging technologies: messaging, gaming, peer-to-peer sharing: Language learning strategies & tools for the millennial generation. Language Learning and Technology*, 9 (1), 17-22. Available at: <http://lit.msu.edu>
2. Gonzalez, V. (2001). *The role of socioeconomic and sociocultural factors in language minority children's development.* Bilingual Research Journal, 25 (1 & 2), 1-30.

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Web Resources

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

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH TEACHING METHODS AND MATERIALS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20.	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Learn about the methods and materials of teaching ESL	PO1
CO2	Learn about some of the strategies and techniques used to address specific language skills	PO1, PO2
CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	PO4, PO6
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	PO4, PO5, PO6
CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	PO3, PO6

MAPPING WITH PROGRAMME OUTCOME

	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

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CB CS pattern

SEMESTER IV

ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE IV/ DISCIPLINE SPECIFIC)

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4ESEC6	SEC	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To enable students understand the information needed to prepare for an interview
LO2	To enable them to research company information before heading to an interview
LO3	To familiarize them with how to handle Interview Questions
LO4	To enable them to use comfortable vocabulary
LO5	To help them think and speak imaginatively and critically

UNIT- I

Definition of Interview-Essentials of Interview Skill

UNIT- II

Needs and Requirements of Interview skills.

UNIT- III

Resume Preparation- Do's and Don'ts of an interview

UNIT- IV

Body language-gesture-attitude-facial expression-sound knowledge

UNIT- V

Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.

TEXT BOOKS (LATEST EDITIONS)

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

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

- 1.Elizabeth Harrin, ebook, *Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.*

WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED INTERVIEW SKILLS

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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SEMESTER IV

INTERVIEW SKILLS (SKILL ENHANCEMENT COURSE SEC- 6)

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

MAPPING WITH PROGRAMME OUTCOME

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

1. *[Signature]* 21/9/2023

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SEMESTER IV

FUNCTIONAL ENGLISH- SKILL ENHANCEMENT COURSE SEC- 7

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4ESEC7	SEC	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 points to paragraph
LO5	To enable them to predict, comprehend, infer and synthesize information

UNIT-I

Definition of Functional English - Significance of Functional English

UNIT-II

Four essentials of functional English: LSRW

UNIT-III

Grammar

UNIT-IV

Strategies to use functional English

UNIT-V

Provide a dramatic play to perform which gives the students to apply functional language

TEXT BOOKS (LATEST EDITIONS)

1. Susan Thurman, *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*, 2011
2. Grant Barrett, *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*, 2013.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

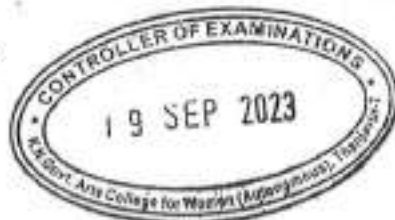
1. Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*, 2015

WEB RESOURCES

1. BBC World Service. (2011) Learning English
http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm

1. *[Signature]* 21/9/2023
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SEMESTER IV

FUNCTIONAL ENGLISH- SKILL ENHANCEMENT COURSE SEC- 7

QUESTION PATTERN FOR THE PAPER TITLED FUNCTIONAL ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1-8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage
CO5	Cultivate the habit of newspaper reading

MAPPING WITH PROGRAMME OUTCOME

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

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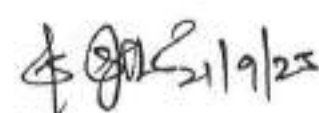
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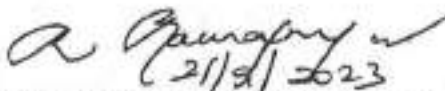


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SEMESTER IV
FUNCTIONAL ENGLISH- SKILL ENHANCEMENT COURSE SEC-7

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER IV
ECC3 – COMMUNICATION AND CAREER DEVELOPMENT

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K4EECC3:1	ECC3	Y	Y	-	-	3	-	-	100	

Learning Objectives	
LO1	To prepare students to excel in higher studies.
LO2	To provide students with a solid foundation of fundamentals required to solve socio-economic problems and also to pursue higher studies.
LO3	To cultivate an appreciation of the dimensions of contemporary development issues.
LO4	To generate sensitivity to problems concerning ethics and human values.
LO5	To develop an orientation toward effective communication.

Unit-I

Understanding Communication – Process of Communication – Type of Communication – Greeting and Introducing – Making Requests – Useful phrases for requests – Asking and Giving / Permission – Giving instructions and directions – Describing people, places, and things.

Unit-II

Understanding Telephone Communication – Types of Calls – Handling a Call – Leaving a Message – Making Requests – Asking for and Giving Instructions – Agreeing and Disagreeing – Reminding – Making Complaints- Handling Complaints- Telephone Etiquette.

Unit-III

Vocabulary enrichment- Gender Free / non-sexist terms – British and American English in Lexis – Foreign words and phrases in English – Robts, prefixes, and suffixes- Idioms – Phrasal verbs – Words often confused.

