B.A.,ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005

CONTENTS

Introduction

The undergraduate programme BA English, aims for students to leveragetheir knowledge of the English Language for analyzing literature, history, and its modern aspectsthroughthecoresubjects.Inaddition,thecourseexplorestheintricaciesoftheEnglishLanguageand its implementation in diverse fields. Moreover, the subjects in a BA English course arecomposed by detail-oriented educators, providing a weighty syllabus related to diverse aspects ofEnglishliteratureandthelanguageworld.

The BA English subjects list's most significant and initial subject is theEnglish Language. Initiating the three-year journey with the basics of English is necessary tofurther 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 necessaryto proceed toward complex study slowly. It also narrates the history of English, which can bevery engaging and insightful for English learners. The subject allows learning the historicalbeginning and significance of English literature. Since the richness of English literature isheavily reliant on its history; therefore, this subject gathers the core English history modulescovering the details of literature from different regions of the world. English literature alsoprojects societal and cultural changes through the centuries that are reflected through its writtenworks. As a student proceeds ahead, fields and specifications clear a lot better by possessing theknowledgeandbaseofEnglishliterature,whichisinitshistory.

A language's most significant trait is to communicate, and this BA courseEnglish subject is added to the syllabus with the same intention. Communication in BA EnglishgrantsstudentsthedepthofusingEnglishasacommunicationmedium.Fundamentals,theories,and communication tools are provided to the students to further enhance their English skills andmake them more accomplishable. Communication subject also comprises the study of creativewriting and public relations, helping students get enrolled in communication-based courses withtherightfoundation.

Under GraduateProgramme

ProgrammeOutcomes:

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

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

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

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

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

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

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

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

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

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

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

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

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

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

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

Highlights of the Revamped Curriculum:

➢ Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.

➢ The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.

➢ The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.

➢ The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

➢ The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.

➢ The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.

➢ Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.

➢ State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

ValueadditionsintheRevampedCurriculum:

Semester	NewlyintroducedComponents	Outcome/ Benefits
I	**FoundationCourse** To ease the transition of learningfrom higher secondary to highereducation,providinganoverviewofthepedagogyoflearningLiteratureandanalysingtheworldthroughtheliterarylens givesrisetoanewperspective.	➤ Instill confidenceamongstudents ➤ Createinterestforthesubject
I,II,III,IV	**SkillEnhancementpapers**(Discipline centric /Generic/Entrepreneurial)	➤ Industry readygraduates ➤ Skilledhumanresource ➤ Studentsareequippedwithessentialskillsto makethememployable
		➤ Trainingonlanguageand communicationskillsenablethestudents gain knowledge and exposureinthecompetitiveworld.
		➤ Discipline centric skillwillimprovetheTechnical knowhow ofsolvingreallife problems.
III,IV,V& VI	Electivepapers	➤ Strengthening thedomainknowledge ➤ Introducing thestakeholdersto theState-of Arttechniquesfrom the streamsofmulti-disciplinary,crossdisciplinaryandinterdisciplinarynature ➤ Emerging topics inhigher education/industry/communicationnetwork/healthsectoretc.areintroducedwith hands-on-training.

IV	ElectivePapers	➢ Exposuretoindustrymo uldsstudentsintosolutio nproviders ➢ GeneratesIndustryready graduates ➢ Employmentopportuni tiesenhanced
VSemester	Electivepapers	➢ Self-learning isenhanced ➢ Applicationoftheconce pttorealsituationisconce ivedresulting intangibleoutcome
VISemester	Electivepapers	➢ Enriches the studybeyondthe course. ➢ Developingaresearchfr amework and presenting their independent and intellectual ideas effectively.
ExtraCredits: **ForAdvancedLearners/Honorsdegree**		➢ Tocatertotheneedsofpee rlearners/research aspirants
SkillsacquiredfromtheCourses	Knowledge, Problem Solving, Analytical ability,ProfessionalCompetency,ProfessionalC ommunicationandTransferrable Skill	

Consolidated Semester wise and Component wise Credit distribution

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

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

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

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

		23BENA4	Generic Elective (Allied)	Myth and Literature	T	3	4	25	75	100
	IV	23BEN4S1	SEC -VI	English for Business	T	2	2	25	75	100
		234AT/ 23BEN4S2	SEC-VII	Adipadai Tamil/ Functional English	T	2	2	25	75	100
		23BES4	E.V.S	EVS	T	2	2	25	75	100
				Total		**23**	**30**	**200**	**600**	**800**
V	III	23BEN5C1	CC-IX	Authorsinfocus	T	4	5	25	75	100
		23BEN5C2	CC-X	Women's writing in English & in Translation	T	4	5	25	75	100
		23BEN5C3	CC-XI	Indian writingin translation	T	4	4	25	75	100
		23BEN5PR	CC-XII	Project with viva voce		4	4	25	75	100
		23BEN5E1	DSE-I	English For Competitive Examinations	T	3	5	25	75	100
		23BEN5E2	DSE-II	Introduction to Comparative Literature	T	3	5	25	75	100
	IV	23BVE5		ValueEducation	T	2	2	25	75	100
		23BEN5I		Summer internship/industrial training		2	-	25	75	100
				Total		**26**	**30**	**200**	**600**	**800**
VI		23BEN6C1	CC-XIII	Introduction To Literary Theory And Criticism	T	4	6	25	75	100
		23BEN6C2	CC-XIV	Shakespeare Studies	T	4	6	25	75	100
		23BEN6C3	CC-XV	Modern English Grammar and Composition	T	4	6	25	75	100
		23BEN6E1	DSE-III	Communicative English	T	3	5	25	75	100
		23BEN6E2	DSE-IV	Art and Literary Aesthetics	T	3	5	25	75	100
				Extension activity		2		-	-	
		23BEN6S1		Professionalcompetency skill		2	2	25	75	100
				Total		**22**	**30**	**150**	**450**	**600**
				Grand Total		**140**	**--**	**1075**	**3225**	**4300**

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

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

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

CORE I –INTRODUCTION TO LITERATURE										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1C1	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To introduce the differentformsofliterature
LO2	Toprovidelearnerswiththebackgroundknowledgeofliterature
LO3	Toenableleanerstounderstandthedifferentgenresofwriting
LO4	Toexaminethevariousthemesandmethodologiespresentinliterature
LO5	Tocreatetheabilityofcriticallyexaminingatext

	Details
UNIT I	Introduction:Poetry-Differentformsofpoetry- Sonnet,Ode,Elegy,LyricBallad.Prose-ShortStory,Novella,Novel.Drama-Comedy,Tragedy,Tragi-Comedy.
UNIT II	MichaelDrayton- *TheParting*. WilliamShakespeare-*Sonnet18,Sonnet116*. JohnMilton- *WhenIConsiderHowMyLightisSpent,* William Wordsworth - *Daffodils*. JohnKeats-*OdetoNightingale*. ThomasGray- *ElegyWritteninaCountryChurchyard*. Robert Frost-*MendingWall* Theodore Roethke – *The Meadow Mouse*
UNIT III	J.M. Barrie - The Admirable Crichton. LadyGregory-The Risingofthe Moon.
UNIT IV	ManoharMalgonkar - Spy in Amber. DonQuixote-TiltingattheWindmills. *A Dill Pickle, The Escape* from KatherineMansfield-Blissandotherstories.
UNIT V	Saki - The Open Window Robert Lynd–Sweet JeromeK. Jerome- excerptfrom-ThreeMeninaBoat–(Packing Episode)

CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Appreciate and analyse and thebasic elements of poetry ,includingmeter,rhyme,andtheme.	PO1
CO2	Gain knowledge of the elements of fiction includingnarrativestructure,characteranalysisandcomparisonbetweendifferentbutrelatedtexts.	PO1,PO2
CO3	Explore the dramaticstorytellingincludingplaystructure,monologues,dialogue,andscenesetting.	PO4,PO6
CO4	Uselibraryresourcestoresearchanddevelopargumentsaboutliterarywo rks.	PO4, PO5, PO6
CO5	Workskillfullywithinateam, respectcoworkers,delegateworkandcontributetoagroupproject.	PO 3,PO8

MappingwithProgrammeOutcomes:

WebResources	
1.	*ASIATIC:IITUMJournalofEnglishLanguage&Literature*
2.	The*EnglishHistoricalReview*(*EHR*)

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

CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

CORE II –INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1C2	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives

LO1	TofamiliarizethestudentswiththeemergenceandgrowthofIndianWritinginEnglishinthecontext ofcolonialexperience.
LO2	TohelpinunderstandingissuesconcerningIndianWritinginEnglishsuchastherepresentationofculture,identity,history,constructionsofnation, (Post) nationalandgenderpolitics,cross-culturaltransformations.
LO3	ToenableleanerstoappreciateNation-Nationalism;CounterDiscourse;Subalternity;IdentityMovements.
LO4	TocloselyexaminethevariousthemesandmethodologiesexistinginContemporaryIndianWriting inEnglish.
LO5	TohelplearnersapplytheideasencapsulatedinIndianAestheticstoliterarytexts

Details

UNIT I	*WinningofFriends(Panchathantra)*–Vishnu Sharma (there are four stories to choose from) *Hachiko*– Pamela S. Turner *Brother'sDay* from Folktales – A.K. Ramanujan *HandfulofNuts,NightTraintoDeoli* from RuskinBond *Sparrows*- K.A. Abbas
UNIT II	RabindranathTagore -Khabhuliwala. India throughaTraveller'sEyeexcerptfromMySeveralWorlds - PearlSBuck. *The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from SchoolDays* - RuskinBond InspectionEpisode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science,HumanitiesandReligion
UNIT III	The Lotus - ToruDutt TheTigerandtheDeer - Sri Aurobindo
UNIT IV	SarojiniNaidu- TheVillageSong A.K. Ramanujam- StillAnotherViewofGrace ShivK Kumar-IndianWomen MirzaGhalib-ItisnotLove,itisMadness
UNIT V	RabindranathTagore-Mukhthadhara. TheWindow, Sentry'sLantern - Five Plays - HarindranathChattopadhyay Nalini:AComedyinThreeActs – Three Plays - NissimEzeikel JoginderPaul- Sleepwalkers.

Course Outcomes

Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Appreciate the historical trajectory of various genresof Indian Writing in English from colonial times totillthepresent	PO1

CO2	Analyze Indian literary texts written in English intermsofcolonialism,postcolonialism,regionalism,andnationalism	PO1,PO2
CO3	UnderstandtheroleofEnglishasamediumfor politicalawakeningandtheuseofEnglishinIndiaforcreativewriting	PO4,PO6
CO4	Analyze how the sociological, historical, cultural andpoliticalcontextimpactedthetextsselectedforstudy	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major IndianEnglishpoetsanddramatists	PO3,PO8

Text Books (LatestEditions)	
1.	Rexroth,Kenneth.*TheNewBritish Poets:AnAnthology*.GrangerBooks,1976.

