

## **BA ENGLISH - SYLLABUS**

**2024-2025 ONWARDS**

### **For the Students of Manonmanium Sundaranar University**

The course content is prepared as per the model syllabus prescribed for B.A. English by the **TANSCHE**.

The BoS unanimously approved the syllabus template approved by the meeting of the chairpersons of Board of Studies held on 31.05.2024. The course content shall be as per the model syllabus prescribed for B.A. English by the **TANSCHE**.

The new template shall be implemented from the academic year **2024-25** (for the 2024 batch onwards).

The students who joined in the academic year 2023-24 (2023 batch) shall follow the new template from their **II year onwards**.

It was also decided to follow the same syllabus of the Foundation Course (Semester I) prescribed for the academic year 2023 – 2024.

The following courses shall be offered to the students under the new pattern.

No. of Papers	Category	Course Title	Credits	Hours
<b>Semester I</b>				
1	Part I	Language	3	6
2	Part II	English	3	6
3	<b>PART III</b> Core1	Introduction to Literature	5	5
4	<b>PART III</b> Core2	Indian Writing in English	5	5
5	<b>PART III</b> Elective 1	Social History of England	3	4
6	<b>PART IV</b> SEC 1	English for Communication	2	2
7	<b>PART IV</b> Foundation Course		2	2
<b>Total</b>			<b>23</b>	<b>30</b>
<b>Semester II</b>				
1	Part I	Tamil	3	6
2	Part II	English	3	4
3	<b>PART III</b> Core 3	British Literature I	5	5
4	<b>PART III</b> Core 4	American Literature I	5	5
5	<b>PART III</b> Elective 2	History of English Literature	3	4
6	<b>PART IV</b> SEC 2	Entrepreneurial Skills	1	2
7	<b>PART IV</b> SEC 3	Public Speaking Skills	1	2
8		Naan Mudhalvan	2	2
<b>Total</b>			<b>23</b>	<b>30</b>
<b>Semester III</b>				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	<b>PART III</b> Core 5	British Literature II	5	4
4	<b>PART III</b> Core 6	American Literature	5	4
5	<b>PART III</b> Elective 3	Literary Genres and Terms	3	4
6	<b>PART IV</b> SEC 4	English for Career	1	2
7	<b>PART IV</b> EVS		2	2
8		Naan Mudhalvan	2	2
<b>Total</b>			<b>24</b>	<b>30</b>

<b>Semester IV</b>				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	<b>PART III</b> Core 7	World Literature in Translation	5	4
4	<b>PART III</b> Core 8	Aspects of Language and Linguistics	5	4
5	<b>PART III</b> Elective	Non Mandatory Elective 4	3	4
6	<b>PART VI</b> SEC 5	English for Business	2	2
7	<b>PART IV</b>	Value Education	2	2
8	Naan Mudhalvan		2	2
<b>Total</b>			<b>24</b>	<b>30</b>
<b>Semester V</b>				
1	<b>PART III</b> Core9	Authors in Focus	4	5
2	<b>PART III</b> Core10	Women's Writing	4	5
3	<b>PART III</b> Core11	Indian Writing in Translation	4	5
4	<b>PART III</b> Core12	Project(with Viva Voce)	3	5
5	<b>PART III</b> Elective	Non Mandatory Elective 5	3	4
6	<b>PART III</b> Elective	Non Mandatory Elective 6	3	4
7	<b>PART IV</b>	Naan Mudhalvan	2	2
9	Internship /Industrial Visit /Field Visit / Knowledge / Updation Activity (40 hours)		2	-
<b>Total</b>			<b>25</b>	<b>30</b>
<b>Semester VI</b>				
1	<b>PART III</b> Core13	Introduction to Literary Theory and Criticism	4	6
2	<b>PART III</b> Core14	Non Mandatory Core	4	6
3	<b>PART III</b> Core15	Non Mandatory Core	4	6
4	<b>PART III</b> Elective	Non Mandatory Elective 7	3	5
5	<b>PART III</b> Elective	Non Mandatory Elective 8	3	5
6	Naan Mudhalvan		2	2
7	Extension Activity		1	-
<b>Total</b>			<b>21</b>	<b>30</b>
<b>Grand Total</b>			<b>140</b>	<b>180</b>

### Non-Mandatory Core Areas for B.A Programme Semester VI

(Any 2 may be opted - 4 credits each)

<b>III Year Sem VI</b>	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film ( India and America)
	CNM5. Media, Communication & Publication
	CNM6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM9. English at Work Place
	CNM10. Travel Writing

### Suggested Non-Mandatory Elective (Allied) Areas for B.A

Programme (any five may be opted- 3 credits each)

<b>Sem IV (1 to be opted) ELECTIVE 4</b>	NME1. Myth and Literature
	NME2. Film and Literature
	NME3. English Teaching Methods and Materials
	NME4. Translation: Basic Concepts and Practice.
<b>Sem V (2 to be opted) ELECTIVE 5,6</b>	NME1. English for Competitive Examinations
	NME2. Introduction to Comparative Literature
	NME3. Fundamentals of Academic Writing
	NME4. Mass Communication and Journalism
	NME5. Film Studies
<b>Sem VI (2 to be opted) ELECTIVE 7,8</b>	NME1. Art & Literary Aesthetics
	NME2. Communicative English
	NME3. Writing for the Web/English for Internet
	NME4. Digital Literacy and Concepts
	NME5. Technical Writing