Unit IV

Carrier skills – Curriculum vitae – Writing a resume – Appropriate Headings – Appearance – Sample Resume - Cover Letter – Sample Cover Letter – Presentation Skills – Difference between a lecture and presentation – planning / purpose / Audience for presentation – Structure of presentation – Useful phrases for presentation.

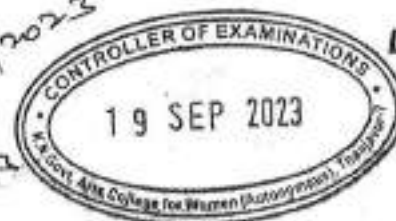
Unit-V


Carrier Skills – Handling Questions and Visual Aids in Presentation – Body Language in presentation – Interviews – Facing an Interview – Before the Interview – During the Interview – Ending – Body language in Interview – Language suitable for interviews – Use of appropriate adjectives and verbs in Interviews – Frequently asked questions and responses in Interview – Sample Interview.


Prescribed Text


1. P. Kiranmai Dutt, Geetha Rajevan CLN Prakash. *A Course in Communication Skills*, Cambridge University Press, 2013.
2. P. Kiranmai Dutt, Geetha Rajevan CLN Prakash. *Basic Communication Skills*, Cambridge University Press, 2007
3. E. Suresh Kumar. P. Sreehari, J.Savithri. *English for Success*. Cambridge University Press, 2013.
4. Krishna Mohan. Meera Banerji. *Developing Communication Skills*, Macmillan Publishers India Ltd., Delhi, 2009.

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SEMESTER IV
ECC3 – COMMUNICATION AND CAREER DEVELOPMENT

References

1. Richard Worth. *Communication Skills*. Infobase Publications, 2004.
2. Urmilla Rai. *English Language Communication Skills*. Himalaya Publishing House, 2010.

QUESTION PATTERN FOR THE PAPER TITLED COMMUNICATION AND CAREER DEVELOPMENT

S. No.	Section	Questions	Type	Marks	Total marks
1.	Section A	Q. No. 1 – 10	Short Questions	10 x 3 = 30	30
2.	Section B	Q. No. 11 (a) or 11 (b) Q. No. 12 (a) or 12 (b) Q. No. 13 (a) or 13 (b) Q. No. 14 (a) or 14 (b) Q. No. 15 (a) or 15 (b)	Either or Choice based Paragraph Questions (150 words)	5 x 5 = 25	25
3.	Section C	Q. No. 16 – 20	Essay Questions (300 words)	3 x 15 = 45	45
				Total	100

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	learn about the overview of their goals	PO2
CO2	develop and improve their personal and professional effectiveness.	PO1, PO3
CO3	understand stress, time, and emotional management.	PO2, PO5
CO4	gain knowledge about the higher education,	PO4, PO7
CO5	Be aware of the types of competitive exams and the entrepreneur's assertiveness.	PO2, PO8

MAPPING WITH PROGRAMME OUTCOME

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

3 – Strong, 2 – Medium, 1 – Low

1. *[Signature]* 21/9/2023
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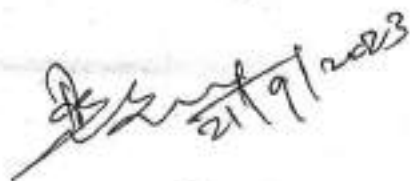




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SEMESTER IV
ECC3 – COMMUNICATION AND CAREER DEVELOPMENT
MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER V

CORE COURSE -IX AUTHOR IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5E09	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	To help learners gain knowledge of author of Indian background.
LO2	To enable them gain specialized knowledge related to works of author of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of author and his works.
LO4	To equip them with the ability to use this knowledge to analyze problems in both academic settings and work contexts.
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.

UNIT-I- POETRY

- Rabindranath Tagore - Gitanjali –No.1-5
- The Little Flute
 - Song for My Lord
 - Music of Life
 - Purity
 - Moment's Indulgence

UNIT-II- POETRY

- Rabindranath Tagore--- Gitanjali-No.6-10
- The Flower
 - Song Undressed
 - The Bondage Finery
 - The Fool and the Beggar
 - The Poorest, The Lowliest, and the Lost.

UNIT-III- PROSE

- Rabindranath Tagore - 1. To the Students Part –I & II (Excerpts from Talks in China),
2. The Realisation of Beauty.

UNIT-IV SHORT STORIES

- Rabindranath Tagore 1. Kabuliwalla
2. The Postmaster.

UNIT-V DRAMA

- Rabindranath Tagore- Chitra

TEXT BOOKS (LATEST EDITIONS)

1. William Radice, Rabindranath Tagore: *Selected Short Stories*. Penguin books, 1991.
2. Amiya Chakravarty. *A Tagore Reader*. Beacon Press, 1961.
3. Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999.

