

St. Mary's College (Autonomous)
Re-accredited with 'A+' Grade by NAAC (4th Cycle)
Thoothukudi-628001, Tamil Nadu
(Affiliated to Manonmaniam Sundaranar University)



Syllabus (w.e.f. 2024)
B.A. English Literature
School of Language and Culture
Outcome Based Curriculum (w.e.f 2024)

UG Course Structure (2024-2027)

Semester – III

Part	Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
						CIA	ESE	Total
I	Tamil / French	24ULTA31 24ULFA31		6	3	40	60	100
II	English	24UGEN31	Poetry, Prose, Extensive Reading and Communicative English-III	6	3	40	60	100
III	Core V	24UENC31	British Literature – II	5	5	40	60	100
	Core VI	24UENC32	African Literature	4	3	40	60	100
	Generic Elective III	24UENE31	History of English Literature – I	4	3	40	60	100
	NME	24UENN31	Essential English Communication – I	2	2	20	30	50
IV	Skill Enhancement Course III	24UENSE3	Soft Skills for Career Advancement	2	2	40	60	100
	Ability Enhancement Course	24UAYM31	Yoga & Meditation	1	1	20	30	50
V	Self-Study/ MOOC / Internship (Compulsory)	24UENSS1	Speculative Fiction		+2	--	50	50
			Total	30	22+2			

Semester – IV

Part	Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
						CIA	ESE	Total
I	Tamil / French	24ULTA41 24ULFA41		6	3	40	60	100
II	English	24UGEN41	Poetry, Prose, Extensive Reading and Communicative English – IV	6	3	40	60	100
III	Core VII	24UENC41	Literature and Society	5	5	40	60	100
	Core VIII	24UENC42	World Literature	4	3	40	60	100
	Generic Elective IV (Allied)	24UENE41	History of English Literature – II	4	3	40	60	100
	NME- II	24UENN41	Essential English Communication – II	2	2	20	30	50
IV	Skill Enhancement Course (Discipline Specific - IV Elective)	24UENSE4	Media Writing	2	2	40	60	100
	Ability Enhancement Course (Entrepreneurial Based)	24UAEBA1	Business English	1	1			
V	NCC / NSS / Sports				1			
	CDP Extension Activity				+1			
			Total	30	23+1			

Semester V

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core IX	24UENC51	Introduction to Shakespeare	6	5	40	60	100
	Core X	24UENC52	World Literatures in Translation	6	5	40	60	100
	Core XI	24UENC53	Literary Criticism	6	4	40	60	100
	Core XII	24UENC54	New Literatures in English	5	4	40	60	100
	Discipline Specific Elective I	24UENE51/ 24UENE52	Phonetics for English Proficiency/ Travel Literature	5	4	40	60	100
IV	Skill Enhancement Course V	24UENSE5	Practical Criticism	2	2	20	30	50
	Self- Study/ Online course / Internship (Optional)	24UENSS2	Detective Fiction		+2	--	50	50
Total				30	24+2			

Semester VI

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core XIII	24UENC61	Indian Writing in English	6	5	40	60	100
	Core XIV	24UENC62	American Literature	6	5	40	60	100
	Core XV	24UENC63	War Literature	6	5	40	60	100
	Core XVI	24UENP61	Project and Viva Voce	6	5	40	60	100
	Discipline Specific Elective II	24UENE61/ 24UENE62	Maritime Literature/ Mythical Literature	4	3	40	60	100
IV	Skill Enhancement Course VI	24UENSE6	Introduction to Theatre	2	2	20	30	50
Total				30	25			

SEMESTER – III			
Part II English Poetry, Prose, Extensive Reading and Communicative English - III			
Course Code: 24UGEN31	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

Objectives:

- To enable the learners, experience the literary works.
- To use English effectively for academic purpose across the curriculum.
- To develop interest in the appreciation of Literature.
- To develop and integrate the use of LSRW skills.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO -1	identify the central themes of the literary texts.	1,3	1
CO - 2	express the correct usage of English Grammar in writing and speaking.	2,3	2
CO - 3	show their reading fluency skills through extensive reading.	2,3	3
CO - 4	analyse and appreciate literary works.	3,4	4
CO - 5	evaluate and integrate the use of the four language skills.	5	5

SEMESTER - III			
Part II English Poetry, Prose, Extensive Reading and Communicative English - III			
Course Code: 24UGEN31	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

Unit I – Poetry

William Blake (1757- 1827)	: A Poison Tree
Percy Bysshe Shelley (1792- 1822)	: Ozymandias
William Wordsworth (1770- 1850)	: The Stolen Boat
Rabindranath Tagore (1861-1941)	: Fairyland
W.H. Davies (1871-1940)	: Leisure

Unit II – Prose

A.G. Gardiner (1865- 1946)	: On Cats and Dogs
Anees Jung (1944- Present)	: Lost Spring

Unit III – Short Story

Leo Tolstoy (1828 – 1910)	: How Much Land Does a Man Need
O’ Henry (1862- 1910)	: The Gift of the Magi
Washington Irving (1783 – 1859)	: Rip Van Winkle

Unit IV – Grammar

Phrasal Verbs & Idioms
Modals and Auxiliaries
Verb Phrases – Gerund, Participle and Infinitives

Unit V – Composition / Writing Skills

Brochures for Programmes and Events (Drafting Invitations)
Official Correspondence – Leave Letter, Letter of Application & Permission Letter

Text Books (Latest Editions):

1. Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.
2. Green, David. *Contemporary English Grammar Structures and Composition*. 2nd Edition. Bengaluru: Trinity Press, 1971.

Open Educational Resources

<https://www.scribd.com/document/478432375/-lost-spring>
<https://www.thoughtco.com/usage-grammar-1692575>
<https://grammar.yourdictionary.com>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO- 1	PO-2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	2	3	3	2	3	2	3	2	2
CO-2	2	3	3	3	3	2	3	2	2	3
CO-3	3	3	3	3	3	3	3	2	2	3
CO-4	2	3	3	3	2	2	3	3	2	2
CO-5	3	3	3	2	2	3	3	3	3	2
Ave.	2.6	2.8	3	2.8	2.4	2.6	2.8	2.6	2.2	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Core V		British Literature II	
Course code: 24UENC31	Hrs/ Week: 5	Hrs/ Sem: 75	Credits: 5

Objectives:

- To introduce British identity, periods and other related forms.
- To increase the ability for students to intellectually assess the world and their place in it.
- To closely examine the various themes and methodologies present in British literature.
- To create an aptitude of critically probing through the text.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to:	PSOs Addressed	K Level
CO-1	identify the significance of British literature with its various ages and seminal writers.	2	K1
CO-2	express their critical reading skills and improve their vocabulary.	2,5	K2
CO-3	present their communication skills effectively in English with the academicians and the public.	4	K3
CO-4	analyze distinct literary texts in the light of social, historical and cultural background.	4,5	K4
CO-5	evaluate their knowledge to do assignments and research projects and prune their employability skills.	3.5	K5

SEMESTER III			
Core V	British Literature II		
Course code: 24UENC31	Hrs/ Week: 5	Hrs/ Sem: 75	Credits: 5

Unit I - Poetry

Alfred Lord Tennyson (1809-1892) : Ulysses
 Robert Browning (1812-1889). : My Last Duchess
 Mathew Arnold (1822- 1888) : Dover Beach
 W.H. Auden (1907-1973) : The Unknown Citizen
 Philip Larkin (1922-1985) : The Whitsun Weddings

Unit II - Prose

William Hazlitt (1778-1830) : Indian Jugglers
 G.K. Chesterton (1874– 1936) : Piece of Chalk
 Charles Lamb (1775- 1834) : Dream Children: A Reverie

Unit III - Drama

Oliver Goldsmith (1728- 1774) : *She Stoops to Conquer*

Unit IV - Novel

Thomas Hardy (1840-1928) : *The Mayor of Caster bridge*

Unit V - Short Story

James Joyce (1882-1941) : The Dead
 Somerset Maugham (1874-1965) : The Verger
 Charles Dickens (1812- 1870) : To be Read at Dusk
 D.H. Lawrence (1885-1930) : Odour of Chrysanthemums
 Katherine Mansfield (1888-1923) : The Doll's House

Text Books:

1. Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 Th-Century British Fiction (1985-2000)*.
2. Peter Lang AG, International VerlagDerWissenschaften, 2013.
3. Oliver Goldsmith. *She Stoops to Conquer*, Worldview Publisher. 2021.
4. Thomas Hardy. *The Return of the Native*, New York and London, Harper & Brothers publishers, 2015.
5. Lamb, Charles. *Dream Children: A Reverie*, Reed Pale Press Publishers. 1928.
6. Lawrence, D.H. "Odour of Chrysanthemums." *The Prussian Officer and Other Stories*, Penguin Classics, 2007.
7. Mansfield, Katherine. "The Doll's House." *The Garden Party and other stories*, Penguin Classics, 2007.

Open Educational Resources;

<https://interestingliterature.com/2021/05/james-joyce-the-dead-summary-analysis/> <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
<https://fullreads.com/essay/the-indian-jugglers/>;

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO1	PO2	PO3	PO4	PO5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	2	3	3	3	2	3	3	3	2	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	2	3	3	3	3	3	3	3	3
CO-4	3	2	3	3	3	3	2	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	2.8	2.8	3	3	3	3	2.8	3	2.8	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
	1	2	3

SEMESTER III			
Core VI		African Literature	
Course code: 24UENC32	Hrs/ Week: 4	Hrs/ Sem: 60	Credits: 3

Objectives:

- To make the learners understand the literature of Africa.
- To familiarise the learners with the different cultures of African Continent.
- To understand Africa through specific forms of literature and the Diaspora.
- To make them classify the genres of African literature.

Course Outcomes:

CO No	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	identify the uniqueness of African Literature in terms of form and content.	2	1
CO-2	understand how African theatre evolved during post-colonial period.	2, 5	2
CO-3	classify and evaluate the cultural, thematic, and aesthetic representations in African Literature	4	3
CO-4	analyse the genre and its contemporary form in African Literature, reflecting on sub-genres and narrative modes.	4, 5	4
CO-5	evaluate and compare the genres of African Literature.	3, 5	5

SEMESTER III			
Core VI		African Literature	
Course code: 24UENC32	Hrs/ Week: 4	Hrs/ Sem: 60	Credits: 3

Unit I- Poetry

Gabriel Okara (1921 -1967) : Were I to Choose
David Diop (1927 -1960) : Africa
Christopher Okigbo (1932 -1967) : The Passage
John Pepper Clark (1935 -2020) : Night Rain
Leopold Sedar Senghor (1906- 2001) : Black Woman

Unit II- Prose

Chinua Achebe (1930 -2013) : The Novelist as Teacher
Chimamanda Ngozi Adichie (1977 -) : The Danger of a Single Story
Nelson Mandela (1918- 2013) : An Excerpt from *Long Walk To Freedom*

Unit III- Drama

Wole Soyinka (1934 -) : *A Dance of the Forests*

Unit IV- Novel

Ngugi wa Thiong'o (1938-) : *Weep Not, Child*

Unit V- Short Story

Chinua Achebe (1930 -2013) : The Madman
Gloria Kembabazi Muhatane : The Gem and Your Dreams
Chimamanda Ngozi Adichie (1977 -) : My Mother, the Crazy African
Es'kia Mphahlele (1919-2008) : The Coffee- Chart Girl
Nadine Gordimer (1923- 2014) : Ultimate Safari

Text Books:

1. Soyinka, Wole. *A Dance in the Forests*. Surjeet Publications. 2018.
2. Achebe, Chinua. *The Novelist as Teacher*. Heinemann, 1965.
3. Achebe, Chinua. *The Madman. Girls at War and Other Stories*, Heinemann, 1972.
4. Adichie, Chimamanda Ngozi. *My Mother, the Crazy African*. African Love Stories, edited by Ama Ata Aidoo, Ayebia Clarke Publishing, 2006.