**Internship**

- a. Internship should be completed in the V Semester.
- b. Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
- c. The Internship should cover a minimum period of 40 hours.
- d. The organisation/firm, hosting the intern should certify that the intern has completed the requirements.
- e. The student should submit a 20-25 page report on daily activities and skills acquired at the end of the internship.
- f. The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.
- g. The Internship Advisor and the Head of the Department should certify the successful completion of the internship after a viva-voce exam, conducted internally.

**Assessment Format:****Project Viva-Voce Examination**

- Internal:50 Marks                      External:50 Marks(by the External Examiner)
- Individual/Group project report of minimum 30 pages should be submitted.

**Extension Activity**

- Internal:50 Marks                      External:50 Marks

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I	<b>Introduction:</b> Poetry - Different forms of poetry - Sonnet, Ode, Elegy, Lyric, Ballad, Prose - Short Story, Novella, Novel. Drama - Comedy, Tragedy, Tragi-Comedy.									
II	William Shakespeare – <i>Sonnet 18, Sonnet 116.</i> John Milton- <i>When I Consider How My Light is Spent,</i> William Wordsworth - <i>Daffodils.</i> John Keats – <i>Ode to Nightingale.</i> Thomas Gray- <i>Elegy Written in a Country Churchyard.</i> Robert Frost - <i>Mending Wall</i>									
III	J.M. Barrie - <i>The Admirable Crichton.</i> Lady Gregory- <i>The Rising of the Moon.</i>									
IV	Manohar Malgonkar - <i>Spy in Amber.</i> Don Quixote - <i>Tilting at the Windmills.</i> Katherine Mansfield - <i>A Dill Pickle, The Escape</i>									
V	Saki - The Open Window Robert Lynd – Forgetting Jerome K. Jerome- excerpt from- <i>Three Men in a Boat– (Packing Episode)</i>									

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

<b>Text Books (Latest Editions)</b>	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J. Kennedy, by Pearson,2016.
2.	Portable Literature: Reading, Reacting, Writing-9thedition–Laurie Kirszner, by CengageLearning,2016
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literaturewith2021 MLA Update, Bedford / St.Martin’s, August2021.
3.	JaniceCampbell., Introduction to Literature: Excellence inLiteratureEnglish1,4thEd, Everyday Education, LLC, January2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & FrancisLtd.,2021.
5.	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge UniversityPress,2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020

WebResources	
1.	<a href="#">ASIATIC:IITUMJournalofEnglishLanguage&amp;Literature</a>
2.	The English Historical Review (EHR)

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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



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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the presentation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts									
<b>UNIT</b>	<b>Details</b>									
I	Pamela S. Turner - <i>Hachiko</i> A.K. Ramanujan - <i>Brother's Day</i> Ruskin Bond - <i>Handful of Nuts, Night Train to Deoli</i> K.A. Abbas - <i>Sparrows</i>									
II	Pearl S Buck - India through a Traveller's Eye excerpt from <i>My Several Worlds</i> M.K. Gandhi - <i>Autobiography</i> Inspection Episode – Examination- from Part I 'Childhood' Dr Radhakrishnan - Science, Humanities and Religion									
III	Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer Nissim Ezekiel – Night of the Scorpion R Parthasarathy – Home Coming									
IV	Sarojini Naidu- The Village Song Jayantha Mahapatra - Freedom Shiv K Kumar-Indian Women Mirza Ghalib -It is not Love, It is Madness									

V	Rabindranath Tagore - Mukhthadhara. Nissim Ezekiel Nalini: A Comedy in Three Acts Joginder Paul- Sleepwalkers.	
<b>Course Outcomes</b> On completion of this course, students will		
<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
<b>CO3</b>	Understand the role of English as a medium for Political awakening and the use of English in India for creative writing	PO4, PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
<b>CO5</b>	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8
<b>Text Books</b> <b>(Latest Editions)</b>		

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

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

Subject Code	Category	L	T	P	S	Credits	Inst Hours	Marks		
								CI A	External	Total
	<b>Core</b>	Y	Y	-	-	3	4	25	75	100
						4				
<b>Learning Objectives</b>										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I	The Renaissance and its Impact on England, The Reformation – Causes and Effects									
II	The Puritan Age, The Restoration, Coffee – Houses And their Social Relevance									
III	Impact of the Industrial Revolution, Agrarian Revolution and The French Revolution on The English Society, The Methodist Movement, The Humanitarian Movement in England									
IV	The Reform Bills and The Spread of Education in the Victorian Age, Social Impact of The Two World Wars, The Labour Movement.									
V	The Cold War (1945-1991)- The Falkland War (1982)-The Gulf War (1990), the Contemporary England									

