



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)**

Vaniyambadi – 635 751

PG & Research Department of English

for

Undergraduate Programme

Bachelor of Arts in English

From the Academic Year 2024-25

CONTENT

- 1. Preamble**
- 2. Programme Outcomes**
- 3. Programme Specific Outcomes**
- 4. Eligibility for Admission**
- 5. Methods of Evaluation and Assessments**
- 6. Skeleton & Syllabus**

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION

Preamble

The Department of English is one of the former Department in Marudhar Kesari Jain College for Women which is quite prestigious and full-fledged in academic endeavors and we are delighted to open the gateway of the academic journey with an integral mastery and qualitative workmanship. The Department flourished with BA Literature in the year 2007 and was upgraded with MA literature in 2010. Another feather in the cap of the Department was the foreword of M.Phil., in the year 2012. Since its inception, the department has played a crucial role in stabilizing relevant specializations such as American Literature, English for Competitive Examinations, Dynamic of Public Speaking and Creative Writing, Writing for the Media, Translation Studies and English Language Teaching, Journalism. Projects at the Post Graduate level help the students to evolve better research scholars.

The Department directs not only on the curriculum but also brings out their creativity, helps them to withstand stage fear, and improves leadership integrity by establishing functions in the Department. The Department also runs several co-curricular and extra-curricular initiatives like Value added courses engendering a New Humanities through interdisciplinary collaboration and research; providing through these acts a basis for students to return to their changing worlds as active citizens and critical readers.

PROGRAMME OUTCOMES (PO)

Programme	BA., English
Programme Code	UA01
Duration	3 years [UG]
Programme Outcomes	<p>PO1: Acquire knowledge in English and trade to-apply the knowledge in their day-to-day life for betterment of self and society.</p> <p>PO2: Develop critical, analytical thinking and problem - solving skills.</p> <p>PO3:Develop research related skills in defining the problem, formulate and test the hypothesis, analyse, interpret, and draw conclusion from data.</p> <p>PO4:Address and develop solutions for societal and environmental need sociological,regional and national development.</p> <p>PO5: Work in dependently and engage in lifelong learning and enduring proficient progress.</p> <p>PO6: Provoke employability and entrepreneurship among students along with ethics and communication skills.</p> <p>PO7: Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers.</p> <p>PO8: Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.</p>

Programme Specific Outcomes:	<p>PSO1 – Identify words, grammar items and structures in English to use them in specific contexts</p> <p>PSO2 - Recognize, explore and use a range of vocabulary to formulate sentences, paragraphs, letters and other forms of narratives.</p> <p>PSO3 – List, distinguish and practice different ways of sharing ideas in spoken and written forms. Prepare written composition in real life contexts and engage in a range of interactions in the real world</p>
-------------------------------------	---

Eligibility for Admission:

Candidates for admission to the first year of the Bachelor of Arts Degree of English Course shall be required to have passed the Higher Secondary Examination by the Government of TamilNadu or any equivalent.

Methods of Evaluation and Assessment

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

Semester-I							Semester-II						
Code	Course Title	Hours Distribution				C	Code	Course Title	Hours Distribution				C
		L	T	P	S				L	T	P	S	
24UFTA11/ 24UFUR11/ 24UFHI11	Tamil- 1 Urdu-1 Hindi-1	4	1	0	0	3	24UFTA21 /24UFUR21 /24UFHI21	Tamil-2 Urdu-2 Hindi-2	4	1	0	0	3
24UFEN11	English-1	4	1	0	0	3	24UFEN21	English-2	4	1	0	0	3
24UENC11	CC-1.Introduction to Literature	3	1	2	0	5	24UENC21	CC-3British Literature-1	3	1	2	0	5
24UENC12	CC-2Indian Writing in English	3	1	0	0	3	24UENC22	CC-4American Literature	4	1	0	0	4
24UENA11	EC - 1 A1-Social History of England-I	3	1	0	0	3	24UENA21	EC-2A1-History of English Literature-I	4	1	0	0	4
24UENS11	SEC-1NME Presentation Skill	1	0	1	0	2	24UENS21	SEC-3 Digital Literacy and Concepts	1	0	1	0	2
24UENS12	SEC-2 English for Communication	1	0	1	0	2	24UAEC21	AEC-1 Life Skill for Yoga	1	1	0	0	2
24UENF11	FC-Functional English	1	1	0	0	2							
						30							30
						23							23
Semester-III							Semester-IV						
24UFTA31 24UFUR31 24UFHI31	Tamil -3 Urdu -3 Hindi -3	4	1	0	0	3	24UFTA41 24UFUR41 24UFHI41	Tamil-4 Urdu -4 Hindi -4	4	1	0	0	3
24UFEN31	English -3	4	1	0	0	3	24UFEN41	English-4	4	1	0	0	3
24UENC31	CC-5 British Literature-II	3	1	2	0	5	24UENC41	CC-7 World Literature in Translation	3	1	2	0	5
24UENC32	CC-6 Children's Literature	4	1	0	0	4	24UENC42	CC-8 Language & Linguistics	4	1	0	0	4
24UENA31	EC - 3 A1 Social History of England -2	4	1	0	0	4	24UENA41 24UENA42	EC-4 Allied-History of English Literature - II EC-5 Allied-Myth and Literature	4	1	0	0	4
24UENS31	SEC-4 Entrepreneurial Skills	1	0	1	0	2	24UENS41	SEC-5- Interview Skills	1	0	1	0	2
24UAEC31	Human Values and Professional Ethics	1	1	0	0	2	24UAEC41	AEC-3 Environmental Studies	1	1	0	0	2
						30							30
						23							23
Semester-V							Semester- VI						
24UENC51	CC -9Women's Writing	3	1	1	0	4	24UENC61	CC-12- Literary Criticism	3	1	1	0	4
24UENC52	CC-10 Introduction to Folk Literature	2	2	0	1	4	24UENC62	CC-13-Shakespeare	3	1	1	0	3
24UENC53	CC -11 Myth and Literature	2	1	1	0	4	24UENC63P	CC-14- Project	0	0	0	5	4
24UENC54	CC-12 New Literature in English	2	1	0	0	2	24UENE61/ 24UENE62	EC- 10- Journalism EC- 11- Translation Tasks	3	1	1	0	4
24UENE51/ 24UENE52	EC- 6 Film Appreciation and Review EC -7Life Writing	3	1	1	0	4	24UENE63/ 24UENE64	EC-12- Travel Media and Communication EC - 13 - Fantasy Fiction	3	1	1	0	4
24UENE53/ 24UENE54	EC- 8 Literature & Environment EC- 9- English Language Teaching	3	1	1	0	4	24UENP61	PEC – Personality Traits	1	1	0	0	2
24UAEC51	AEC- Gender Equality & Social Inclusion	1	1	0	0	2	24UENL61	SLC – Career Skills & E-Learning	0	0	0	3	2

24UENIN51	Internship (Internship at Schools & Press for 15 Days, Students should submit the Internship in the Prescribed Format after completing the Internship within 3 days)	0	0	0	0	2	24UENC61	CC-12- Literary Criticism	3	1	1	0	4
24UENIK51	Indian Knowledge System	1	1	0	0	-							
					30	23						30	23
												141+2	

Students must complete atleast one online course (MOOC) from platforms like SWAYAM, NPTEL, or Naanmudalvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.

Part- 1&2	Tamil&English	4	SEC	SkillElectiveCourse	5
CC	CoreCourse	15	FC	FoundationCourse	1
EC-AL	ElectiveCourse-Applied	7	AEC	AbilityEnhancementCourse	4
EC	ElectiveCourse-Major	4	SLC	Self-LearningCourse	1

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC11	Core Course -I Introduction to Literature	Core	3	1	2	0	5	5	25	75	100
Learning Objectives											
LO1	To introduce the different forms of literature										
LO2	To provide learners with the background knowledge of literature										
LO3	To enable learners to understand the different genres of writing										
LO4	To examine the various themes and methodologies present in literature										
LO5	To create the ability of critically examining a text										
Unit	Content										Hours
1	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.										15
2	Michael Drayton - The Parting. William Shakespeare - Sonnet 18, Sonnet 116. John Milton - When I Consider How My Light is Spent, William Wordsworth - Daffodils.										15
3	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.										15
4	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills.										15
5	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)										15

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

Textbooks:	
1	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2	Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirschner, by Cengage Learning, 2016
Reference Books:	
1	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin’s, August 2021.
3	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.
4	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
Web resources:	
1	https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud
2	https://babel.hathitrust.org/cgi/pt?id=njp.32101041988641&utm_source=chatgpt.com
3	https://www.gutenberg.org/files/996/996-h/996-h.htm#Page_47

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC12	Core Course 2- Indian writing in English	Core	3	1	0	0	3	5	25	75	100
Learning Objectives											
LO1	To familiarize with the context of colonial experience										
LO2	To understand culture, transformations										
LO3	To enable counter discourse; subalternity; identity movements										
LO4	To examine the various themes and methodologies existing in Contemporary Indian Writing in English										
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts										
Unit	Content										Hours
1	Winning of Friends (Panchathantra) – Vishnu Sharma (there are four stories to choose from) Brother’s Day from Folktales – A.K. Ramanujan Handful of Nuts, Night Train to Deoli from Ruskin Bond Sparrows - K.A. Abbas										15
2	Rabindranath Tagore - Khabhuliwala. India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck. The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi - Autobiography Science, Humanities and Religion										15
3	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo										15
4	Sarojini Naidu- The Village Song A. K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness										15
5	Rabindranath Tagore - Mukhthadhara. Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.										15

CO	Course Outcomes
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present
CO2	Analyze Indian literary texts written in English in terms of colonialism, Postcolonialism, regionalism, and nationalism
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study.
CO5	Evaluate critically the contributions of major Indian English poets and dramatists
Textbooks:	
1	Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.
Reference Books:	
1	Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008.
2	MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021
3	Shelley, Mary Wollstonecraft. Frankenstein. Create Space, 2015.
4	Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.
Web resources:	
1	https://www.penguin.co.in/book/night-train-at-deoli-and-other-stories
2	https://www.poetrybyheart.org.uk/poems/village-song
3	https://tagoreweb.in/Plays/muktodhara-82

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA11	Allied - 1 Social History of England -I	Allied	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	To provide a comprehensive idea of English literature and language over the ages										
LO2	To help student trace English literature dating from seventh century to present era										
LO3	To help them to understand the structural development of the English language										
LO4	To inform them about the various external linguistic influences										
LO5	To create the ability of critically examining a text										
Unit	Content										Hours
1	The Renaissance and its impact on England, The Reformation - Causes and Effects										12
2	The Commonwealth of Nations, The Restoration, Coffee - Houses and their Social relevance										12
3	Impact of the Industrial, Agrarian and the French Revolutions on the English Society, Humanitarian movements in England										12
4	The Reform Bills and the Spread of Education- Social Impact of the Two World Wars, The Labour Movement, The Welfare State										12
5	The Cold War (1945-1991)- The Falkland War (1981)-The Gulf War (1991).										12

CO	Course Outcomes
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.

Textbooks:	
1	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.
2	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.
Reference Books:	
1	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web resources:	
1	A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	14	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2.8	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS11	SEC (NME) - 1 Presentation Skills	SEC	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To gain information, better writing, learn about relevant news, and scan for quick fact										
LO2	To develop speaking skills in order to effectively communicate thoughts and ideas										
LO3	To inform, to train, to persuade, to motivate, and to entertain										
LO4	To develop the skill of various methods of presentation										
LO5	To overcome the physical and cognitive barriers in presentation										
Unit	Content										Hours
1	Reading skills-Read from text – Reading Comprehension										6
2	Speaking skills - extempore and impromptu speeches										6
3	Presentation skills - Narrate stories - experiences -Deliver effective PowerPoint presentations on various topics-Types and Methods of Presentation										6
4	Presentation in conference seminar etc-Presentation of reports, projects- proposals										6
5	Communication barriers – verbal and non-verbal barriers										6

CO	Course Outcomes
CO1	Read with confidence, comprehension and fluency while interacting with the message.
CO2	Express ideas more effectively and enhance speaking and listening skills.
CO3	Use slides, handouts, notes and other audio-visual aids effectively.
CO4	Plan, structure and deliver powerful presentations with effective messages.
CO5	Deal with anxiety and have a positive attitude towards presentation and public speaking. Learn the nuances of different types of public speaking (academic and non-academic).