Open Educational Resources:

<https://poemotopia.com/david-diop/africa/>
<http://dodiameghana.blogspot.com/2017/03/poem-were-i-to-choose-by-gabriel-okara.html?>
<https://folukeafrica.com/the-casualties-by-john-pepper-clark/>
<https://brittlepaper.com/2020/04/dawn-of-darkness-by-ngugi-wa-hiongo-poetry/>
<https://www.academia.edu/24342779/Suubi>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	3
CO-2	3	3	3	2	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	2	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	3	3	3	2.8	3	3	2.8	3	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Generic Elective III		History of English Literature I	
Code: 24UENE31	Hrs /Week: 4	Hrs /Semester: 60	Credits: 3

Objectives:

- To provide the learners a fundamental knowledge of the history of English Literature and language over the ages.
- To make them understand literary texts in context through the ages.
- To make them identify and discuss the key literary figures and their contributions to English literature.
- To make them explore connections between English literature and other disciplines, such as history, philosophy, and art.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO 1	describe the growth of English literature with special emphasis on literary movements, genres, and writers of the age.	3,4	1
CO 2	explain the facts of the history of English literature and demonstrate an awareness on the social, historical, and cultural elements of the Age.	3,4,5	2
CO 3	classify the significant literary stalwarts and the literary works of the age and interpret the didactic purpose behind it.	3,4	3
CO 4	analyze the dominant literary and artistic productions and movements throughout the ages.	4,5	4
CO 5	evaluate texts in their cultural and historical contexts and show insight into the distinctive features of the major literary movements and genres.	3,4,5	5

SEMESTER III			
Generic Elective III		History of English Literature I	
Code: 24UENE31	Hrs /Week: 4	Hrs /Semester: 60	Credits: 3

Unit – I English Literature before Chaucer

The Place of Old English Literature
 English Literature before the Conquest
 The Age of Chaucer – Chaucer’s Work in General – The Canterbury Tales
 Other poets of Chaucer’s Age
 The beginnings of the English Drama

Unit – II Elizabethan Age / Age of Shakespeare

Age of Shakespeare - Elizabethan Poetry before Spenser –Spenser and his Poetry - The Elizabethan Romantic Drama – Shakespeare’s Predecessors – Shakespeare’s Works – Ben Jonson – The Playhouses of Shakespeare’s time –Lyly and other writers of prose fiction – Francis Bacon.

Unit – III Puritan Age

Age of Milton – Milton’s Earlier Poetry – Milton’s Prose Writing –
 Milton’s Later Poetry – Metaphysical School
 The Caroline Poets –Cowley and the ‘Metaphysical’ Poets – The Caroline Prose Writers.

Unit – IV Restoration Age

Age of Dryden – Dryden’s Poetry – Samuel Butler -- The Rise of Modern Prose –
 Dryden’s Prose Work – John Bunyan –The Drama of the Age of Dryden.
Neoclassical Age / Augustan Age
 Age of Pope – Characteristics of the Classical School of
 poetry – Pope’s Work.

Unit –V Neoclassical Age/Augustan Age (Prose and the Drama)

Daniel Defoe – Jonathan Swift – Addison and Steele
 The Age of Johnson – Johnson – Goldsmith
 Historical Significance of the novel – Samuel Richardson – Henry Fielding – The
 Continuance of the Augustan Tradition
Age of Transition
 Growth of the Love of Nature in 18th Century Poetry – Gray, Burns and Cowper.

Text Book:

1. Hudson, William Henry. *An Outline History of English Literature*. New Delhi: Atlantic Publishers & Distributors, 2013.

Books for Reference:

1. Leguouis, Emily & Cazamian. *A Short History of English Literature*. J.M. Dent & Sons, 1964.
2. Long, William J. *English Literature*. Ginn and Company, 1909.

Open Educational Resources

<https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>

http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa_08 <https://www.britannica.com/art/English-literature>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	1	2	3	3	3	2	2	2	3
CO-2	3	1	2	3	3	3	2	3	2	2
CO-3	3	2	2	3	3	3	2	2	2	3
CO-4	3	1	3	3	3	2	3	2	3	2
CO-5	2	2	1	3	3	3	2	3	2	2
Ave.	2.8	1.4	2	3	3	2.8	2.2	2.4	2.2	2.4

Mapping	< 40%	≥ 40% and <70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
NME I Essential English Communication I			
Course Code: 24UENN31	Hrs /Week:2	Hrs /Semester:30	Credits:2

Objectives:

- To help the learners focus on the LSRW skills.
- To enhance the learner's ability to communicate accurately and fluently.
- To introduce corrective measures to eliminate grammatical errors in speaking and writing.
- To help them use language in day-to-day life activities.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO 1	identify the structural organization of language at different levels of expression.	1,3	1
CO 2	understand the basic concepts of functional language in spoken discourse.	2	2
CO 3	classify the relationship between the form and function of grammatical categories.	3,4	3
CO 4	analyse the importance of English language in response to various situations.	4	4
CO 5	make and evaluate presentations with the correct usage of vocabulary.	5	5

SEMESTER – III			
NME I Essential English Communication – I			
Course Code:24UENN31	Hrs /Week:2	Hrs /Semester:30	Credits:2

Unit I - Vocabulary

Synonyms, Antonyms, Homonyms, Prefixes & Suffixes, Word- Building,
Word Clusters, One- word substitutes, Foreign words and usage, Words often confused

Unit II - Grammar

Parts of Speech
Subject Verb Agreement
Spotting Errors

Unit III – Comprehending Skills

Comprehension
Report Writing
Paragraph Writing

Unit IV- Conversational Skills

Conversation (dialogues)
Greetings
Public Speaking

Unit V – Presentation Skills

Self-Introduction
Welcome Address/ Vote of Thanks Compeering

Books for Reference:

1. Azar, Betty Schramper. *Fundamentals of English Grammar*. 4th Edition. Pearson Longman Publishing, 1994.
2. Murphy, Raymond. *Intermediate English Grammar: Reference and Practice for South Asian Students*. Cambridge UP, 1999.
3. Dr. K.Hema. *Current English Usage*. Shanlax Publications, 2016.

Open Educational Resources:

<https://www.coursera.org/articles/presentation-skills>
<https://www.uis.edu/learning-hub/writing-resources/handouts/learninghub/commonly-confused-words>
<https://irisreading.com/what-are-comprehension-skills-explained-for- beginners/>
<https://ugcportal.com-onewordsubstitution>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO- 1	PO-2	PO-3	PO-4	PO-5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	2	3	3	2	2	2	3	2	2	3
CO-2	2	3	3	2	2	2	3	2	2	3
CO-3	2	3	3	2	2	2	3	2	2	3
CO-4	2	3	3	3	2	2	3	3	2	2
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2	2.8	2.8	2.4	2.2	2	2.8	2.2	2.2	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Skill Enhancement Course III Soft Skills for Career Advancement			
Course Code:24UENSE3	Hrs/Week: 2	Hrs/Semester: 30	Credits: 2

Objectives:

- To educate students the appropriate interpersonal and competent skills.
- To help students attain employability standards and reach professional goals.
- To help students to use AI in generating ideas and concepts.
- To get equipped with technical knowledge according to the professional needs.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	understand the nuances of competent skills	1, 3	1
CO-2	apply communicative ability and relate with confidence	1, 3	2
CO-3	write and correspond in English proficiently and develop the ability of emotional and stress management	2, 3	3
CO-4	examine and behave appropriately in diverse situations and become original or inventive and apply lateral thinking	5	4
CO-5	plan the requirements for career and employability and work constructively as a team and assume leadership skills	4,5	5

SEMESTER III			
Skill Enhancement Course III Soft Skills for Career Advancement			
Course Code:24UENSE3	Hrs/Week: 2	Hrs/Semester: 30	Credits: 2

Unit I: Oral Skills

Verbal Communication
Group Discussion
Interviews

Unit II: Writing Skills

Modes and Forms of Writings
Business Correspondence

Unit III: Computing Skills

Google Docs
Usage of AI to generate ideas

Unit IV: Presentation Skills

Body Language
Effective Speaking
Record and insert videos in Power Point Presentation

Unit V: Professional Skills

Successful Time Management
Stress Management
Improving Interpersonal Relationship

Textbooks:

1. Dobrin, Sidney I. *AI and Writing*. Broadview Press, 2023.
2. Hariharan, S, N. Sundararajan and S.P. Shanmugapriya. *Soft Skills*. MJP Publishers, 2010.

Books for Reference:

1. Gupta, Nilanjana. *English for All*. Macmilan India Ltd, 1998.
MacKenzie, Alec, *The Time Trap: The Classic Book on Time Management*. Fine Communications, 2002.
2. Mitra, Barun.K. *Personality Development and Soft Skills*, Oxford UP, 2011 Moran, Clarice M., et al. *Revolutionizing English Education: The Power of AI in the Classroom*. Lexington Books, 2024.
3. Rao, M.S. *Soft Skills: Enhancing Employability*. I.K. International Publishing House, 2011.
Wainer, John E. *English Composition and Grammar (First Course)*, Chicago Harcourt Brace Jovanich Publishers, 1998.

Open Educational Resources:

<https://courses.lumenlearning.com/introductiontocommunication/chapter/defining-verbal-communication/>

<https://hbr.org/1964/01/strategies-of-effective-interviewing>

https://www.mindtools.com/pages/article/newHTE_00.htm

<https://www.managementstudyguide.com/interpersonal-relationship.htm>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	2	3	3	3	3	3	3	3	3	3
CO-3	3	2	3	3	3	3	3	3	3	3
CO-4	3	2	2	3	3	3	3	2	3	3
CO-5	2	2	3	3	3	2	2	3	3	3
Ave.	2.6	2.4	2.8	3	2.8	2.8	2.8	2.8	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – III	
Self-Study / MOOC/ Internship (Compulsory) Speculative Fiction	
Code :24UENSS1	Credits : 2

Objectives:

- To help the learners explore imaginative scenarios about the future of society, technology, and human existence.
- To extrapolate scientific and technological advances in AI, space exploration and biotechnology.
- To introduce students to renowned science fiction writers.
- To make the learners investigate the potential impacts on reality.

Course Outcomes:

CO.No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO -1	identify social issues through a futuristic lens.	1, 5	1
CO - 2	explain the technological impacts on individuals and the society.	1, 5	2
CO - 3	relate imaginative scenarios to understand reality.	5	3
CO - 4	examine the future trends and innovations critically.	4	4
CO - 5	evaluate creative approaches to storytelling and word building.	2	5

SEMESTER – III	
Self-Study / MOOC/ Internship (Compulsory) Speculative Fiction	
Code :24UENSS1	Credits : 2

Unit I British (Post-apocalyptic Science novella)

H. G. Wells (1866- 1946) : *Time Machine*

Unit II American (Apocalyptic tale)

Kurt Vonnegut (1922-2007) : *Cat's Cradle*

Unit: III Canadian (Futuristic Dystopian novel)

Margaret Atwood (1939 -) : *The Handmaid's Tale*

Unit IV Indian (Medical Thriller)

Amitav Ghosh (1956-) : *The Calcutta Chromosome*

UNIT V South African (Fantasy Novel)

Lauren Beukes (1976-) : *Zoo City*

Text Books:

1. Atwood, Margaret. *The Handmaid's Tale*. Vintage, 1996.
2. Beukes, Lauren. *Zoo City*. Mulholland Books, 2016.
3. Bloom, Harold. Kurt Vonnegut's *Cat's Cradle*. Chelsea House, 2002.
4. Ghosh, Amitav. *The Calcutta Chromosome*. Penguin, 2009.
5. Wells, H. G. *Time Machine*. William Collins, 2024.