<b>Course Outcome</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO 1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	A. G. Xavier: <i>Social History of England</i>	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Rosemary Horrox, <i>A Social History of England, 1200-1500</i> , June 2012, Cambridge University Press	
2.	Ed. Julia Crick, Elisabeth Van Houts, <i>A Social History of England, 900-1200</i> , 2012, Cambridge University Press.	
3.	Padmaja Ashok, <i>Social History of England</i> , Orient Blackswan, 2011	
<b>Web Resources</b>		
4.	<i>A social History of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>	

### Mapping with Programme Outcomes:

	P O 1	P O2	P O 3	P O 4	PO5	P O 6	P O7	P O 8	P O9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

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

The Development of Education in Victorian period World Wars

**FIRST YEAR - SEMESTER I**

**ENGLISH FOR COMMUNICATION (SEC -I)**

Subject Code	Category	L	T	P	S	Credits	Inst Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.									
II	Types of communication-Verbal-Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication – Speaking / reading / writing / listening									
V	Application of learning									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>									
<b>CO1</b>	Identify the basic principles of communication							PO1		
<b>CO2</b>	Analyze the various types of communication							PO1, PO2		
<b>CO3</b>	Make use of the essential principles of communication							PO4, PO6		
<b>CO4</b>	Identify the prominent methods and models of Communication.							PO4, PO5, PO6		
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.							PO3, PO8		
<b>Text Books (Latest Editions)</b>										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									

3.	Understanding Body Language by Alan Pease.
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY / goiga la jjuna - Academia.edu</i>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 – Low**

**Mapping with Programme Specific Outcomes:**

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



**FIRST YEAR - SEMESTER I**  
**CORE I – FOUNDATION COURSE**

Subject Code	Category	L	T	P	S	Credits	HoursInst.	Marks		
								CIA	External	Total
	<b>Core</b>	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce English Grammar									
LO2	To provide learners with the background knowledge of Grammar									
LO3	To enable learners to understand the different components of Grammar									
LO4	To experiment the often confuse words/ phrases in the English language									
LO5	To create the ability of writing well.									
<b>UNIT</b>	<b>Details</b>									
I	General introduction to grammar, the importance of Grammar, the common problems of English language structure, the difficulties in learning Grammar.									
II	Uses of am, is, was, were, have, has, had, do, did, done - in sentences and interrogatives									
III	Simple present, past and continuous tenses – in statements and questions.									
IV	Use of must, shall, should, will, would, can, could, may, might, must, all, most, some, any, no/none, both, either...or, neither...nor, a lot, much, many, little, a little, the little, few, a few, the few, if, whether									
V	Writing paragraphs on common topics like – politics, saving money, time management, values, manners and etiquette.									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will</b>	
<b>CO1</b>	know the importance of Grammar, the common problems of English language structure, the difficulties students face in learning Grammar and regional problems.	PO1

<b>C02</b>	Gain knowledge in basic 'be' verbs	PO1, PO2
<b>C03</b>	Explore the dramatic use of present, past and continuous tenses.	PO4, PO6
<b>C04</b>	Learn the modal verbs and a few more words and their uses in the English language that are found to be difficult and get strengthened in their usage	PO4, PO5, PO6
<b>C05</b>	Develop the art of paragraph writing	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	<i>Essential English Grammar</i> by Raymond Murphy, Cambridge University Press, 2012
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Geeta Sood and Anima Chakraborty ., <i>Comprehensive Grammar Composition</i> , Pearson, Longman, 2012.
2.	W Stannard Allan, <i>Living English Structure</i> , Orient Longman, 1993

<b>Web Resources</b>	
1	<a href="https://www.bbau.ac.in/Docs/FoundationCourse/TM/AECC105/Grammar.pdf">https://www.bbau.ac.in/Docs/FoundationCourse/TM/AECC105/Grammar.pdf</a>
2	<a href="https://www.e-grammar.org/download/e-grammar-exercises-ebookdemo.pdf">https://www.e-grammar.org/download/e-grammar-exercises-ebookdemo.pdf</a>
3	<a href="https://www.e-grammar.org/pdf/english-grammar-modal-verbs.pdf">https://www.e-grammar.org/pdf/english-grammar-modal-verbs.pdf</a>
4	<a href="https://www.e-grammar.org/pdf/english-grammar-conditional-tense.pdf">https://www.e-grammar.org/pdf/english-grammar-conditional-tense.pdf</a>
5	<a href="https://www.e-grammar.org/pdf/english-grammar-question-tags.pdf">https://www.e-grammar.org/pdf/english-grammar-question-tags.pdf</a>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