Textbooks:	
1	Townsend, Roz. Presentation Skills for the Upwardly Mobile. Emerald, 2006.
2	Hariharan. S, et al. Soft Skills. MJP Publishers, 2010.
3	Pease, Allan. Body Language. Sudha Publications, 1998.
Web resources:	
1	http://www.teacherjoe.us/Learn_English53.html
2	http://kalinago.blogspot.com/2010/02/learning-english-through-youtube-h2le-2.html
3	http://freenuts.com/youtube-channels-for-you-to-learn-english/

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	2	3	3	3	2	3	3	3	2	2	2
CO4	3	3	3	3	3	3	3	3	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	15	14	15	15	13	15	15	13	10	12	13
Average	3	2.8	3	3	2.6	3	3	2.6	2	2.4	2.6

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS12	SEC -2 English for Communication	SEC	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.										
LO2	To sensitize students to the major issues in the society and the world.										
LO3	To provide the students with an ability to build and enrich their communication skills.										
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study										
LO5	To help them think and write imaginatively and critically										
Unit	Content										Hours
1	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.										6
2	Types of communication-Verbal-Non-Verbal.										6
3	Effective communication skills										6
4	Skills to be acquired in communication - Speaking/reading/writing/listening										6
5	Application of learning										6

CO	Course Outcomes
CO1	Identify the basic principles of communication
CO2	Analyze the various types of communication
CO3	Make use of the essential principles of communication
CO4	Identify the prominent methods and models of Communication.
CO5	Learn about the four skills of language and get familiarized with them.
Textbooks:	
1	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3	Understanding Body Language by Alan Pease.

Reference Books:	
1	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
Web resources:	
1	https://www.britannica.com/topic/communication/Types-of-communication
2	https://www.helpguide.org/relationships/communication/effective-communication?utm_source=chatgpt.com
3	https://www.verbalplanet.com/blog/the-four-key-language-skills-importance.asp

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENF11	FC - 1 (Functional English) Public Speaking Skills	FC - 1	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To help students understand the goals and benefits of public speaking										
LO2	To help them recognize communication apprehension and guide them on how to recite.										
LO3	To familiarize them on how public speaking can be used to advocate or create change										
LO4	To enable learners recognize the social and historical contexts of speech, oratory and rhetoric										
LO5	To help them think and speak imaginatively and critically										
Unit	Content										Hours
1	Public speaking – Definition-Need and significance of public speaking										6
2	Elements of Public Speaking – demonstrative- Informative-persuasive										6
3	Techniques for effective speaking skills										6
4	Methods of public speaking										6
5	Advantage and Disadvantage of public speaking										6

CO	Course Outcomes
CO1	Demonstrate an understanding of the principles of public speaking
CO2	Recognize barriers to public speaking and identify how to avoid them
CO3	Understand how to give effective verbal and nonverbal feedback
CO4	Learn about planning speech organization for the intended audience
CO5	Practice effective group delivery and speech informal context.

Textbooks:	
1	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2	Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins
Reference Books:	
1	Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.
2	Learning Outcomes Public Speaking (lumen learning. com) lu03_public_speaking.pdf (indianhills.edu)
Web resources:	
1	https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html
2	https://debateus.org/types-of-speeches/?utm_source=chatgpt.com
3	https://courses.lumenlearning.com/wm-publicspeaking/chapter/methods-of-speech-delivery/?utm_source=chatgpt.com
4	https://courses.lumenlearning.com/wm-publicspeaking/chapter/methods-of-speech-delivery/

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	2	3	3	3	2	3	3	3	2	2	2
CO4	3	3	3	3	3	3	3	3	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	13	14	15	15	13	15	15	13	10	12	13
Average	2.6	2.8	3	3	2.6	3	3	2.6	2	2.4	2.6

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC21	CC 3 - British Literature.-I	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To introduce British Identity, Periods and other related forms.										
LO2	To increase the ability for students to intellectually assess the works of British writers										
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.										
LO4	To closely examine the various themes and methodologies present in British literature										
LO5	To create an aptitude of critical probing through the text										
Unit	Content										Hours
1	Post Colonial-Interpretations of British literature Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization										18
2	Charles Lamb Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions										18
3	John Webster – The White Devil										18
4	Christopher Marlowe – Dr. Faustus										18
5	Jonathan Swift – Gulliver's Travels										18

CO	Course Outcomes
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.
CO5	Critically appreciate literature using standard literary terminology and other literary conventions.

Textbooks:	
1	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, MaryLamb.
2	The Spectator Club – Critical Appreciation by Richard Steele
3	MARLOWE, Christopher. <i>Dr.Faustus</i> . BOOK ON DEMAND LTD, 2021.
Reference Books:	
1	A Critical History of English Literature – David Daiches
2	Swift, Jonathan, et al. Gulliver’s Travels. Oxford University Press, 2019.
3	Ranger, Paul, “Technical Features.” By Oliver pp51-58., http://doi.org/10.1007/978-1-349-07664-2_5 .
Web resources:	
1	https://www.poetryfoundation.org/poems/44097/the-canonization
2	https://freeditorial.com/en/books/a-city-night-piece--2?utm_source=chatgpt.com
3	https://www.gutenberg.org/ebooks/12915?utm_source=chatgpt.com
4	https://www.gutenberg.org/files/829/829-h/829-h.htm?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC22	CC 4 - AMERICAN LITERATURE	Core	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To identify the growth and development of American literature.										
LO2	To critically examine how various genres developed and progressed.										
LO3	Learn about prominent writers and famous works in American literature.										
LO4	To closely examine the various themes and methodologies present in British literature										
LO5	To create an aptitude of critical probing through the text										
Unit	Content										Hours
1	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman, The Harlem Renaissance– Sacred Writings of the East.										15
2	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death										15
3	Martin Luther King Jr. – I have a Dream Ralph Waldo Emerson – Self-reliance										15
4	F.Scott Fitzgerald - The Great Gatsby										15
5	Jonathan Edwards - Sinners in the Hands of an Angry God										15

CO	Course Outcomes
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.
Textbooks:	
1	American Literature of the 19 th Century – Ed. Fisher Samuelson and Reninger Baid
2	A Brief History of American Literature by Richard Gray
Reference Books:	
1	Dickinson, Emily, and Johanna Brownell . <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.
Web resources:	
1	https://www.britannica.com/topic/The-Glass-Menagerie-play-by- Williams
2	https://www.poetryfoundation.org/poems/48860/the-raven

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA21	Allied - History of English Literature - I	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.										
LO2	To facilitate them understand the major literary movements and authors of England										
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics										
LO4	To identify the influence of social and cultural events through the works of the writers										
LO5	To provide the man understanding of certain linguistic processes that have contributed to the development of the English Literature										
Unit	Content										Hours
1	PROSE Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson										15
2	POETRY 14 th Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope										15
3	EARLY DRAMA Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits										15
4	LATER DRAMA Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan										15
5	NOVEL 18 th Century Novel – Jane Austin, Jonathan Swift										15

CO	Course Outcomes
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
CO2	Evaluate the way socio-cultural and Historical phenomena influence the literary production of a particular period
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages
CO4	Develop practical appreciation of the literary stalwarts of the respective periods
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.
Textbooks:	
1	W.H.Hudson–An Outline History of English Literature
2	Compton & Rickett-A History of English Literature
3	The Routledge History of Literature in English by Ronald Carter and John Mc Rae
Reference Books:	
1	History of English Literature by Edward Albert
2	A Critical History of English Literature by David Daiches
3	The Concise Cambridge History of English Literature by George Sampson
Web resources:	
1	https://iac-cheyyar.com >pdf\
2	https://ddu.collegedu.ac.in/Datafiles/cms/ecourse%20content/B.A.%20%28Hons%29%20ENG%20PAPER%204%20Growth_of_English_Drama.pdf?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS21	SEC – 3 Digital Literacy Concepts	SEC	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To help the students to be introduced to digital literacy										
LO2	To elaborate on digital values, language and culture										
LO3	To explore digital literacy in terms of information, identity and labeling										
LO4	To discuss teacher's engagement in digital literacy										
LO5	To analyze socio-economic factors in digital literacy										
Unit	Content										Hours
1	Introduction to Digital Literacy and Its Types Digitizing Information Plagiarism Checking and Digital tools										6
2	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The Role of Language in Digital Literacy										6
3	Digital Media and Its Types E-mail, Vlog, Blog, Twitter, Facebook, e-book										6
4	Digital Literacy in Education										6
5	Challenges in Digital Literacy Digital literacy challenges and importance Digital Literacy in Education										6

CO	Course Outcomes
CO1	Gain knowledge of digital literacy.
CO2	Acquire skills in text literacies and language.
CO3	Acquire skills in information digital literacy.
CO4	Build confidence in using digital literacy.
CO5	Aware of the various types socio- economic factors in digital literacy.
Textbooks:	
1	Introduction to Digital Literacy (2ndEdition)-Mark Bowles.
2	Popular Culture,New Media and Digital Literacy in Early Childhood – J.Marsh
3	Digital Literacy: Different Cultures, Different Understandings – E.Helsper.
Reference Books:	
1	Implementing Media Literacy : Empowerment, Participation and Responsibility – S.Livingston.
2	Literacy: Reading the word and the word –P.Freire and P.Macedo.
3	Media Literary in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4	Digital LiteracyforLearning–A.Martin andD.MadiganChangingLiteracies–C.Lankshear.
Web resources:	
1	https://www.grammarly.com/plagiarism-checker
2	https://libguides.unf.edu/digitalliteracy/ethics?utm_source=chatgpt.com
3	https://wordpress.com/
4	https://www.unicef.org/digitaleducation/topics/digital-literacy
5	https://www.edtechreview.in/trends-insights/insights/what-is-digital-literacy-its-importance- and-challenges

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

II YEAR
SEMESTER - III
Core Course - 5
BRITISH LITERATURE-II

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC31	British Literature - II	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To help learners to analyze British Literature written from the late 18th Century to the present.										
LO2	To understand descriptive, narrative, and argumentative styles.										
LO3	To understand how drama functions as a stage play, considering its structure, comedic elements, and audience impact.										
LO4	To trace psychological and moral growth, emphasizing her quest for autonomy and self-respect from the selected novel.										
LO5	To develop Critical Thinking and Writing Skills in Short Stories.										
Unit	Content									Hours	
1	Poetry <i>Tithonus</i> - Alfred Tennyson <i>My Last Duchess</i> - Robert Browning <i>The Goblin Market</i> - Christina Rossetti <i>The Blessed Damozel</i> - Dante Gabriel Rossetti (Historical and literary background- Life and literary career - Writing style)									18	
2	Prose <i>Sesame and Lilies</i> – John Ruskin <i>Dream Children</i> - Charles Lamb <i>Indian Jugglers</i> - William Hazlitt (The Role of Literature – Theme – Impact - Ephemeral Happiness - Philosophy of Perfection and Mastery -)									18	
3	Drama <i>R. The Rivals</i> - B. Sheridan (Character Analysis - Themes and Motifs - Literary Elements - Social and Historical Context –)									18	
4	Fiction <i>Pride and Prejudice</i> - Jane Austen									18	

	(Introduction- Family Dynamics and Parental Influence - Theme of Self-Realization and Growth - Character Analysis - Narrative Style - Concept)	
5	Short Stories <i>The Monkey's Paw</i> – W. W. Jacobs <i>Lamb to the Slaughter</i> – Roald Dahl (Overview of the stories – plot-themes - motives – characterization – style – Impact)	18

CO	Course Outcomes
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the back drop for the development of early British Literature.
CO2	Appreciate and analyses the basic elements of poetry, including meter, rhyme, and theme.
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature
CO4	Respond to literature on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the Manner and causes by which humans interact with one another.
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions

Prescribed Textbooks:

1	Tennyson, Alfred. "Tithonus." <i>The Norton Anthology of English Literature</i> , edited by Stephen Greenblatt, W.W. Norton & Company, 2012, pp. 1165-1168. Browning, Robert. "My Last Duchess." <i>The Norton Anthology of Poetry</i> , edited by Margaret Ferguson, Tim Kendall, and Mary Jo Salter, W.W. Norton & Company, 2005, pp. 1255-1256. Rossetti, Christina. "Goblin Market." <i>The Penguin Book of Victorian Verse</i> , edited by Daniel Karlin, Penguin Books, 1997, pp. 259-273.
2	<i>Sesame and Lilies</i> , John Ruskin, published in 1865 <i>Essays of Elia</i> , Charles Lamb ,published in 1823 <i>Table-Talk</i> William Hazlitt,published in 1821-1822
3	Richard Brinsley Sheridan, <i>The Rivals</i> ,Penguin Classics, Oxford World's Classics
4	Jacob's W. W. The Monkey's Paw. 1902. Dahl, Raald. "Lamb to the Slaughter". In Someone Like You, Penguin Books, 1953.
5	Austen, Jane. <i>Pride and Prejudice (Oxford World's Classics)</i> . Edited by James Kinsley and Fiona Stafford, Oxford University Press, 2008.