Books for Reference:

1. Canavan, Gerry, and Eric Carl Link. *The Cambridge History of Science Fiction*. Cambridge UP, 2019.
2. James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge UP, 2013.
3. Landon, Brooks. *Science Fiction after 1900*. Routledge, 2014.

Open Educational Resources:

<https://www.litcharts.com/lit/the-handmaid-s-tale/summary>
<https://www.bing.com/ck/a?!&&p=4796c6d2a605bb5c2094a070bed8c87af499dd9842c8dc522239d9d3c3e39056JmltdHM9MTc0MTczNzYwMA&ptn=3&ver=2&hsh=4&fclid=283c4c06-f3ae-65e0-32a6>
<https://www.bing.com/ck/a?!&&p=bf9d5d9d91a52fa11fb757aa35f4c4b157ed21ed4c5e1280651b2a69359db654JmltdHM9MTc0MTczNzYwMA&ptn=3&ver=2&hsh=4&fclid=283c4c>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO- 1	PO-2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	3	2	2	3	3	2	2	2	3
CO-2	3	3	3	2	2	3	2	3	2	2
CO-3	2	2	2	2	3	2	2	2	2	3
CO-4	2	2	2	3	2	2	2	2	3	2
CO-5	2	3	2	2	2	2	3	2	2	2
Ave.	2.4	2.6	2.2	2.2	2.4	2.4	2.2	2.2	2.2	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – IV			
Part II English	Poetry, Prose, Extensive Reading and Communicative English - IV		
Course Code: 24UGEN41	Hrs / Week: 6	Hrs / Semester: 90	Credits: 3

Objectives:

- To enable the learners to experience the aesthetics of literary works.
- To make them use English effectively for academic purpose.
- To develop interest in the appreciation of Literature.
- To develop and integrate the use of LSRW skills.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO -1	identify and comprehend the general themes of the given works.	1,2	1
CO – 2	explain the text within their historical and cultural contexts.	1,2,3	2
CO – 3	present scholarly conversation and show their capabilities in literary competitions.	3	3
CO – 4	examine their educational and career goals.	2,4	4
CO – 5	test their understanding level in the literary development.	5	5

SEMESTER – IV			
Part II English	Poetry, Prose, Extensive Reading and Communicative English - IV		
Course Code: 24UGEN41	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

Unit I – Poetry

Lord Byron (1788 – 1824) : Stanzas for Music
 Edgar Allan Poe (1809- 1849): A Dream Within a Dream
 Robert Frost (1874 – 1963): Road not Taken
 John Masefield (1878 -1967): Laugh and Be Merry
 Edgar A. Guest (1881-1959): Don't Quit

Unit II –Prose

R.K. Narayan (1906 – 2001) : An Astrologer's Day
 Stephen Leacock (1869- 1944) : How to be a Doctor

Unit III – Scenes from Literature

Christopher Marlowe (1564-1503) : *Doctor Faustus*
 (Act 5 Scene II)
 William Shakespeare (1564- 1616): *Julius Caesar*
 (Act III – Scene II)

Unit IV – Grammar

Synthesis of Sentences
 Direct and Indirect Speech

Unit V – Communication Skills

Narrative Report
 Newspaper Report

Reference Books:

1. Malathi, *Functional English*. New Century Book House (P) Ltd., 2007.
2. Joseph, K.V. *A Text book of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited.
3. Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. 10th ed., vol. 1, W.W. Norton, 2018.
4. Marlowe, Christopher. *Doctor Faustus*. Penguin Classics, 2003.

Open Educational Resources

<http://www.gradesaver.com/George-orwell-essays/study/summary>
https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
<https://poemanalysis.com> <https://learnodo-newtonic.com/famous-indian-poem>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	3	2	3	2	3	2	2
CO-2	3	2	2	3	2	3	2	2	3	2
CO-3	2	3	2	3	3	2	3	2	2	3
CO-4	3	2	2	3	3	3	2	2	2	3
CO-5	2	2	3	3	3	2	2	3	2	3
Ave.	2.6	2.2	2.4	3	2.6	2.6	2.2	2.4	2.2	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Core VII		Literature and Society	
Course Code: 24UENC41	Hrs/Week: 5	Hrs / Semester: 75	Credits: 5

Objectives:

- To help the learners identify common themes in literature such as identity, societal norms, and human resilience.
- To make them understand the historical and cultural contexts in the literary works.
- To make them use literary techniques like symbolism and metaphor to analyze the texts.
- To help them assess the impact of literature through comparative analysis within and across genres.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	describe and recall representative writers of the literary canon and the characteristic features of their works in relation to the socio- political milieu.	1,3	1
CO-2	understand diverse cultural perspectives from different countries, time periods, and social contexts, fostering empathy and cultural sensitivity.	3,5	2
CO-3	enhance written and oral communication skills through writing assignments, discussions, and presentations.	4,5	3
CO-4	analyze the historical and social contexts of literary works, fostering a nuanced understanding of societal issues.	3,5	4
CO-5	evaluate and appreciate the diversity of literary expression by exploring works from different genres, authors, and traditions.	2,5	5

SEMESTER – IV			
Core VII	Literature and Society		
Course Code: 24UENC41	Hrs/Week: 5	Hrs / Semester: 75	Credits: 5

UNIT – I Poetry

Rabindranath Tagore (1861 – 1941)	: The Sunset of the Century
Maya Angelou (1928 – 2014)	: Phenomenal Woman
Langston Hughes (1901– 1967)	: The Negro Speaks of Rivers
Mahmoud Darwish (1941 – 2008)	: The Diary of the Palestinian Wound
Earle Birney (1904 – 1995)	: Bushed

UNIT- II Prose

Ralph Waldo Emerson (1803 – 1882)	: Self –Reliance
Mark Twain (1835 – 1910)	: Advice to Youth
F R. Leavis (1895 – 1978)	: Literature and Society

UNIT - III Drama

Vijay Tendulkar (1928 – 2008)	: <i>Silence! The Court is in Session</i>
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UNIT – IV Novel

George Orwell (1903 – 1950)	: <i>Burmese Days</i>
Om Prakash Valmiki (1950 – 2003)	: <i>Joothan: An Untouchable's Life</i>

UNIT – V Short Story

Leo Tolstoy (1828 – 1910)	: Too Dear!
Jhumpa Lahiri (1967 –)	: The Third and the Final Continent
Chimamanda Ngozi Adichie (1977 –)	: The Headstrong Historian
Alice Munro (1931 – 2024)	: Boys and Girls
Chinua Achebe (1930 – 2013)	: Dead Men's Path

Text Books:

1. Achebe, Chinua. "Dead Men's Path." *Girls at War and Other Stories*, Heinemann Educational Books, 1972, pp. 56–59.
2. Adichie, Chimamanda Ngozi. "The Headstrong Historian." *The Thing Around Your Neck*, Fourth Estate, 2009, pp. 195–218.
3. Leavis, F. R. "Literature and Society." *The Common Pursuit*, Penguin Books, 1962, pp. 167–178.
4. Lahiri, Jhumpa. "The Third and Final Continent." *Interpreter of Maladies*, Harper Collins Publishers India, 1999, pp. 198–216.
5. Munro, Alice. "Boys and Girls." *Dance of the Happy Shades*, McGraw-Hill Ryerson, 1968, pp. 111–125.
6. Orwell, George. *Burmese Days*. HarperCollins Publishers India, 2011.
7. Twain, Mark. "Advice to Youth." *Mark Twain: Collected Tales, Sketches, Speeches, & Essays 1852–1890*, edited by Louis J. Budd, Library of America, 1992, pp. 1177–1180.
8. Tendulkar, Vijay. *Silence! The Court is in Session*. Translated by Priya Adarkar, Oxford UP, 1978.
9. Valmiki, Om Prakash. *Joothan: An Untouchable's Life*. Translated by Arun Prabha Mukherjee, Samya, 2003.

Books for Reference:

1. Larkin, Emma. *Finding George Orwell in Burma*. Penguin Books, 2005.
2. Swati, Suman, and Shuchi Srivastava. "Om Prakash Valmiki's Joothan: The Depiction of Pain and Resistance." *International Journal of English Language, Literature and Translation Studies*, vol. 2, no. 4, 2015, pp. 62-79.

Open Educational Sources:

www.unreadpoetssociety.com/2020/05/07/f-r-leaviss-essay-on-literature-and-society/#google_vignette <https://www.scribd.com/doc/240032365/f-r-leavis-literature-and-society>
<https://www.wheelersburg.net/Downloads/Twain%20Youth.pdf>
<https://litmarked.com/advice-to-youth-by-mark-twain-summary/>

PSO Relation Matrix

Course Outcome	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	2	3	2	3	2	2
CO-2	2	2	3	3	3	2	2	3	2	3
CO-3	2	2	2	3	3	2	2	2	3	3
CO-4	2	2	3	3	3	2	2	3	2	3
CO-5	2	3	3	3	3	2	3	2	2	3
Ave.	2.2	2.4	2.8	2.8	2.8	2.2	2.2	2.6	2.2	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – IV			
Core VIII		World Literature	
Course Code: 24UENC42	Hrs/Week: 4	Hrs / Semester: 60	Credits: 3

Objectives:

- To familiarize students with the ancient world classic literature.
- To help them gain knowledge on the parallel growth of literature from ancient to modern periods.
- To expose students to the socio economic and cultural aspects reflected in various texts.
- To help them critically appreciate the artistic universality of world classics.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	remember and identify elements of universal literary merits and compare them with the writers of the East and the West.	1,5	1
CO-2	understand the works in their cultural, ethical, historical contexts and of the enduring human values	3,4	2
CO-3	classify the pioneers of World Classical writers and works by gaining an exposure to the diverse literary canon	1,3	3
CO-4	analyse critically and appreciate aesthetically the world classics.	2,3	4
CO-5	evaluate the literary, cultural, and human significance of the works of the diverse literary traditions.	3,4	5

SEMESTER – IV			
Core VIII		World Literature	
Course Code: 24UENC42	Hrs/Week:4	Hrs / Semester: 60	Credits: 3

Unit I: Poetry

Homer (750 B.C.)	: Book XXII The Death of Hector (lines 247 – 366)
Jalaluddin Rumi (1207–1273)	: The Guest House
Victor Hugo (1802 – 1885)	: Tomorrow at Dawn
Charles Baudelaire (1821–1867)	: The Sick Muse
William Butler Yeats (1865 -1939)	: The Second Coming
Pablo Neruda (1904 – 1973)	: The Entrance of the Rivers

Unit II: Prose

Michel de Montaigne (1533 – 1592)	: Of Friendship
Walter Benjamin (1892 –1940)	: Unpacking My Library

Unit III: Drama

Sophocles (496 – 406)	: <i>Oedipus Rex</i>
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Unit IV: Fiction

Jane Austen (1775 – 1817)	: <i>Pride and Prejudice</i>
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Unit V: Short Stories

Charlotte Perkins Gilman (1860 – 1935)	: The Yellow Wallpaper
Franz Kafka (1883 – 1924)	: A Hunger Artist
Katherine Mansfield (1888 -1923)	: The Garden Party
R.K.Narayan (1906 – 2001)	: A Horse and Two Goats
Shirley Jackson (1916 – 1965)	: The Lottery

Text Books:

1. Homer. The Iliad. Translated by Robert Fagles, introduction and notes by Bernard Knox, Penguin Books, 1998. (For Book XXII, "The Death of Hector")
2. Montaigne, Michel de Of Friendship." The Essays of Michel de Montaigne. Translated by Charles Cotton, edited by William Carew Hazlitt, E.P. Dutton, 1910.
3. Benjamin, Walter. "Unpacking My Library." Illuminations: Essays and Reflections. Edited by Hannah Arendt, translated by Harry Zohn, Schocken Books, 1968, pp. 59-67.
4. Sophocles. Oedipus Rex. Translated by Robert Fagles, in The Three Theban Plays, Penguin Books, 1984.
6. Austen, Jane. Pride and Prejudice. Thomas Egerton, 1813. (For a modern edition: Penguin Classics, 2003.)
7. Gilman, Charlotte Perkins. The Yellow Wallpaper and Other Stories. Dover Publications, 1997.
8. Kafka, Franz. "A Hunger Artist." The Metamorphosis and Other Stories. Translated by Joachim Neugroschel, Scribner, 1993.
9. Mansfield, Katherine. "The Garden Party." The Garden Party and Other Stories. Alfred A. Knopf, 1922

10. Narayan, R.K. A Horse and Two Goats and Other Stories. Viking Press, 1970.
 11. Jackson, Shirley. The Lottery and Other Stories. Farrar, Straus and Giroux, 2005.