1. [Signature] 21/9/2023
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SEMESTER V
CORE COURSE -IX AUTHOR IN FOCUS

QUESTION PATTERN FOR THE PAPER TITLED AUTHOR IN FOCUS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad and coherent body of knowledgewith depth in the underlying principles and concepts of Indian culture	PO1
CO2	Integrate knowledge of the diversity of cultures andpeoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and globalperspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethicaldecision-making and inter-disciplinary team work indiverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature	PO3, PO8

WITH PROGRAMME OUTCOME

	M									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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

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SEMESTER V

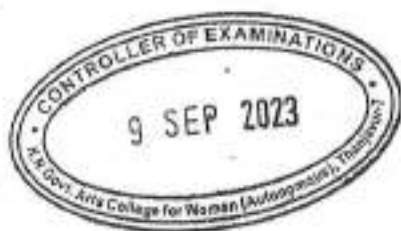
CORE COURSE -IX AUTHOR IN FOCUS

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

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CORE COURSE -X WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5E10	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help them analyze representations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

UNIT- I POETRY

1. Toru Dutt - Our Casuarina Tree.
2. Elizabeth Browning - How do I love thee?
3. Judith Wright – Eve to the Daughter
4. Gwendolyn Brooks - Boy Breaking Glass.
5. Elizabeth Searle Lamb – On Reading Haiku

UNIT – II PROSE

1. Virginia Woolf - A Room Of One's Own. (Chapter 1 - Introduction).
2. Clarissa Pinkola Estes - Women Who Run With Wolves.
3. Vandana Shiva - Women in Nature.

UNIT- III DRAMA

1. Carol Churchill – Top Girls

UNIT- IV SHORT STORIES

1. Ambai – Squirrel.
2. Dorris Lessing – Flight.
3. Lakshmi Kannan – Muniyakka.
4. Alice Munro – The Bear Came Over the Mountain.

UNIT- V FICTION

1. Kate Chopin – Awakening.
2. Vaasanthi - Breaking Free.

Text Books (Latest Editions)

1. Gilbert, Sandra M., and Susan Gubar, *The Norton Anthology of Literature by Women*, W. W. Norton, 2007. (2 Volume Set)
2. Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Walter de Gruyter, 2012.
3. Vaasanthi *Breaking Free*. Trans. By N. Kalyanaraman. Harper Perennial India, 2022.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

1. Estes, Clarissa Pinkola. *Women Who Run with the Wolves*. 1995.
2. *Ambai Sirukathaikal* (1972-2000) (Short Stories). Kalachuvadu Publications, 2007
3. Woolf, Virginia. *A Room of One's Own*. Renard Press Ltd, 2020

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1. *Devi* 21/9/2023
2. *Devi* 21/9/23

CORE COURSE -X WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

MAPPING WITH PROGRAMME OUTCOME

	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

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Department of English

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SEMESTER V

CORE COURSE -X WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

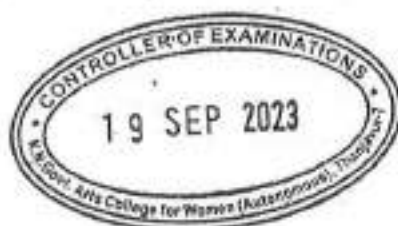
MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER V

CORE COURSE XI- INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5E11	Core	Y	Y	-	-	4	5	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-I POETRY

1. Auvaiyar - What the Foster Mother said

He had a beautiful war bracelet
And his white spear
Had a red tongue
For a blade,
And she had many bangles
On her hand,
Her love has come true
Like the infallible word
Of the kocars from the four villages
Gathered under the ancient banyan;
As the wedding drums thunder,
And the conch-shell trumpets blare,
Her love is made good and true.

-Auvaiyar Kurunthogai 15 (Translated by A.K.ramanujan)

2. Thirukkural - Of Friendship. (G.U.Pope's Tr. Thirukkural).
3. Rabindranath Tagore - a. Where The Mind Is Without Fear, (Gitanjali)
4. Nissim Ezeikel - The Railway Clerk.
5. Arun Kolatkar - An Old Woman.

UNIT-II PROSE

1. Mahatma Gandhi – Stealing and Atonement (from "My Experiments with Truth")
2. Sarvepalli Radhakrishnan - My Search for Truth.
3. Nirad C. Chaudri – An Autobiography of Unknown Indian.

UNIT-III DRAMA

1. Badal Sircar - Evam Indrajit
2. Girish Karnad - Tughlaq

UNIT-IV – SHORT STORIES

1. Arjun Dangle – Promotion.
2. R.K. Narayan- Before the Examination. (from Swami & His Friends)
3. Vaikom Mohammed Basheer – Birthday.