Reference Books:	
1	"The Norton Anthology of English Literature: The Victorian Age"
2	Charles W. Eliot , <i>The Harvard Classics, Vol. 28</i> , P.F. Collier & Son, 1909 Charles Lamb , <i>The Essays of Elia</i> , Macmillan and Co., 1892
3	Sheridan, Richard Brinsley. <i>The Rivals and The School for Scandal</i> . Edited by Tiffany Stern, Bloomsbury, 2012.
4	Shuttleworth, Sally. <i>Charlotte Brontë and Victorian Psychology</i> . Cambridge University Press, 1996.
Web resources:	
1	https://www.gutenberg.org/ebooks/17977.epub.noimages
2	https://archive.org/details/gutenberg

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3 – Strong, 2 - Medium, 1 - Low

II YEAR
SEMESTER - III
CC – 6 CHILDREN’S LITERATURE

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC32	Children’s Literature	Core	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To critically examine the historical, socio-cultural, and ideological dimensions of children’s literature by exploring key theoretical concepts and perspectives, including those presented in Peter Hunt’s										
LO2	To analyze how verbal and visual elements in children's literature work together to convey themes, emotions, and cultural contexts.										
LO3	To Understand how authors create immersive, detailed worlds in fantasy fiction.										
LO4	To analyze the key traits of realistic fiction in focusing on character development, social context, and the thematic exploration of morality, love, and societal expectations.										
LO5	To analyze and interpret the themes of sacrifice, identity, and morality										
Unit	Content									Hours	
1	a. Introduction: The World of Children’s Literature Studies b. Essentials: What is Children’s Literature? What is Childhood? c. The Impossibility of Innocence: Ideology, Politics, and Children’s Literature” Introduction to Children’s Literature: Theoretical concepts- historical overview - Socio-cultural perspectives. (Selections from Peter Hunt’s Understanding Children’s Literature - Chapter 1 & 2) (From Sex-Role Stereotyping to Subjectivity: Feminist Criticism Selections from Marina Warner’s Once Upon a Time: <i>A Short History of Fairy Tale</i>)									15	
2	Verbal and Visual Narratives: Poems: <i>Where’s that Cat?</i> - Manjula Pabmanabhan <i>Where the Wild Things are?</i> - Maurice Sendak <i>My Mother’s Sari</i> - Sandhya Rao <i>Under the Neem Tree</i> - P.Anuradha									15	

	<i>Why are You Afraid to Hold My Hand?</i> - Sheila Dhir (Narrative structure and emotions -Visual cues and symbols - Identify themes, motifs, and messages – Nature - Role-playing.)	
3	Fantasy Fiction: <i>Alice in Wonderland</i> - Lewis Carroll (Defining - Characters – Common themes -Types of villains in fantasy-The use of archetypes - The influence of folklore - Fantasy Subgenres - The Evolution of Fantasy- The Impact of Fantasy)	15
4	Realistic Fiction: <i>Anna Karenina</i> - Leo Tolstoy (Definition and key traits of realistic fiction - Character Development - Setting and Social Context- Themes - Conflict and Resolution - Symbolism and Allegory - Role of Dialogue and Language- Realistic Fiction for Different Audiences - The Influence)	15
5	Short Stories: <i>The Mysterious Stranger</i> - Mark Twain <i>The Little Mermaid</i> - Hans Christian Andersen <i>The Snow Image</i> - Nathaniel Hawthorne (Themes- Morality - The Nature of Human Suffering- Sacrifice- Love - The Human Desire for Transformation- The Consequences of Desires)	15

CO	Course Outcomes
CO1	Gain an in-depth understanding of the historical development of children's literature.
CO2	Recognize and evaluate diverse genres and themes within children's literature.
CO3	Comprehend the cultural, social, and educational influences of children's literature
CO4	Enhance skills in critically analyzing and interpreting literary texts intended for children.
CO5	Evaluate the role of genre in shaping literary themes and character development in the selected works, and moral elements across different literary traditions.

Prescribed Textbooks:	
1	Peter Hunt – <i>Understanding Children’s Literature</i> (3rd Edition)
2	An anthology of children’s literature— such as the following (or equivalent): Griffith, John W. and Charles H. Frey, eds. <i>Classics of Children’s Literature</i> , 6th ed. Upper Saddle River: Prentice Hall, 2004.
3	<i>Alice's Adventures in Wonderland</i> Paperback – Import, 1 March 2003

4	Tolstoy, Leo, <i>Diaries</i> , ed. and trans. by R.F. Christian (Athlone Press, London and Scribner, New York, 1985)
5	http://www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature
Reference Books:	
1	Hunt, Peter. <i>Criticism, Theory and Children's Literature</i> . Cambridge, Ma: Basil Blackwell, 1999.
2	Carroll, Lewis. <i>Alice's Adventures in Wonderland</i> . Edited by Mark Burstein, Princeton University Press, 2015.
3	Alexandrov, Vladimir E. <i>Limits to interpretation: The meanings of Anna Karenina</i> (U of Wisconsin Press, 2004) online .
4	Children's literature Archived 2016-06-17 at the Wayback Machine at the British Library
Web resources:	
1	https://www.researchgate.net/publication/375750688_The_Joy_of_Children's_Literature
2	https://www.sparknotes.com/lit/alice/
3	https://www.gutenberg.org/files/1399/1399-h/1399-h.htm

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	2	2	3
CO2	2	3	3	3	2	3	3	2	3	3	2
CO3	3	3	3	2	3	3	3	2	3	2	2
CO4	3	3	3	3	3	3	3	2	2	3	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	13	13
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2.6	2.6

3 – Strong, 2 - Medium, 1 - Low

**II YEAR
SEMESTER - III
Allied – 3
SOCIAL HISTORY OF ENGLAND - 2**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA 31	Social History of England - 2	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To recognize the core concepts of both the Agrarian and Industrial Revolutions and their interconnectedness and transformative effects on society, economy, and technology.										
LO2	To evaluate the role of humanitarian movements in addressing social issues such as poverty, healthcare, and prison reforms during the 18th and 19th centuries.										
LO3	To understand the complex relationship between England and Ireland across different historical periods.										
LO4	Analyze the socio-political conditions in Britain that led to the French Revolution and the introduction of the Reform Bills										
LO5	Understand Educational Reforms and their Impact of Industrialization										
Unit	Content									Hours	
1	<p>a. The Agrarian Revolution: Introduction – What the Term Agrarian Revolution Implies - Causes for Agrarian Revolution – The Reallocation of Land- the Agricultural Improvements Affected by Jethro Tull – Charles Townshend and Rotation of Crops- The Agricultural Experiments of Thomas Coke – Robert Bakewell and Stock Breeding – Royal Patronage-Setting up of Broad of Agriculture– Result of Agrarian Revolution - Conclusion</p> <p>b. The Industrial Revolution: Introduction –What is Meant by the Term Industrial Revolution - Factors Favourable in England for Industrial Development – Industries that Affected by the Revolution – Textile Industry Before - Invention Which Revolutionized the Textile Industry – Revolutions in Iron and Coal Industries – Improvements in Means Of Transport- Change for the Better in Inland Navigation- – Use of Steam of Speeding up Means of Transport- Results of the Industrial Revolution – Conclusion</p>									15	
2	<p>a. The Methodist Movement: Origin - Life and achievements of John Wesley George Whitefield the greatest preacher – social service rendered by the Methodists – division among them – social effects of the movement – influence on English literature</p> <p>b. Other Humanitarian Movements: Growing Concern for the Poor in the Age of Dr. Johnson – Establishment of Lying-In Hospitals- Introduction of Inoculation and</p>									15	

	Vaccination – Captain Coram and the Foundling Hospital – Prison Reform-Service of General Oglethorpe – Revision of Legal System-Introduction of Police System- Anti-Slavery Movement- Abuses of The Workhouse Remedied – The Poor Law Amendment Act – Salvation Army -Factory Legislation- Propaganda for Teetotalism-Government Control on Trade.	
3	<p>a. American Revolution Introduction-Background and Causes of the War – The Navigation Act– the Stamp Act – No Taxation Without Representation- The Boston Massacre – The Boston Tea Party-The Meetings at Philadelphia – The Declaration of Independence – Course of the War-Reasons for the English Defeat- Results of the War- Conclusion.</p> <p>b. England and Ireland: The Irish background- English intrusion into Ireland- conquest of Ireland by Oliver Cronwell- Conquest by William- Catholic Emancipation – Home Rule Bill- The First World War – Revolt in 1916- Ireland becoming a full-fledged Republic.</p>	15
4	<p>a. French Revolution & Effects of The French Revolution Introduction - Causes for the French Revolution – Happenings During the Revolution- Effects of the Revolution – The National Debt – Passing of The Corn Law – Repeal of Corn Law – The Battle of Peterloo – Reform Bill 1832 – Army and Navy Becoming National Institutions</p> <p>b. The Reform Bills Introduction - Parliamentary Democracy in England the Result Of A Political Evolution – Causes for Parliamentary Reform - Defective - Old System Of Election - How the First Reform Bill Was Passed – Provisions of The First Reform Act – Its Results - The Chartist Movement – The Second Reform Act, the Third, Fourth and Fifth Reform Act- The Result - Conclusion.</p>	15
5	<p>a. The Victorian Age: Introduction - General Rules - People’s Charter - the Oxford movement - Florence Nightingale - Queen Victoria becoming Empress of India- conclusion</p> <p>Development of Education in the Victorian England Introduction - Realization of the importance of education – the different kinds of schools in the earlier period - Development of Secondary Education - Dr. Arnold and his Education Reforms – Gladstone’s Education Act of 1870 – the Test Act of 1871 – Establishment of London and other Universities – Development of Women’s Education – Introduction of Competitive Examination - Establishment of Board of Education - Power to Provide for Primary and Secondary Education - Conclusion.</p> <p>b. Means of Transport and Communication Introduction - Remarkable Improvement in the Social Life in 19th Century – Railways the Most Important Means Of Transport - Part Played By George Hudson - Popularity of the Bicycle - Development In English Shipping – Introduction of Penny Post – Inauguration of the Electric Telegraph – Invention of the Telephone - Conclusion.</p>	15

CO	Course Outcomes
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity
CO3	Examine the causes and consequences of the war of Americans and French
CO4	Evaluate the effects of the revolutions and their impacts in literature in a better perspective
CO5	Analyze the reforms and the development of education, transport and communication in the modern era.

Prescribed Textbooks:	
1	Social History of England: by A. G. Xavier
Reference Books:	
1	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
2	Roberts J.M., The Penguin History of Europe. Penguin Books Limited, 1997.
3	Nayar, Promod K. A Short History of English Literature. Amity university Press, 2018.
4	Saintsbury, George. A Short History of English Literature. Aitbs Publishers, 2009.
5	Trevelyan, G.M., English Social History. Penguin, 1987
Web resources:	
1	A Social History of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive
2	Edpf.pub>a-s-social-history-of-English.
3	https://www.cambridge.org/core/series/social-history-of-england/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	2
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	14	14
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	2.8	2.8

3 – Strong, 2 - Medium, 1 - Low

SECOND YEAR –

SEMESTER III

SEC- 4

ENTREPRENEURIAL SKILLS

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS31	SEC - 4 ENTREPRENEURIAL SKILLS	SEC - 4	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To define the key concepts and their relevance to literature graduates.										
LO2	To explain the role of creative and content writing in entrepreneurship.										
LO2	To develop business and marketing strategies for Literary Professionals										
LO4	To enable them understand various schemes supporting entrepreneurship										
LO5	To discuss the steps in venture development and new trends in entrepreneurship.										
Unit	Content									Hours	
1	Introduction to Entrepreneurship for Literature Students: Definition and Importance of Entrepreneurship - Skills Required for Literary Entrepreneurs - Editing, and Content Creation .									6	
2	Creative Writing and Content Development: Writing for Digital Media: Blogging, Copywriting, and Technical Writing -Developing Storytelling									6	
3	Business and Marketing Strategies for Literary Professionals: Basics of Freelancing - Social Media Marketing - Networking,									6	
4	Teaching, Training, and Public Speaking: Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									6	
5	Digital Tools and Future Trends in Literary Entrepreneurship Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									6	

CO	Course Outcomes
CO1	Identify and explain fundamental entrepreneurial skills required for literature students
CO2	Apply creative writing and content development strategies in digital and print media
CO3	Analyze various marketing and business strategies for self-employment in literary fields
CO4	Understand various steps involved in starting a venture.
CO5	Explore marketing methods & new trends in entrepreneurship.