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

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and theirplace in it.									
LO3	To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in Britishliterature									
LO5	To create an aptitude of critically probing through the text									
<b>UNIT</b>	<b>Details</b>									
I	Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice -									
II	Robert Edgar Burns – “The Potter” William Blake – “The Chimney Sweepers” John Keats – “Endymion” Book-I									
III	William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks in Beauty John Milton - Paradise Lost Book IV.									
IV	Christopher Marlowe - <i>Dr. Faustus</i> Francis Beaumont and John Fletcher - <i>Philaster</i> Oliver Goldsmith - <i>She Stoops to Conquer</i>									
V	Jonathan Swift – A Voyage to Lilliput - <i>Gulliver’s Travels</i> Charles Dickens - <i>A Tale of Two Cities</i> .									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
<b>CO2</b>	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
<b>CO3</b>	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
<b>CO4</b>	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
<b>CO5</b>	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
<b>Web Resources</b>		
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., <a href="https://doi.org/10.1007/978-1-349-07664-2_5">https://doi.org/10.1007/978-1-349-07664-2_5</a> .	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, <a href="https://doi.org/10.1093/owc/9780199536238.003.0047">https://doi.org/10.1093/owc/9780199536238.003.0047</a> .	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
<b>UNIT</b>	<b>Details</b>									
I	Robert Frost – <i>Stopping by Woods on a Snowy Evening</i> Walt Whitman <i>O Captain, My Captain!</i> Henry Wadsworth Longfellow – <i>The Bridge</i> Sylvia Plath - <i>Tulips</i>									
II	Sherman Alexie- <i>Crow Testament</i> Edgar Allan Poe - <i>The Raven</i> Emily Dickinson - <i>Because I Could Not Stop for Death.</i> E E Cummings – <i>I Carry Your Heart with Me</i>									
III	Edger Allan Poe – The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									
IV	Tennessee Williams- <i>The Glass Menagerie</i> Eugene O' Neill - <i>Emperor Jones</i>									
V	Harriet Beecher Stowe - <i>Uncle Tom's Cabin</i> Herman Melville- <i>Billy Budd</i> Leslie Marmon Silko- <i>Ceremony</i>									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	<b>PO1</b>
<b>CO2</b>	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	<b>PO1, PO2</b>
<b>CO3</b>	Articulate ways that American literature reflects complex historical and cultural experiences.	<b>PO4, PO6</b>
<b>CO4</b>	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	<b>PO4, PO5, PO6</b>
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.	<b>PO3, PO8</b>
<b>Text Books (Latest Editions)</b>		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W.Norton & Company, 2022.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub.Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
<b>Web Resources</b>		
1.	"Harriet Beecher Stowe's Uncle Tom's Cabin." 2003, <a href="https://doi.org/10.4324/9781315812113">https://doi.org/10.4324/9781315812113</a> .	
2.	Mason, Ronald. "Herman Melville and 'Billy Budd.'" <i>Tempo</i> , no. 21, 1951, pp. 6–8.,	



<https://doi.org/10.1017/s0040298200054863>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**FIRST YEAR - SEMESTER II**

**ME 2 – HISTORY OF ENGLISH LITERATURE (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Core</b>	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I	History of British Literature British Poetry, Prose, Drama and Fiction, Covering Representative Writers Down the Ages									
II	The Renaissance Period (1350 – 1660): An Introduction to The Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean Drama, Comedy of Humours									
III	The Late Seventeenth and The Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-Sentimental Comedies, Pre- Romantics									
IV	Well Made Play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play									
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti, Victorian Poets -Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
<b>TEXT BOOKS (LATEST EDITION)</b>		
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1. 2.	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
1.	<b>Web Resources</b> <b><i>ALEX00.PDF (manavata.org)</i></b>	

### Mapping with Programme Outcomes:

	<b>P O 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO1 0</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

### Mapping with Programme Specific Outcomes:

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

**FIRST YEAR –  
SEMESTER II**

**ENTREPRENEURIAL SKILLS (SEC-II)**

Subject Code	Category	L	T	P	S	Credits	Inst · Ho urs	Marks		
								C I A	Exte rnal	Total
	Core	Y	Y	-	-	1	2	25	75	100
<b>s</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
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.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.								PO1	
<b>CO2</b>	Explore entrepreneurial skills and management function of a company.								PO1, PO2	

<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4, PO6
<b>CO4</b>	Understand various steps involved in starting a venture.	PO4, PO5, PO6
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.		
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York	
<b>Web Resources</b>		
1.	<a href="#">6 Must-Have Entrepreneurial Skills   HBS Online</a> <a href="#">MindTools   Home</a>	

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**FIRST YEAR – SEMESTER I**  
**PUBLIC SPEAKING SKILLS (SEC-III)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	1	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking								P O 1	
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them								PO1, PO2	
<b>CO3</b>	Understand how to give effective verbal and nonverbal feedback								PO4, PO6	
<b>CO4</b>	Learn about planning speech organization for the intended audience								PO4, PO5, PO6	



<b>CO5</b>	Practice effective group delivery and speech in formal context.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson	
2.	Frleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	<i>Apple, W.,Streeter, L.A. &amp; Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715- 727.</i>	
<b>Web Resources</b>		
1.	<i>Learning Outcomes / Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)</i>	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

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

<b>Semester III</b>				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 5	British Literature II	5	4
4	Core 6	American Literature II	5	4
5	Elective 3	Literary Genres and Terms	3	4
6	SEC 4	English for Career	1	2
7	EVS		2	2
8	Naan Mudhalvan		2	2
<b>Total</b>			<b>24</b>	<b>30</b>