UNIT-V – FICTION

1. Sunil Gangopadhyay – Arjun.
2. M.T.Vasudeva Nair – Varanasi.



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SEMESTER V
CORE COURSE XI- INDIAN WRITING IN TRANSLATION

Text Books (Latest Editions)

1. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2. Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

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

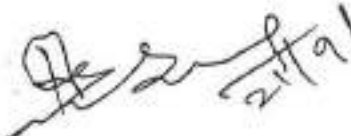
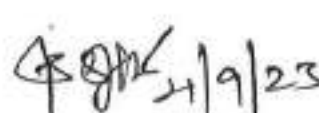
WEB RESOURCES

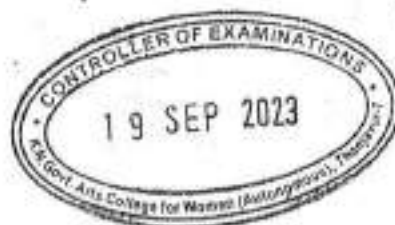
1. Modern Indian Writing in Translation - Course (nptel.ac.in).

QUESTION PATTERN FOR THE PAPER TITLED INDIAN WRITING IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
			Total		75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.	PO1
CO2	Compare literary texts produced across Indian regional 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

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Undergraduate Course Structure – BA English

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SEMESTER V

CORE COURSE XI- INDIAN WRITING IN TRANSLATION

MAPPING WITH PROGRAMME OUTCOME

	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 POS	3.0	3.0	3.0	3.0	3.0

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SEMESTER V

CORE COURSE XII- SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5E12	Core	Y	Y	-	-	4	5	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-I

Introduction to Shakespeare, Shakespearian Theatre and Audience

1. Sonnet 18 - Shall I Compare thee to a Summer's Day
2. Sonnet 22 - "My glass shall not persuade me I am old"
3. Sonnet 55 - Not marble nor the gilded monuments
5. Sonnet 130 - My mistress' eyes are nothing like the sun

UNIT-II

1. The Tempest

UNIT-III

1. Julius Caesar

UNIT-IV

1. A. C. Bradley - Lecture I - The Substance of Shakespearian Tragedy. pg.1-40 (Excerpts of Shakespearian Tragedy)
2. Wilson Knight - Chapter II (Excerpts from The Wheel Of Fire).
3. William Hazlitt - "Macbeth" Excerpts from Characters of Shakespeare's plays

UNIT-V

1. Neema Parvini - Chapter II " The first half of the twentieth century ; Traditional scholarship from A.C. Bradley to Moody E. Prior " - (excerpts from Neema Parvini's Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism).
2. Stephen Greenblatt - part II & III (Excerpts from "The Invisible Bullets" from the Shakespeare Negotiations).
3. A.E.B. Coldiron - Canvas And Culture : Is Shakespeare Universal?. (Excerpts from "How To Do Things With Shakespeare New Approaches, New Essays).

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SEMESTER V

CORE COURSE XII- SHAKESPEARE STUDIES

TEXT BOOKS (LATEST EDITIONS)

1. Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's A Midsummer Night's Dream." in *Reel Shakespeare*. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2. Frye, Northrop. "The Argument of Comedy." In *English Institute Essays*. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in *Shakespeare: Modern Essays in Criticism*. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

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

WEB RESOURCES

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

QUESTION PATTERN FOR THE PAPER TITLED SHAKESPEARE STUDIES

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical, cultural and political contexts 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 conclusions and make incisive interpretations	PO3, PO8

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For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern

SEMESTER V

CORE COURSE XII- SHAKESPEARE STUDIES

MAPPING WITH PROGRAMME OUTCOME

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

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Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SEMESTER V

INTRODUCTION TO COMPARATIVE LITERATURE-ELECTIVE V/ GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5EECE5:1	Elective	Y	Y	-	-	3	4	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, trans-disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.

UNIT-I

1. 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-Ode to Liberty, Queen Mab, Love's Philosophy. Selected poems of Subramaniya Bharathi - Bharath Country, Worship of Sun, Kannan My Servant.

UNIT-V

Comparative study of Valramuthu's *Kalikkattuthikasam* and Ernest Hemingway's *The Old Man and the Sea*

TEXT BOOKS (LATEST EDITIONS)

1. Ulrich Weisstein *Comparative Literature and other.*

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

2. Arts Weliek & Warren *Theory of Literature*
3. Part II S.S.Prawar *Comparative Literatures*

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 SEMESTER V

INTRODUCTION TO COMPARATIVE LITERATURE-ELECTIVE VI/ GENERIC/ DISCIPLINE SPECIFIC
QUESTION PATTERN FOR THE PAPER TITLED INTRODUCTION TO COMPARATIVE LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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 contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices. PO1, PO2
CO3	Use critical terminology and interpretive methods drawn from specific 20 th – and 21 st century comparative and critical theories from multiple disciplines. PO4, PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. PO4, PO5, PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications. PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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SEMESTER V

INTRODUCTION TO COMPARATIVE LITERATURE-ELECTIVE V/ GENERIC/ DISCIPLINE SPECIFIC

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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Undergraduate Course Structure – BA English

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SEMESTER V

FILM STUDIES - ELECTIVE V/ GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5EECE5:2	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Aims to train students to decode the visual messages imparted by movies.
LO2	To amplify their impacts.
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.
LO4	To enabling the learners to use a various methods.
LO5	To learn touchstone method in evaluating contemporary Indian main streamcinema with World Cinema as well as Indian Classics.