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Bacon,Francis,andMichelLeiris. *FrancisBacon*.EdicionesPoligrafa,2008.
2.	MARLOWE, Christopher.*Dr.Faustus*.BOOKONDEMAND LTD,2021.
3.	Shelley,MaryWollstonecraft.*Frankenstein*.CreateSpace,2015.
4.	Swift,Jonathan,etal.*Gulliver'sTravels*.Oxford UniversityPress,2019.

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
WeightedpercentageofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA1	Allied	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Toprovidestudentswithacomprehensiveideaaboutthedevelopment ofEnglishliteratureandlanguageovertheages
LO2	To help studenttrace the trajectory of the growth of English literature fromthe period of its inception, dating back to the seventh century, to the presentera
LO3	Tohelpthemdevelopanunderstandingofthestructuraldevelopmento ftheEnglishlanguage
LO4	Toinformthemaboutthevariousexternallinguisticinfluencesthatha vecontributedtothemakingofthelanguage
LO5	Tocreatetheabilityofcriticallyexaminingatext
	Details
UNIT I	TheRenaissanceAndItsImpactOnEngland,TheReformation-CausesAndEffects
UNIT II	TheCommonwealthOfNations,The Restoration, Coffee-HousesAndTheirSocial Relevance
UNIT III	Impact Of The Industrial, Agrarian And The French Revolutions On The EnglishSociety,HumanitarianMovementsInEngland
UNIT IV	The Reform BillsAndTheSpreadOf Education-Social ImpactOf The TwoWorldWars,TheLabourMovement,TheWelfareState
UNIT V	TheColdWar(1985-1991)-TheFalklandWar(1981)-TheGulfWar(1991).

Course Outcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphas isonvariousliterary movements, genres and writers that are heldtobetherepresentativesoftheirtimes.	PO1
CO2	Evaluate the way socio-cultural and historical phenomenainfluencetheliteraryproductionofap articularperiod	PO1,PO2
CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6

CO4	Develop a nuanced appreciation of the literarystalwartsofthosetimes.	PO4,PO5,PO6
CO5	Gainin-depth understandingonthegrowth of theEnglishlanguageundertheinfluenceofvariousotherlanguages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8

TextBooks(LatestEditions)	
1.	Ed.KeithWrightson,ASocialHistoryofEngland,1500-1750,2018,NortonPress.
2.	Ed. JuliaCrick, ElisabethVanHouts,ASocialHistoryofEngland,900-1200,2012, CambridgeUniversityPress.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Ed.RosemaryHorrox,AsocialHistoryofEngland,1200-1500,June2012,Cambridge UniversityPress

Web Resources	
1.	*Asocial historyofEngland:Briggs,Asa,1921-:FreeDownload,Borrow,andStreaming:InternetArchive*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

:

POPULAR LITERATURE AND CULTURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1S1	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Tobroadentheideaofliteratureandtheconceptoftexts.									
LO2	Tolearnthedifferencebetweengenrefictionandliteraryfiction.									
LO3	Tomakestudentsgainanunderstandingofthefolkrootsofpopularliterature.									
LO4	Tomakestudentsfindaperspectiveintothedebatebetweenhighandlow cultures.									
LO5	Toanalyzethefantasyworkthatgainspopularity.									
	Details									
UNIT I	Glover,DavidandScottMcCracken.–Introductionasanesssay FelicityHughes,_Children'sLiterature:Theoryand Practice',EnglishLiterary History, vol.45,1978									
UNIT II	BrothersGrimm––TheJuniperTree‖AdventureoftheSpeckledBand‖ RoaldDahl-Extracts from*Charlieandthe ChocolateFactory*(Chapters13to 15,Penguin2013)									
UNIT III	SatyajitRay––ProfessorShonkuandtheUFO‖(from *TheMysteryofMunroeIslandandOtherStories,* PuffinClassics2015)									
UNIT IV	Herge:*TintininTibet*(Hergé.TintininTibet.London:Egmont.2012)SomdevBhatt:–TheStoryofPadmavatiandPrince Vajramukti‖(Vikram-BetaalStory)									
UNIT V	AnujaChauhan:*TheZoyaFactor* J.K. Rowling:*HarryPotterandthePhilosopher'sStone*									

The course outcome is based on the Learning Objectives. Each course objectivewill have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.TherewillbeequalnumberofLearningObjectivesandCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Eachc ourseoutcomeshouldbemappedwiththePOs. ThemappingofeachCOcanbedonewithanynumberofPOs.

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Have a diachronic understanding of the evolution ofphilosophy from the time of Greek masters to 20thcentury.	PO1
CO2	Haveanawarenessofthemajorschoolsofthoughtinwesternphilosophy.	PO1,PO2
CO3	Have a healthy epistemological foundation atundergraduate level that ensures scholarship at advancedlevelsoflearning.	PO4,PO6
CO4	TalkaboutsomeofthekeyfiguresinPhilosophy.	PO4,PO5,PO6
CO5	Analyzeandappreciatetextscritically,fromdifferentphilosophicalperspectives.	PO3,PO8

	TextBooks(LatestEditions)
1	Chute, Hillary. ―ComicsasLiterature.ReadingGraphicNarrative‖.*PMLA*– Publications of The Modern Language Association of America. 123. 452-465.2008.
2	Herge.*TintininTibet*.BakerandTaylor,2009.

	ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)
1.	Chauhan,Anuja.*TheZoyaFactor*HarperCollins,2008.
2.	Gill,Rosalind&Herdieckerhoff,Elena.―Rewritingtheromance:newfemininities inchicklit?‖.*FeministMediaStudies*6(4).2006.

	WebResources
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-co ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

ENGLISH FOR COMMUNICATION

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

Learning Objectives	
LO1	To enhance the level of literary and aesthetic experience of students and to helpthemrespondcreatively.
LO2	Tosensitizestudentstothemajorissuesinthesocietyandtheworld.
LO3	Toprovidethestudentswithanabilitytobuildandenrich theircommunicationskills.
LO4	To equip students to utilize the digital knowledge resources effectively for theirchosenfields ofstudy
LO5	Tohelpthemthinkandwriteimaginativelyandcritically

Details	
UNIT I	Communication:BasicCommunicationStyles- Passive, Aggressive,Assertive-Significanceofcommunication.
UNIT II	Typesofcommunication-Verbal-Non-Verbal.
UNIT III	Effectivecommunicationskills
UNIT IV	Skills to be acquired in communication - Speaking/reading/writing/listening
UNIT V	Applicationoflearning

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identifythebasicprinciplesofcommunication	PO1
CO2	Analyzethevarioustypesofcommunication	PO1,PO2
CO3	Make use of the essential principles ofcommunication	PO4,PO6
CO4	Identify the prominent methods and models ofCommunication.	PO4,PO5,PO6
CO5	Learnaboutthefourskillsoflanguageandgetfamili arizedwiththem.	PO3,PO8

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

References Books (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

1.	*(1)Subject:* *ENGLISHCOMMUNICATIONSKILLS(THEORY|goigalajijuna-* *Academia.edu*

MappingwithProgrammeOutcomes:

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

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

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

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

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

LearningObjectives	
LO1	TointroduceBritishIdentity,Periodsandotherrelatedforms.
LO2	Toincreasetheabilityforstudentstointellectuallyassesstheworldandtheirplaceinit.
LO3	ToenableleanerstounderstandthatBritishliteratureisatthefoundationof English-speakingpeoples'culture.
LO4	TocloselyexaminethevariousthemesandmethodologiespresentinBritishliterature
LO5	Tocreateanaptitudeofcriticallyprobingthroughthetext

UNIT	Details
UNITI	OfTruth,Of Adversity - Francis Bacon ACityNight –Piece - Oliver Goldsmith The Spectator Club, OnGratitude, OnGivingAdvice - Joseph Addison and Sir Richard Steele
UNITII	RobertJamieson- Robinhood&TheMonkRobertEdgarBurns-The Potter AnneBradstreet -Prologue WilliamBlake - TheChimneySweeperJohnKeats -EndymionBook-I
UNITIII	P.B.Shelly - Arethusa, Hymn to Intellectual Beauty.William Wordsworth - Ode: To Intimation &ImmoralityLordByron-SheWalksInBeauty JohnMilton-ParadiseLostBk4.
UNITIV	ChristopherMarlowe - Dr.Faustus Francis Beaumont and John Fletcher - PhilasterOliverGoldsmith- SheStoopstoConquer
UNITV	MaryShelly-CaptainWalton's Conclusion-Frankenstein JonathanSwift-Voyageto Lilliput / Houyhnhnms-Gulliver'sTravelsCharlesDickens-Recalledto Life-ATale ofTwoCities.

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate knowledge of the major social, political,philosophical,andscientificeventsformingthebackdropforthedevelopmentofearlyBritishLiterature.	PO1
CO2	Synthesize,integrate,andconnectinformationby writingessaysusingtechniquesofcriticismandevaluation.	PO1,PO2
CO3	Readanddiscussthethemes,approaches,styles,andcontributionstothedevelopmentofBritishliteraturefromtheMedievalPeriodtotheendoftheeighteenth-century	PO4,PO6
CO4	DistinguishbetweenthecharacteristicsofBritishliterarymovementsindiscussingandwritingaboutBritishliterature.	PO4,PO5,PO6
CO5	Write about literature using standardliteraryterminologyandotherliteraryconventions.	PO3,PO8

TextBooks(LatestEditions)	
1.	Rexroth,Kenneth.*TheNewBritishPoets:AnAnthology*.GrangerBooks, 1976.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Bacon,Francis,andMichelLeiris. *FrancisBacon*.EdicionesPoligrafa,2008.
2.	MARLOWE,Christopher.*Dr.Faustus*.BOOKONDEMANDLTD,2021.
3.	Shelley,MaryWollstonecraft.*Frankenstein*.CreateSpace,2015.
4.	Swift,Jonathan,etal.*Gulliver'sTravels*.Oxford UniversityPress,2019.

WebResources	
1.	*Ranger, Paul."TechnicalFeatures."*SheStoopstoConquerbyOliver 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.