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
<b>UNIT</b>	<b>Details</b>									
I	Alfred Tennyson- Tithonus Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T. S. Eliot - The Wasteland (1 – 144 Lines) W. H. Auden - The Unknown Citizen Philip Larkin - The Whitsun Weddings									
II	G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers									

III	G.B. Shaw – <i>Arms and the Man</i> John Osborne - <i>Look Back in Anger</i>	
IV	Jane Austen - <i>Persuasion</i> Charlotte Brontë - <i>Jane Eyre</i>	
V	Arthur Conan Doyle – <i>Hound of Baskervilles</i> Agatha Christie (Graphic Novel) – <i>Murder on the Orient Express</i>	
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
<b>CO2</b>	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
<b>CO3</b>	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
<b>CO4</b>	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
<b>CO5</b>	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green - <i>Winged Words</i> – Mac Millan	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.	
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.	

3.	<i>Look Back in Anger, by John Osborne: Theatre Program, 1974, La MamaTheatre. 1974.</i>
<b>Web Resources</b>	
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp. 135–157., <a href="https://doi.org/10.1057/9780230598270_6">https://doi.org/10.1057/9780230598270_6</a> .
2.	Smith, Grover. "Eliot's World before the Waste Land." <i>The Waste Land</i> , 2020, pp.1–17., <a href="https://doi.org/10.4324/9781003070627-1">https://doi.org/10.4324/9781003070627-1</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
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

– Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes

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

**SECOND YEAR – SEMESTER III**  
**CORE VI - AMERICAN LITERATURE - II**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks	
								CIA	External
	<b>Core</b>	Y	Y	-	-	5	4	25	75
<b>Learning Objectives</b>									
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.								
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.								
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.								
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.								
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.								
<b>UNIT</b>	<b>Details</b>								
I	Theodore Roethke - <i>The Meadow Mouse</i> . Wallace Stevens - <i>The Emperor of Ice Cream</i> Emily Dickinson - <i>The Bird Came Down the Walk</i> Maya Angelou - <i>Phenomenal Women</i> Chief Dan George - <i>My Heart Soars</i> .								
II	Lorraine Hansberry – <i>A Raisin in the Sun</i> Neil Simon - <i>Barefoot in the Park</i>								
III	Henry David Thoreau - <i>Winter Animals</i> Ralph Waldo Emerson - <i>The American Scholar</i> James Baldwin – <i>Stranger in the Village</i>								
IV	Nathaniel Hawthorne - <i>The House of the Seven Gables</i> Toni Morrison – <i>Beloved</i>								
V	Mark Twain - <i>The Adventures of Tom Sawyer</i> . Angeline Boulley - <i>Fire keeper's Daughter</i>								

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	<b>P O 1</b>
<b>CO2</b>	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1, PO2
<b>CO3</b>	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	PO 4, PO 6
<b>CO4</b>	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO 4, PO 5, PO 6
<b>CO5</b>	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO 3, PO 8
<b>Text Books (Latest Editions)</b>		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. An Anthology of American Literature - ?	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dickinson, Emily. <i>A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.	
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.	
3.	Morrison, Toni. <i>Beloved</i> . Everyman's Library, 2006.	
4.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.	
<b>Web Resources</b>		



1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp. 430–38, <a href="http://dx.doi.org/10.1515/9781400838004.430">http://dx.doi.org/10.1515/9781400838004.430</a> .
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." <i>The Scarlet Letter</i> , Oxford University Press, 2008, <a href="http://dx.doi.org/10.1093/owc/9780199537808.003.0025">http://dx.doi.org/10.1093/owc/9780199537808.003.0025</a> .

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER III**

**ME 3– LITERARY GENRES AND TERMS (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help students apply literary terminology to fiction, drama, and poetry.									
LO2	Help them recognize the main elements of different literary genres and assess their significance									
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry									
LO4	To enable them to identify a literary text's main themes and make reasonable assertions about their meaning									
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.									
<b>UNIT</b>	<b>Details</b>									
I	<b>Literary Theory and Terms:</b> The Basics Classicism (62), Comparative Literature (70), Eco Criticism (109), Existentialism (129), Expressionism (130), Feminist Criticism (138), Marxist Criticism (214), Modernism (230), Naturalism (239), New Criticism (244), Neo formalism (245), Postcolonial Literature (285), Postmodernism (288), Psychoanalytic Criticism (296)									
II	<b>Types of Prose Text-semiotics: The Basics</b> Fictional Prose: Novel (252), Novella (254), Short Story (MHA), Screen Plays (326) Non-fictional Prose: Memoirs (218), Autobiographies (30), Biographies (40), Epistles (122) Heroic Prose: Legends (199), Fables (133) Prose Poem (294)									
III	<b>Terms for Interpreting Authorial Voice- Terms for Interpreting</b> Interpreting Authorial Voice: Characterization (56), Dialogue (96), Point of View (283), Tone (360), Symbolism (351), Narratives (first person (141), second person (359), unreliable narrator (373)), Apology (22), Irony (187), Satire (322), Stream of Consciousness (343), Interpreting Characters: Antagonist (16), Anti-hero (17), Archetype (24), Epithet (123), Protagonist (294)									
IV	<b>Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot</b> Terms for Interpreting Word choice: Denotation (91), Connotation (73),									