Textbooks:	
1	<i>Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York</i>
2	Delve Publishing, <i>Entrepreneurial Skill Development.</i>
3	OpenStax, <i>Introduction to Entrepreneurship.</i>
4	Peter F. Drucker, <i>Innovation and Entrepreneurship.</i>
Reference Books:	
1	Barringer, Bruce R. – <i>Entrepreneurship: Successfully Launching New Ventures</i> (Pearson, 2015)
2	Scarborough, Norman M. – <i>Essentials of Entrepreneurship and Small Business Management</i> (Pearson, 2018)
3	Heller, Scott. – <i>The Writer's Guide to Making a Digital Living</i> (Routledge, 2021)
4	Hyder, Shama. – <i>The Zen of Social Media Marketing</i> (BenBella Books, 2020)
5	Kawasaki, Guy. – <i>APE: Author, Publisher, Entrepreneur – How to Publish a Book</i> (Nononina Press, 2013)
Web resources:	
1	https://pressbooks.bccampus.ca/entrepreneurship/chapter/chapter-1-introduction-to-entrepreneurship/
2	https://emeritus-org.webpkgcache.com/doc/-/s/emeritus.org/in/learn/how-to-become-a-freelance-digital-marketer/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	3	3	3	2	2	3
CO2	3	2	2	3	2	2	3	2	3	2	3
CO3	3	3	3	2	3	3	2	3	3	3	2
CO4	2	2	3	2	2	3	2	3	2	3	3
CO5	3	3	3	2	3	2	2	3	2	3	3
Total	14	13	13	12	12	13	12	14	12	13	14
Average	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.8	2.4	2.6	2.8

3 – Strong, 2 - Medium, 1 - Low

**SECOND YEAR –
SEMESTER III**

AEC – 2

HUMAN VALUES AND PROFESSIONAL ETHICS

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UAEC31	HUMAN VALUES AND PROFESSIONAL ETHICS	AEC - 2	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To make them know the concept of Values and their significance.										
LO2	To sensitize them on the importance of family and social values in life.										
LO3	To identify and analyze the effects of mass media on youth and children.										
LO4	To apply constitutional and social justice principles to contemporary societal challenges										
LO5	To focus on professional ethics, which help citizens to discern desirable and undesirable actions.										
Unit	Content									Hours	
1	Introduction to Value based Education Meaning and Classification - Characteristics, Components and Contents - Value crises in social life, economic life - need and importance of value education.									6	
2	Harmony in the Family, Society and Nature: Family as a basic unit of human interaction and values in relationships - Affection, care, guidance, reverence, glory, gratitude, and love Harmony in society: Justice preservation - Production Work, - Exchange Storage Harmony in nature: Four orders in nature- The holistic perception of harmony inexistence.									6	
3	Values and Mass Media Mass media: Meaning, functions and characteristics – Effects and Influence on youth and children Media Power – socio, cultural and political consequences of mass mediated culture - Consumerist culture – Globalization – New media- Prospects and challenges – Role of media in value building.									6	
4	Social Issues, and Social Justice Social issues : Cyber crime- -Dowry- Drug addiction- Domestic violence- Untouchability- Female infanticide-Atrocities against women- How to tackle them. Social Justice: Definition and need – Factors responsible for social injustice: Caste and gender – Contributions of social reformers.									6	

5	<p>Professional Ethics in Education Understanding about Professional Integrity - Respect - Equality – Privacy - Building-Trusting Relationships –concepts - Positive co-operation- Dedication to work and duty – Commitment to the Profession - Respecting the competence of other professions- Taking initiative and Promoting the culture of openness - Depicting Loyalty towards Goals and objectives.</p>	6
---	---	---

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Students will be recognize the need for value education in today’s world and its importance in shaping responsible, ethical, and compassionate citizens.	PO1
CO2	Students will gain the importance of family and social values in building a strong and ethical society	PO4,PO6
CO3	Students to evaluate the ethical and moral responsibilities of media in value-building and social development	PO1,PO2
CO4	Students will understand constitutional values, key social issues, and the need for social justice.	PO4,PO5,PO6
CO5	Students will develop a clear understanding of professional ethics in the field of education	PO3,PO8

Text Books (Latest Editions)

1.	Bhandari, R.S. (2003). <i>Value Education</i> . New Delhi: Abhishek Publications.
2.	Ismal, Thamarasseri. (2013). <i>Value Education</i> . New Delhi: APH Publishing Corporation
3.	R. R. Gaur, R. Sangal, and G. P. Bagaria – <i>A Foundation Course in Human Values and Professional Ethics</i> , Excel Books, 2019.
4	Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan,
5	Smarak Swain, S. (2011). <i>Social issues of India</i> . New Vishal publications
6	Sushil Kumar Saxena, Satish Mittal, 2012, <i>Sociology of Family</i> , Raj publications.

References Books (Latest editions, and the style as given below must be strictlydhered to)

1.	Venkataiah, N. (2007). <i>Moral Education</i> . Delhi: APH Publishing Corporation
2.	. Venkataiah, N., and Sandhya, N. (2004). <i>Research in Value Education</i> . New Delhi: APH Publishing Corporation
3.	Dhananjay, Joshi. (2006). <i>Value Education in Global Perspectives</i> . Delhi: Lotus Press.

Web Resources

1.	https://www.yourarticlelibrary.com/essay/value-education-definition-and-the-concept-of-value-education- with-example/
2.	https://www.researchgate.net/publication/257197506_Students'_Families_and_Family_Values
3.	https://soaneemrana.org/onewebmedia/Professional%20Ethics%20and%20Human%20Values%20by%20R.S%20NAAGARAZAN.pdf
4.	https://www.msuniv.ac.in/images/academic/centre%20academic%20affairs/revised%20syllabus/2023-24-Batch/UG-Part-IV/PartIV_4sem.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

II YEAR
SEMESTER-IV

Core Course- 7
World Literature in Translation

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC41	World Literature in Translation	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To develop an understanding of how different cultures and time periods express universal human values such as love, virtue, humility and freedom through poetry and storytelling.										
LO2	To explore philosophical and literary reflections on human relationship and cultural expression of emotion, thought and aesthetics across time.										
LO3	To understand how 19 th century literature uses storytelling, to explore themes of class, power, human morality and unpredictability of life.										
LO4	To examine the structure and themes of Greek tragedy, focusing on fate, free will, and the tragic hero through the character of Oedipus										
LO5	To explore the spiritual journey of self-discovery, enlightenment and peace through the philosophical narrative of Siddhartha.										
Unit	Content										Hours
1	Poetry Thiruvalluvar - <i>Thirukkural, Iniyavaikooral (Chapter 10)</i> Johann Wolfgang Von Goethe - <i>The Violet</i> Ovid - <i>Pyramis and Thisbe</i> Alexander Pushkin - <i>The Gypsies</i>										18
2	Prose Montaigne - <i>Of Friendship</i> A.K. Ramanujan - <i>On Ancient Tamil Poetics</i>										18
3	Short Story Fyodor Dostoyevsky - <i>A Christmas Tree and a Wedding</i> Leo Tolstoy - <i>The Empty Drum</i> Guy de Maupassant – <i>The Convert</i>										18
4	Drama Sophocles - <i>Oedipus Rex</i>										18
5	Fiction Herman Hesse - <i>Siddhartha</i>										18

CO	Course Outcomes
CO1	Students will be able to analyze and compare how various literary works from diverse cultural backgrounds convey moral, emotional, and philosophical themes through poetry.
CO2	Critically evaluate how Montaigne and Ramanujan articulate ideas of friendship, emotion, and relate these concepts to broader human experience and literary analysis.
CO3	Analyze and interpret the social, moral, and emotional themes in the stories, and explain how each author uses narrative and character to reflect on human behavior and societal norms.
CO4	Students will be able to analyze how Sophocles uses dramatic irony, character development, and plot structure to convey the inevitability of fate and the flaws of human nature in classical tragedy
CO5	Interpret the themes of spiritual growth, attachment, and the search for meaning, and explain how Hesse blends eastern philosophies with western literary form to convey the protagonist's journey.

Prescribed Textbooks:

1	Bercovici Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing 2017. Ovid. <i>“Metamorphoses”</i> . Translated by David Raeburn, Penguin Classics, 2004.
2	Ramanujan, A.K. <i>“Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil”</i> . Columbia UP, 1985.
3	Dostoyevsky, Fyodor. <i>“The Eternal Husband and Other Stories”</i> . Translated by Richard Pevear and Larissa Volokhonsky, Vintage, 2009.
4	Sophocles. <i>“Oedipus the King”</i> . Translated by Robert Fagles, Penguin Classics, 1984.
5	Hesse, Hermann. <i>“Siddhartha”</i> . Translated by Hilda Rosner, New Directions, 2002

Reference Books:	
1	Zvelebil, Kamil. <i>“The Smile of Murugan: On Tamil Literature of South India”</i> . Brill, 1973. Debrecezeny, Paul. <i>“The Other Pushkin: A Study of Alexander Pushkin's Prose Fiction”</i> . Stanford UP, 1983.
2	Frame, Donald M. <i>“Montaigne: A Biography”</i> . Harcourt Brace, 1965. Ramanujan, A.K. <i>“The Collected Essays of A.K. Ramanujan”</i> . Edited by Vinay Dharwadker, Oxford UP, 1999.
3	Christian, R. F. <i>“Tolstoy: A Critical Introduction”</i> . Cambridge UP, 1969.
4	Knox, Bernard. <i>“The Heroic Temper: Studies in Sophoclean Tragedy”</i> . University of California Press, 1964.
Web resources:	
1	https://www.thefreshreads.com/the-blizzard/
2	https://allpoetry.com/poem/8489777-The-Violet-by-Johann-Wolfgang-von-Goethe

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3–Strong, 2- Medium, 1-Low

**II YEAR
SEMESTER IV
CORE - 8- LANGUAGE & LINGUISTICS**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC42	LANGUAGE & LINGUISTICS	Core	4	1	0	0	4	5	25	75	100

Learning Objectives

LO1	To trace the historical development of the English language from its Indo-European roots.	
LO2	To understand the major phonological, morphological, and syntactic changes in English through different historical periods. To analyze linguistic laws such as Grimm's and Verner's laws.	
LO3	To study the impact of foreign languages and invasions on English vocabulary and structure.	
LO4	To enable the students to know about the Growth of the language.	
LO5	To develop skills in phonetic transcription and understand the phonological system of English.	
UNIT	Details	Hours
I	Descent of English Language from the Indo European family	15
II	Old, Middle & Modern English Verner's Law and Grimms Law	15
III	Influence–Greek, Latin, Scandinavian, French, Indian	15
IV	Change of Meaning & Growth of Vocabulary	15
V	Phonology–Vowels, Consonants & Diphthongs-Transcription of words	15

Course Outcomes

Course Outcomes	On completion of this course, students will;
CO1	Students will be able to identify the key stages in the historical evolution of English and understand its connection with other Indo-European languages.
CO2	To distinguish between the major stages of English and demonstrate understanding of sound shifts and their systematic nature in language development.
CO3	Students will critically assess the lexical borrowings and structural impacts of Greek, Latin, Norse, French, and Indian languages on English