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

FIRST YEAR-SEMESTER II

									Marks		

CORE IV – AMERICAN LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN2C2	Core-IV	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	ToUnderstandthegrowthanddevelopmentofAmericanliterature.
LO2	Tocriticallyexaminehowvariousgenresdevelopedandprogressed.
LO3	LearnaboutprominentwritersandfamousworksinAmericanliterature.
LO4	TocloselyexaminethevariousthemesandmethodologiespresentinBritishliterature
LO5	To createanaptitudeofcriticallyprobingthroughthetext

UNIT	Details
UNITI	E.M.Foster - *The Prologue* *Passage to India (Lines 1 - 68).*WaltWhitman *O Captain,MyCaptain!* – Walt Whitman
UNITII	ShermanAlexie-*CrowTestament, Evolution* EdgarAllanPoe-*TheRaven* EmilyDickinson-*BecauseICouldNotStopfor Death.*
UNITIII	Edgar AllanPoe -The PhilosophyofCompositionMartinLutherKingJr-Ihavea Dream AbrahamLincoln- GettysburgAddress
UNITIV	TennesseeWilliams-TheGlassMenagerie Eugene O'Neill-EmperorJones
UNITV	HarrietBeecherStowe-UncleTom'sCabinHermanMelville-BillyBudd WashingtonIrving-TheLegendoftheSleepyHollow,Rip Van Winkle LeslieMarmonSilko-Ceremony

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	AnalyzeanddiscussworksofAmericanliteraturefromarange of genres (e.g. poetry, nonfiction, slave narrative,captivitynarrative, literaryfiction,genrefiction,sermon,publicproclamations,letters,etc.).	PO1
CO2	Identify relationships between moments in Americanhistory,colonialism,andcultureandtheirrepresentationinworks ofAmericanliterature.	PO1,PO2
CO3	ArticulatewaysthatAmericanliteraturereflectscomplexhistoricalandcultur alexperiences.	PO4,PO6
CO4	Produce a mix of critical, creative, and/or reflectiveworksaboutAmericanliteratureto1865.	PO4,PO5,PO6
CO5	Analyze and describe about American literature usingstandardliteraryterminologyandotherliteraryconventions.	PO3,PO8

TextBooks(LatestEditions)

1.	Levine,RobertS.,etal.*TheNortonAnthologyofAmericanLiterature*.W.W.Norton&Company,2022.

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

FIRST YEAR - SEMESTER II

ME 2 –HISTORY OF ENGLISH LITERATURE									
Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**		
								CIA	**External**	**Total**
23BENA2	**Allied**	Y	Y	-	-	3	4	25	75	100

LearningObjectives	
LO1	TohelpstudentswithasurveyofthehistoryofEnglishliteraturefromOldEnglishtimestothe Modernperiod.
LO2	Helpthemgainparticularreferencetothemajorliterarymovementsandauthors
LO3	TohelpthemwithanoverviewofthemajorlinguisticinfluencesontheEnglishlanguage
LO4	ToprovidethemwithalookatcertainlinguisticprocessesthathavecontributedtothedevelopmentoftheEnglishlanguage
LO5	Tocreatetheabilityofcriticallyexaminingatext

UNIT	Details
UNITI	History Of British Literature British Poetry, Prose, Drama AndFiction, CoveringRepresentativeWritersDownTheAges
UNITII	TheRenaissancePeriod(1350–1660):AnIntroductionToBibleTranslation-Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, ComedyOfHumours
UNITIII	The Late SeventeenthAndTheEighteenth Centuries (1660-1800):ComedyOfManners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre-Romantics
UNITIV	WellMadePlay(DramaOfIdeas -ShawAndIbsen), ExistentialDrama,Comedy Of Menace, Kitchen-Sink Drama, ProblemPlay, DidacticDrama(PropagandaPlay),One-ActPlay
UNITV	TheVictorianAge (1832-1901): Pre-Raphaelitemovement-D.G.Rossetti,Christina Rossetti VictorianPoets-Tennyson,BrowningVictorianNovelists-CharlesDickens, ThackerayVictorianWriters-Carlyle,RuskinImpressionisticWriters-Proust,Joyce SymbolistMovement–Yeats

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphasisonvarious literary movements, genres and writers that are heldtobetherepresentativesoftheirtimes.	PO1
CO2	Evaluate the way socio-cultural and historicalphenomenainfluencetheliteraryproductionofa particularperiod	PO1,PO2
CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6

CO4	Developanuancedappreciationoftheliterarystalwartsofthose times.	PO4,PO5,PO6
CO5	Gainin-depth understandingonthegrowth of theEnglishlanguageundertheinfluenceofvariousotherlanguages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8

TextBooks(Latest Editions)	
1.	Hamilton,I.(ed.).TheOxfordCompaniontoTwentieth-CenturyPoetryinEnglish(Oxford: Oxford University Press, 1994). A well-edited and balanced referencebook.
2.	Parker,P.(ed.).TheReader'sCompaniontoTwentieth-CenturyWriting(London:Helicon,1995).Stringer,J.(ed.).TheOxfordCompaniontoTwentieth-CenturyLiteratureinEnglish(Oxford:OxfordUniversityPress,1996). Anotherwell-editedandbalancedreferencebook
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Bergonzi,B.Heroes'Twilight:ASteadyoftheLiteratureoftheGreatWar,2ndedn(London:Constable,1980).
2.	Fussell,P.TheGreatWarandModernMemory(Oxford:OxfordUniversityPress,1975)
WebResources	
1.	ALEX00.PDF(manavata.org)

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

Semester-II

PHILOSOPHY FOR LITERATURE									
Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**	
								CIA	**External**	**Total**
23BEN2S1	SEC-II	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Engagewiththephiloophyofliteraryrepresentations.
LO2	Givethestudentsahistoricaloverviewofthemajorfiguresinphilosophy
LO3	Introducetothemsomeofthesignificantschoolsofthoughtthathasinfluencedhumanperception.
LO4	Informstudentshowanunderstandingofphilosophyisvitaltothereadingofliterature
LO5	Analyzethephilosophicalthought

UNIT	Details
UNIT I	The World of Greeks-Heraclitus—Flux and the unityof opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept ofForms—IdealvsPhysical—Aristotle—ConceptofSoul—Beauty—Art—Nature
UNIT II	RobertFrost. –West-RunningBrook-STColeridge. –Kubla Khan-PBShelley. –Ozymandias,Keats.–Endymion‖(First33lines)(Aristotle'sideaofsoul, beauty, artand nature)
UNIT III	*Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—ideaofNatureandGod—Pantheism—concept of substanceandmodes—CartesiandualismvsSpinoza's monism—John Locke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—KarlMarx—CritiqueofCapitalistSociety—BaseandSuperstructure*
UNIT IV	EmilyDickinson. –TheBrain—iswiderthantheSky‖(DebatetheCartesianmindbodyormaterialimmaterialdualism),WaltWhitman. –OntheBeachatNightAlone.‖(Spinoza'spantheism),William RossWallace. –TheLibertyBell(Locke'sliberalism M andtheturnofhumanity),D.H.Lawrence.–HowBeastlytheBourgeoisIs?‖(Marx's idea ofsocial44class)
UNIT V	Nihilism,ExistentialismandAfterwards-WallaceStevens. –SadStrainsofaGayWaltz,‖(Nietzsche'sideaofnihilismandthedeathofgod),WHAuden. –Who'sWho?‖(Heidegger'sideaofDaseinandGeworfenheit,–Being-thrown- in-the-world),TedHughes.–HawkRoosting,‖(egothatmediatestheinstinctualidandthecriticalsuper-ego),MayaAngelou.–WhenIthinkofmyself,‖(deBeauvoir'sconceptofbecoming),

The course outcome is based on the Learning Objectives. Each course objectivewill have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.TherewillbeequalnumberofLearningObjectivesandCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Eachcou rseoutcomeshouldbemappedwiththePOs.
Themappingof each COcanbedonewithanynumberofPOs.

CourseOutcomes

Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Have a diachronic understanding of the evolution ofphilosophy from the time of Greek masters to 20thcentury.	PO1
CO2	Haveanawarenessofthemajorschoolsofthoughtinwesternphilosophy.	PO1,PO2

CO3	Haveahealthyepistemologicalfoundationatundergraduateleveltha atensuresscholarshipatadvancedlevels oflearning	PO4,PO6
CO4	TalkaboutsomeofthekeyfiguresinPhilosophy.	PO4,PO5,PO6
CO5	Analyzeandappreciatetextscritically,fromdifferentphilosophical perspectives.	PO3,PO8
TextBooks(LatestEditions)		
1	Durrant,Will. *TheStoryofPhilosophy*, Simon&Schuster,1991.	
2	Gaarder,Jostein.*Sophie'sWorld*:20thAnniversary Edition.Orion, 2015.	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**		
1.	Russell,Bertrand.*HistoryofWesternPhilosophy*.Routledge,2016.	
2.	Gibson, John.*ThePhilosophyofPoetry*.OxfordUP,2015.	
WebResources		
1.	https://www.philosophybasics.com/general_whatis.html	
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

Semester-II

ENTREPRENEURIAL SKILL									
Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**	
								CIA	**External**	**Total**
23BEN2S2	SEC-III	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To introduce learners to various qualities required for entrepreneurship
LO2	To discuss about various entrepreneurship models
LO3	To help them think creatively and innovatively
LO4	To enable them understand various schemes supporting entrepreneurship
LO5	To discuss the steps in venture development and new trends in entrepreneurship.

UNIT	Details
UNIT I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship
UNIT II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.
UNIT III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding
UNIT IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export
UNIT V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understand the foundation of Entrepreneurship Development and its theories.	PO1
CO2	Explore entrepreneurial skills and management function of a company.	PO1,PO2
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4,PO6
CO4	Understand various steps involved in starting a venture.	PO4,PO5,PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3,PO8

TextBooks(LatestEditions)	
1.	
2.	
3.	

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

WebResources	
1.	6 Must-Have Entrepreneurial Skills	HBS Online MindTools	Home

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

SECOND YEAR -SEMESTER III

CORE V – BRITISH LITERATURE-II									
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN3C1	Core-V	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	TohelplearnersanalyzeBritishLiteraturewrittenfromthelate18th Centurytothepresent.
LO2	To guide them in interpretingliterature as itrelates to its historical,cultural,and/orpoliticalcontext.
LO3	To provide them with understanding of relationships between variousmovements (such as Romanticism,Victorianism, Modernism,and/orPostmodernism)andtheliteratureoftheperiod.
LO4	Tocloselyexamineliteraryworksusingcriticalperspectives.
LO5	Tohelpthem withapplyingappropriateformalconventionswhenwritingaboutliterature.