Open Educational Resources:

<https://www.open.edu/openlearn/history-the-arts/introducing-homers-iliad/content-section-1.2>
https://www.transylvaniatimes.com/church/the-journey-inward-a-reflection-on-the-guest-house-by-poet-rumi/article_8f48330c-2d0a-5de9-ae28-4031c04029fd.html
<https://poemanalysis.com/victor-hugo/tomorrow-at-dawn/>
<https://eliteskills.com/c/17370>
<https://www.yeatvision.com/secondnotes.html>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	3	3	2	2	2	3
CO-2	2	2	3	3	2	2	2	3	3	2
CO-3	3	2	3	3	2	3	2	3	2	2
CO-4	2	3	3	3	2	2	3	3	2	2
CO-5	2	2	3	3	2	2	2	3	3	2
Ave.	2.4	2.2	2.8	3	2.2	2.4	2.2	2.8	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Generic Elective IV		History of English Literature II	
Code: 24UENE41	Hrs/Week: 4	Hrs/Semester: 60	Credits: 3

Objectives:

- To help the learners comprehend the history of English Literature.
- To help them develop an appreciation for literary stalwarts by laying special emphasis on various literary movements.
- To help the learners understand the literary theories and criticism.
- To develop a personal appreciation for English literature and its role in shaping cultural identity and values.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	describe the important literary stalwarts and literary works of the period and discuss how literature influences the socio-political history of each period.	1,2	1
CO-2	explain the socio-cultural ambience and the discursive frameworks of various ages.	2, 3	2
CO-3	classify the dominant literary and artistic movements of the early and the modern period and utilize the literary insights to excel in profession.	2, 5	3
CO-4	analyze the issues discussed in the text in the socio- historic and cultural context over the years.	3, 4	4
CO-5	evaluate the history of English Literature and focus on higher education.	4, 5	5

SEMESTER IV			
Generic Elective IV		History of English Literature II	
Code: 24UENE41	Hrs/Week: 4	Hrs/Semester: 60	Credits: 3

Unit I Romantic Age

The Age of Wordsworth –Lyrical Ballads and Wordsworth’s Theory of Poetry
Characteristics of Wordsworth’s Poetry–Coleridge– Byron – Shelley – Keats

Unit II Rise of Modern Review and Magazine

General Characteristics – The Edinburgh Men –The London Men
Scott – Other novelists of the time.

Victorian Age

The Age of Tennyson–Tennyson –Browning

Unit III Rise of Novel

Carlyle–Ruskin – Macaulay - Mathew Arnold

Victorian Age (Novel)

General Characteristics –Dickens – Thackeray - Eliot - Thomas Hardy –

Poets of the Transition – William Watson– Rudyard Kipling–Alfred Noyes – Francis Thompson –
Robert Bridges – George Bernard Shaw – Irish Drama and Poetry

Unit IV Novelists of the Transition

Novelists of the Transition – Twentieth Century Novelists – H. G. Wells – Joseph Conrad

The Present Age

Gerard Manley Hopkins – T.S. Eliot and others

Unit V Modern Age

The Changing Novel: Virginia Woolf – E. M. Foster – James Joyce – D.H. Lawrence – Aldous Huxley– J.B. Priestly – Graham Greene – Evelyn Waugh – Dorothy Sayers – Katherine Mansfield

Post Modern Age

John Osborne – Harold Pinter – Carol Ann Duffy – Salman Rushdie –Zadie Smith – Kamila Shamsie.

Text Book:

1. Hudson, William Henry. *An Outline History of English Literature*. New Delhi: Atlantic Publishers & Distributors. 2013.

Books for Reference:

1. Leguiois, Emily & Cazamian. *A Short History of English Literature*. Oxford University Press, 1998.
2. Long, William J. *English Literature*. Ginn and Company, 1909.

Open Educational Resources:

https://edisciplinas.usp.br/pluginfile.php/3875221/mod_resource/content/1/AN%20OUTLINE%20OF%20HISTORY%20OF%20ENGLISH%20LITERATURE.pdf

https://edisciplinas.usp.br/pluginfile.php/3874213/mod_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	1	2	3	3	3	2	3	2	3
CO-2	3	1	2	3	3	3	1	3	3	3
CO-3	3	2	2	3	3	3	2	3	2	2
CO-4	3	1	3	3	3	2	3	2	2	3
CO-5	2	2	1	3	3	2	3	2	2	3
Ave.	2.8	1.4	2	3	3	2.6	2.2	2.6	2.2	2.8

Mapping	< 40%	≥ 40% and <70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
NME II		Essential English Communication II	
Course Code: 24UENN41	Hrs /Week:2	Hrs /Semester:30	Credits:2

Objectives:

- To enhance the learners' communication skills.
- To help the learners speak and write error free English.
- To develop the learners' confidence in verbal and interpersonal communication.
- To make them develop the LSRW skills.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO - 1	recall the key vocabulary and grammatical rules for effective communication.	1, 3	1
CO - 2	understand the meaning and context of diverse forms of communication.	1, 2	2
CO - 3	apply the language skills in written and spoken communication.	3	3
CO - 4	analyse the break down communication scenarios to identify effective and ineffective elements.	3, 4	4
CO - 5	evaluate the impact of communication on different audiences and adapt accordingly.	5	5

SEMESTER - IV			
NME II		Essential English Communication – II	
Course Code: 24UENN41	Hrs /Week:2	Hrs /Semester:30	Credits:2

Unit I – Grammar

Modals and Semi-Modals
Degrees of Comparison
Active Voice and Passive Voice

Unit II – Writing Skills

Formal writing – Business Communication
Informal writing- Diary Writing and Letters
Resume writing

Unit III – Listening Skills

Features of Listening (Interpreting - Stories)
Pronunciation -Phonetic Symbols - (Ted Talks)
Listening Comprehension (Responding - News)

Unit IV – Sequencing Skills

Developing Hints
Reported Speech
Jumbled Sentences

Unit V – Speaking Skills

Extempore
Role Play
Debating

Books for Reference:

1. Azar, Betty Schramper. *Fundamentals of English Grammar*. 4th Edition. Pearson Longman Publishing, 1994.
2. Murphy, Raymond. *Intermediate English Grammar: Reference and Practice for South Asian Students*. Cambridge UP, 1999.
3. Dr. K.Hema. *Current English Usage*. Madurai: Shanlax Publications, 2016.

Open Educational Resources:

<https://www.twinkl.co.in/teaching-wiki/concord-in-english-grammar>
<https://unacademy.com/contnt/kerela-psc/study-material/language-proficiency-english/concord/> <https://www.toppr.com/guides/business-correspondence-and-reporting/note-making/styles/> <https://www.grammarly.com/blog/fiure-of-speech/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	3	3	3	2	3	2	2	3
CO-2	3	3	3	3	3	2	2	3	3	2
CO-3	2	3	2	3	3	2	3	2	2	3
CO-4	2	2	3	3	2	2	2	3	3	2
CO-5	2	2	3	3	3	2	3	2	2	3
Ave.	2.2	2.6	2.8	3	2.8	2	2.6	2.4	2.4	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – IV			
Skill Enhancement Course IV		Media Writing	
Course Code : 24UENSE4	Hrs/Week : 2	Hrs/Sem : 30	Credits : 2

Objectives:

- To craft compelling stories adapted for diverse media formats.
- To apply journalism principles to fact-based reporting across print, digital, and broadcast platforms.
- To develop content that effectively engages target audiences and conveys intended messages.
- To prepare for employability in mass media sector.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO -1	Compose stories designed for print, broadcast, and online distribution channels	1,2,3	1
CO - 2	Apply editorial standards to produce accurate and ethical multimedia content	2,4	2
CO - 3	Construct messages targeting demographics and psychographics of diverse audiences	2,3	3
CO - 4	Examine legal implications and considerations when writing, editing, and publishing media	1,2	4
CO - 5	Critique writing to improve engagement, storytelling, structure, and journalistic quality	2,4	5

SEMESTER – IV			
Skill Enhancement Course IV		Media Writing	
Course Code : 24UENSE4	Hrs/Week : 2	Hrs/Sem : 30	Credits : 2

Unit I Introduction

Characteristics and Techniques, Ethics for Media Writing
Mass Communication and Society: Uses, Effects and Representations

Unit II Print Media

Writing Headlines, News Features, Advertisements
Writing Reviews- Book and Film

Unit: III Electronic Media

News Anchoring
The Art of Interviewing

Unit IV Social Media

Creating a blog
Writing Scripts

UNIT V Practice and Process Writing

Design an online literary Newspaper
Create a Youtube Channel/ Create a LinkedIn Profile
Videograph an interview of a personality in your college campus

Mini Project: (Internal Evaluation- 10 marks)

Text books:

1. Adornato, Anthony. "Writing Mobile-Friendly Web Stories." *Mobile and Social Media Journalism: A Practical Guide*, CQ Press, Washington D.C., 2018.
2. Ahuja, B. N. "The Art of Interviewing." *Theory and Practice of Journalism: Set to Indian Context*, Surjeet Publications, Delhi, 1988.
3. Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2013.
4. Meera, Raghavendra Rao N. *Feature Writing*. PHI Learning Private Limited, 2009.
5. Miller, Daniel. "What Is Social Media?" *Howthe World Changed Social Media*. UCL Press, 2016.

Books for Reference:

1. Kuehn, Scott A., and Andrew Lingwall. *The Basics of Media Writing: A Strategic Approach*. SAGE, 2018.

2. Nick, Ceramilla and Lee Elizabeth. *Cambridge English for the Media*. Cambridge UP, 2008.
3. Schiff, Richard. Foreword. *Writing for TV and Radio: A Writers' & Artists' Companion*. Sue Teddem and Nick Warburton. Eds. Carole Angier and Sally Cline. Bloomsbury, 2016.

Open Educational Resources:

<https://bizfluent.com/facts-6852659-introduction-print-media.html>

<https://communications.tufts.edu/marketing-and-branding/social-media-overview/>

<https://sendpulse.com/support/glossary/mass-media>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	3	3	3	2	2	3
CO-2	2	3	3	3	2	2	3	2	3	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	3	3	2	2	3	3	3	2	2	2
CO-5	3	3	2	3	2	2	3	2	3	2
Ave.	2.6	3	2.4	2.4	2.4	2.4	3	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – IV			
Ability Enhancement Course		Business English	
Code: 24UAEBA1	Hrs/Week: 1	Hrs/Sem: 15	Credits: 1

Objectives:

- To equip students to meet employability standards and requirements.
- To communicate effectively in business contexts through structured written and verbal messages.
- To compose documents and materials for workplace settings
- To develop English proficiency for tasks common in professional environments.