UNIT- I

Kamilla Elliott- Novels, Films, and the Word/Image Wars

UNIT- II

Francesco Casetti – Adaptation and Mis-adaptations : Film, Literature and Social Discourse

UNIT- III

Francois Jost – The Look : From Film to Novel : An Essay in Comparative narratology.

UNIT- IV

James M. Welch – " What is a Shakespeare Film" Anyway?(Adaptation of Shakespeare's Othello)

UNIT- V Key Concepts in Film

Field of Vision, Frame, Framing, Misce-scene, Visual Plane, Pro-filmic space, Shot, Deep Focus, Zoom, Montage, Reverse Angle, Shot, Diegesis, Sequence, Classical Realism, Expressionism, Film Noir, Realism

TEXT BOOKS (LATEST EDITIONS)

1. Robert Stam & Alessandra Raengo. *A Companion to Literature and Film*. Blackwell Publishing. London, 2004
2. Michael Ryan. *An Introduction to Criticism, Literature, Film and Culture*. Wiley-Blackwell, United Kingdom, 2011.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

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

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SEMESTER V

FILM STUDIES -ELECTIVE V/ GENERIC/ DISCIPLINE SPECIFIC

QUESTION PATTERN FOR THE PAPER TITLED FILM STUDIES

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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

MAPPING WITH PROGRAMME OUTCOME

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

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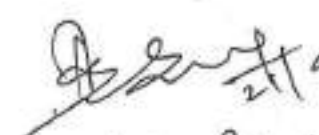
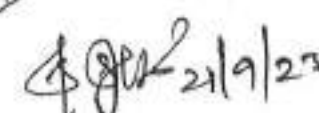
(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS Pattern

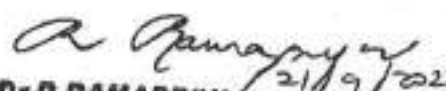
SEMESTER V

FILM STUDIES - ELECTIVE V/ GENERIC/ DISCIPLINE SPECIFIC

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	2	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

1.  21/9/2023
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 Department of English

Undergraduate Course Structure – BA English

For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern
 SEMESTER V

MASS COMMUNICATION AND JOURNALISM - ELECTIVE VI / GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5EECE6:1	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
LO2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
LO3	To empower learners by communication, professional and life skills.
LO4	To develop the ability to structure Essays.
LO5	To enable the students to learn copy- editing.

UNIT-I

Mass Communication in India, Print Medium, Audio- Visual Media, Other Media

UNIT-II

News Agencies, News and its Dissemination, Feature and Column Writing, Editorials,

UNIT-III

Advertising, Illustrations,

UNIT-IV

House and Trade Journals, Starting of Newspapers and Periodicals

UNIT-V

Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns,

TEXT BOOKS (LATEST EDITIONS)

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

QUESTION PATTERN FOR THE PAPER TITLED MASS COMMUNICATION AND JOURNALISM

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
			Total		75

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SEMESTER V

MASS COMMUNICATION AND JOURNALISM- ELECTIVE VI / GENERIC/ DISCIPLINE SPECIFIC

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

MAPPING WITH PROGRAMME OUTCOME

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

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Department of English

Undergraduate Course Structure – BA English

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SEMESTER V

DIGITAL LITERACY AND CONCEPTS - ELECTIVE VI / GENERIC/ DISCIPLINE SPECIFIC

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K5EECE6:2	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy in terms of information, identity and labelling
LO4	To discuss teacher's engagement in digital literacy
LO5	To analyze socio-economic factors in digital literacy

UNIT-I

Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.

UNIT-II

What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.

UNIT-III

Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labelling the Digital Generations.

UNIT-IV

Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.

UNIT-V

Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.

TEXT BOOKS (LATEST EDITIONS)

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

Reference Books

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

1. *Implementing Media Literacy: Empowerment, Participation and Responsibility* - S.Livingston.
2. *Literacy: Reading the word and the world* - P.Freire and P.Macedo.
3. *Media Literacy in Schools: Practice, Production and Progression* - A.Burn and J.Durran.
4. *Digital Literacy for Learning* - A.Martin and D.Madigan Changing Literacies - C.Lankshear.