CO4	Students will analyze the nature of meaning change and apply linguistic concepts to evaluate how the English lexicon has expanded over time.
CO5	Students will perform accurate phonetic transcriptions and understand the phonological structure of English words and their pronunciation patterns.
Text Books (Latest Editions)	
1.	John Lyons, Language & Linguistics
2.	T. Balasubramanian, A text book of English Phonetics for Indian students
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	The English Language by C.L. Wren
2	An Outline History Of English Language FtWood
3	Modern Applied Linguistics: A introduction N. Krishnaswamy, S.K. Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
4	Mark Hancock, English Pronouncing Dictionary
5.	Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 –Strong, 2–Medium, 1-Low

II YEAR
SEMESTER -IV

**EC-4 Allied
History of English Literature II**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA41	EC-4 Allied -History of English Literature II	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.										
LO2	To facilitate them understand the major literary movements and authors of England										
LO3	To enable students, develop a comprehensive understanding of the Ages and their characteristics										
LO4	To identify the influence of social and cultural events through the works of the writers										
LO5	To explore how the writers engage with political, social, and personal themes such as feminism, political commentary, and identity.										
Unit	Content										Hours
1	PROSE Romantic Age – <i>Charles Lamb, Willam Hazlitt</i> Victorian Age – <i>John Ruskin</i> The Twentieth Century – <i>Orwell, A.G. Gardiner</i>										15
2	POETRY Romantic Poetry – <i>Wordsworth, Shelley</i> Victorian Poetry – <i>Tennyson, Robert Browning</i> The Twentieth Century – <i>T.S. Eliot, Yeats</i>										15
3	DRAMA Revival of Drama – <i>Oscar Wilde</i> The Twentieth Century– <i>G.B. Shaw</i>										15
4	NOVEL Romantic Age – <i>Jane Austen</i> Victorian Age – <i>Dickens</i>										15
5	The Novel since 2000 – <i>Doris Lessin</i> Drama since 2000 – <i>David Hare</i>										15

CO	Course Outcomes
CO1	Gain comprehensive knowledge of the history of English literature, with a special focus on various literary movements, genres, and prominent writers representative of their times.
CO2	Analyze the comprehensive knowledge of major literary movements in English literature.
CO3	Become familiar with the socio-cultural context and discursive frameworks of different literary ages.
CO4	Critically analyze the works of key authors within their historical and cultural contexts.
CO5	Articulate how these themes contribute to the authors' overall message and impact.

Textbooks:	
1	Hudson, W. H. <i>An Outline History of English Literature</i> . Atlantic Publishers, 2022.
2	Compton-Rickett, Arthur. <i>A History of English Literature</i> . UBS Publishers' Distributors, 2021.
3	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . 3rd ed., Routledge, 2022.
Reference Books:	
1	Albert, Edward. <i>History of English Literature</i> . 6th ed., Oxford University Press, 2021.
2	Daiches, David. <i>A Critical History of English Literature</i> . 2 vols., Allied Publishers, 2022.
3	Sampson, George. <i>The Concise Cambridge History of English Literature</i> . 3rd ed., Cambridge University Press, 2020.

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

**II YEAR
SEMESTER -IV
EC-5 Allied - Myth and Literature**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA42	EC-5 Allied - Myth and Literature	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To introduce students to the concept of myth and legend and their role in explaining natural phenomena.										
LO2	To help students understand important Greek and Roman myths and their central characters and events.										
LO3	To familiarize students with Celtic mythology through selected stories and themes.										
LO4	To develop an understanding of legendary traditions such as the Arthurian cycle and the Robin Hood stories.										
LO5	To expose students to major Hindu mythological texts and stories and their moral, cultural, and philosophical significance.										
Unit	Content										Hours
1	Unit-1: Introduction Beginnings of myth, Natural Phenomena as Myth, Myth and Legends Prescribed: The Norton Reader-Ed by Linda H.Peterson, John C. Brereton: Chapter – Mythology Robert Graves (Pages 1150-1154)										15
2	Unit-2: Greek and Roman Mythology 1. Hercules (Cleaning of Aegean Tables, Atlas and Hercules) 2. Ulysses & Cyclops, Ulysses & Circe, the story of Penelope. 3. The Story of Romulus and Remus 4. The Story of Dido, Queen of Carthage 5. The Story of Cupid & Psyche 6. The Story of Orpheus and Eurydice 7. The Story of Echo & Narcissus										15
3	Unit-3: Celtic Mythology 1. Oisín in the Land of Forever Young										15

4	Unit-4: Legends 1. Arthurian Cycle (The Holy Grail) 2. Robin Hood Cycle	15
5	Unit-5: Hindu Mythology 1. Stories from Ramayana <ul style="list-style-type: none"> ➤ The Story of Mareecha ➤ The Burning of Lanka 2. Stories from Mahabharatha <ul style="list-style-type: none"> ➤ Kurukshetra - The Battle & The Deception of Bheema ➤ The Dog ➤ The Bhagavad Gita 3. Stories from Puranas, Epics and Vedas <ul style="list-style-type: none"> ➤ The Story of Nala and Damayanthi ➤ The Story of Nacheeketa and Yama ➤ The Story of Ganga ➤ The Story of Sakuntala 	15
CO	Course Outcomes	
CO1	Students will be able to explain the meaning and importance of myths and legends.	
CO2	Students will be able to retell important Greek and Roman mythological stories.	
CO3	Students will be able to describe key stories from Celtic mythology.	
CO4	Students will be able to identify major legendary figures like King Arthur and Robin Hood.	
CO5	Students will be able to understand and explain important stories from Hindu mythology.	

Textbooks:	
1	The Norton Reader - Ed by Linda H. Peterson, John C. Brereton
2	Myths of the Hindus and Buddhists – Ananda K. Coomaraswamy and Sister Nivedita (Chapters III and VII only)
Reference Books:	
1	The Encyclopedia of World Mythology
2	Bulfinch's Mythology
3	Myth and Me

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

II YEAR
SEMESTER-IV
SEC-5 - Interview Skills

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS41	Interview Skills	Skill	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To enable students, understand the information needed to prepare for an interview										
LO2	To enable them to research company information before heading to an interview										
LO3	To familiarize them with how to handle Interview Questions										
LO4	To enable them to use comfortable vocabulary										
LO5	To analyze advanced students' self-evaluation exercise for improving interview skills and performance										
Unit	Details									Hours	
1	Definition of Interview – Essentials of Interview Skills									6	
2	Needs and Requirement of Interview Skills									6	
3	Resume Preparation – Do's and Don'ts of an interview									6	
4	Body Language – gesture, attitude, facial expression, sound knowledge									6	
5	Mock Interview – Conducting a role play for students to understand the skills learnt as an interview									6	

CO	Course Outcomes
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/ internship position description and employer.
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of Filler words, hand gestures, and verbal pace).
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.
CO4	Develop confidence in relationship to their interviewing skills.
CO5	Be able to identify, discuss, and implement key job interview skills
Textbooks:	
1	Ros Jay (2002), Brilliant Interview, Prentice Hall

2	David Beckham (2013), The illustrated Book, Headline Publications
Reference Books:	
1	Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.
2	Web source: Tips for a Successful Interview(ung.edu)

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

SECOND YEAR FOURTH SEMESTER
AEC – 3 – ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT

Course Code	Course name	Category	L	T	P	S	Credit	Hours	Marks		
									CIA	External	Total
24UAEC41	ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT	AEC - 3	1	1	0	0	2	2	25	75	100

Learning Objectives

LO1	To provide basic knowledge of Environmental Science and Sustainability
LO2	To understand the Fundamentals of Disaster Management
LO3	To create awareness about Natural Disaster and Management
LO4	To familiarize students with Manmade Disaster and Management
LO5	To promote community participation and technological applications in disaster risk reduction

Unit	Contents	Hour
I	Environmental Science and Sustainability Ecosystem: structure, types, and functions - Biodiversity: importance and conservation strategies - Environmental pollution: types (Air & Water), causes, effects, and control measures - Climate change and global warming	6
II	Fundamentals of Disaster Management Concepts: disaster, hazard, vulnerability, risk, resilience - Types of disasters: natural and man-made - Disaster management cycle: prevention, mitigation, preparedness, response, recovery.	6
III	Natural Disasters and Management Earthquakes, floods, Oil spill disaster, cyclones, Tsunami, droughts, landslides, Heat wave - Causes, consequences, and case studies - Community and government measures for preparedness and mitigation. Role of Government in Disaster Management – NDMA, SDMA & DDMA. Community Based Disaster Management	6
IV	Man-Made Disasters and Management Industrial accidents, fires, chemical and nuclear hazards, Biological hazards, transport accidents - Impacts on society, economy, and environment - Disaster preparedness and management strategies - Case studies: Bhopal Gas Tragedy, Vizag Gas Leak, urban disasters.	6
V	Sustainable Development and Disaster Risk Reduction Principles of sustainable development and Sustainable Development Goals (SDGs) -	6

	Climate change and disaster interlinkages - Disaster risk reduction strategies: early warning systems, resilient infrastructure, policy framework. Role of technology, education, and media in environmental sustainability and disaster management	
--	---	--

Course Outcomes

The students will be able to

CO1	Describe the importance of ecosystems, biodiversity, and methods of controlling pollution.
CO2	Understand the basic concepts of disaster management, hazards, risks, and resilience.
CO3	Explain the causes, effects, and control measures of major natural disasters.
CO4	Identify different types of man-made disasters and suggest safety and preparedness measures.
CO5	Recognize the role of sustainable development and disaster risk reduction strategies in protecting environment and society.

Textbooks

1	Government of India – Disaster Management Act, 2005
2	P.C. Mishra – Disaster Management and Mitigation

Reference Book

1	Erach Bharucha – Textbook of Environmental Studies
2	IGNOU Study Material – Disaster Management

Web Resources:

1	https://ndma.gov.in/
---	---

Mapping Programme Outcomes and Programme Specific Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	2	3	3	3	3
CO2	3	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	2	3	3	3	3	2
CO4	3	2	3	3	3	2	3	3	3	3	2
CO5	3	2	3	3	3	2	3	3	3	3	2
Total	15	13	15	15	15	10	14	15	15	15	11
Average	3	2.6	3	3	3	2	2.8	3	3	3	2.2

3 – Strong, 2- Medium, 1- Low

II YEAR
SEMESTER-IV

Core Course- 7
World Literature in Translation

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC41	World Literature in Translation	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To develop an understanding of how different cultures and time periods express universal human values such as love, virtue, humility and freedom through poetry and storytelling.										
LO2	To explore philosophical and literary reflections on human relationship and cultural expression of emotion, thought and aesthetics across time.										
LO3	To understand how 19 th century literature uses storytelling, to explore themes of class, power, human morality and unpredictability of life.										
LO4	To examine the structure and themes of Greek tragedy, focusing on fate, free will, and the tragic hero through the character of Oedipus										
LO5	To explore the spiritual journey of self-discovery, enlightenment and peace through the philosophical narrative of Siddhartha.										
Unit	Content										Hours
1	Poetry Thiruvalluvar - <i>Thirukkural, Iniyavaikooral (Chapter 10)</i> Johann Wolfgang Von Goethe - <i>The Violet</i> Ovid - <i>Pyramis and Thisbe</i> Alexander Pushkin - <i>The Gypsies</i>										18
2	Prose Montaigne - <i>Of Friendship</i> A.K. Ramanujan - <i>On Ancient Tamil Poetics</i>										18
3	Short Story Fyodor Dostoyevsky - <i>A Christmas Tree and a Wedding</i> Leo Tolstoy - <i>The Empty Drum</i> Guy de Maupassant – <i>The Convert</i>										18
4	Drama Sophocles - <i>Oedipus Rex</i>										18
5	Fiction Herman Hesse - <i>Siddhartha</i>										18

CO	Course Outcomes
CO1	Students will be able to analyze and compare how various literary works from diverse cultural backgrounds convey moral, emotional, and philosophical themes through poetry.
CO2	Critically evaluate how Montaigne and Ramanujan articulate ideas of friendship, emotion, and relate these concepts to broader human experience and literary analysis.
CO3	Analyze and interpret the social, moral, and emotional themes in the stories, and explain how each author uses narrative and character to reflect on human behavior and societal norms.
CO4	Students will be able to analyze how Sophocles uses dramatic irony, character development, and plot structure to convey the inevitability of fate and the flaws of human nature in classical tragedy
CO5	Interpret the themes of spiritual growth, attachment, and the search for meaning, and explain how Hesse blends eastern philosophies with western literary form to convey the protagonist's journey.