Course Outcomes:

CO. No.	Upon completion of this course, students will	PSOs Addressed	K Level
CO -1	simplify technical concepts and interpret data to understandable content for diverse stakeholders	1, 4	1
CO - 2	analyze communication implications of cultural and organizational norms when doing business globally	2,4,5	2
CO - 3	apply ethical communication principles regarding workplace conduct, corporate ethics, and responsible business messaging	3,4,5	3
CO - 4	compose written communication for professional settings using business formats and tone	4, 5	4
CO - 5	construct verbal messages for workplace interactions and business presentations	4,5	5

SEMESTER – IV			
Ability Enhancement Course		Business English	
Code: 24UAEBA1	Hrs/Week: 1	Hrs/Sem: 15	Credits: 1

Unit I Introduction

Basics of Business Communication
E- Communication

Unit II Official Writing

Business Letters
Report Writing
Notice, Agenda, Minutes

Unit: III Data Interpretation

Tabular Data
Graphical Data

Unit IV Workplace Vocabulary and Expression

Job related Terms and Vocabulary
Idioms and Phrasal Verbs

UNIT V Oral and Presentation Skills

Oral Communication- Process and practice
Mini Project – PowerPoint2 Presentations

Text Books:

1. George, Sebastian. *Business English*. Commonwealth Publishers Pvt. Ltd, 2009.
2. Hart, Stephen. *EMBARK: English for Undergraduates*. CUP, 2016.

Books for Reference:

1. Brieger, Nick, and Sabine Pohl. *Technical English: Vocabulary and Grammar*. Oxford UP, 2008.
Evans, David. *Essential Business Vocabulary Builder: Intermediate to Upper-Intermediate*. Express Publishing, 2010.
2. Frendo, Evan. *How to Teach Business English*. Pearson Education, 2005.
3. Maier-Fairclough, Jane, and Beverly Holten. *Strategies for Business and Technical Writing*. Pearson, 2001.
4. Winnard, Emily, et al. *Business English Frameworks*. Cambridge UP, 2015.

Open Educational Resources:

Market Leader Upper Intermediate Business English Course Book PDF

[https://textbooks.englishclub.com/files/13-Market-Leader-3rd-Ed-\(Upper-Intermediate\)-Course-Book.pdf](https://textbooks.englishclub.com/files/13-Market-Leader-3rd-Ed-(Upper-Intermediate)-Course-Book.pdf)

Cambridge English for Business Studies Student's Book PDF

<https://www.cambridge.org/ccd/academic/subjects/languages-and-culture/business-english/english-business-studies-3rd-edition-students-book?format=pb&isbn=9781107460901>

Basic Business English textbook by Rebecca Corfield PDF

<https://web2.uvcs.uvic.ca/courses/elc/studyzone/410/vocab/BasicBusinessEnglish.pdf>

Essential Business English textbook by Rebecca Corfield PDF

https://rafalzero.files.wordpress.com/2019/01/rebecca_corfield-essential_business_english_languages.pdf

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	3	2	3	2	2	3	2
CO-2	2	3	2	3	3	2	3	2	3	3
CO-3	2	2	3	3	3	2	2	3	3	3
CO-4	2	2	2	3	3	2	2	2	3	3
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2.2	2.4	2.2	3	2.8	2.2	2.2	2.2	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Core IX		Introduction to Shakespeare	
Code: 24UENC51	Hrs/Week: 6	Hrs/Sem: 90	Credits: 5

Objectives:

- To acquaint students with the universality of Shakespeare's writings.
- To understand Shakespeare's use of poetic devices, wordplay, imagery and rhetorical techniques.
- To develop an understanding of the Shakespearean motifs.
- To explore the historical, social and cultural background of Elizabethan and Jacobean England.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	show interest in the art of staging Shakespearean plays and indulge in research on Shakespearean oeuvre.	1, 3	1
CO-2	illustrate the nature of theatres and audience of the Elizabethan age.	1, 3	2
CO-3	apply Shakespeare's plays and sonnets in relation to their respective social, historical, cultural, political and modern contexts.	3, 4	3
CO-4	outline the linguistic richness and figurative language of Shakespeare's works.	2, 3	4
CO-5	evaluate Shakespeare's works within the critical and theoretical framework and emerge as creative writers.	4, 5	5

SEMESTER V			
Core IX		Introduction to Shakespeare	
Code: 24UENC51	Hrs/Week: 6	Hrs/Sem: 90	Credits: 5

UNIT – I Introduction

Shakespearean Theatre and Audience - Sources for Shakespearean Plays - Problems in categorising Shakespearean plays-Women in Shakespeare - Fools and Clowns – Supernatural Elements.

UNIT – II Sonnets

Introduction to Shakespearean Sonnets

Sonnets:

“Weary with toil, I haste me to my bed,” (Sonnet 27)

“Full many a glorious morning have I seen” (Sonnet 33)

“Since brass, nor stone, nor earth, nor boundless sea,” (Sonnet 65)

“O, how I faint when I of you do write,” (Sonnet 80)

“Let Me Not to the marriage of True Minds” (Sonnet 116)

UNIT – III Comedy

A Midsummer Night's Dream

UNIT – IV Romantic Tragedy

Romeo and Juliet

UNIT – V Tragedy

Macbeth

Text Book:

1. Shakespeare, William. *The Complete Works of Shakespeare*. Wordsworth Editions, 1996.
2. Shakespeare, William. *Shakespeare's Sonnets & Poems*. Edited by Dr. Barbara A. Mowat and Paul Werstine, Simon & Schuster, 2006.

Books for Reference:

1. Brown, Russell John. *Shakespeare and his Comedies*. London: Routledge, 2014. Print.
2. Bradley, A. C. *Shakespearean Tragedy*. New York: Meridian Books, 1955.
3. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays*. New Delhi: Dominant Publishers and Distributors, 2007.

E-resources:

1. <https://www.folger.edu/explore/shakespeares-works/shakespeares-sonnets/read/>
2. <https://www.oxfordscholastica.com/blog/a-beginners-guide-to-shakespeares-plays/>
3. <https://online.maryville.edu/blog/william-shakespeare-influence/>
4. https://folgerpedia.folger.edu/List_of_sources_for_Shakespeare%27s_works

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	2	3	3	3	2	3	3	3	3	3
CO-4	3	3	2	3	3	3	3	3	3	2
CO-5	3	2	3	3	3	3	3	2	3	3
Ave.	2.8	2.8	2.8	3	2.8	3	3	2.8	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER-V			
Core X		World Literatures in Translation	
Course Code: 24UENC52	Hrs / Week: 6	Hrs/ Semester: 90	Credits : 5

Objectives:

- To make the students understand the magnitude of World Literatures in translation.
- To stimulate intensive reading for a broader perception of the world's greatest writers.
- To analyse the influence of translation in world literature.
- To examine the historical, social, cultural and psychological contexts.

Course Outcome:

CO No.	Upon completion of this course, students will be able to	PSO addressed	K Level
CO-1	understand the literary genres of World Literatures through translation.	1	1
CO-2	apply comprehensive knowledge of diverse cultures and values expressed	3	3
CO-3	explore the sociological dimensions with the approaches of writers to human existence	3	4
CO-4	analyze the aesthetic philosophy and spiritual values expounded in world literature	4	4
CO-5	estimate the conventions and ideologies of world's greatest writers and comprehend the philosophy stated.	5	5

SEMESTER-V			
Core X		World Literatures in Translation	
Course Code: 24UENC52	Hrs / Week: 6	Hrs/ Semester:90	Credits : 5

Unit I: Poetry

Horace (1048-1131)	: The Odes- Book 1 (Ode 1.1)
Johann Wolfgang Von Goethe (1749-1832)	: The Dance of the Dead
Charles Baudelaire (1821-1867)	: Hymn to Beauty
Subramania Bharathiyar (1882- 1921)	: The Heart cannot Endure
Khalil Gibran (1883 - 1931)	: A Tear And A Smile

Unit II: Prose

Michel de Montaigne (1533 – 1592)	: Of Books
Chimamanda Ngozi Adichie (1977 – present)	: We Should All Be Feminists

Unit III: Drama

Kalidasa (4 th -5 th c)	: <i>Abhijnana Sakuntalam</i>
Anton Checkov (1860 – 1904)	: <i>The Cherry Orchard</i>

Unit IV: Fiction

Herman Hesse (1877 – 1962)	: <i>Back to Jerusalem</i>
Gabriel Garcia Marquez (1927 – 2014)	: <i>One Hundred Years of Solitude</i>

Unit V: Short Stories

Leo Tolstoy (1828-1910)	: God Sees the Truth But Waits
Vladimir Nabokov (1899 – 1977)	: The Vane Sisters
Franz Kafka (1883-1924)	: The Bucket Reader
Albert Camus (1913 -1960)	: The Guest

Text Books:

1. Horace. *The Odes of Horace*. Trans. by Jeffery H. Kaimowitz. John Hopkins University, 2008.
2. Kalidasa. *Abhijnana Sakuntalam*. Ed. Ramesh Chandran. Tr. A H Eden. Global Vision, 2004.
3. Checkov, Anton. *The Cherry Orchard*. Trans. by Julius West. Dover Publications, 1991.
4. Garcia Marquez, Gabriel. *One Hundred Years of Solitude*. Trans. by Gregory Rabassa, Penguin Classics, 2000.

E- Resources:

<https://ameforeignpolicy.wordpress.com/wp-content/uploads/2018/02/we-should-all-be-feminists.pdf>

<https://guidingliterature.com/critical-analysis-of-the-play-abhijnana-shakuntalam>

<https://www.marxists.org/archive/tolstoy/1906/twenty-three-tales/chapter-1.html>

https://www.mrquerino.com/uploads/5/2/7/8/52783407/the_vane_sisters_handout_pdf.pdf

<https://antilogicalism.com/wp-content/uploads/2017/07/kafka.pdf>

<https://www.theatlantic.com/magazine/archive/1957/12/the-guest/642533/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	2	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	2	3	3
Ave.	3	3	3	2.8	3	3	2.8	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Core XI		Literary Criticism	
Code: 24UENC53	Hrs/Week: 6	Hrs/Sem: 90	Credits:5

Objectives:

- To familiarize the learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
- To equip the learners with ideas related to the theory and criticism of literary texts.
- To intensify students' proficiency in the skills at the heart of a liberal education.
- To help the learners emphasize on the careful reading of primary theoretical texts, with attention to historical and social contexts.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	identify a familiarity with the history of literary critics of the Classical Age.	1	1
CO-2	explain the keyconcepts of literary criticism of the Age of Renaissance and Neo-Classicism.	1, 2	2
CO-3	interpret the meaning, significance, and value of specific literary critical works of the Romantic Age.	3	3
CO-4	interrogate specific literary critical concepts of the Victorian Age and the Modern Age.	4	4
CO-5	appraise the literary critical concepts of all the ages.	4, 5	5

SEMESTER V			
Core XI Literary Criticism			
Code: 23UENC52	Hrs/Week: 6	Hrs/Sem: 90	Credits:5

Unit I Classical Age

Plato (428 – 347 BC)
Aristotle (384-322 BC)
Dante (1265-1321)

Unit II Renaissance & Neo-Classical Age

Sir Philip Sidney (1554-1586)
Ben Jonson (1572-1637)
Alexander Pope (1688-1744)
Dr. Johnson (1709-1784)

Unit III Romantic Age

William Wordsworth (1770-1850)
S.T. Coleridge (1772-1834)

Unit IV Victorian Age

Mathew Arnold (1822-1888)
Walter Pater (1839-1894)

Unit V Modern Age

T.S. Eliot (1888 - 1965)
I.A. Richards (1893 - 1979)
F. R. Leavis (1895-1978)

Text Books:

1. Drable, Margaret. The Oxford Companion to English Literature. London: Oxford University Press, 2006.
2. Prasad, B. An Introduction to English. Delhi. Macmillan India Limited, 1965.
3. Ryan, Michael. The Encyclopedia of Literary and Cultural Theory. London: Blackwell, 2011.