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SEMESTER V

DIGITAL LITERACY AND CONCEPTS - ELECTIVE VI / GENERIC/ DISCIPLINE SPECIFIC

QUESTION PATTERN FOR THE PAPER TITLED DIGITAL LITERACY AND CONCEPTS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes	
Course Outcomes	On completion of this course, students will;
CO1	Gain knowledge of digital literacy. . PO1
CO2	Acquire skills in text literacies and language. PO1, PO2
CO3	Acquire skills in information digital literacy. PO4, PO6
CO4	Build confidence in using digital literacy. PO4, PO5, PO6
CO5	Aware of the various types socio- economic factors in digital literacy. PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

1. *[Signature]* 21/9/2023
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SEMESTER V

DIGITAL LITERACY AND CONCEPTS - ELECTIVE VI / GENERIC/ DISCIPLINE SPECIFIC

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER VI

CORE COURSE XIII - INTRODUCTION TO LITERARY THEORY AND CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6E13	Core	Y	Y	-	-	4	6	25	75	100

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

UNIT- I Marxism

1. Antonio Gramsci -The formation of the Intellectuals & Hegemony & Separation of Powers *Prison Notebooks* (Pg. 5, 245 – 246)
2. Louis Althusser -Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays (Pg. 85 – 126)

UNIT- II Feminism

1. Elaine Showalter -20 years on: A literature of their own revisited- From Bronte to Lessing (Pg. xi –xxx)
2. Luce Irigaray -When Goods Get Together (pp.107-110) from *This Sex Which Is Not One*

UNIT- III Post Structuralism

1. Jacques Derrida -Structure, Sign and Play from *Modern Criticism and Theory: A Reader* – David Lodge (Pg. 108 – 123)
2. Michael Foucault -Truth and Power-Power and Knowledge / What is an Author? – (Pg. 109 – 133)

UNIT- IV POSTCOLONIAL STUDIES

1. Edward Said- The Scope of Orientalism (Pg. 29-110)
2. Homi K. Bhabha – Signs taken for Wonders.

Unit- V Indian Literary Criticism

1. Bharatamuni- On Natya and Rasa : Aesthetics of Dramatic Experience (from the *Natyasastra* (third century or older) translated from Sanskrit by G. K. Bhatt)
2. Abhinavagupta – On Sanatarasa : Aesthetic Equipoise from the *Abhinavabharati* (Early 11th century) – translated from Sanskrit by J.H Masson & M.V. Patwardhan

TEXT BOOKS (LATEST EDITIONS)

1. George Saintsbury -*A History of English Criticism*. Allantic Publishers & Distributors, 2017
2. David Daiches -*Critical Approaches to Literature* New Delhi: Orient Longman, 2016.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

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

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2. JOK 21/9/23

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SEMESTER VI

CORE COURSE XIII - INTRODUCTION TO LITERARY THEORY AND CRITICISM

WEB RESOURCE

www.ksu.edu/english/eiselei/eng1795.

QUESTION PATTERN FOR THE PAPER TITLED INTRODUCTION TO LITERARY THEORY AND CRITICISM

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes		On completion of this course, students will;	
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories		PO1
CO2	Demonstrate an understanding of key concepts in literary Theory		PO1, PO2
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.		PO4, PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.		PO4, PO5, PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.		PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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CORE COURSE XIII - INTRODUCTION TO LITERARY THEORY AND CRITICISM

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER VI

CORE COURSE- XIV - ELT & COMPUTER ASSISTED LANGUAGE LEARNING
QUESTION PATTERN FOR THE PAPER TITLED ELT & COMPUTER ASSISTED LANGUAGE LEARNING

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the structures of English language.	PO1
CO2	Understand the critical nuances of teaching language and literature.	PO1, PO2
CO3	Identify the variety of materials available for language learning and teaching	PO4, PO6
CO4	Understand the appropriate ways of assessing language skills	PO4, PO5 PO6
CO5	Learn to use technology in language teaching	PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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SEMESTER VI

CORE COURSE XV- BIOGRAPHIES, AUTOBIOGRAPHY & MEMOIRS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6E15	Core	Y	Y	-	-	4	6	25	75	100

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

UNIT-I

1. Nigel Hamilton - " Evolutionary Biography" –excerpt from *Biography: A Brief History*
2. James Boswell - Chapter IX - *The Dictionary*- excerpt from the Life of Johnson.

UNIT-II

1. Anne Frank- " The Van Pels Family (p4-p21 till Friday July 10, 1942) excerpt from *The Diary of a Young Girl*
2. Malala Yousafzai – Part- I from *I am Malala : the Girl who stood up For Education and was shot by the Taliban.*

UNIT-III

1. R.K. Narayan – Chapter 1,2,3 excerpt from *My Days.*
2. Salim Ali – "Special providence, School Days, Burma- p1914-17, Interlude at Bombay and Marriage" excerpt from *The Fall Of A Sparrow*

UNIT-IV

1. Michael Ondaatje-Asia, Jaffna Afternoons, A Fine Romance , The Courtship, April 11, 1932 excerpt from *Running in the Family.*
3. Vladimir Nabokov- Chapter 1 and Chapter 2 – excerpt from *Speak, Memory* (1951/1966) London: Penguin, 2000.

UNIT-V

1. Jesmyn Ward – Prologue, We are in Wolf Town, Roger Eric Daniels III – excerpt from *Men We Reaped*
2. Elizabeth Gilbert – Chapters 1-10 excerpt from *Eat, Pray, Love : One Woman's Search For Everything Across Italy, India and Indonesia.*

TEXT BOOKS (LATEST EDITIONS)

1. Jerry Spinelli- *Knots in My Yo-yo String: The Autobiography of a Kid* . Alfred A. Knopf, 1998.
2. R.L. Stine - *It Came From Ohio! My Life as a Writer* 1998.
3. Linda Anderson - *Autobiography* by 2010.