	Colloquialism (66), Diction (96), Syntax (354)	
	2. Terms for Interpreting dialogues: Rising action (MHA), Falling action (MHA), Persuasion (MHA), Point of view (283), Pun (298)	
	3. Speech terms for interpreting plot: Flashback / Analepsis (13), Climax (64), Exposition (129), Setting, Motif (233)	
v	<b>Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts</b>	
	Culture, Avant Garde (33), Intertextuality (184), Deconstruction (88), Discourse (99), Cultural Materialism (81), Transnationalism, Diaspora, Hybridity, Hegemony, Melting Pot, Alienation, Identity Crisis, Ethnicity	
<b>Course outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Understand new definitions of contemporary critical issues such as ‘Cyber criticism’ and ‘Globalization’.	PO 1
<b>CO2</b>	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	PO1, PO2
<b>CO3</b>	Get a complete coverage of traditional and radical approaches to the study and production of literature.	PO4, PO6
<b>CO4</b>	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	PO4, PO5, PO6
<b>CO5</b>	Gain thorough accounts of critical terminology and analyzes of key academic debates.	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2.	Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Taafe, James G. A Student’s Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
<b>Web Resources</b>	
1.	<i>1821-literary-terms.pdf (cgc.edu)</i>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER III**  
**ENGLISH FOR CAREER (SEC-IV)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students gain knowledge about the job search, application, and interview process									
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.									
LO3	Help them with strategies for identifying the jobs that match their interests and skills									
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing									
LO5	To enable learners to describe themselves and their experiences in a résumé									
<b>UNIT</b>	<b>Details</b>									
I	<b>Definition of English Language</b> - Characteristic Features – English in the past, present and the future, <b>Purposes of English Language</b> – Importance of Essential Grammar (Concord, Articles, Preposition and Tenses) and Essentials of English Speeches									
II	Verbal Communication: The Written Channel (writing a Resume and C V, writing a formal letter of application, writing for a specific audience)									
III	Major Roles played by English Language in Education and various career choices – Group Discussion, Interview Skills, searching for a job offering web site and screening them, Vocabulary, and Paralinguistics.									
IV	English language as an identity to popular culture – Advertisements, Short films, Documentary, WhatsApp, twitter, and LinkedIn									
V	The major developments happening in the contemporary world by using English language – email, blog, websites, media, content writing and Vlog.									
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>									
<b>CO1</b>	Attain communicative competence so that they can use language accurately and appropriately								PO1	
<b>CO2</b>	Understand the basic features of communication and aim at improving language skills								PO1, PO2	
<b>CO3</b>	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.								PO4, PO6	

<b>CO4</b>	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
<b>CO5</b>	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	<i>English for JOBSEEKERS, Language and Soft Skills for the Aspiring:</i> Foundation Books, Cambridge University Press India Pvt. Ltd., 2013. Print
2.	<i>Methods of Teaching English</i> , N Krishnaswamy and Lalitha Krishnaswamy, Macmillan, 2011, Print
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
2	<i>Speaking and Writing for Effective Business Communication</i> , Francis Soundararaj, Macmillan, 2007, Print
3.	<i>Communication Skills</i> , Sanjay Kumar, Pushpalatha. Oxford University Press, 2013. Print
4	<i>An Outline History of the English Language</i> , F T Wood, Macmillan, 1978
<b>Web Resources</b>	
1.	<a href="https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publicationCoverPdf">https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publicationCoverPdf</a>

**Mapping with Programme Outcome:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

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

<b>Semester IV</b>				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 7	World Literature in Translation	5	4
4	Core 8	Aspects of Language and Linguistics	5	4
5	Elective 4	Non Mandatory Elective	3	4
6	SEC 5	English for Business	1	2
7	Value Education		2	2
8	Naan Mudhalvan		2	2
<b>Total</b>			<b>24</b>	<b>30</b>

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	<b>Details</b>									
I	Dante - <i>Ulysses' Last Voyage</i> Johann Wolfgang von Goethe - <i>The Violet</i> Victor Hugo - <i>Tomorrow at Dawn</i> . Khalil Gibran - <i>Your Children are not Your Children</i> .									
II	Pablo Neruda - <i>If you forget me</i> . Ovid – <i>Pyramus and Thisbe</i> . Alexander Pushkin - <i>The Gypsies</i> . Horace - <i>Satires</i> ( On Discontent ) Gabriel Okara - <i>The Mystic Drum</i> Jean Arasayanagam - <i>Two Dead Soldiers</i>									



III	Walter Benjamin - <i>Unpacking My Library</i> Montaigne - <i>On Friendship</i> .
IV	Marie Clements - <i>The Unnatural &amp; Accidental Women</i> . Samuel Beckett - <i>Waiting for Godot</i> .
V	Gabriel García Márquez - <i>A Very Oldman with Enormous Wings</i> . Ivan S. Turgenev - <i>The District Doctor</i> . Antoine de Saint-Exupéry - <i>The Little Prince</i> .