Books for Reference:

1. Atkins, J.W.H. English Literary Criticism 17th 18th Centuries. Ardent Media, 1963.
2. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press, 2009.
3. Con Davis Robert and Schleifer Ronald. Contemporary Criticism: Literary and Cultural Studies. London: Longman, 1998.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	2	2	3	2
CO-2	3	2	3	3	2	2	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	2	2	3	3	3	2	3	2
CO-5	3	3	2	3	2	3	3	2	3	3
Ave.	3	2.8	2.6	2.6	2.8	2.8	2.4	2.4	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Core XII		New Literatures in English	
Code: 24UENC54	Hrs/Week: 5	Hrs/Sem: 90	Credits:4

Objectives:

- To introduce students to the aesthetics of the third world literatures in English.
- To familiarize them with the socio-cultural perspectives and concerns across cultures.
- To intensify students' knowledge in the all genres of New Literatures.
- To help the learners emphasize on the careful reading of primary theoretical texts, with attention to historical and social contexts.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	identify a familiarity with the history of the third world poetry.	1	1
CO-2	explain the key concepts third world criticism through prose texts.	1, 2	2
CO-3	interpret the meaning, significance, and value of specific drama works of the third world countries .	3	3
CO-4	interrogate concepts of New Literatures in the prescribed novels.	4	4
CO-5	appraise the concepts of all the ages in short stories of the third world countries.	4, 5	5

SEMESTER V			
Core XII		New Literatures in English	
Code: 23UENC54	Hrs/Week: 5	Hrs/Sem: 90	Credits:4

Unit I Poetry

A. D. Hope (1907-2000) : Australia
David Diop (1927-1960) : The white man killed my father
Derek Walcott (1930-2017) : A Far Cry from Africa
Alice Walker – Remember Me?
Margaret Atwood: Helen of Troy Does Countertop Dancing
Yasmine Gooneratne : There Was A Country

Unit II Prose

Julius Nyerere (1922-1999) : Freedom and Development
Ngugi wa Thiong'o (b 1938) : Decolonising the Mind- On the Abolition of English Department
Chimamanda Ngozi Adichie (b1977) : The Danger of a Single Story

Unit III Drama

J. M. Synge (1871-1909) : Riders to the Sea
Wole Soyinka (b.1934) : The Dance of the Forest

Unit IV Novel

Kalid Hosseini (b.1965)– The Kite Runner
Paulo Coelho – (b. 1947) - The Alchemist

Unit V Short Story

Jorge Luis Borges (1899- 1986) : Death and the Compass
Lee Kok Liang (1927- 1992) : When the Saints Go Marching
Gita Hariharan (b.1954) :The Remains of the Feast

Text Books:

Sidwa, Bapsi. Ice Candy Man. Penguin Random House, 1989.
Thiong'o, Ngũgĩ. Decolonising the Mind: The Politics of Language in African Literature. East African Educational Publishers, 1986.
Soyinka, Wole. Three Short Plays: The Swamp Dweller, The Trials of Brother Jero, The Strong Breed. Oxford University Press, 1969.

Books for Reference: Gibbs, James, ed. Critical Perspectives on Wole Soyinka. Three Continents Press, 1980. McDonald, Ian and Stewart Brown, eds. Caribbean Poetry. Heinemann, 1992. S

E- Resources:

<https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-bya.html#:~:text=In%20the%20poem%2C%20%22Australia%E2%80%9D,idea%20that%20Australia%20is%20civilized.&text=He%20sees%20Australia%20as%20a,country%20to%20a%20'sp hinx'>.

<https://english.umd.edu/research-innovation/journals/interpolations/fall-2018/summary-dangersingle-story>

https://www.academia.edu/35526398/Bapsi_Sidhwa_s_Novel_Ice_Candy_Man_A_Feminist_Perspective.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	2	2	3	2
CO-2	3	2	3	3	2	2	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	2	2	3	3	3	2	3	2
CO-5	3	3	2	3	2	3	3	2	3	3
Ave.	3	2.8	2.6	2.6	2.8	2.8	2.4	2.4	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER-V			
Discipline Specific Elective I Phonetics for English Proficiency			
Course Code : 24UENE51	Hrs/ week :5	Hrs/ Sem : 75	Credits :4

Objectives:

- To help the learners understand the sound systems of English Language.
- To make them analyse the structure of English Language at various levels.
- To improve the learners' spoken English and standard pronunciation of the English language.
- To enhance and equip the speaking skills of the students with correct Pronunciation.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	identify correct Stress and Intonation pattern.	1, 5	1
CO-2	identify and analyse the variations in speech sounds.	3, 2	2
CO-3	apply LSRW skills to foster effective oral and written communications.	3, 4	3
CO-4	analyse the articulation of standard pronunciation of English words.	2, 4	4
CO-5	evaluate and use the vowel and consonant sounds flawlessly with stress and intonation.	5	5

SEMESTER-V			
Discipline Specific Elective I Phonetics for English Proficiency			
Course Code: 24UENE51	Hrs/ week :5	Hrs/ Sem : 75	Credits : 4

Unit I - Theoretical Phonetics

Organs of Speech
Production of Sounds

Unit II - Segmental Phonetics

English Speech Sounds - Consonants
English Speech Sounds - Vowels

Unit III - Suprasegmental Phonetics

Word Stress
Intonation Patterns

Unit IV - Practical Phonetics: Transcription

Features of Transcription
Transcribing words, sentences and paragraphs

Unit V - Practical Phonetics: Oracy

Listening
Speaking / Conversation

Text Book:

1. Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2017.
2. Roach, Peter. *English Phonetics and Phonology*. A Cambridge University Press, 2009

Books for Reference:

1. Connor, J.D.O. *Better English Pronunciation*. Cambridge University Press, 1967.
2. Gimson, A.C. *An Introduction to the Pronunciation of English*. 3rd edition. Hodder Arnold, 1989.
3. Kingdon, Roger. *English Intonation Practice*. Longman, 1958.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes(PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	2	3	3	3	3	3	3	2	3	3
Ave.	2.8	3	2.8	2.8	3	3	2.8	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Discipline Specific Elective I Travel Literature			
Course Code: 24UENE52	Hrs/Week: 5	Hrs/Semester: 75	Credits: 4

Objectives

- To enhance the learners' own culture in day-to-day life.
- To help the learners analyse the various features of travel writing.
- To make them explore different cultures and traditions.
- To make them challenge preconceptions and foster empathy towards other social groups.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	apply the literary insights and language skills gained from textual interpretation to excel in professions.	2, 4	3
CO-2	apply diverse frames of references from literature to elevate themselves as economically independent and empowered individuals.	5	3
CO-3	analyse different genres of literature and develop a holistic perspective on literatures from different nations.	1, 5	4
CO-4	create ideas grounded in research to articulate confidently and effectively the socio-political and the environmental issues.	3, 4	6
CO-5	generate critical thinking and develop cultural sensitivity by formulating arguments and Higher Order Thinking Skills (HOTS) to address global issues	3, 2	6

SEMESTER-V			
Discipline Specific Elective I		Travel Literature	
Course Code: 24UENE52	Hrs/Week : 5	Hrs/Semester : 75	Credits : 4

Unit I

Introduction – Definition Types of Travel Writing - Features of Travel Writing

Unit II Poetry

Samuel Taylor Coleridge (1772–1834)	: Rime of the Ancient Mariner
Edgar Allan Poe (1809–1849)	: Eldorado
Dorothea Mackellar (1885–1968)	: My Country
Patrick Anderson (1915–1979)	: My Son
Umasree Raghunath (1976 -)	: Travel to Incredible India

Unit III Prose

Marco Polo (1254–1324)	: Travels in the Land of Serpents and Pearls
Joan Didion (1934–2021)	: On Keeping a Notebook
Pico Iyer (1957– present)	: Why We Travel?

Unit IV Novel

Jules Verne (1828 to 1905)	: <i>Around the World in Eighty Days</i>
Graham Greene (1904 – 1991)	: <i>Travels With My Aunt</i>

Unit V Short story

William Somerset Maugham (1874–1965)	: The Lotus Eater
Ray Bradbury (1920–2012)	: A Sound of Thunder
David Grann (1967– present)	: The Lost City of Z
Jennifer Egan (1962–present)	: Emerald City

Text Books:

1. Verne, Jules. *Around the World in Eighty Days*. Bantam Books, 2006.
2. Bradbury, Ray. *A Sound of Thunder*. Barrett Kendall Publishing Limited, 2001.
3. Egan, Jennifer. *Emerald City*. Knof Doubleday Publishing Group, 2010.
4. Grann, David. *The Lost City of Z*. Knof Doubleday Publishing Group, 2010.
5. Maugham, W.S. "The Lotus Eater." *The Mixture as Before*, Doubleday Publishing Group, 1940.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	2	3	3	3	3	3	3	2	3	3
Ave.	2.8	3	2.8	2.8	3	3	2.8	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER- V			
Skill Enhancement Course V Practical Criticism			
Code:24UPCA51	Hrs /Week: 2	Hrs /Semester: 30	Credits: 2

Objectives:

- To expose students to different literary techniques.
- To help them apply techniques to analyze literary texts.
- To help the learners use the literary terms and forms.
- To make them analyse a work of art linguistically and rhetorically.

Course Outcomes:

CO No	Upon completion of the course, the students will be able to	PSO Addressed	KL
CO-1	identify the different literary techniques adopted in the text.	2	1
CO-2	explain the different critical approaches and methodologies for interpreting literature.	1, 5	2
CO-3	classify and evaluate the close reading techniques to uncover layers of meaning within the texts.	2	3
CO-4	appraise linguistically the literary texts.	1, 3	4
CO-5	evaluate any literary piece in the cultural and historical perspectives.	1, 5	5

SEMESTER- V			
Skill Enhancement Course V Practical Criticism			
Code: 24UPCA51	Hrs/Week: 2	Hrs/Semester: 30	Credits: 2

Unit I Introduction

Practical Criticism - Chapter I (Pages1-28)

Unit II Poetry - Literary Terms

Blank verse, Metaphor, Simile, Pathetic Fallacy, Objective Correlative, Onomatopoeia, Pastoral, Imagery, Personification, Irony, Alliteration, Repetition, Rhythm and Rhyme.

Unit III Prose – Literary Terms

Pun, Rhetoric, Narrative, Antithesis Ambiguity, Paradox, Parallelism, Foregrounding, Analepsis, Prolepsis, Parataxis, Hypotaxis, Humour, Pathos, Satire, Irony, Unity and Structure

Unit IV Analysis Poetry

Unit V Analysis Prose

Text Book

1. Practical Criticism – V.S. Sethuraman, C. T. Indra, T. Sriraman.

Books for Reference:

1. Abrahams M.H. *A Glossary of Literary Terms*. Cengage India Pvt. Ltd, 2015.
2. Boulton, Majorie. *The Anatomy of Poetry* (Routledge Revivals). Routledge:1st edition, 2015.
3. Boulton, Majorie. *The Anatomy of Prose*. Hassel Street Press Publication), 2021.