REFERENCE BOOKS

- (LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)
1. Wil Mara. - *Henry Ford (Rookie Biographies)* by Children's Press, 2004.
 2. Amelia Earhart (Graphic Biography) by Saddleback Educational Publishing, 2008.
 3. David A. Adler - *A Picture Book of Herriot Tubman* by. Holiday House Inc., 1993.

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SEMESTER VI

CORE COURSE XV- BIOGRAPHIES, AUTOBIOGRAPHY & MEMOIRS

WEB RESOURCES

1.a.<http://gardenofpraise.com/leaders.htm>

b.<http://www.pitara.com/magazine/people.asp>

QUESTION PATTERN FOR THE PAPER TITLED BIOGRAPHIES, AUTOBIOGRAPHY & MEMOIRS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

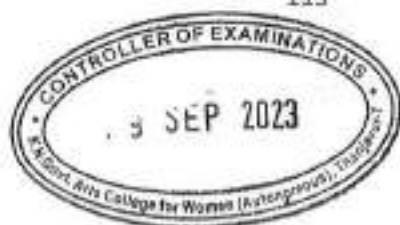
Course Outcomes		On completion of this course, students will;	
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.		PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.		PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.		PO4, PO6
CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.		PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.		PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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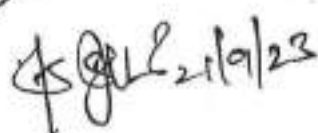
Undergraduate Course Structure – BA English

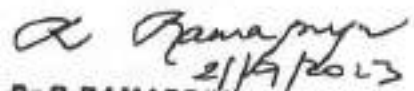
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SEMESTER VI

CORE COURSE XV- BIOGRAPHIES, AUTOBIOGRAPHY & MEMOIRS
MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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Undergraduate Course Structure – BA English

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SEMESTER VI

REGIONAL LITERATURE IN TRANSLATION - ELECTIVE VII/ GENERIC/ DISCIPLINE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6EECE7:1	Elective	Y	Y	-	-	3	5	25	75	100

Learning Objectives

LO1	To introduce the students to the Regional Literature in Translation.
LO2	To introduce the students to the literary genres of Regional Literature in Translation
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To enable the students to discern, compare & critically appreciate the socio-cultural divergence of the texts chosen.
LO5	To encourage the students to explore texts outside of the suggested reading liststo realize the immense treasure trove of translated Indian literary works.

UNIT- I POETRY

- 1.Sugirtharani – Gigantic Trees.
- 2.Raghavan Atholi – Kandathi.
- 3.U.R. Ananthamurthy – The Wrinkles on Grandpa's Shoulder.
- 4.A.Jayaprabha – Chupulu (Stares).
- 5.Krushangini – Killing Fields.

UNIT- II PROSE

1. Volga - Forest of possibilities : Reunion
- 2.K.B.Sridevi – Ahalya Later : Women of Stone.
3. Pudhumai Pithan – Consequences of a Misdeed : Deliverance from the Curse.

UNIT- III DRAMA

- 1.Na. Muthusami – Narkalikkarakar.

UNIT- IV SHORT STORIES

1. Amitha Pritam - The Weed
- 2.Madavi Kutty(Kamala Das) – Nelpayasam (Rice Pudding)
3. Vaidehi – Shakuntale Yondige Kaleda Aparahna (An Afternoon with Shakuntala)

UNIT-V FICTION

- 1.O.V.Vijayan - The Legend of Khasak.
2. Sundara Ramaswamy - Tamarind History.

TEXT BOOKS (LATEST EDITIONS)

1. K.Latha((Ed). Four Tamil Plays Orient Blackswan, 2014.
2. Paula Ricman. Ramayana Stories in Modern South India: An Anthology Indiana Univ. Press, 2018
3. Susi Tharu and K. Lalitha. Women Writing in India Vol.II The Twentieth Century. OUP, 2014.
4. Sundara Ramaswamy. Tamarind History. Penguin India, 2009.
5. O.V.Vijayan. The Legend of Khasak. Penguin Modern Classics, 2008.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

1. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2. Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007
3. A Clutch of Indian Masterpieces, Edited by David Davifar, 2016.
4. Changing the Terms: Translating in the Postcolonial Era. Edited by Sherry Simon and Paul St. Pierre, 2000
5. 100 Great Indian Poems by Abhay K. Bloemh. , 2019

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SEMESTER VI

REGIONAL LITERATURE IN TRANSLATION - ELECTIVE VII/ GENERIC/ DISCIPLINE

QUESTION PATTERN FOR THE PAPER TITLED REGIONAL LITERATURE IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	To develop familiarity in the students with the cultural, linguistic, and social nuances of regional literature.	PO1
CO2	To overcome Language barrier in the appreciation of good literature.	PO1, PO2
CO3	To equip students with critical and analytical skills to respond to texts in various regional languages in India	PO4, PO6
CO4	To promote national understanding of the different regional 'selves' in the country.	PO4, PO5, PO6
CO5	Developing an understanding of the literary texts on the basis of genre, theme, style and place of origin.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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SEMESTER VI