Prescribed Textbooks:

1	Bercovici Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing 2017. Ovid. <i>“Metamorphoses”</i> . Translated by David Raeburn, Penguin Classics, 2004.
2	Ramanujan, A.K. <i>“Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil”</i> . Columbia UP, 1985.
3	Dostoyevsky, Fyodor. <i>“The Eternal Husband and Other Stories”</i> . Translated by Richard Pevear and Larissa Volokhonsky, Vintage, 2009.
4	Sophocles. <i>“Oedipus the King”</i> . Translated by Robert Fagles, Penguin Classics, 1984.
5	Hesse, Hermann. <i>“Siddhartha”</i> . Translated by Hilda Rosner, New Directions, 2002

Reference Books:	
1	Zvelebil, Kamil. <i>“The Smile of Murugan: On Tamil Literature of South India”</i> . Brill, 1973. Debrecezeny, Paul. <i>“The Other Pushkin: A Study of Alexander Pushkin's Prose Fiction”</i> . Stanford UP, 1983.
2	Frame, Donald M. <i>“Montaigne: A Biography”</i> . Harcourt Brace, 1965. Ramanujan, A.K. <i>“The Collected Essays of A.K. Ramanujan”</i> . Edited by Vinay Dharwadker, Oxford UP, 1999.
3	Christian, R. F. <i>“Tolstoy: A Critical Introduction”</i> . Cambridge UP, 1969.
4	Knox, Bernard. <i>“The Heroic Temper: Studies in Sophoclean Tragedy”</i> . University of California Press, 1964.
Web resources:	
1	https://www.thefreshreads.com/the-blizzard/
2	https://allpoetry.com/poem/8489777-The-Violet-by-Johann-Wolfgang-von-Goethe

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3–Strong, 2- Medium, 1-Low

**II YEAR
SEMESTER IV
CORE - 8- LANGUAGE & LINGUISTICS**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC42	LANGUAGE & LINGUISTICS	Core	4	1	0	0	4	5	25	75	100

Learning Objectives

LO1	To trace the historical development of the English language from its Indo-European roots.
LO2	To understand the major phonological, morphological, and syntactic changes in English through different historical periods. To analyze linguistic laws such as Grimm's and Verner's laws.
LO3	To study the impact of foreign languages and invasions on English vocabulary and structure.
LO4	To enable the students to know about the Growth of the language.
LO5	To develop skills in phonetic transcription and understand the phonological system of English.

UNIT	Details	Hours
I	Descent of English Language from the Indo European family	15
II	Old, Middle & Modern English Verner's Law and Grimms Law	15
III	Influence–Greek, Latin, Scandinavian, French, Indian	15
IV	Change of Meaning & Growth of Vocabulary	15
V	Phonology–Vowels, Consonants & Diphthongs-Transcription of words	15

Course Outcomes

Course Outcomes	On completion of this course, students will;
CO1	Students will be able to identify the key stages in the historical evolution of English and understand its connection with other Indo-European languages.
CO2	To distinguish between the major stages of English and demonstrate understanding of sound shifts and their systematic nature in language development.
CO3	Students will critically assess the lexical borrowings and structural impacts of Greek, Latin, Norse, French, and Indian languages on English

CO4	Students will analyze the nature of meaning change and apply linguistic concepts to evaluate how the English lexicon has expanded over time.
CO5	Students will perform accurate phonetic transcriptions and understand the phonological structure of English words and their pronunciation patterns.
Text Books (Latest Editions)	
1.	John Lyons, Language & Linguistics
2.	T. Balasubramanian, A text book of English Phonetics for Indian students
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	The English Language by C.L. Wren
2	An Outline History Of English Language FtWood
3	Modern Applied Linguistics: A introduction N. Krishnaswamy, S.K. Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
4	Mark Hancock, English Pronouncing Dictionary
5.	Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 –Strong, 2–Medium, 1-Low

II YEAR
SEMESTER -IV

**EC-4 Allied
History of English Literature II**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA41	EC-4 Allied -History of English Literature II	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.										
LO2	To facilitate them understand the major literary movements and authors of England										
LO3	To enable students, develop a comprehensive understanding of the Ages and their characteristics										
LO4	To identify the influence of social and cultural events through the works of the writers										
LO5	To explore how the writers engage with political, social, and personal themes such as feminism, political commentary, and identity.										
Unit	Content										Hours
1	PROSE Romantic Age – <i>Charles Lamb, Willam Hazlitt</i> Victorian Age – <i>John Ruskin</i> The Twentieth Century – <i>Orwell, A.G. Gardiner</i>										15
2	POETRY Romantic Poetry – <i>Wordsworth, Shelley</i> Victorian Poetry – <i>Tennyson, Robert Browning</i> The Twentieth Century – <i>T.S. Eliot, Yeats</i>										15
3	DRAMA Revival of Drama – <i>Oscar Wilde</i> The Twentieth Century– <i>G.B. Shaw</i>										15
4	NOVEL Romantic Age – <i>Jane Austen</i> Victorian Age – <i>Dickens</i>										15
5	The Novel since 2000 – <i>Doris Lessin</i> Drama since 2000 – <i>David Hare</i>										15

CO	Course Outcomes
CO1	Gain comprehensive knowledge of the history of English literature, with a special focus on various literary movements, genres, and prominent writers representative of their times.
CO2	Analyze the comprehensive knowledge of major literary movements in English literature.
CO3	Become familiar with the socio-cultural context and discursive frameworks of different literary ages.
CO4	Critically analyze the works of key authors within their historical and cultural contexts.
CO5	Articulate how these themes contribute to the authors' overall message and impact.

Textbooks:	
1	Hudson, W. H. <i>An Outline History of English Literature</i> . Atlantic Publishers, 2022.
2	Compton-Rickett, Arthur. <i>A History of English Literature</i> . UBS Publishers' Distributors, 2021.
3	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . 3rd ed., Routledge, 2022.
Reference Books:	
1	Albert, Edward. <i>History of English Literature</i> . 6th ed., Oxford University Press, 2021.
2	Daiches, David. <i>A Critical History of English Literature</i> . 2 vols., Allied Publishers, 2022.
3	Sampson, George. <i>The Concise Cambridge History of English Literature</i> . 3rd ed., Cambridge University Press, 2020.

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

**II YEAR
SEMESTER -IV
EC-5 Allied - Myth and Literature**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA42	EC-5 Allied - Myth and Literature	Allied	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To introduce students to the concept of myth and legend and their role in explaining natural phenomena.										
LO2	To help students understand important Greek and Roman myths and their central characters and events.										
LO3	To familiarize students with Celtic mythology through selected stories and themes.										
LO4	To develop an understanding of legendary traditions such as the Arthurian cycle and the Robin Hood stories.										
LO5	To expose students to major Hindu mythological texts and stories and their moral, cultural, and philosophical significance.										
Unit	Content										Hours
1	Unit-1: Introduction Beginnings of myth, Natural Phenomena as Myth, Myth and Legends Prescribed: The Norton Reader-Ed by Linda H.Peterson, John C. Brereton: Chapter – Mythology Robert Graves (Pages 1150-1154)										15
2	Unit-2: Greek and Roman Mythology 1. Hercules (Cleaning of Aegean Tables, Atlas and Hercules) 2. Ulysses & Cyclops, Ulysses & Circe, the story of Penelope. 3. The Story of Romulus and Remus 4. The Story of Dido, Queen of Carthage 5. The Story of Cupid & Psyche 6. The Story of Orpheus and Eurydice 7. The Story of Echo & Narcissus										15
3	Unit-3: Celtic Mythology 1. Oisín in the Land of Forever Young										15

4	Unit-4: Legends 1. Arthurian Cycle (The Holy Grail) 2. Robin Hood Cycle	15
5	Unit-5: Hindu Mythology 1. Stories from Ramayana <ul style="list-style-type: none"> ➤ The Story of Mareecha ➤ The Burning of Lanka 2. Stories from Mahabharatha <ul style="list-style-type: none"> ➤ Kurukshetra - The Battle & The Deception of Bheema ➤ The Dog ➤ The Bhagavad Gita 3. Stories from Puranas, Epics and Vedas <ul style="list-style-type: none"> ➤ The Story of Nala and Damayanthi ➤ The Story of Nacheeketa and Yama ➤ The Story of Ganga ➤ The Story of Sakuntala 	15
CO	Course Outcomes	
CO1	Students will be able to explain the meaning and importance of myths and legends.	
CO2	Students will be able to retell important Greek and Roman mythological stories.	
CO3	Students will be able to describe key stories from Celtic mythology.	
CO4	Students will be able to identify major legendary figures like King Arthur and Robin Hood.	
CO5	Students will be able to understand and explain important stories from Hindu mythology.	

Textbooks:	
1	The Norton Reader - Ed by Linda H. Peterson, John C. Brereton
2	Myths of the Hindus and Buddhists – Ananda K. Coomaraswamy and Sister Nivedita (Chapters III and VII only)
Reference Books:	
1	The Encyclopedia of World Mythology
2	Bulfinch's Mythology
3	Myth and Me

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

II YEAR
SEMESTER-IV
SEC-5 - Interview Skills

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS41	Interview Skills	Skill	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To enable students, understand the information needed to prepare for an interview										
LO2	To enable them to research company information before heading to an interview										
LO3	To familiarize them with how to handle Interview Questions										
LO4	To enable them to use comfortable vocabulary										
LO5	To analyze advanced students' self-evaluation exercise for improving interview skills and performance										
Unit	Details									Hours	
1	Definition of Interview – Essentials of Interview Skills									6	
2	Needs and Requirement of Interview Skills									6	
3	Resume Preparation – Do's and Don'ts of an interview									6	
4	Body Language – gesture, attitude, facial expression, sound knowledge									6	
5	Mock Interview – Conducting a role play for students to understand the skills learnt as an interview									6	

CO	Course Outcomes
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/ internship position description and employer.
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of Filler words, hand gestures, and verbal pace).
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.
CO4	Develop confidence in relationship to their interviewing skills.
CO5	Be able to identify, discuss, and implement key job interview skills
Textbooks:	
1	Ros Jay (2002), Brilliant Interview, Prentice Hall

2	David Beckham (2013), The illustrated Book, Headline Publications
Reference Books:	
1	Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.
2	Web source: Tips for a Successful Interview(ung.edu)

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

SECOND YEAR FOURTH SEMESTER
AEC – 3 – ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT

Course Code	Course name	Category	L	T	P	S	Credit	Hours	Marks		
									CIA	External	Total
24UAEC41	ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT	AEC - 3	1	1	0	0	2	2	25	75	100

Learning Objectives

LO1	To provide basic knowledge of Environmental Science and Sustainability
LO2	To understand the Fundamentals of Disaster Management
LO3	To create awareness about Natural Disaster and Management
LO4	To familiarize students with Manmade Disaster and Management
LO5	To promote community participation and technological applications in disaster risk reduction

Unit	Contents	Hour
I	Environmental Science and Sustainability Ecosystem: structure, types, and functions - Biodiversity: importance and conservation strategies - Environmental pollution: types (Air & Water), causes, effects, and control measures - Climate change and global warming	6
II	Fundamentals of Disaster Management Concepts: disaster, hazard, vulnerability, risk, resilience - Types of disasters: natural and man-made - Disaster management cycle: prevention, mitigation, preparedness, response, recovery.	6
III	Natural Disasters and Management Earthquakes, floods, Oil spill disaster, cyclones, Tsunami, droughts, landslides, Heat wave - Causes, consequences, and case studies - Community and government measures for preparedness and mitigation. Role of Government in Disaster Management – NDMA, SDMA & DDMA. Community Based Disaster Management	6
IV	Man-Made Disasters and Management Industrial accidents, fires, chemical and nuclear hazards, Biological hazards, transport accidents - Impacts on society, economy, and environment - Disaster preparedness and management strategies - Case studies: Bhopal Gas Tragedy, Vizag Gas Leak, urban disasters.	6
V	Sustainable Development and Disaster Risk Reduction Principles of sustainable development and Sustainable Development Goals (SDGs) -	6

	Climate change and disaster interlinkages - Disaster risk reduction strategies: early warning systems, resilient infrastructure, policy framework. Role of technology, education, and media in environmental sustainability and disaster management	
--	---	--

Course Outcomes

The students will be able to

CO1	Describe the importance of ecosystems, biodiversity, and methods of controlling pollution.
CO2	Understand the basic concepts of disaster management, hazards, risks, and resilience.
CO3	Explain the causes, effects, and control measures of major natural disasters.
CO4	Identify different types of man-made disasters and suggest safety and preparedness measures.
CO5	Recognize the role of sustainable development and disaster risk reduction strategies in protecting environment and society.