Web Resources:

<https://www.litcharts.com/literary-devices-andterms>
<https://literary-devices.com/>
<https://www.sparknotes.com/writinghelp/glossary-of-literary-terms/>
<https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england> <https://literacyideas.com/elements-of-poetry/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	3	3	3	2	3	3	3	3	3
CO-2	3	3	3	2	3	3	2	3	3	3
CO-3	3	2	3	3	3	3	3	2	3	3
CO-4	3	2	3	3	3	3	2	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	3	2.8	3	2.8	3	3	2.6	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – V	
Self-Study Paper	Detective Fiction
Code :24UENSS2	Credits: 2

Objectives:

- To identify and analyze the use of literary devices that create mystery, suspense, and dramatic tension
- To evaluate how detective protagonists exemplify or subvert archetypal roles and character conventions of the genre
- To examine how detective fiction reflects and critiques societal fears and power relations.
- To experience the investigative process of a crime scene through storytelling

Course Outcomes:

CO.No.	On completion of the course, the students will be able to	PSO Addressed	K Level
CO -1	Comprehend the detective fiction narratives, themes of crime, justice and social order	1, 2	1, 4
CO - 2	Identify how authors employ elements like mystery, suspense and investigate processes in detective novels.	1, 4	3, 4
CO - 3	Apply the evolution of detective fiction archetypes and formulae across different literary periods.	3, 4	5
CO - 4	Examine the social and cultural contexts reflected in detective fiction's portrayal of criminality.	1, 4	2, 5
CO - 5	Evaluate the literary techniques to develop complex mysteries and reveal truth through investigation.	5	4

SEMESTER – V	
Self-Study Paper	Detective Fiction
Code :24UENSS2	Credits: 2

Unit I

Wilkie Collins (1824-1889) : *The Moonstone*

Unit II

Bram Stoker (1847-1912) : *Dracula*

Unit: III

Sir Arthur Conan Doyle (1859 -1913) : *The Hound of Baskervilles*

Unit IV

Agatha Christie (1890-1979) : *The Murder of Roger Ackroyd*

UNIT V

Gillian Flynn(1971-) : *Gone girl*

Text Books:

1. Collins, Wilkie. *The moonstone*. Oxford University Press, 1928
2. Stoker, Bram, et al. *Dracula* . Penguin Books,2019.
3. Doyle, Sir Arthur Conan, *The Hound of Baskervilles*. Rupa Publication,2018
4. Christie, Agatha. *The Murder of Roger Ackroyd* . Harper Collins,2017.
5. Flynn, Gillian. *Gone Girl*, Orion.2012

Books for Reference:

1. Bleiler, Richard. *Reference and Research Guide to Mystery and Detective Fiction*, 2nd Edition. Libraries Unlimited Inc, 2004.
2. Nickerson, Catherine Ross. *The Cambridge Companion to American Crime Fiction*. CUP, 2010.

Web Resources:

<https://guides.library.duq.edu/mystery-fiction>

[https://www.oxfordreference.com/display/10.1093/acref/9780198606536.001.0001/acref- 9780198606536-e-1382](https://www.oxfordreference.com/display/10.1093/acref/9780198606536.001.0001/acref-9780198606536-e-1382)

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	2	3	3	2	2	2
CO-2	3	3	2	3	2	3	2	2	3	2
CO-3	2	3	3	3	2	2	2	3	3	2
CO-4	3	2	3	3	2	3	2	2	3	2
CO-5	2	2	2	2	3	2	2	2	2	3
Ave.	2.6	2.4	2.4	2.6	2.2	2.6	2.2	2.2	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER –VI			
Core XIII		Indian Writing in English	
Course Code : 24UENC61	Hrs/ week : 6	Hrs/ Semester : 90	Credits : 5

Objectives:

- To familiarize students with the major Indian writers in English.
- To identify and reorient with the Indian aesthetics and sensibility.
- To appreciate the linguistic and stylistic innovations in Indian English literature.
- To examine the representation of Indian ethos, traditions, and contemporary issues through literary texts.

Course Outcome:

CO No.	Upon completion of this course, students will be able to	PSO addressed	KL
CO-1	acquaint with the major Indian writers in English.	4	1
CO-2	expose to the socio-political, economic realities of human life.	2	2
CO-3	relate to a wide range of Indian Writing in English.	1, 3	3
CO-4	redefine the meaning of ‘Indianness’ through representative works.	3, 4	4
CO-5	evaluate closely to determine a writer’s purpose and perspective.	3, 5	5

SEMESTER –VI			
Core XIII Indian Writing in English			
Course Code : 24UENC61	Hrs/ week : 6	Hrs/ Semester : 90	Credits : 6

Unit I - Poetry

Toru Dutt (1856-1877)	: The Sower
Sarojini Naidu (1879-1949)	: Palanquin Bearers
Nissim Ezekiel (1924-2004)	: Poet, Lover, Birdwatcher
A.K. Ramanujan (1929-1993)	: A River
Kamala Das (1934-2009)	: My Grandmother's House

Unit II - Prose

Dr. S. Radhakrishnan (1888-1975)	: An Ideal before the Youth
Jawaharlal Nehru (1889-1964)	: Ashoka, Beloved of the Gods

Unit III - Drama

Asif Currimbuoy (1928-1994)	: <i>The Refugee</i>
Manjula Padmanabhan (b. 1953)	: <i>Harvest</i>

Unit IV - Fiction

Chitra Banerjee Divakaruni (b. 1956)	: <i>The Forest of Enchantments</i>
Meena Kandaswamy (b. 1984)	: <i>When I Hit You</i>

Unit V - Short Story

Munshi Premchand (1880- 1936)	: The Shroud
R. K. Narayan (1906- 2001)	: A Tiger Comes to Town
Ruskin Bond (b. 1934)	: The Photograph
Temsula Ao (1945-2022)	: The Last Song

Text Books:

Bond, Ruskin. *Night Train at Deoli and Other Stories*. Penguin Books, 1988.

Currimbgoy, Asif. *The Refugee*. Writers Workshop, 1993.

Divakaruni, Chitra Banerjee. *The Forest of Enchantments*. HaperCollins Publishers, 2019.

Kandaswamy, Meena. *When I Hit You*. Europa Editions, 2020.

Padnamanaban, Manjula. *Harvest*. Aurora Metro Publications Ltd., 2003.

Srinivasa K. Iyengar. *Indian Writing in English*. Sterling Publishers, 2012.

Books for Reference:

Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford UP, 2009.

Schilpp, Paul Arthur. *The Philosophy of Sarvepalli Radhakrishnan*. The Library of Living Philosopher Inc., 1952.

Singh, Prabhat K. *The Indian English Novel of the New Millennium*. Cambridge Scholars Publishing, 2013.

E- Resources:

<https://www.thefreshreads.com/poet-lover-birdwatcher/>

https://rufusonline.blogspot.com/2007/03/ideal-before-youthdrsradhakrishnan_05.html#:~:text=In%20this%20essay%20he%20points,%20C%20economic%20C%20philosophic%20and%20religious.

<https://smartenglishnotes.com/2020/10/03/the-harvest-summary-themes-setting-and-characters/#:~:text=It's%20about%20India%20and%20the,for%20themselves%20and%20their%20families>

<http://punererearch.com/media/data/issues/59d28159067e3.pdf>

SEMESTER VI			
Core XIV American Literature			
Course Code: 24UENC62	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

Objectives:

To familiarize students with the representative writers in American literature.

To trace the historical, cultural, and social evolution of America through its literary works.

To explore the inherent voices of the age, individualism, and imagination of American literature.

To analyze the major literary movements, themes, and genres that define American literature.

Course Outcome:

Co. No.	Upon completion of this course, students will be able to	PSO addressed	KL
CO-1	comprehend the social, cultural and historical milieu of texts.	1	1
CO-2	explain the important features of American literature.	1	2
CO-3	assess the significant themes and interpret the representative works of American writers.	4, 2	3
CO-4	appraise the literary devices employed by the major writers.	1, 5	4
CO-5	review the ethical dimensions of American literature in the universal context.	3, 5	5

SEMESTER VI			
Core XIV American Literature			
Course Code: 24UENC62	Hrs/Week: 6	Hrs/Semester: 90	Credits: 4

Unit I - Poetry

- Walt Whitman (1918-1987) : O Captain! My Captain !
- Robert Frost (1874-1963) : After Apple-Picking
- Wallace Stevens (1879-1955) : Of Modern Poetry
- Langston Hughes (1902-1967) : The Negro Speaks of Rivers
- Gwendolyn Brooks (1917-2000) : The Mother

Unit II - Prose

- Ralph Waldo Emerson (1803-1882) : The American Scholar (Duties of the scholar).
- Amy Tan (b. 1952) : Mother Tongue

Unit III– Drama

- Tennessee Williams (1911-1983) : The Glass Menagerie
- August Wilson (1945-2005) : Fences

Unit IV - Fiction

- Kate Chopin (1850-1904) : *The Awakening*
- Ernest Hemingway (1899-1961) : *The Sun Also Rises*

Unit V - Short-story

- Edgar Allan Poe (1809-1849) : The Cask of Amontillado
- Mark Twain (1835-1910) : Eve's Diary
- Ray Bradbury (1920-2012) : There Will Come Soft Rains
- Jennifer Egan (b. 1962) : Found Objects

Text Books:

Baym, Nina. (ed). *The Norton Anthology of American Literature*. Vol.1.
W. W . Norton & Company, 2003.

Chopin, Kate. *The Awakening*. Xist Publishing, 2016.

Hemingway, Ernest. *The Sun Also Rises*. Learner Publishing Group, 2022.

Williams, Tennessee. *The Glass Menagerie*. Penguin Classics. 2014.

Wilson, August. *Fences*. Penguin Publishing Group, 2019.

Books for Reference:

Burt, Daniel.S. *The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times*. Houghton Mifflin Publishers, 2004.

Hover, Janet Gabler & Robert Sattelmeyer. *American History through Literature, 1820-1870*. Charles Scribner's Sons, 2006.

E- Resources:

<http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>

<https://www.theatlantic.com/magazine/1863/10/life-without-principle/542217/>

<https://smartenglishnotes.com/a-critical-analysis-of-moby-dick/>

<https://www.malayajournal.org/articles/MJM0S200959.pdf>

<https://americanliterature.com/author/mark-twain/short-story/eves-diary>

SEMESTER VI			
Core XV		War Literature	
Code: 24UENC63	Hrs/Week: 6	Hrs/ Sem: 90	Credits: 5

Objectives:

- To make the students understand the causes and consequences of armed conflicts.
- To help them gain knowledge on the physical and psychological impacts of war on soldiers and civilians.
- To equip them with the ways in which war literature impacts on the socio-political conditions of the society.
- To make them examine the role of war literature in shaping the society.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	define war poetry with its historical background, causes and consequences.	1, 4	K1
CO-2	comprehend the physical and psychological impacts of war through literature	1, 3	K2
CO-3	relate the consequences of war with texts across cultures and eras.	3, 4	K3
CO-4	analyse the effect of war on soldiers and civilians, as reflected in literature.	2, 4	K4
CO-5	evaluate the effects of war literature in shaping the society.	1, 3, 5	K5

SEMESTER VI			
Core XV		War Literature	
Code: 24UENC63	Hrs/Week: 6	Hrs/ Sem: 90	Credits:5

UNIT I Poetry

W. B. Yeats (1865-1939)	: Easter 1916
Ivory Gurney (1890-1937)	: To the Poet before Battle
Robert Graves (1895-1985)	: A Dead Boche
Siegfried Sassoon (1886-1967)	: The Hero
Laurence Binyon (1869-1943)	: For the Fallen

UNIT II Prose

Arundhati Roy (1961-)	: War is Peace (pp239-262) (The Algebra of Infinite Justice)
Bertrand Russell (1872-1970)	: The Ethics of War

UNIT III Drama

Bertolt Brecht (1898-1956)	: <i>Mother Courage and Her Children</i>
John Keegan (1934-2012)	: <i>The Face of Battle</i>

UNIT IV Fiction

Ernest Hemingway (1899-1961)	: <i>To Whom the Bell tolls</i>
Leo Tolstoy (1828-1910)	: <i>War and Peace</i>

UNIT V Short Story

Tim O' Brien (1946-)	: The Things they Carried
Richard Wright (1908-1960)	: The Man Who Was Almost a Man
Mark Twain (1835-1910)	: The War Prayer
Edgar Allan Poe (1809-1849)	: The Tell -Tale Hart

Text Books:

1. Brecht, Bertolt. *Mother Courage and her. Children*. Bloomsbury Publishing House India Private Limited. 2014.
2. Hemingway, Ernest. *To Whom the Bell Tolls*. Surjeet Publications, 2010.
3. Keegan, John, *The Face of Battle*. Penguin Books, 1978.
4. O' Brien, Tim. *The Things They Carried*. Houghton Mifflin, 1990.
5. Tolstoy, Leo. *War and Peace*. Fingerprint Publishing, 2015.