UNIT	Details
UNITI	AlfredTennyson-Ulysses Robert Browning- My Last DuchessChristinaRossetti-TheGoblinMarketT.S.Eliot-TheWasteland W.H.Auden-TheUnknownCitizen
UNITII	PhilipLarkin- TheWhitsunWeddings G. K.Chesterton-PieceofChalk Charles Lamb-Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London WilliamHazlitt-IndianJugglers
UNITIII	G.B.Shaw-Pygmalion,ArmsandThe Man John Osborne - Look Back in Anger
UNITIV	JaneAusten-Persuasion,Pride&Prejudice.Charlotte Brontë-Jane Eyre Wilkie Collins - The Moonstone
UNITV	Arthur Conan Doyle - Hound of Baskervilles Murder on the Orient Express – Agatha Christie(Graphic Novel) BramStoker--Dracula.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Exhibit anunderstandingofand appreciation forkey works in British literature, as evidenced in daily workandcoursediscussions.	PO1
CO2	Demonstrateanunderstandingofperiodization,theme,genre,motif,andso on,inBritishliterature.	PO1,PO2
CO3	Establish an understanding that historical, cultural,spiritual,andethicalissues,amongothers,shapehumanexperiencesandimpactmotivations.	PO4,PO6

CO4	Respond to literature with facility, both orally and onpaper,onimportantthematicconsiderationshavingtodo with literary and historical milieu, culture, humanresponsibility,morality,ethics,andthemannerand causesbywhichhumansinteractwithoneanother.	PO4,PO5,PO6
CO5	AnalyzeandexpressaboutBritishliteratureusingstandardliterarylexiconandotherliteraryconventions.	PO3,PO8

TextBooks(Latest Editions)	
1.	Renard,Virginie. *TheGreatWarandPostmodernMemory:TheFirstWorldWarin Late 20 Th -Century British Fiction (1985-2000)*. Peter Lang AG,InternationalerVerlagDerWissenschaften,2013.
2.	David Green - Winged Words–Mac Millan

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	BrontëCharlotte,etal.*JaneEyre*.OxfordUniversityPress,2019.
2.	Lamb,Charles.*DreamChildren:AReverie*. ReedPalePress,1928.
3.	*LookBackinAnger,byJohnOsborne:TheatreProgram,1974,LaMamaTheatre*.1974.

WebResources	
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and HerContemporaryCulture."*AgathaChristie*,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.1–17.,https://doi.org/10.4324/9781003070627-1

MappingwithProgrammeOutcomes:

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

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

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

SECOND YEAR -SEMESTER IV

AMERICAN LITERATURE-II									
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN3C2	Core-VI	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	Tohelplearnersexaminetherootsof Americanliteratureby focusingmultiplegenres—poetry,drama,storiesandnovel.
LO2	To guide to explore literature that reveals and emerges from multipleperspectives such as race, gender, ethnicity, socioeconomic class andhistoricalperiod.
LO3	Tocreateanawarenessofthesocial,historical,literaryandculturalelementsofthechangesinAmericanliterature.
LO4	Tohelpthemexploredistinctliterarycharacteristicsof Americanliteratureandanalyzeliteraryworksofeminent Americanwriters.
LO5	Toinculcatearhetoricalapproachtotheliterarystudyof Americantextsandalsotheconceptions,generalizations,mythsandbeliefsabout Americanculturalhistory.

UNIT	Details
UNITI	TheodoreRoethke -TheMeadowMouse. WaltWhitman-WhenLilac'sLastintheDooryardBloom'd,TheGods.-EmilyDickinson-The BirdCameDowntheWalk MayaAngelou-PhenomenalWomenChiefDanGeorge-MyHeartSoars.
UNITII	LorraineHansberry-RaisinintheSunNeilSimon-Barefootinthe Park
UNITIII	HenryDavidThoreau-Winter Animals RalphWaldoEmerson-TheAmericanScholarEdgarAllanPoe-PhilosophyofComposition
UNITIV	NathanielHawthorne-TheScarletLetter,YoungGoodmanBrown.ToniMorrison–Beloved
UNITV	MarkTwain-The AdventuresofTomSawyer. AngelineBoulley-Fire keeper'sDaughter

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understand the depth and diversity of Americanliterature,keepinginmindthehistoryandcultureofthe UnitedStatesof Americafromthecolonialperiodtothepresent.	PO1
CO2	Understand the social-cultural-ecological-political,historical,religiousandphilosophicalcontextsoftheAmericanspiritinliterature.	PO1,PO2
CO3	Evaluatethethoughts, beliefs,customs, struggles,andvisionsofAfricanAmericanwriters	PO4,PO6
CO4	Understand the American style of writing and ideologieslike Transcendentalism, corruption, pride, power andobsessionalongwithspiritualismandChristianvalues.	PO4,PO5,PO6

CO5	Critically analyze American literary texts in the light ofseveralmovementsinliteratureandunderstandthechanging faces of texts with developments in culture.Students can compare/contrast literary works throughananalysisofgenre,theme,character,andother literarydevices.	PO3,PO8

	Text Books(LatestEditions)
1.	Angelou,Maya.*TheCompletePoetry*.RandomHouse,2015. An Anthology of American Literature - ?

	ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)
1.	Dickinson, Emily.*ABirdCameDowntheWalk-SelectedBirdPoemsofEmilyDickinson*.ReadBooks Ltd,2021.
2.	Gray,Richard.*ABriefHistoryofAmericanLiterature*.JohnWiley&Sons,2010.Hansberry,Lorraine.*ARaisininthe Sun*.ModernLibrary,1995.
3.	Morrison,Toni.*Beloved*.Everyman'sLibrary,2006.
4.	Twain, Mark.*TheAdventuresofTomSawyer*. TheFloating Press, 2009.

	WebResources
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *TheQuotableThoreau*,PrincetonUniversityPress,2011,pp.430–38,http://dx.doi.org/10.1515/9781400838004.430.
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*,OxfordUniversityPress, 2008,http://dx.doi.org/10.1093/owc/9780199537808.003.0025.

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

SECOND YEAR - SEMESTER III

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA3	**Allied**	Y	Y	-	-	3	4	25	75	100

<table>
<tr><td colspan="2" align="center">ME 3–LITERARY GENRES AND TERMS</td></tr>
</table>

**Learning Objectives**

Learning Objectives

LO1	Tohelpstudentsapplyliteraryterminologytofiction,drama,andpoetry.
LO2	Helpthemrecognizethemainelementsofdifferentliterarygenresandassesstheirsignificance
LO3	Tohelpthemanalyzedifferentgenresofliterature,particularlyshortstories,novels,drama,andpoetry
LO4	ToenablethemtoIdentify aliterarytext'smainthemesandmakereasonableassertionsabouttheirmeaning
LO5	To guide them to re-narrate the plot of a short story, both orally and inwriting.

UNIT	Details
UNIT I	LiteraryTheoryAndTerms:TheBasics
UNIT II	TypesOfProseText-Semiotics:The Basics
UNIT III	TermsForInterpretingAuthorialVoice-TermsForInterpretingCharacters
UNIT IV	TermsForInterpretingWordChoice,Dialogue,AndSpeech-TermsForInterpretingPlot
UNIT V	Terms ForInterpretingLayersOfMeaning-CulturalTheory:TheKeyConcepts

CourseOutcomes

Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understandnew definitions of contemporary criticalissuessuchas'Cybercriticism'and'Globalization'.	PO1
CO2	Gaininsighttoanexhaustiverangeofentries,coveringnumerousaspectstosuchtopicsasgenre, form,culturaltheoryandliterarytechnique.	PO1,PO2
CO3	Getacompletecoverageof traditional andradicalapproachestothestudyandproductionofliterature.	PO4,PO6
CO4	Recognize and interpret literary images and symbolsto infer their relationship to the main themes of thetext.	PO4,PO5,PO6
CO5	Gainthoroughaccountsofcriticalterminologyandanalyzesof keyacademicdebates.	PO3,PO8

TextBooks(Latest Editions)

1.	Baldick,Chris.Oxford DictionaryofLiteraryTerms.Oxford:OxfordUniversityPress,2001.
2.	Mikics,David.ANewHandbookofLiteraryTerms.NewHaven:Yale UniversityPress, 2007.Print.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)

1.	Taafe,James G.A Student's Guide to Literary Terms.Cleveland: The WorldPublishingCompany,1967.Print.

WebResources

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcomes:

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

PUBLIC SPEAKING SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN3S1	SEC-IV	Y	Y	-	-	2	2	25	75	100

LearningObjectives	
LO1	Tohelpstudentsunderstandthegoalsandbenefitsofpublicspeaking
LO2	Tohelpthemrecognizecommunicationapprehensionandguidethemonhowtoreduceit
LO3	To familiarize them on how public speaking can be used to advocate or createchange
LO4	Toenablelearnersrecognizethesocialandhistoricalcontextsofspeech,oratory,andrhetoric
LO5	Tohelpthemthinkandspeakimaginativelyandcritically
UNIT	**Details**
UNITI	WhatisPublicSpeaking?
UNITII	NeedforPublicSpeaking.
UNITIII	Significanceandessentialsofpublicspeakingskills
UNITIV	Techniquesinacquiringtheskill
UNITV	Speakinganycommontopicinfrontoftheclass

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrateanunderstandingoftheprinciplesofpublicspeaking	PO1
CO2	Recognizebarrierstopublicspeakingandidentifyhowtoavoidthem	PO1,PO2
CO3	Understandhowtogiveeffectiveverbalandnonverbalfeedback	PO4,PO6
CO4	Learnaboutplanningspeechorganizationfortheintendedaudience	PO4,PO5,PO6
CO5	Practiceeffectivegroupdeliveryandspeechinformalcontext.	PO3,PO8

TextBooks(LatestEditions)	
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

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

WebResources	
1.	*LearningOutcomes|PublicSpeaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

ENGLISH FOR CAREER									
Subject Code	**Category**	**L**	**T**	**P**	**S**	**Credits**	**Inst. Hours**	**Marks**		
								CIA	**External**	**Total**
23BEN3S2	SEC-V	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Tohelpstudentsgainknowledgeaboutthejobsearch,application,andinterviewprocess
LO2	Help them to explore their global career path, while building vocabulary andimprovinglanguageskillstoachieveprofessionalgoals.
LO3	Help them with strategies for identifying the jobs that match their interests andskills
LO4	Helpthemtounderstandthejob-seekerslanguageformeetingnewpeople,makingsmalltalk,anddescribing
LO5	Toenablelearnerstodescribethemselvesandtheirexperiencesinarésumé