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
<b>CO2</b>	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
<b>CO3</b>	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
<b>CO4</b>	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
<b>CO5</b>	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.	
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.	
2.	Benjamin, Walter, and Martin Jay. <i>Unpacking My Library</i> . 2010.	
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.	
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.	

5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talonbooks Limited, 2005.
<b>Web Resources</b>	
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, <a href="http://dx.doi.org/10.7312/hook93490-002">http://dx.doi.org/10.7312/hook93490-002</a> .

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER IV**

**CORE VIII - ASPECTS OF LANGUAGE & LINGUISTICS**

Semester IV				
1	Part I	Tamil	3	6
2	Part II	English	3	6
3	Core 7	World Literature in Translation	5	4
4	Core 8	Aspects of Language and Linguistics	5	4
5	Elective 4	Non Mandatory Elective	3	4
6	SEC 5	English for Business	1	2
7		Value Education	2	2
8		Naan Mudhalvan	2	2
<b>Total</b>			<b>24</b>	<b>30</b>

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	4	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
I	George Yule - <i>Introduction to Study of Language</i> Ralph Fasold & Jeff Connor – Linton: <i>An Introduction to Language and Linguistics</i>									

II	David Holmes - Theory of Communication – From <i>Communication Theory</i> Alfred Solomonick - General Semiotics - From <i>The Theory of General Semiotics</i> <i>Linguistics, Sign, Language &amp; Culture</i> <i>Language &amp; Writing</i> .	
III	Ferdinand De Saussure - <i>Introduction to Saussurian Structuralism</i> – <i>Course in Linguistics</i> Daniel Jones - <i>Introduction to Phonology &amp; Morphology</i> – (Gimson’s Pronunciation of English) Noam Chomsky - <i>Syntax &amp; Semantics from Syntactic Structures</i>	
IV	Peter Roach: Computing in Linguistics & Phonetics-Introductory Reading.	
V	F.T.Wood - Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole Tej K. Bhatia, William C. Ritchie Editor(s): - Bilingualism / Multilingualism – <i>The Handbook of Bilingualism and Multilingualism</i> Alexander Clark, Chris Fox, and Shalom Lappin - Natural Learning Process – <i>The Handbook of Computational Linguistics and Natural Language Processing</i>	
	<b>TEXTS</b> Akamajian A., R.A.Demers & M Harnish - <i>Linguistics: An Introduction of Language &amp; Communication</i> Bloomfield - Language D. Bolinger: <i>Structural Aspects of Language Change</i> Ferdinand De Saussure - <i>Course in General Linguistics</i> Rajend Mesthrie & Rakesh M.Bhatt: <i>The Study of New Linguistic Varieties</i>	
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	PO1
<b>CO2</b>	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1, PO2
<b>CO3</b>	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4, PO6
<b>CO4</b>	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4, PO5, PO6

<b>CO5</b>	Contribute to new thinking and innovation processes within the area of linguistic specialization.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.	
2.	Harley, Trevor A. <i>The Psychology of Language</i> . Psychology Press, 2013.	
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	McLuhan, Eric, and Marshall McLuhan. <i>Theories of Communication</i> . Peter LangPub Incorporated, 2011.	
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.	
3.	Bloom, Leonard. <i>Language</i> . University of Chicago Press, 1984.	
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.	

#### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**Suggested Non-Mandatory Elective (Allied) Areas for B.A Programme (3 credits)**  
**SECOND YEAR - SEMESTER IV**  
**NME 1 – MYTH AND LITERATURE (ELECTIVE)**

<b>Sem IV</b> <b>(1 to be</b> <b>opted)</b> <b>ELECTIVE 4</b>	NME1.Myth and Literature
	NME2.Film and Literature
	NME3.English Teaching Methods and Materials
	NME4.Translation: Basic Concepts and Practice.

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



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Understand the origin and sources of myths in literature	PO1
<b>CO2</b>	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
<b>CO3</b>	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
<b>CO4</b>	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
<b>CO5</b>	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.	
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.	
2.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.	
<b>Web Resources</b>		
1.	<i>Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.</i>	

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3– Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER IV**

**NME 2 – FILM AND LITERATURE (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Core</b>	Y	Y	-	-	3	4	25	75	100
<b>LEARNING OBJECTIVES</b>										
LO1	To help students look closely into the relation between film and literature.									
LO2	Introduce learners to the various ways in which literature and the moving image diverge.									
LO3	Help the learners understand how each form makes their own claims to the narrative.									
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.									
LO5	<b>Help learners gain perspective on literature's relationship with cinema</b>									
<b>UNIT</b>	<b>Details</b>									
I	<b>Theories, Practices, Forms, Adaptations, Migrations</b> William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)									
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) Stanley Kubrick, 2001: A Space Odyssey (1968)									
III	<b>Cinema from novella and dramatic literature</b>									
IV	Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)									
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now (1979)									