Books for Reference:

1. Gray, P. (Ed.). (2009). *The Cambridge Companion to War Writing*. Cambridge University Press.
2. Keneally, T. (2003). *The Literature of War*. Penguin Books.
3. McMurry, L. M. (1987). *War Literature and the Arts: An Annotated Bibliography*. Garland Publishing.
4. Simms, B. (Ed.). (2013). *The Oxford Handbook of Modern War*. Oxford University Press.

E-Books:

1. <https://www.jstor.org/>

2. <https://www.lithub.com/>

3. <https://books.google.com/>

4. <https://books.google.com/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	3	3	3	3	2	3	3
CO-2	3	3	3	2	3	3	3	3	2	3
CO-3	3	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	2	3	3	3
Ave.	3	2.8	2.8	2.8	2.8	3	2.8	2.8	2.8	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
Core XVI		Project	
Code: 24UENP61	Hrs/Week: 6	Hrs/Semester: 90	Credits: 5

Objectives:

- To provide guidelines to students on how to write research papers in literature.
- To encourage research culture among students.
- To enhance critical thinking skills by analyzing and synthesizing information to form reasoned conclusions.
- To enhance written and oral communications skills to effectively present research findings.

CO. No	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	comprehend, identify, locate, and critically evaluate relevant sources of information.	1, 2	1
CO-2	acquaint with the fundamentals of Research process in characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field	3, 4	2
CO-3	apply problem solving skills to address research questions and challenges in the research	4	3
CO-4	interpret new literary works to build broad-based knowledge and skills necessary to fulfil their goals	4, 5	4
CO-5	formulate an original, increasingly analytical thesis of their own.	5	5

SEMESTER VI			
CORE XVI		Project and Viva Voce	
Code: 24UENP61	Hrs/Week: 6	Hrs/Semester: 90	Credits: 5

Dissertation: About 50 pages on a book other than the books prescribed for their study.

Project Evaluation: The project will be evaluated based on the students understanding of the topic, their knowledge of the fundamental aspects of research, their ability to document and present their work in accordance with the concepts of research methodology.

Text Book:

MLA Hand Book. 9th Edition. Modern Language Association of America, 2019.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	2	2	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	3	2.8	2.8	3	3	2.8	3	3	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
Discipline Specific Elective II		Maritime Literature	
Code: 24UENE61	Hrs/Week: 4	Hrs/Semester: 60	Credits: 3

Objectives:

- To help the learners understand the historical and cultural significance of maritime literature.
- To make them explore the complex relationship between the humans and the ocean.
- To make them examine the coastal communities and their traditions.
- To help them raise concern on ocean conservation and marine life.
- To make them evaluate the influence of real-life maritime events on literature.

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	identify the diverse cultural representations in maritime literature.	1,3	1
CO-2	explain the historical, cultural, and literary aspects of maritime literature.	2,3	2
CO-3	classify the different lifestyle of the sailors and their sufferings.	3,4	3
CO-4	analyse the themes, characters and narrative techniques in maritime literature.	2,4	4
CO-5	evaluate maritime literature as a scope for higher research-oriented study.	5	5

SEMESTER VI			
Discipline Specific Elective II		Maritime Literature	
Code: 24UENE61	Hrs/Week: 4	Hrs/Semester:60	Credits: 3

Unit I Poetry

Samuel Taylor Coleridge (1772-1834) : The Rime of the Ancient Mariner

Lord Byron (1788 – 1824) : The Ocean
 John Masefield (1878-1967) : Sea Fever
 Derek Walcott (1930–2017) : A Sea Chantey
 J. D Mc Clatchy (1945-2018) : Achill Island

Unit II Prose

Richard Henry Dana Jr. (1815–1882) : Two Years before the Mast (Extract)
 Rachel Carson (1907 – 1964) : The Sea Around Us (Extract)

Unit III Drama

J. M. Synge (1871-1909) : *Riders to the Sea*

Unit IV Fiction

R. L. Stevenson (1850-1894) : *Treasure Island*

Unit V Short Stories

H.G. Wells (1866 – 1946) : The Sea Raiders
 Stephen Crane (1871 – 1900) : The Open Boat
 Edgar Allan Poe (1809-1849) : Ms. Found in a Bottle
 A.S Byatt (1936-2023) : Sea Story

Text Books:

1. Stevenson, Robert Louis. *Treasure Island*. Cassell and Company, 1883.
2. Synge, J. M. *Riders to the Sea*. Edited by E.H. Mikhail, Dover Publications, 1994.

Books for Reference:

1. Mc Donald, R. (Ed.). (2017). *The Cambridge Companion to the Literature of the Sea*. Cambridge University Press.
2. Munn, J. (2000). *Sailor's Delight: The Literature of the Sea*. Oxford University Press.
3. Watson, G. (1992). *The Sea and the Sacred in the Poetry of William Blake*. Macmillan.
4. Weller, J .D. (1997). *The Literature of the Sea: An Annotated Bibliography*. Garland Publishing.

E Books:

1. Dear, L. C. B. and Peter Kemp. The Oxford Companion to Ships and the Sea.
OUP, 2006.
2. [the-open-boat.pdf\(state.gov\)](#)
3. [Th eSea-Raiders\(public-library.uk\)](#)
4. <https://archive.org/>
5. <https://archive.org/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	2	3	3	3	3	3	3	2	3	3
Ave.	2.8	3	2.8	2.8	3	3	2.8	2.8	3	3

Mapping	<40%	≥ 40%and<70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
Discipline Specific Elective II		Myth in Literature	
Course Code: 24UENE62	Hrs/Week: 4	Hrs/Semester: 60	Credits: 3

Objectives:

- To help the learners understand the fundamental characteristics and elements of myths as a genre within literature.
- To make them analyze the role of myth in shaping cultural identity and influencing societal norms and values.
- To train them to investigate the relationship between myth and religion, exploring how myths often serve as foundational narratives for belief systems.
- To develop critical thinking skills by assessing the cultural appropriation and reinterpretation of myths in contemporary literature and media.

Course Outcome:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	understand the connections between myth and Literature and investigate how myths influence artistic expression in different genres.	1,5	1
CO-2	identify mythological texts and analyse the key themes, symbols, narrative structures, and their cultural context.	3,2	2
CO-3	critically analyse mythical texts and identify the recurring themes and archetypal symbols and understand the cultural significance.	3,4	3
CO-4	examine how myth and Literature reflect societal values, beliefs, and ideologies.	2,4	4
CO-5	evaluate the texts from the diverse mythological traditions around and reinterpret myths in contemporary literature and media.	5	5

SEMESTER VI			
Discipline Specific Elective II		Myth in Literature	
Course Code: 24UENE62	Hrs/Week: 4	Hrs/Semester: 60	Credits: 3

Unit I Introduction

Introduction to Mythology- Greek, Roman, Indian
The Titans and the Twelve Great Olympians, Roman Gods

Unit II Poetry

Ovid (43 BC- AD 17/18) : Aphrodite
John Keats (1795 – 1821) : Ode to Psyche
Alfred Tennyson (1809 – 1892) : Tithonus

Unit III Drama

Sophocles (c.496 BCE - 406) : *Oedipus Rex*

Unit IV Fiction

Chitra Banerjee Divakaruni (1956 -) : *The Palace of Illusions*

Unit V Short Stories

Tales from Mahabharata : Who was Karna?
The Ramayana : Ahalya's Story (64-68)
Greek Myth : Story of Echo and Narcissus
Story of Philomela

Text Books:

1. Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes*. Little, Brown, 2012.
2. Narayan, R.K. *The Ramayana*. Penguin Books, 1972.
3. Divakaruni, Chitra Banerjee. *The Palace of Illusions: A Novel*. Picador India, 2018.

E- References:

[Untold Tales from the Mahabharata: The Epic Beyond the Obvious 9390358221, 9789390358229 - DOKUMEN.PUB](#)
[Eros and Psyche \(greekmythology.com\)](#)
[Echo and Narcissus in Greek Mythology - Greek Legends and Myths](#)
[Story of Philomela \(The Nightingale in Greek Mythology\) \(atlasmythica.com\)](#)

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	2	3	3	3	3	3	3	2	3	3
Ave.	2.8	3	2.8	2.8	3	3	2.8	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
Skill Enhancement Course VI Introduction to Theatre			
Course Code : 24UENSE6	Hrs / Week : 2	Hrs / Sem : 30	Credits: 2

Objectives:

- To familiarise the learners with the definitions and functions of Drama, Theatre and Play.
- To help them gain basic understanding of the stage, the elements of dramatic structure and of theatrical production.
- To equip the students to hone their artistic quality in script writing and stage performance.
- To develop the creative process that produces live theatre experience.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO- 1	define and explain the skills, considerations and tasks associated with the creation of theatre, both individually and as a collective whole.	1, 2	1
CO- 2	identify and use the tools, materials and equipment used in scenic production and performance of plays.	2	2
CO- 3	analyze and evaluate the experience and the various components of writing and acting and apply its value both verbally and in writing.	3	3
CO- 4	appreciate the connection between stage performance and reality.	4	4
CO- 5	evaluate and articulate theatre as a socially-responsive art that creates meaning and fosters discussion, debate, and criticism.	5	5

SEMESTER VI			
Skill Enhancement Course VI Introduction to Theatre			
Course Code : 24UENSE6	Hrs / Week : 2	Hrs / Sem : 30	Credits: 2

Unit I

Drama, Theatre and Play: Introduction – Features of Drama – Theatre and its conventions – The Uses and Functions of Theatre

Unit II

The Stage and Stage Geography - Drama as a Performing Art Practice: Stage Set up

Unit III

Theatre Production – Specialists involved in Theatre Production – The Playwright– The Director –The Technicians – The Actor – The Audience
Practice: Role Play (Specialists involved in Theatre Production)

Unit IV

Play Production: Introduction and Objectives – Requirements of Play
Production Practice: Script Writing (One Act Play)

Unit V

Basic Components of acting: Gesture, Voice, Costume, Make-up, Time and Space
Management Practice: Presentation of a Monologue / Soliloquy of any of Shakespearean characters

Text Book:

1. Modali, Naga Bhushana Sarma. *An Introduction to Theatre and Drama*, “Block 1 Theatre Arts: An Introduction.” IGNOU, 2018.
<https://egyankosh.ac.in/handle/123456789/47356>

Books for Reference:

1. Sangeetha, K and A. Selvalakshmi. *An Introduction to Theatre Art*. New Century Book House (P) Ltd., 2015.
2. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge UP, 2008.
3. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

E Resources:

https://paradisvalley.libguides.com/the111/theatre_history_websites
<https://www.britannica.com/place/England/Performing-arts>
<https://windmill.org.au/wp-content/uploads/2018/09/Elements-of-Drama.pdf>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	2	3	3	3	3	3	3
CO-3	2	2	3	3	3	3	2	3	2	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	2.8	2.8	3	2.8	3	3	2.8	3	2.8	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3