UNIT	Details
UNITI	DefinitionofEnglishLanguage-Characteristic Features
UNITII	PurposesofEnglish Language
UNITIII	MajorRolesplayedbyEnglishLanguageinEducationandvariouscareerchoices
UNITIV	Englishlanguageasaidentitytopopularculture
UNITV	ThemajordevelopmentshappeninginthecontemporaryworldbyusingEnglishlanguage.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Attaincommunicativecompetencesothattheycanuselanguageaccuratelyandappropriately	PO1
CO2	Understand the basic features of communication and aimatimprovinglanguageskills	PO1,PO2
CO3	Gain useful letter/report writing tools, tips andtechniquestoeffectivelyapplytheskillstotheireveryday workplace correspondence.	PO4,PO6
CO4	Demonstrate the particulars of writing effectiveemails,whilstimprovingpunctuationandgrammar.	PO4,PO5,PO6
CO5	Makesurethatthestyle,contentandmessageisconcise,correctandappropriate.	PO3,PO8

TextBooks(LatestEditions)	
1.	TheWaterfall.TheEnglishWritingsofRabindranathTagore.Ed.SisirKumarDas.Vol.II.NewDelhi:SahityaAcademy,1966.163-208.Print
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green andCo.,1920.Print

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Bose,D.M."J.C.Bose."Dr.D.M.BoseCentenaryCelebrationCommemorationVolume1885-1985.Kolkata:BoseInstitute,1995.Print

| WebResources | |

1.	*https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTddAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf*

MappingwithProgrammeOutcome:

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

3 – Strong, 2 – Medium, 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

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

	Learning Objectives
LO1	Tohelplearnersachieveaccessibilitytoregionalandinternationalliteraryforms.
LO2	Toenablethemtocontextualizethetextsandbefamiliarwithtranslation theory.
LO3	Toenablethemtodevelopacomparativeperspectivetostudythetexts
LO4	Toexhibitappreciationofliteratureandwritersfromvariousnationsandcultures.
LO5	Tolearnto see criticallytherisingtrendsofglobalization,capitalismandmulti-culturalism.

UNIT	Details
UNIT I	Dante-Ulysses'LastVoyage TheViolet/TheRoseBushonthe Moor from Johann Wolfgang von Goethe VictorHugo -TomorrowatDawn. KhalilGibran- YourChildrenarenotyour children.
UNIT II	Pablo Neruda-Ifyouforgetme.Ovid–Pyramus&Thisbe. AlexanderPushkin-TheGypsies. Horace - Satires GabrielOkara -TheMysticDrum JeanArasayanagam- TwoDeadSoldiers
UNIT III	Walter Benjamin - Unpacking My LibraryMontaigne-OfFriendship.
UNIT IV	MarieClements-TheUnnatural&AccidentalWomen.SamuelBeckett-WaitingforGodot. FedericoGarcíaLorca-Yerma
UNIT V	GabrielGarcíaMárquez-AVeryOldmanWithEnormousWings. IvanS.Turgenev -TheDistrictDoctor. Plautus-The PotofGold. AntoinedeSaint-Exupéry- TheLittlePrince.

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	GainanexposuretosomeClassicsinWorldLiterature,bothinthemeandform.	PO1
CO2	Be able to identify elements of universal literary meritsas well as critically compare some of the great works oftheEastandtheWest.	PO1,PO2
CO3	Gain an understanding of the works in theircultural/historicalcontextsandoftheenduringhumanvalueswhichunitethedifferentliterarytraditions.	PO4,PO6
CO4	Payspecialattentiontocriticalthinkingandwritingwithinaframeworkofculturaldiversityas wellas	PO4,PO5,PO6

	comparativeandinterdisciplinaryanalysis.	
CO5	Have an understanding of the study and considerationoftheliterary,cultural,andhumansignificanceofselected great works of the Western and non-Westernliterarytraditions.	PO3,PO8

	TextBooks(LatestEditions)
1.	Márquez,GabrielGarcía.*AVeryOldMan withEnormousWings*.2014.
2.	Neruda,Pablo.*ThePoetryofPabloNeruda*. Farrar, StrausandGiroux,2015.

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	Angelou,Maya.*TheCompletePoetry*.RandomHouse,2015.
2.	Benjamin, Walter,andMartinJay.*UnpackingMyLibrary*.2010.
3.	Bercovici, Konrad. *TheStoryoftheGypsies*.PicklePartnersPublishing,2017.
4.	Bolton, David.*ThePotofGoldbyPlautus*.Lulu.com,2019.
5.	Clements,MarieHumber.*TheUnnaturalandAccidentalWomen*.TalonbooksLimited,2005.

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR- SEMESTER V
CORE VIII

ASPECTS OF LANGUAGE & LINGUISTICS										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4C2	Core-VIII	Y	Y	-	-	4	4	25	75	100

LearningObjectives	
LO1	To help learners gain knowledge of linguistic research methods and of differenttheoriesoflanguage
LO2	Toenablethemgainspecializedknowledgerelatedtootherareasoflinguistic researchandapplications
LO3	Tohelpthemgaindetailedknowledgeofthehistory,traditionsanddistinctivecharacteroftheacademicfield ofEnglishlinguistics.
LO4	Tofamiliarizethemwiththeabilitytousethisknowledgetoanalyzeproblemsinbothotheracademicsetti ngsandworkcontexts.
LO5	Toenhancecompetenceinhumanitiesthatincludestheabilitytothinkhistoricallyandanalyticallya boutlanguage,literature,cultureandsociety.

UNIT	Details
UNITI	Introductiontostudyoflanguage – **George Yule** An IntroductiontoLanguageand Linguistics - **Edited by Ralph Fasold& Jeff Connor - Linton**
UNITII	Theory of Communication – **From Communication Theory – David Holmes** General Semiotics- **from The Theory of General Semiotics – Alfred Solomonick** Linguistics, Sign, Language &Culture Language&Writing.
UNITIII	IntroductiontoSaussurianStructuralism – Course in Linguistics – Ferdinand De Saussure IntroductiontoPhonology&Morphology – Gimson's Pronunciation of English / DanielJones Syntax&Semantics from Syntactic Structures – Noam Chomsky
UNITIV	Computing in Linguistics &Phonetics-IntroductoryReading. – Peter Roach
UNITV	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin &Creole – F.T.Wood Bilingualism/Multilingualism – The Handbook of Bilingualism and MultilingualismEditor(s):Tej K. Bhatia, William C. Ritchie Psychology of Language- The Psychology of Language – Trevor A.Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin **TEXTS** Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers& M Harnish Language – Bloomfield StructuralAspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of NewLinguisticVarieties – RajendMesthrie&Rakesh M. Bhatt

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Beabletoanalyzeawiderangeofproblemsrelatingto linguistic scholarship andresearchethics.	PO1

CO2	Apply the acquired skills in both academic and workcontextstoplanandcompleteextensiveresearchprojectsinvolving the gathering and systematizing of a substantialamountofinformation	PO1,PO2
CO3	Communicatetheresultsofindependentresearchandgainmasteryofadvanc edlinguisticterminology	PO4,PO6
CO4	Communicateaboutacademicissuesrelatedtolanguagesand linguistics, both with specialists and the generalpublic.	PO4,PO5,PO6
CO5	Contributetonewthinkingandinnovationprocesseswithinthe area oflinguisticspecialization.	PO3,PO8

TextBooks(LatestEditions)	
1.	Eco, Umberto.*ATheoryofSemiotics*.IndianaUniversityPress,1979.
2.	Harley, TrevorA. *ThePsychologyofLanguage*.Psychology Press,2013.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	McLuhan,Eric,andMarshallMcLuhan.*TheoriesofCommunication*.PeterLangPubIncorporated,2011.
2.	Sakoda,Kent,andJeffSiegel.*PidginGrammar*.BessPress,2003.
3.	Bloom, Leonard. Language. University of Chicago Press, 1984.
4.	Saussure,Ferdinand. *CourseinGeneralLinguistics*.OpenCourtPublishing,1986.Yule,George.*The StudyofLanguage*.CambridgeUniversityPress,2010.

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

SECOND YEAR - SEMESTER IV
MYTH   AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENA4	Allied	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Tohelpstudentsattheoriginandsourcesofmythsinliterature.
LO2	Providethemwithauniqueapproachofinterpretingcriticalanalysisthathasgivenrisetoa needofunderstandingtheconcept'Myth'inrelationtoman'slife
LO3	GetanIn-depthstudyofthetheoreticalapproaches
LO4	Helpthemgaininsighttomyth,ritual,philosophy,methodsandcontemporaryissuesinre ligiousstudiesfromancienttimestomoderntimes
LO5	Help them tounderstand the definition of symbolism withits differenttypesanddimensions.

UNIT	Details
UNIT I	IntroductiontoMyth/Mythology-SourcesofIndianmythology-Types ofstoryanditsrelationtomyth-Myth-makingstageandmyth-usingstage
UNIT II	TedHughesSelectionsfromTalesfrom Ovid i)Creation; FourAges;Flood;Lycaon ii)TheRapeofProserpina iii)BirthofHercules-EchoandNarcissus iv)PyramusandThisbe 'MrsMidas'(Poem) - Carol Ann Duffy
UNIT III	GeneralideaofVedic,EpicandPuranicMythology
UNIT IV	Symbolism: Role of Symbolsin myths,Symbolsrelated to Sacrifice and otherIconography,Understandingtotemsandtaboosintribalmyths
UNIT V	Indian Mythology by (DevduttPattanaik)- in-depth psychological devotion tothe perspectives of Indian Mythology in Literature, Art, and Music - ClassicalMythologyinLiterature,Art,andMusic(FocusTexts: For ClassicalLanguageStudy)

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understandtheoriginandsourcesofmythsinliterat ure	PO1
CO2	Developanin-depthknowledgeofthetheoreticalapproachesofmyth,ri tual,philosophy,methodsandcontemporary issues in religious studies from ancienttimestomoderntimes.	PO1,PO2
CO3	Gain insight to the basic idea of Vedic Epic andPuranicMythologyandalsotheconnectionamongFi re,Rain,Stars,Holy Drink,Supernaturalbirth,Mountains&Rivers,Holypla ces&Festivals	PO4,PO6

CO4	Understandsymbolism withits differenttypesanddimensions.	PO4,PO5,PO6
CO5	Developin-depthpsychologicaldevotiontotheperspectives of Indian Mythology in Literature, Art,andMusic	PO3,PO8

TextBooks (LatestEditions)	
1.	Bauman, Richard. AGenre@ in Folklore, Cultural Performance, and PopularEntertainments: A Communications-Centered Handbook. Oxford: OxfordUniversityPress,1991.
2.	Boas,Franz.An IntroductiontoJamesTeit,@TraditionsoftheThompson RiverIndiansofBritishColumbia. MemoirsoftheAmericanFolkloreSociety,VI, 1898.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Eller,Cynthia.TheMythoftheMatriarchalPrehistory:WhyanInventedPastWon'tGive Womena Future.Boston:BeaconPress,2000.
2.	Grimm,JakobandWilhelmGrimm.APrefacestotheFirstand SecondEditions@of theNursery andHouseholdTales,in MariaTatar,TheHardFactsoftheGrimms=FairyTales.Princeton:Princeton UniversityPress,1987(originallypublished1812-1819):203-222.