REGIONAL LITERATURE IN TRANSLATION - ELECTIVE VII/ GENERIC/ DISCIPLINE

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER VI
COMMUNICATIVE ENGLISH- ELECTIVE VII/ GENERIC/ DISCIPLINE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6EECE7:2	Elective	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-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

1. Nirad C Chaudhuri "Indian Crowds" [Non-Detailed],
2. Dr S Radhakrishnan "The Shaping of my Character" [Detailed]
3. Charles Lamb "Dream Children" [Detailed],
4. Ruskin Bond "Night Train at Deoli" [Non-Detailed]
5. Rabindranath Tagore- a. "Subha" [Non-Detailed]
b. Agra Gra "And you call me coloured" [Detailed]
6. Alfred Lord Tennyson "Ulysses" [Detailed].

TEXT BOOKS (LATEST EDITIONS)

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

QUESTION PATTERN FOR THE PAPER TITLED COMMUNICATIVE ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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SEMESTER VI

COMMUNICATIVE ENGLISH- ELECTIVE VII/ GENERIC/ DISCIPLINE

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 communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

	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 POS	3.0	3.0	3.0	2.8	3.0

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SEMESTER VI

WRITING FOR MEDIA- ELECTIVE VIII/ GENERIC. DISCIPLINE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6EEC E8:1	Elective	Y	Y	-	-	3	5	25	75	100

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

UNIT-I

Introduction to types of media, print electronic, digital writing, significance of media and social benefits.

UNIT-II

Writing for the media-the basic principles-Style of media writing.

UNIT-III

Types of Media writing-1 News Reports-Interviews-Commentaries.

UNIT-IV

Types of Media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.

UNIT-V

Types of media writing- journalism in education, tabloid, investigative, developmental and photography.

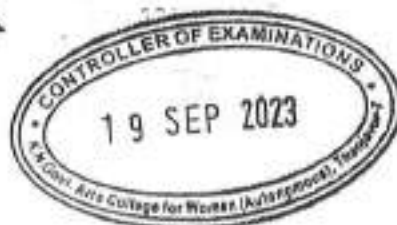
TEXT BOOKS (LATEST EDITIONS)

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

QUESTION PATTERN FOR THE PAPER TITLED WRITING FOR MEDIA

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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Undergraduate Course Structure – BA English

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SEMESTER VI

WRITING FOR MEDIA- ELECTIVE VIII/ GENERIC. DISCIPLINE

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall the basics of reporting and writing for printmedia.	PO1
CO2	Report news keeping values and qualities of a good reporter.	PO1, PO2
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.	PO4, PO6
CO4	Distinguish between the different styles of Journalism and compose specific articles.	PO4, PO5, PO6
CO5	Apply various knowledge in regard to various branches of Journalism.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOME

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

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FUNDAMENTALS OF ACADEMIC WRITING- PROFESSIONAL COMPETENCY

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23K6ESEC8	SEC	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To attain broad knowledge.
LO2	To understand various styles of sentence pattern.
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.
LO4	To develop the ability to structure Essays.
LO5	To enable the students to learn copy- editing.

UNIT-I

Writing as a Process -Pre-writing strategies, while- writing strategies, post- writing strategies ;developing writing through extended practices; developing reflective abilities & meta-awareness about writing

UNIT-II

Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence

UNIT-III

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

UNIT-IV

Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.

UNIT-V

Content editing and substantive editing: Proofreading, copy-editing (Involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English.

TEXT BOOKS (LATEST EDITIONS)

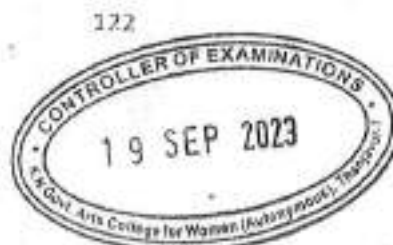
- 1.Zernach, Dorothy E. & Rumisek, Lisa A. *Academic Writing from Paragraph to Essay*. London : Macmillan
- 2.Langan, John. 2001. *Sentence Skills with Readings*. Boston: McGrawHill.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

- 1.Hartley, James. 2008. *Academic Writing and Publishing: A Practical Handbook*. London:Routledge.
- 2.London:Routledge.Bailey, Stephen. 2003. *Academic Writing: A Practical Guide for Students*. London: Routledge Palmer.

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SEMESTER VI

FUNDAMENTALS OF ACADEMIC WRITING- PROFESSIONAL COMPETENCE

QUESTION PATTERN FOR THE PAPER TITLED FUNDAMENTALS OF ACADEMIC WRITING

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10 = 50	50
			Total		75

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

MAPPING WITH PROGRAMME OUTCOME

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

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