<b>COURSE OUTCOMES</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
<b>CO2</b>	Familiarize with the interdependence of the two art forms that collectively and individually represent, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
<b>CO3</b>	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6
<b>CO4</b>	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6
<b>CO5</b>	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.
2.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.
3.	Bill Nichols (ed), <i>Movies and Methods: Vol. II: An Anthology</i> . Calcutta: Seagull Books, 1985.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990. Print.
2.	Horton Andrew, 'Film and Literature', <i>Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93- 99. Print
<b>Web Resources</b>	
1.	<i>(PDF) Film and Literature (researchgate.net)</i>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**Mapping with Programme Specific Outcomes:**

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

## SECOND YEAR - SEMESTER IV

## NME 3 – ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To enable learners get an overview of the place of English in India.									
LO2	Help them understand the position of English in the post – independence period.									
LO3	Enable them to interpret and justify the place of English in Three Language formula.									
LO4	Help them gain insight into the unique and very important place of English in 21st century.									
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).									
<b>UNIT</b>	<b>Details</b>									
I	Introduction - Historical Background of English In India									
II	English In Post – Independent Period –The Three Language Formula									
III	English In 21st Century - Objectives Of Teaching English									
IV	Objectives Of Teaching English At Elementary Level									
V	Objectives Of Teaching English At Secondary Level									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>									
CO1	Learn about the methods and materials of teaching ESL								PO1	
CO2	Learn about some of the strategies and techniques used to address specific language skills								PO1, PO2	

<b>CO3</b>	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	PO4, PO6
<b>CO4</b>	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	PO4, PO5, PO6
<b>CO5</b>	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	PO3, PO8

**Text Books (Latest Editions)**

1.	Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. ISBN: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
3.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.

**References Books  
(Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)**

1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1), 17-22. Available At: <a href="http://Llt.Msu.Edu">Http://Llt.Msu.Edu</a> Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children’s Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
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**Web Resources**

1.	<i>Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: <a href="http://www.readingmatrix.com/current.html">http://www.readingmatrix.com/current.html</a>.</i>
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**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3– Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**SECOND YEAR - SEMESTER IV**  
**NME 4 – TRANSLATION: BASIC CONCEPTS AND PRACTICE (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>LEARNING OBJECTIVES</b>										
LO1	To enable learners get an overview of translation concepts									
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.									
LO3	Gain exposure to some basic concepts related to Translation.									
LO4	Familiarize with some Important Institutions of Translation and their contributions									
LO5	Help learners get a knowledge on Translation Studies									
<b>UNIT</b>	<b>Details</b>									
I	Origin and Development of Translation in Global perspective									
II	Origin and Development of Translation and its Present Scenario.									
III	Important Institutions of Translation (some important Translators and their works)									
IV	Basics of Translation and Translation Studies – An Introduction									
V	Objectives and Importance of Translation									
<b>COURSE OUTCOMES</b>										
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>									
<b>CO1</b>	Be able to explain the growth and development of Translation and some basic concepts related to it.							PO1		

<b>CO2</b>	Be ready to discuss and define Translation Studies.	PO1, PO2
<b>CO3</b>	Familiarize and learn about the different types of books and the need for their translation.	PO4, PO6
<b>CO4</b>	<b>Gain exposure to the field of translation studies and explore the dynamics of the field.</b>	PO4, PO5, PO6
<b>CO5</b>	Learn about the use of translation and the methods of assessing the written concepts of translation.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York	
2.	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia	
3.	Susan Bassnett , Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York	
<b>Web Resources</b>		
1.	<i><a href="https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf">https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf</a></i>	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMSTER - IV**  
**ENGLISH FOR BUSINESS (SEC-V)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students learn strategies and practical language to deal with <b>reallife</b> situations.									
LO2	To help them improve on how to <b>speak</b> and <b>write</b> in order to keep <b>communication</b> going and always appear <b>professional</b> and <b>competent</b>									
LO3	To enable them to use the language <b>flexibly</b> and express in the <b>suitable</b> language for the <b>context</b> : for example, in social, professional or academic contexts									
LO4	To help them strengthen their <b>understanding</b> of <b>native speakers</b> in <b>real life situations</b> by learning strategies and through practice, practice, practice!									
LO5	To help them to consistently develop a <b>comprehensive</b> vocabulary through real, authentic resources									
<b>UNIT</b>	<b>Details</b>									
I	Business English Definition and Difference									
II	Highlights/ Significance/Essentials of Business English									
III	Needs of Business English									
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
V	Economic Development through Business English									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	<b>Strengthen</b> their language <b>skills</b> : writing, reading, listening & speaking								PO1	
<b>CO2</b>	Understand real <b>speech patterns</b> and learn pronunciation techniques in fluent speech								PO1, PO2	
<b>CO3</b>	Improve their <b>confidence</b> and learn how to <b>connect</b> with people in English								PO4, PO6	
<b>CO4</b>	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.								PO4, PO5, PO6	
<b>CO5</b>	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues								PO3, PO8	

<b>Text Books (Latest Editions)</b>	
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.
<b>Web Resources</b>	
1.	<i>English language skills for the future   Cambridge English</i>

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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