WebResources	
1.	*Bascom,William.A. TheFormsofFolklore: ProseNarratives@inJournalofAmericanFolklore78,1965:3-20.*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

ENGLISH FOR BUSINESS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4S1	SEC-VI	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Tohelpstudentslearnstrategiesandpracticallanguagetodealwith**reallife**situations.
LO2	To helpthemimproveonhowto**speak**and**write**inorderto keep**communication**goingandalwaysappear**professional**and**competent**
LO3	To enable them to use the language **flexibly** and express in the **suitable** languageforthe**context**: forexampleinsocial,professionaloracademic contexts
LO4	Tohelpthemstrengthentheir **understanding** of **native speakers** in **real life situations** by learningstrategiesandthroughpractice,practice,practice!
LO5	Tohelpthemtoconsistentlydevelopa**comprehensive**vocabularythroughreal,authentic resources

UNIT	Details
UNIT I	BusinessEnglishDefinitionandDifference
UNIT II	Highlights/Significance/EssentialsofBusinessEnglish
UNIT III	NeedsofBusinessEnglish
UNIT IV	The role of Business English in English language Learning-Education as aninstrumentalfactorinlearningBusinessEnglish.
UNIT V	EconomicDevelopmentthroughBusinessEnglish

CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;
CO1	**Strengthen**theirlanguage**skills**:writing,reading,listening& speaking	PO1
CO2	Understandreal**speechpatterns**andlearnpronunciationtech niquesinfluentspeech	PO1,PO2
CO3	Improvetheir**confidence**andlearnhowto**connect**withpeo pleinEnglish	PO4,PO6
CO4	Develop a comprehensive vocabulary in order toimprove the way of doing business in English andultimately,tomoveyoutowardsEnglishproficiency.	PO4,PO5,PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3,PO8

TextBooks(LatestEditions)	
1.	Nabila, H. (2015). English for Specific Business Purposes. University of OranFacultyofLetters,Languages,andArtsDepartmentofAnglo-SaxonLanguagesSectionofEnglish.
2.	Hutchinson,T.&Waters,A.(1987).Englishforspecificpurposes.Cambridge:Cambridge UniversityPress.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes.Language Arts English/Portuguese College Final course assignment - FederalUniversityofTechnology-Paraná.Curitiba.2015.

WebResources	
1.	*EnglishlanguageskillsforthefutureǀCambridgeEnglish*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

FUNCTIONAL ENGLISH (SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN4S2	SEC-VII	Y	Y	-	-	2	2	25	75	100

LearningObjectives	
LO1	Toenablelearnersuseappropriatephrasesforperforminglanguagefunctions
LO2	Tohelpthemtoedit,selectandpresentinformationinaformat/perspective
LO3	Toenablethemtolistenandreduceinformationtoapointform
LO4	Tohelpthemreadandtoexpandfrompointstoparagraph
LO5	To enablethemtopredict,comprehend,inferandsynthesizeinformation
UNIT	**Details**
UNIT I	DefinitionofFunctionalEnglish - SignificanceofFunctionalEnglish
UNIT II	Four essentialsoffunctionalEnglish:LSRW
UNIT III	Grammar
UNIT IV	StrategiestousefunctionalEnglish
UNIT V	Provideadramaticplaytoperformwhichgivesthestudentstoapplyfunctionallanguage

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Learntoformwordsproperlyusingprefixes/suffixesand make correct use of Concord or Subject-VerbAgreement	PO1
CO2	Familiarize themselves in writing leave application,apology and request letters and points/ideas to writeparagraphs	PO1,PO2
CO3	Learntointroducethemselvesanddescribeperson,placeor situation and also gain knowledge of usingprepositionsofplace,timeanddirectioncorrectly.	PO4,PO6
CO4	Getpracticedtoskimandscanthroughapassageandreadtogeta noverallidea,andcomprehendthe Passage	PO4,PO5,PO6
CO5	Cultivatethehabitofnewspaperreading	PO3,PO8

TextBooks(LatestEditions)	
1.	SusanThurman,*TheOnlyGrammarBookYou'llEverNeed:AOne-StopSourceforEveryWritingAssignment*.2011
2.	GrantBarrett,*PerfectEnglishGrammar*:TheIndispensableGuidetoExcellentWritingandSpeaking,2013

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar andPunctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, andReproducibleQuizzes*,2015
WebResources	

1.	*BBCWorldService.(2011)LearningEnglish:Øhttp://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR-SEMESTER V
CORE IX–AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5C1	**Core-IX**	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	Tohelplearnersgainknowledgeofauthorsofvariousbackgrounds.
LO2	Toenablethemgainspecializedknowledgerelatedtoworksofauthorsofnationalandinternationalacclaim.
LO3	Tofamiliarizethemwiththestyle,dictionandcoherenceofauthorsandtheirworks.
LO4	Toequipthemwiththeabilitytousethisknowledgetoanalyzeproblemsinbothotheracademicsettings andwork contexts.
LO5	Toenhancetheirabilitytothinkhistoricallyandanalyticallyaboutpeople,language,literature,cultureandsociety.

UNIT	Details
UNITI	Aristotle-Lifeandworks.
UNITII	CharlesDickens-Life&Works
UNITIII	RabindranathTagore-Life&Works
UNITIV	JaneAusten-Life&Works
UNITV	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate a broad and coherent body of knowledgewithdepthintheunderlyingprinciplesand concepts	PO1
CO2	Integrateknowledgeofthediversityofculturesandpeoples	PO1,PO2
CO3	Applycriticalthinking,independentjudgment,interculturalsensitivityandregional,nationalandglobalperspectives to identify and solve problems in EnglishLanguageandLiterature	PO4,PO6
CO4	Demonstrate capacity for reflection, planning, ethicaldecision- making and inter-disciplinary team workindiversecontextsofcommunityengagement.	PO4,PO5,PO6
CO5	Developcreativity,understanding,teachingandcriticalappreciation of English Literature.	PO3,PO8

TextBooks(LatestEditions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle:AVery ShortIntroduction*.OxfordPaperbacks,2000.
2.	Fabiny, Sarah.*WhoWasJaneAusten?*Penguin, 2017.

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	Gilbert,SandraM., andSusanGubar.*TheMadwomanintheAttic*.YaleUniversityPress,2020.
2.	Tagore,Rabindranath.*RabindranathTagore:AnAnthology*.Macmillan,1999.
3.	Tomalin,Claire.*CharlesDickens*.PenguinUK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to JaneAusten*.Routledge,2021.
	WebResources
1.	*"About the Authors." Beyond Performance, John Wiley & Sons, Inc., 2015, pp.269–70,http://dx.doi.org/10.1002/9781119202455.about.*
2.	*Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcome:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5C2	Core-X	Y	Y	-	-	4	5	25	75	100

LearningObjectives	
LO1	Tofamiliarizelearnerswithhowuniqueexperiencesofwomeninfluencetheirwritings
LO2	Tohelpthemanalyzerepresentationsofwomeninliterature.
LO3	Toenablelearnerstobefamiliarwithvariouscontextsthatinfluencethe representationofwomeninliterature.
LO4	Toenablethemapplyappropriateformalconventionswhenwritingaboutliteratu re
LO5	Tohelptheminunderstandinghowandonwhatgroundswomen'swritingcanbeconsi deredasaseparategenre.

UNIT	Details
UNITI	ToruDutt-OurCasuarinaTree. ElizabethBrowning-HowdoIlovethee? Sappho-HymntoAphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter
UNITII	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar -Worth Four Crores (Give, Eat &Live) OnReadingHaiku – Elizabeth Searle Lamb RupiKaur-TheHealing(Milk&Honey)
UNITIII	VirginiaWoolf-ARoomOfOne'sOwn. ClarissaPinkolaEstés- WomenWhoRunsWithWolves
UNITIV	KateChopin–Awakening Carol Churchill – Top Girls
UNITV	AphraBehn-Oroonoko. L.M.Montgomery-AnneofGreenGables LouisaMayAlcott-Little Women SandraCisneros - TheHouseonMangoStreetMargaretAtwood-Surfacing Ambai-Ina forest,Adeer. Vaasanthi- BreakingFree.Tr. By N. Kalyan

CourseOutcomes		
CourseOutc omes	Oncompletionofthiscourse,studentswill;	
CO1	Examineandappreciatetheroleplayedbysociocultural- economic contextsindefiningwomen.	PO1
CO2	Beenlightenedabouttheissuesandconcernsofthewomen writers of the developed and developingcountries.	PO1,PO2
CO3	Understandandappreciatetherepresentationoffemaleexperi enceinliterature	PO4,PO6

CO4	Gain awareness of class, race and gender as socialconstructsandhowtheyinfluencewomen's lives.	PO4,PO5,PO6
CO5	Beequippedwithanalytical,criticalandcreativeskillstointerrogate the biases in the construction of gender andpatriarchalnorms.	PO3,PO8

<table>
<tr><td colspan="3" align="center">TextBooks(Latest Editions)</td></tr>
<tr><td>1.</td><td colspan="2">Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature byWomen</i>.W.W.Norton,2007.(2 Volume Set)</td></tr>
<tr><td>2.</td><td colspan="2">Olson,S.Douglas.<i>The"HomericHymntoAphrodite"andRelatedTexts</i>.Walterde Gruyter,2012.</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td colspan="3" align="center">ReferencesBooks
(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)</td></tr>
<tr><td>1.</td><td colspan="2">Estés,ClarissaPinkola.<i>WomenWhoRunwiththeWolves</i>.1995.</td></tr>
<tr><td>2.</td><td colspan="2">Holmström,Lakshmi. <i>InAForest, ADeer</i>.OUPIndia,2012.</td></tr>
<tr><td>3.</td><td colspan="2">Jain,Jasbir, andAvadheshK.Singh. <i>IndianFeminisms</i>.2001.</td></tr>
<tr><td>4.</td><td colspan="2">Woolf, Virginia.<i>ARoomofOne'sOwn</i>.RenardPressLtd,2020.</td></tr>
<tr><td colspan="3" align="center">WebResources</td></tr>
<tr><td>1.</td><td colspan="2">"Ambai(C.S.Lakshmi)b.1944."<i>NameMeaWord</i>,YaleUniversityPress,2019,pp.259–67,http://dx.doi.org/10.12987/9780300235654-032.</td></tr>
</table>