Textbooks

1	Government of India – Disaster Management Act, 2005
2	P.C. Mishra – Disaster Management and Mitigation

Reference Book

1	Erach Bharucha – Textbook of Environmental Studies
2	IGNOU Study Material – Disaster Management

Web Resources:

1	https://ndma.gov.in/
---	---

Mapping Programme Outcomes and Programme Specific Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	2	3	3	3	3
CO2	3	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	2	3	3	3	3	2
CO4	3	2	3	3	3	2	3	3	3	3	2
CO5	3	2	3	3	3	2	3	3	3	3	2
Total	15	13	15	15	15	10	14	15	15	15	11
Average	3	2.6	3	3	3	2	2.8	3	3	3	2.2

3 – Strong, 2- Medium, 1- Low

III YEAR
SEMESTER -V
Core Course-9

Women's Writing

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC51	Women's Writing	Core-9	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To identify the origin and development of feminism as a genre.										
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.										
LO3	To familiarize them with the style, diction and coherence of authors and their works.										
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences										
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.										
Unit	Content									Hours	
1	General Study Three Waves of Feminism: From Suffragettes to Girls Fourth Wave Feminism and Digital Activism – MeToo Movement Gender Equality, Body Positivity and intersectionality									15	
2	Poem 1. Kamala Das – <i>Introduction</i> 2. Imtiaz Dharkar – <i>Purdah</i> 3. Meena Kandasamy- <i>Mascara</i> 4. Atwood– <i>Journey to the Interior</i> 5. Anne Bradstreet – <i>Prologue</i> 6. Judith Wright – <i>Eve to the Daughter</i>									15	
3	Prose 1. Virginia Woolf – <i>A Room of One's Own</i> (Chapter III Shakespeare's Sister) 2. Alice Walker – <i>The Black Writer and the Southern Experience</i> (From in Search of a Mother's Garden)									15	

4	Fiction 1. Mahasweta Devi- <i>Bayen</i> 2. Kamala Das – <i>The Looking Glass</i> 3. Deshpande - <i>The Dark Holds No Terror</i>	15
5	Short Story 1. Doris Lessing – <i>The Grass is Singing</i> 2. Sandra Cisneros - <i>The House on Mango Street</i> Ambai - <i>In a forest, A deer</i>	15

CO	Course Outcomes
CO1	Students will be able to recognize the background, origin and special features of women’s writing with reference to western society
CO2	Students will be able to integrate knowledge of the diversity of cultures through the works of various Women writers
CO3	Students will be able to analyse various perspectives of women issues as expressed in the works of women writers representing women’s voices.
CO4	Students will identify the role of allies, male writers, and social reformers in expanding discourses of women's liberation.
CO5	Students will be able to analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women Writers

Prescribed Textbooks:	
1	Kroløkke, Charlotte, and Anne Scott Sørensen. “ <i>Three Waves of Feminism: From Suffragettes to Girls.</i> ” Contemporary Gender Communication Theories & Analyses: From Silence to Performance, SAGE Publications, 2005, pp. 1–23.
2	Dharker, Imtiaz. <i>Purdah and Other Poems</i> . Bloodaxe Books, 2013.
3	Ambai. <i>In a Forest, a Deer: Stories</i> . Translated by Lakshmi Holmström, Oxford University Press, 2006.

Reference Books:	
1	Walters, Margaret. <i>Feminism: A Very Short Introduction</i> . Oxford University Press, 2005.
2	hooks, bell. <i>Feminism Is for Everybody: Passionate Politics</i> . South End Press, 2000.
3	Lorde, Audre. <i>Sister Outsider: Essays and Speeches</i> . Crossing Press, 1984.

Web resources:	
1	https://www.jetir.org/papers/JETIRFC06031.pdf
2	https://www.poemhunter.com/poem/an-introduction-2/

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15	15	14	15	15
Average	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0

3 –Strong, 2–Medium,1-Low

III YEAR SEMESTER V

CORE - 10

Introduction to Folk Literature

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC52	Introduction To Folk Literature	Core-10	2	2	0	1	4	5	25	75	100

Learning Objectives

LO1	To familiarize learners with the different theories and forms of folk literature
LO2	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO3	To enable learners to appreciate oral and folk arts
LO4	To help the misunderstanding how and on what grounds women's writing can be considered as a separate genre.
LO5	To help them in understanding how an don what grounds women's writing can be Considered as a separate genre.

UNIT	Details	Hours
I	Folk Literature Definition, Origin and development, Characteristics of Folk Literature Techniques of Folk Literature Major Forms of Folk Literature: Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles	15
II	Folk Scholars of the World 1. Grimm Brothers 2. William John Thoms 3. V.J. Propp 4. Stith Thompson 5. Levi Strauss 6. Alan Dundes	15
III	Folk Tales 1. K. Ramanujam - " <i>Brother's Day</i> " (Bhai Dooj) 2. " <i>Bopoluchi</i> " Tales of the Sun or Folklore of Southern India - "The Soothsayer's Son" 3. The Panchatantra [Translated from Sanskrit by Arthur W. Ryder] " <i>Loss of Friends</i> " [Book 1- Story 1] " <i>Cat's Judgment</i> " [Book 3]	15

IV	Folk Song 1. John Keats - <i>La Belle Dame Sans Merci</i> (With reference to <i>Femme Fatale: Adaptation of a folk ballad</i>) -” 2. <i>Eve of St. Agnes</i> ” (Superstition about a maiden’s dream)	15
V	Folk Drama Girish Karnad – <i>Nagamandala</i>	15

Course Outcomes	
On completion of this course	
CO1	Students will be able to identify the fundamental characteristics and functions of folklore
CO2	Students will be able to get acquainted with the famous folk scholars of the world
CO3	Students will be able to interpret and analyze folklore from various theoretical perspectives
CO4	Students will be able to understand how and on what grounds women’s writing can be considered as a separate genre.
CO5	Students will be able to recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary Works

Text Books	
1.	Tribal Language, <i>Literature and Folklore</i> . Rawat Publications, 2019.
2.	Karnad, Girish. <i>Nagamandala</i> . Oxford University Press, 1990.
3.	<i>Indian Folk Literature in English Translation</i> . Gullybaba Publishing House Pvt. Ltd., 2020.
4.	<i>The Literature Beyond Legends, Tales and Myths</i> . Independently published, 2017.

References Books	
1	Mieder, Wolfgang. <i>Tradition and Innovation in Folk Literature</i> .
2	Aarne, Antti. <i>The Types of the Folktale: A Classification and Bibliography</i> . 2nd ed., edited by Stith Thompson.
3	Dundes, Alan. <i>Interpreting Folklore</i> . Indiana University Press, 1980.

Web Resources	
1.	Tales of the Sun: Or, Folklore of Southern India (gutenberg.org)
2.	https://www.gutenberg.org/files/37002/37002-h/37002-h.htm
3.	Folk literature Definition, Characteristics, Examples, Significance, & Facts Britannica Folk literature - Oral Tradition, Legends, Myths Britannica

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15	15	14	15	15
Average	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0

3 –Strong, 2–Medium,1-Low

III YEAR
SEMESTER - V
CORE – 11
Myth and Literature

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks	
									CIA	Total
24UENC53	Myth and Literature	Core -11	2	1	1	0	4	4	25	100

Learning Objectives

LO1	To help the students to know about the origin and sources of myths in literature.
LO2	To provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the Myth' in relation to man's life
LO3	To get an In-depth study of the theoretical approaches.
LO4	To identify the influence of social and cultural events through the works of the writers
LO5	To know different cultures through the exploration of their mythologies.

Unit	Content	Hours
1	General Studies Definition, Creation Myth, World Mythology as related to Greek, Roman, Indian American and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Myth makers: Vigil, Ovid.	12
2	Poetry 1. Shelly - <i>Prometheus Unbound</i> 2. W B Yeats – <i>Sailing to Byzantium</i>	12
3	Prose 1. Albert Camus- <i>The Myth of Sisyphus</i> 2. Volga- <i>The Liberation of Sita</i>	12
4	Greek And Roman Mythology 1. <i>The story of cupid and Psyche</i> 2. <i>The story of Orpheus and Eurydice</i> 3. Sir James George Frazer: <i>The Golden Bough: Chapter XXXVIII</i> 4. <i>The Myth of Osiris (The Story of Osiris)</i>	12
5	Indian Mythology 1. Stories from <i>The Ramayana - The Burning of Lanka</i> 2. Stories from <i>The Mahabharata – Kurukshetra, The Battle and the deception of Bheema</i> 3. Stories from <i>Puranas, Epics & Vedas - The Story of Nala & Damayanthi</i>	12

CO	Course Outcomes
CO1	Students will be able to understand, analyze, and compare myths and creation myths across Greek, Roman, and Indian.
CO2	Student will be able to understand how myth and symbolism are used to explore human freedom, and spiritual transformation.
CO3	Student will be able to analyse the universal themes which may be seen as common to mythologies of different cultures and relate theme to literary studies.
CO4	Student will be able to develop critical and comparative skills in reading mythological and theoretical texts.
CO5	Student will be able to interpret texts with attention to complexity and cultural significance in Indian mythological literature.
Textbooks:	
1	Berens, E. M. <i>A Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome</i> . Maynard, Merrill & Co., E-book.
2	Knappert, Jan. <i>An Encyclopaedia of Myth and Legend: Indian Mythology</i> . Aquarian Press, 1991. Hamilton, Edith. <i>Mythology: Timeless Tales of Gods and Heroes</i> . Little, Brown and Company, 1942.
3	Rajagopalachari, C. <i>Mahabharata and Ramayana</i> . Bharatiya Vidya Bhavan, 2018
4	Rose, H. J. <i>A Handbook of Greek Mythology</i> . Routledge, 2005. E-book. The Holy Bible: Authorized Version.
Reference Books:	
1	Wilkinson, Philip. <i>Myths and Legends: An Illustrated Guide to Their Origins and Meaning</i> . DK Publishing, 2009.
2	Eller, Cynthia. <i>The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Beacon Press, 2000.
3	Ramayana Stories: <i>The Burning of Lanka</i> . Om Books International, 2013.
Web Resources:	
1.	Myth and literature Myth: A Very Short Introduction Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu)
2	Bascom, William.A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965:3-20

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15	15	14	15	15
Average	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0

3 –Strong, 2–Medium,1-Low

III YEAR
SEMESTER -V
Core Course - 12
New Literature in English

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC54	New Literature in English	Core-12	2	1	0	0	4	3	25	75	100
Learning Objectives											
LO1	To understand postcolonial identity, culture, and conflict through world poetry.										
LO2	To analyze the politics of language and resistance in postcolonial writings.										
LO3	To examine tradition, modernity, and cultural conflict through African drama.										
LO4	To explore postcolonial society, family, and personal freedom in fiction.										
LO5	To develop close reading skills through short stories dealing with class, loss, and social issues.										
Unit	Content										Hours
1	Poetry 1. Derek Walcott (Caribbean) – <i>A Far Cry from Africa</i> 2. Yasmine Gooneratne (Sri Lanka) – <i>Big Match</i> 3. Oodgeroo Noonuccal (Australia)– <i>We Are Going</i> 4. E.J. Pratt (Canadian) – <i>The Dying Eagle</i> 5. Allen Curnow (New Zealand) – <i>House and Land</i>										9
2	Prose 1. Ngugiwa Thinong’o (African): “The Language of African Literature’. Chapter 1 from Decolonizing the minds” The Politics of Language in African Literature, pp 4-34 2. Chinua Achebe - An Image of Africa										9
3	Drama 1. Athol Fugard - <i>Sizwe Banzi Is Dead</i>										9
4	Novel 1. Chimamanda Ngozi Adichie (Nigeria) – <i>Purple Hibiscus</i> 2. Jhumpa Lahiri - <i>The Namesake</i>										9

5	<p>Short Stories</p> <ol style="list-style-type: none"> 1. Amy Hempel (American) – <i>In the Cemetery Where Al Jolson Is Buried</i> Katherine 2. Mansfield (New Zealand): <i>The Doll's House</i> 	9
---	--	---