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
CORE XI–INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5C3	Core-XI	Y	Y	-	-	4	4	25	75	100

	Learning Objectives
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

UNIT	Details	
UNITI	Kalidasa-TheLoomofTime. ExcerptsfromMahabharata – Tr.& Ed. Van Buitenen (106 – 169) IlangoAdigal - *The Book of Vanci.*–Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai(Fiveverseseachforone Tinai) – Sangam Literature – A.K Ramanujam	
UNITII	*Where The Mind Is Without Fear,* **Gitanjali,** *Far BelowFlowedJumna,***FruitGathering,** *Song85*-**The Gardener.**	*ALL by TAGORE*
	Sarojini Naidu - The Soul's Prayer.NissimEzeikel-TheRailwayClerk.A.K.Ramanujam - The Striders ArunKolatkar-AnOld Woman	
UNITIII	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter6-BharataNatyaShastra(100-118) Tr. ManmohanGhosh Vol. 1 HinduViewofLife – SarvepalliRadhakrishnan VanishingLandmarks – Nirad C. Chaudri	
UNITIV	BadalSircar - EvamIndrajitGirishKarnad – Tughlaq	
UNITV	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob *Monday Morning*, M.C.C., *Before the Examinations* from **Swami & His Friends – R.K. Narayan** Arjun - Sunil Gangopadhyay	

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
DSE-I-ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	CIA	External	Total
								Marks		
23BEN5E1	DSE-I	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	Todevelopthestudentsintellectual,personalandprofessionalabilities.
LO2	Toacquirebasiclanguageskillslistening,speaking,readingandwritingforeffectivecommunication.
LO3	Todevelopconfidenceingettingjobopportunities.
LO4	Toprovideawarenesstothestudentsaboutthevarioustypesofjobs offeredinbothintheCentralandStateGovernment.
LO5	Todevelopcompetitiveskillsthroughvarioustypesofobjectivetests.

UNIT	Details
UNIT I	PartsofSpeech, DirectandIndirectSpeech, ReadingComprehension,LetterWriting.
UNIT II	Tenses,ActiveandPassiveVoice,ExpansionofProverbs,EssayWriting.
UNIT III	Gerund,Infinitives,IdiomsandPhrases, DegreesofComparison,HintsDevelopment,EmailWriting,Report Writing.
UNIT IV	Homonyms,QuestionTags,Simple,Complex,Compound,JumbledSentences, Dialogue Writing.
UNIT V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative andExclamatory),Capitalization,Punctuation,SpottingErrors,CVWritingandCoverletter.

The course outcome is based on the Learning Objectives. Eachcourse objective will have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.TherewillbeequalnumberofLearning Objectives andCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Eachcourse outcomeshouldbemappedwiththePOs.
Themappingof each COcanbedonewithanynumberofPOs.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain knowledgeofEnglish language to face thechallengesinCompetitiveExaminations.	PO1
CO2	Acquireskillsinvocabularyusageandgrammar.	PO1,PO2
CO3	Acquireskills in logicalreasoning, question erroranalysisandcorrectusageofwords.	PO4,PO6
CO4	Buildconfidenceingettingjobopportunities.	PO4,PO5,PO6
CO5	AwareofthevarioustypesofjobsofferedinbothintheCentralandStateGovernment.	PO3,PO8

TextBooks(LatestEditions)	
1.	EnglishforCompetitiveExaminations-R.P.Bhatnagar&RajalBhargava
2.	RemedialGrammar-F.T.Wood

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN5E2	DSE-II	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	Toattainabroadknowledgeofvariousliterarytraditionsbothintheirspecificityandinterrelation.
LO2	To interpret a literary text or other cultural artifact in a non-nativetargetlanguageandtodevelopadvancedskillsinordertocompare textsfromvarietyofdifferenttraditions,genres,periodsandareas.
LO3	To cultivate a complex, transdisciplinary understanding andappreciationofliterarytextsfromavarietyofdifferenttraditions, geners,periods,andareas.
LO4	To develop the skills to move among and between diversecultures,includingon-siteresearchandtravelabroadasmeansofparticipationincultural.
LO5	Toenablethestudentstoproducesophisticatedoralandwrittenargumentationsonliterary andculturaltopicsincomparativecontexts.

UNIT	Details
UNIT I	Definition and Scope, National Literature, ComparativeLiterature,GeneralLiterature,WorldLiterature,TheFrenchandAmerican SchoolsofComparativeLiterature.
UNIT II	InfluenceandImitation-PeriodizationMovement,GenreStudies,Thematology
UNIT III	LiteratureandotherdisciplinesLiteratureandotherArts
UNIT IV	Comparative Study of Shelley and Bharathi, Selectedpoems of Shelley-*Ode toLibert ,QueenMab, Love's Philosophy.* Selected poems ofSubramaniyaBharathi-*BharathCountry,WorshipofSun,KannanMyServant.*
UNIT V	ComparativestudyofVairamuthu's*KallikattuIthikasam*andErnestHemingway's'*The OldManandtheSea'*

The course outcome is based on the Learning Objectives. Each course objectivewill have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.TherewillbeequalnumberofLearningObjectivesandCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Eachco urseoutcomeshouldbemappedwiththePOs.
Themappingof each COcanbedonewithanynumberofPOs.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Readcriticallyliteraryandculturaltextsin a range of genres and media (novels,poetry,drama,film,monuments,political discourse, popular culture,audio,etc.)	PO1
CO2	Demonstrate knowledge of historical,linguistic,andculturalcontextsoftextsas they are produced and receivedacross national boundaries and inresponse to the dynamics of globalmovements and crises creating dyamicintersections of power, peoples, andaestheticpractices.	PO1,PO2

CO3	Use critical terminology andinterpretivemethodsdrawnfromspecific 20th –and 21[st]century comparative and critical theoriesfrommultipledisciplines.	PO4,PO6
CO4	Recognizethedifferentaims,formalconstraints, rhetorical strategies, andideological underpinnings at stake indifferentliterarygenresthroughtextsintwoormoreforeignlanguages.	PO4,PO5,PO6
CO5	Master a variety of theoretical andmethodological approaches to textsand adopt them for comparativetextual studies able to go beyondsimplymechanicalapplications.	PO3,PO8
	TextBooks(LatestEditions)	
1.	Ulrich Weisstein:ComparativeLiteratureandother	
	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
2.	ArtsWellek&Warren:TheoryofLiterature	
3.	PartIIS.S.Prawar:Comparative Literatures	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
CORE XIII–INTRODUCTION TO LITERARY THEORY & CRITICISM

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

1.	A History of English Criticism.GeorgeSaintsbury.AtlanticPublishers&Distributors,2017
2.	CriticalApproachestoLiteratureDavidDaichesNewDelhi:OrientLongman,2016

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	B.Rajan&A.GGeorge,MakersofLiteraryCriticism,NewDelhi:AsiaPublishingHouse,2015
2.	S.RamaswamiTheEnglishCriticalTradition.MacmillanIndiaLimited,2015
3.	D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversityPress,Chickera,2017

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
XIV–SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6C2	**Core-XIV**	Y	Y	-	-	4	6	25	75	100

	Learning Objectives
LO1	Tofacilitatelearnerswithadeeperunderstandingof Shakespeare'sdramabyreadingarangeofhisplaysfromavarietyofdifferentcriticalperspectives
LO2	ToprovidelearnerswithanoverviewofShakespeare'shistoricalandpoliticalcontexts
LO3	TohelplearnersgainanappreciationofShakespeare'sdramaticpracticethroughclosereadings oftheplays themselves
LO4	Tohelpthemviewtheplaysinperformanceeitherbyvisitingcurrenttheatreproductionsorbywatchingfilmversions
LO5	Toequiplearnerswithagoodworkingknowledgeofboth Shakespeare'sdramaandShakespearecriticism

UNIT	**Details**
UNITI	Shakespeare & his relevance –G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett HowToDo Things WithShakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr4th Edition (CUP)
UNITII	The Four Phases of Shakespeare's, Dramaticcareer – http://www.shakespeare-online.com/biography/fourperiods.html TragedyLectureI& II –A.C.Bradley Characters of Shakespeare – L.A.Rowse
UNITIII	30-Second Shakespeare-TalesfromShakespeare – Ros Barber & Mary Rylance
UNITIV	Detailed-Merchantof Venice Detailed-JuliusCaesar Non-detailed-Macbeth Non-Detailed-Tempest. VERITY EDITION
UNITV	WilsonKnight-*TheWheelOfFire.* AkramHossain-*An ApproachToShakespeareScholarshipAnd Criticism* NeemaParvini-*ShakespeareandContemporaryTheory-NewHistoricismandCulturalMaterialism.* *Invisible Bullet* –Stephen Greenblatt

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrateanunderstandingofthehistorical,culturalandpoliticalcontextsoftheplaysdiscussed	PO1
CO2	Show evidence of wider reading and a knowledge ofShakespearescholarship.	PO1,PO2
CO3	Articulateideasthatidentify,analyzeandcommunicateprinciples and concepts of the plays discussed, whileconsideringcompetingpointsofview	PO4,PO6
CO4	Undertakeresearchtodemonstratedetailed knowledgeoftheoriesandconceptsinShakespearestudiesasappliedtotheplaysdiscussed.	PO4,PO5,PO6

	Engagecriticallywithbothprimaryandsecondarytextstodevelopinformed opinionsandmakeincisiveinterpretations	PO3,PO8
CO5		

	TextBooks(LatestEditions)
1.	Donaldson,PeterS."TwoofBothKinds:MarriageandModernisminPeter Hall's *A Midsummer Night's Dream.* " in*Reel Shakespeare*. Edited by CourtneyLehmannandLisaStarks.Cranbury,NJ:AssociatedUniversityPresses, 2002.
2.	Frye, Northrop."TheArgumentofComedy."In*EnglishInstituteEssays*.NewYork,NY:ColumbiaUniversityPress,1949,pp.58-73;repr.in*Shakespeare: Modern Essays in Criticism.* Edited by Edward Dean. New York: OxfordUniversityPress,1969[1957]

	ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)
1.	Habicht, Werner. "Shakespeare and the German Imagination." In *Shakespeare:WorldViews*.EditedbyHeatherKerr,RobinEaden,andMadgeMitton.Cranbury,NJ:Associated UniversityPresses,1996
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in *AMidsummerNight'sDream*"MS.
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-DieterleDream: the WarwiththeAmazons,Bottom'sWife,andotherMissing 'Scenes.'"*Shakespeare Bulletin*16/4(Fall, 1998)

	WebResources
1.	Reinhardt,MaxandWilliamDieterle.(1935):VHS, laserdisc

MappingwithProgrammeOutcomes:

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

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

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6C3	Core-XV	Y	Y	-	-	4	6	25	75	100

LearningObjectives	
LO1	Tomakethestudentsunderstandtheimportanceofgrammar in languagelearning.
LO2	Tocreateawarenesstogainknowledgeoftypesofclauses.
LO3	TohelpIdentifytypesofsentencesbasedonfunctionalityandstructure
LO4	To acquaint students with grammatical items so as to understand the piece ofwritings to comprehend the meaning from them and also to translate it in theirmother-tongue
LO5	To help prepare them to write essays to express their views on particular situations, issues etc.

UNIT	Details
UNIT I	FormClass / Function Words / Punctuation – Wren & Martin & Eat, Shoots & Leaves Verbs In Function - Gerund, InfinitivesParticiples&Uses Synonyms&Antonyms-PreciseUse Mood/Modality
UNIT II	Morphology (English) Compounding,Affixing, Inflection Derivation – Frank Palmer Phrasal Verbs &Idioms – Idioms & Phrasal Verbs (Advanced) Ruth Gairns& Stuart Redman WordOrder–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/ TagQuestions – https://www.englishclub.com/grammar/tag-questions.html
UNIT IV	Time,Tense&Aspects – My Book of Tenses – Scholarship Hub of EditorialsLexicals/ Auxiliary verbs-Its uses – Oxford Modern English Grammar – Aarts B. (2011) Anomalous Finites – English Grammar Without Tears - Vishwanathan Nair&Chandrika A Subject/Verb Agreement in Sentences- The Blue Book of Grammar and PunctuationBook by Jane Straus and Lester Kaufman DegreesofComparison - 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 NoteMaking- ParagraphandEssayWriting-Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach& Lisa A Rumisek **PRACTICAL WORK** **Translate From TamilToEnglishVice - Versa** **TeachingGrammarinCollegeforI YearStudentsunderSupervisionofClassin Charges**.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	BeabletounderstandthebasicgrammarstructuresofEnglishlanguage.	PO1
CO2	Understand the nuances forcompetitiveexam. A perfect essay for	PO1,PO2
CO3	Developtheir critical thinking,readingandwritingskills..	PO4,PO6

CO4	Understand the Language and format appropriateassociatedwithafor malletter.	PO4,PO5,PO6
CO5	Learnavarietyofwaystoexpresstheirideasclearlyandlogically.	PO3,PO8

TextBooks(LatestEditions)	
1.	HighSchoolEnglishGrammarandComposition,Wren&Martin,Revised Edition,S.ChandPublishing.
2.	EnglishGrammarandComposition,RajendraPal&PremLataSuri,S.Chand Publishing.
3.	The Oxford Handbook of English Grammar Bas Aarts (ed.), Jill Bowie (ed.), GerganaPopova (ed.)

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Dr.R.S.Aggarwal,ObjectiveGeneralEnglish,S.ChandPublishing.2014
2.	L.S.Deshpande.ModernEnglishGrammar,,AbhayPub. Nanded.2017
3.	Hornby, A S (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford:Oxford University Press.

WebResources	
1.	Grammar for Improving Composition Skills | Open Resources for EnglishLanguageTeaching(ORELT)Portal(col.org)

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcome:

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

CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6E1	DSE-III	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	Tounderstandthebasicfundamentals.
LO2	Toimplydifferentstylesofcommunication.
LO3	Toimpart knowledgeabouttheextemporecommunicativeactivities.
LO4	Todissectinformation.
LO5	Toanalyzetexts.

UNIT	Details
UNIT I	Kinds of sentences, Word Order,usage of preposition,use of adjectives, adverbsfordescription,Determiners-Agreement(Subject–Verb,Pronoun-Antecedent)collocation.
UNIT II	*TensesReportedspeech, ActiveandpassiveVoice, PhrasalVerbs,Linkers/Discourse Markers,QuestionTags.*
UNIT III	*Paragraph writing – Cohesion - Development: definition,comparison,classification,contrast,cause andeffect- Essaywriting: DescriptiveandNarrative.*
UNIT IV	*ReadingComprehension–Skimmingandscanning-inferenceanddeduction– Reading various kinds of material –Speaking: Narration of incidents / stories/anecdotes-CurrentNewsAwareness.*
UNIT V	*Nirad C Chaudhuri "Indian Crowds" [Non-Detailed],DrSRadhakrishnan "TheShaping ofmy Character"[Detailed]CharlesLamb" Dream Children"[Detailed],RuskinBond"NightTrainatDeoli"[Non-Detailed]RabindranathTagore "Subha"[Non-Detailed,AgraGra"Andyoucallmecoloured"[Detailed]AlfredLordTennyson"Ulysses"[Detailed].*

The course outcomeisbasedontheLearning Objectives.Eachcourseobjectivewillhave acourseoutcome.Thiswillelucidatewhatthestudentwillacquaintoncehecompletesthatparticularun it.Therewillbe equalnumberofLearning Objectives andCourseoutcomes.

Thebloomstaxonomyverbswillbegivenasaseparateannexure foryourreference.Eachcourse outcomeshouldbemappedwiththe POs.
Themappingof each COcanbedonewithanynumberofPOs.

CourseOutcomes

CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Recallfundamentalconceptsofthefourlinguisticskills.	PO1
CO2	Applydifferentstylescommunicationinprofessionalcontext.	PO1,PO2
CO3	Participate in different planned and extemporecommunicativeactivities.	PO4,PO6
CO4	Interpretanddiscussfactsaswellasinformationineachcontext.	PO4,PO5,PO6
CO5	Critiqueliterary textsthatdevelopanappreciationforhumanvalues.	PO3,PO8

TextBooks(LatestEditions)	
1.	Ruskin Bond, *Time Stops at Shamliand OtherStories,*PenguinBooksIndiaPvtLtd,1989
2.	Shyamala,V.*SpeakEnglishinFourEasySteps*,ImproveEnglishFoundationThiruvananthapuram:2006

MappingwithProgrammeOutcomes:

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

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

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

ART AND LITERARY AESTHETICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN6E2	DSE-IV	Y	Y	-	-	3	5	25	75	100

	Learning Objectives
LO1	Tointroducethemultidisciplinarityof Art and Literary Studies.
LO2	Togainanunderstandingofvariousmovementsin arthistory.
LO3	Tohelpstudentsfindrelevantandassociative ideas.
LO4	Toengagewithworksofartthatdirectlyrefertoliteraryworksandalsodrawinspirationfromfromit.
LO5	Torecognizehowallformsofartispartofacontinuum.

UNIT	Details
UNIT I	LiteratureAndVisualArts-Essays.
UNIT II	RomanticismThroughColeridgeAndDelacroix
UNIT III	Pre-RaphaeliteMovement-D.G.Rosetti'sProserpine (PaintingAndPoem)
UNIT IV	Post-Impressionism-AmrityaShergill'sAncient StoryTellerPaintingAndVirginiaWoolf'sTheWaves(Novel)
UNIT V	Expressionism-Munch-Scream (Painting) AndKafka-Metaphorphosis(Novella)

The course outcome is based on the Learning Objectives. Each course objectivewill have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.Therewillbe equalnumberofLearning Objectives andCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparate annexureforyourreference.Eachcourse outcomeshouldbemappedwiththePOs. Themappingof each COcanbedonewithanynumberofPOs.

	CourseOutcomes	
CourseO utcomes	Oncompletionofthiscourse,studentswill;	
CO1	Thestudentwillbeabletoengagewithliteratureinabroader,educatedperspective.	PO1
CO2	Thestudentwillbeabletothinkwithgreateroriginalityandindependenceaboutthecomplex interrelationshipbetweendifferentartforms.	PO1,PO2
CO3	Thestudentwillbetrainedtoengagesensitivelyandintelligentlyinnewreadingsof literature.	PO4,PO6
CO4	Thecoursedevelopsanunderstandingof theco-relationbetweenliterature,film,musicandpaintingandencourageswaysofreadingandseeingwhichdeliverinsightsintoliterarytexts.	PO4,PO5,PO6
CO5	Initiatestudentstoimplementthe multidisciplinaryscopeofartandliterarystudies.	PO3,PO8

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)

1.	HerbertRead–extractfrom*TheMeaningofArt*(pg17-48)PelicanBooks,1959.
WebResources	
1.	Astor, Dave. Music in Literature.2 Apr. 2013,www.huffpost.com/entry/music-in-literature_b_2590404.
2.	Benjamin, Elizabethand Sophie Corser. ‖INTRODUCTIONLiterature and Art:ConversationsandCollaborations‖MHRAWorkingPapersintheHumanities,9(2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf
3.	Berger, John. Ways of Seeing. Penguin1972.http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - LowMappingwithProgrammeSpecificOutcomes:

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

Title of the Course	ESSENTIAL REASONING AND QUANTITATIVE APTITUDE					
Paper Number	**Professional Competency Skill**					
Category	PCS	**Year**	III	**Credits**	2	**Course Code**
		Semester	VI			**23BEN6S1**
Instructional Hours per week		**Lecture**		**Tutorial**	**Lab Practice**	**Total**
		1		1	-	2
Objectives of the Course	• Develop Problem solving skills for competitative examinations • Understand the concepts of averages , simple interest , compound interest					
UNIT-I:	**Quantitative Aptitude:** Simplifications-averages-Concepts –problem-Problems on numbers-Short cuts- concepts –Problems					
UNIT-II:	Profit and Loss –short cuts-Concepts –Problems –Time and work - Short –uts -Concepts -Problems.					
UNIT-III:	Simple interest –compound interest- Concepts- Prolems					
UNIT-IV:	**Verbal Reasoning :** Analogy- coding and decoding –Directions and distance –Blood Relation					
UNIT-V:	**Analytical Reasoning :**Data sufficiency Non-Verbal Reasoning : Analogy ,Classification and series					
Skills acquired from this course	Studnets relating the concepts of compound interest and simple interest					
Recommended Text	1."Quantitative Aptitude" by R.S aggarwal ,S.Chand & Company Ltd 2007					
Website and e-Learning Source	https://nptel.ac.in					