CO	Course Outcomes
CO1	Students will be able to understand postcolonial identity, culture, and conflict through world poetry.
CO2	Students will be able to analyze how language is used as a tool of power and resistance in postcolonial writings.
CO3	Students will be able to understand the conflict between tradition and modernity through African drama.
CO4	Students will be able to explore postcolonial society, family life, and personal freedom through fiction.
CO5	Students will be able to improve close reading skills by studying short stories on social issues, class, and loss.
Prescribed Textbooks:	
1	Walcott, Derek. <i>A Far Cry from Africa</i> . Farrar, Straus and Giroux, 1962.
2	Ngũgĩ wa Thiong'o. <i>Decolonising the Mind: The Politics of Language in African Literature</i> . Heinemann, 1986.
3	Soyinka, Wole. <i>The Lion and the Jewel</i> . Oxford University Press, 1963.
4	Adichie, Chimamanda Ngozi. <i>Purple Hibiscus</i> . Algonquin Books, 2003.
5	Hempel, Amy. <i>In the Cemetery Where Al Jolson Is Buried</i> . Alfred A. Knopf, 1989.
Reference Books:	
1	Ramazani, Jahan, Richard Ellmann, and Robert O'Clair, editors. <i>The Norton Anthology of Modern and Contemporary Poetry</i> . Norton, 2003.
2	Said, Edward W. <i>Culture and Imperialism</i> . Vintage Books, 1994.
3	Gibbs, James. <i>Critical Perspectives on Wole Soyinka</i> . Three Continents Press, 1980.
4	Boehmer, Elleke. <i>Colonial and Postcolonial Literature</i> . Oxford University Press, 2005.
5	Baldick, Chris. <i>The Oxford Dictionary of Literary Terms</i> . Oxford University Press, 2015.
Web Resources:	
1	https://learnenglish.britishcouncil.org/general-english/literature
2	http://gardenofpraise.com/leaders.htm http://www.pitara.com/magazine/people.asp
3	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15	15	14	15	15
Average	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0

3 –Strong, 2–Medium,1-Low

III YEAR

SEMESTER -V

EC-6-Film Appreciation and Review

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE51	Film Appreciation and Review	Elective-6	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To sensitize students to the nuances of cinema and film aesthetics.										
LO2	To introduce the semiotics and language of cinema.										
LO3	To familiarize students with theories and techniques of film appreciation.										
LO4	To expose students to the influence of cinema in society and culture.										
LO5	To develop students' ability to analyse films and write reviews.										
Unit	Content									Hours	
1	Brief Overview History of World Cinema Definition, Meaning and scope of cinema, Indian Cinema: Growth and Development, OTT platforms - Netflix, Amazon Prime, Disney+									15	
2	Cinema Aesthetics, Religion and Politics Film as a Cultural and Social Medium Understanding Cinema as Critique									15	
3	Types of Film Genres Drama, Documentary, Action, Thriller / Suspense, Horror, Romance Science Fiction & Animation									15	
4	Analyzing Plot, Characters and Themes Purpose, Selection of films, Pre-viewing context, Active viewing techniques, Plot structure, Character analysis, Identification of themes and messages, Narrative techniques, Difference, Structure, style and critical perspective,									15	

5	Film Review Definition and purpose, structure of a film review, writing critical film analysis, writing review articles, style and audience awareness	15
---	---	----

Course Outcomes		
Course Out comes	On completion of this course	
CO1	Students will be able to understand the fundamental concepts of film studies.	PO1
CO2	Students will be able to identify cinematic techniques such as editing, cinematography, and sound.	PO1, PO2
CO3	Students will be able to analyse films from cultural, thematic, and aesthetic perspectives.	PO4, PO6
CO4	Students will be able to develop skills to write structured and critical film reviews.	PO4, PO5, PO6
CO5	Students will be able to reviewing for a specific audience or platform' or 'adapting reviews for digital media.	PO3, PO8

Text Books	
1	Bordwell, David, and Kristin Thompson. <i>Film Art: An Introduction</i> . McGraw-Hill Education.
2.	Monaco, James. <i>How to Read a Film</i> . Oxford University Press.
References Books	
1.	Bazin, André. <i>What Is Cinema?</i> University of California Press, 2005.
2.	Rajadhyaksha, Ashish. <i>Indian Cinema: A Very Short Introduction</i> . Oxford University Press, 2016.
3.	Hayward, Susan. <i>Cinema Studies: The Key Concepts</i> . Routledge, 2013.

Web Resources:	
1	https://www.youtube.com/channel/UC6QAr1kh5J_dlu7XJbSsPkw
2	https://www.lib.berkeley.edu/MRC/filmstudies/filmreviewsintro.html

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3-Strong, 2-Medium, 1-Low

III YEAR SEMESTER

-V

EC-7 - Life Writing

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE52	Life Writing	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To introduce life writing as an important genre in literary studies.										
LO2	To make students realize the literary significance of life writings										
LO3	To make students understand various functions of life writing.										
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works										
LO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality										
Unit	Contents									Hour	
I	Defining Kinds of Life Writing 1. Carole Angier - <i>Biography</i> (Essay) (pp. 47-63) The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline, Carole Angier 2. Sally Cline: <i>Autobiography</i> (Essay)(pp. 64-81) The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline, Carole Angier 3. Sidonie Smith: <i>Fifty-two Genres of Life Narrative</i> (pp. 183-208), Sidonie Smith and Julia Watson									15	
II	Autobiography 1. Malini Chib - <i>One Little Finger</i> (Autobiography) 2. Manobi Bandopadhyay - <i>A Gift of Goddess Lakshmi</i> 3. Nelson Mandela – <i>Long Walk of Freedom</i>									15	
III	Memoirs and Testimonials 1. Viktor Frankl - <i>Man's Search for Meaning</i> (Memoir) 2. Mourid Barghouti - <i>I Saw Ramallah</i> (Memoir) 3. Urvashi Butalia - <i>The Other Side of Silence: Voices from the Partition</i> (Memoir / Testimonials)									15	
IV	Drama 1. Girish Karnard – <i>Broken Images</i>									15	
V	Autofiction and Short Life Narratives 1. Christopher Isherwood - <i>Goodbye to Berlin</i> (Autofiction) 2. Nandini Oza - <i>Homeless Revli's Story Whither Justice: Stories of Women in Prison</i>									15	
Course Outcomes											

CO1	Students will be able to become familiar with various subgenres of life writing.
CO2	Students will be able to sensitize themselves to the predicament of various marginalized sections.
CO3	Students will be able to comprehend the significance of life writing as a literary genre. .
CO4	Students will be able to get acquainted with the role of personal narrative in writing history.
CO5	Students will be able to comprehend the different socio, cultural and political dimensions

Text Books

1	Cline, Sally, and Carole Angier. <i>The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir</i> .
2.	Smith, Sidonie, and Julia Watson. <i>Reading Autobiography: A Guide for Interpreting Life Narratives</i> . University of Minnesota Press.
3	Anderson, Linda. <i>Autobiography</i> . Routledge, 2010.

References Books

1	Mara, Wil. <i>Henry Ford (Rookie Biographies)</i> . Children's Press, 2004.
2	Amelia Earhart (<i>Graphic Biography</i>). Saddleback Educational Publishing, 2008.
3	Adler, David A. <i>A Picture Book of Harriet Tubman</i> . Holiday House, 1993.
4	Spinelli, Jerry. <i>Knots in My Yo-yo String: The Autobiography of a Kid</i> . Alfred A. Knopf, 1998.
5	Stine, R. L. <i>It Came From Ohio! My Life as a Writer</i> . Scholastic Paperbacks, 1998.
6	Eakin, Paul John. <i>How Our Lives Become Stories: Making Selves</i> . Cornell UP, 1999.

Web Resources

1	<ul style="list-style-type: none"> a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp c. https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053 d. https://rupkatha.com/V13/n1/v13n120.pdf
---	--

Mapping Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	2	2	3	2	3
CO2	3	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	3	3	2	3	3	3	3	2
CO4	3	3	3	2	3	3	3	2	2	2	2
CO5	3	2	3	3	3	2	3	2	2	3	2
Total	15	14	15	13	14	10	14	11	12	12	11
Average	3	2.8	3	2.6	2.8	2	2.8	2.2	2.4	2.4	2.2

3-Strong, 2-Medium,1-Low

III YEAR
SEMESTER -V

EC –8 –Literature Environment

Course Code	Course name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE53	Literature & Environment	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To enable the learners to understand and address the connection between ecology, culture and literature										
LO2	To introduce a few basic concepts and principles of Ecocriticism										
LO3	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns										
LO4	To apply Ecocriticism to the reading of literary texts.										
LO5	To expose the learners to recent critical theories										
Unit	Contents										Hour
I	General Studies Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oikopoetics										15
II	Poetry 1. Wordsworth – Nutting 2. Keats - <i>On Grasshopper and Cricket</i> 3. D H Lawrence – <i>Snake</i> 4. G. M. Hopkins - <i>Spring</i> 5. F. G. Scott - <i>The Unnamed Lake</i>										15
III	Prose 1. Arundathi Roy – <i>The Greater Common Good</i> 2. Rachel Carson – <i>A Fable for Tomorrow</i>										15
IV	Film 1. Hayao Miyazaki - <i>Princess Mononoke (1997)</i> 2. Jonathan Hughes - <i>David Attenborough: A Life on Our Planet (2020)</i>										15
V	Fiction 1. John Steinbeck - <i>The Grapes of Wrath</i> 2. Charlotte McConaghy – <i>Migration</i>										15

Course Outcomes	
CO1	Students will be able to demonstrate complex and various representations of Nature in Green Studies.

CO2	Students will be able to discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.
CO3	Students will be able to utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.

CO4	Students will be able to apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.
CO5	Students will be able to formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects

Textbooks

1	Glotfelty, Cheryll, and Harold Fromm, editors. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . University of Georgia Press, 1996.
2	Ghosh, Amitav. <i>The Hungry Tide</i> . HarperCollins, 2004.

Reference Book

	<p>Devall, Bill, and George Sessions. <i>Deep Ecology: Living as if Nature Mattered</i>. Peregrine Smith Books, 1985.</p> <p>Garrard, Greg. <i>Ecocriticism</i>. Routledge, 2004. Selvamony, Nirmal. <i>Ecocriticism</i>.</p> <p>Garrard, Greg, editor. <i>The Oxford Handbook of Ecocriticism</i>. Oxford University Press, 2014.</p> <p>Fredrick, Suresh. <i>Contemporary Contemplations on Eco Literature</i>.</p> <p>Baranay, Inez. <i>Neem Dreams</i>. Penguin Books, 2003.</p>
--	--

Web Resources:

	<p>https://www.schumachercollege.org.uk/learningresources/</p> <p>https://www.youtube.com/watch?v=dZap</p> <p>https://www.youtube.com/watch?v=koMunNH1J3Y</p> <p>https://www.youtube.com/watch?v=32Lj2DHAT4I</p> <p>https://www.youtube.com/watch?v=ZpS5yxy8O0</p> <p>https://www.poetryfoundation.org/poems/51002/spring-56d22e75d65bd</p> <p>https://allpoetry.com/The-Unnamed-Lake \</p>
--	--

Mapping Programme Outcomes and Programme Specific Outcomes

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	2	3	3	3	3
CO2	3	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	2	3	3	3	3	2
CO4	3	2	3	3	3	2	3	3	3	3	2
CO5	3	2	3	3	3	2	3	3	3	3	2
Total	15	13	15	14	15	10	14	15	15	15	11
Average	3	2.6	3	2.8	3	2	2.8	3	3	3	2.2

3 – Strong, 2- Medium, 1-Low

III YEAR
SEMESTER -V

EC-9- English Language Teaching

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE54	English Language Teaching	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To acquaint the learner with the theories and practices of teaching English.										
LO2	To explain various methods of teaching and learning the English language.										
LO3	To make our students familiar with teaching processes involved in English language teaching.										
LO4	To learn the natural approach in communicative English										
LO5	To make the student learn the competence-based language teaching										
Unit	Details									Hours	
1	General Studies A Brief History of Language Teaching, Language Teaching Innovations, Objectives of Teaching English									15	
2	Interference and Transfer from the Mother Tongue Listening Activities, Techniques in Teaching-Speaking, Barriers of Effective Communication									15	
3	Methods and Approaches in Teaching English Translation Methods, Direct Methods, Bilingual Approaches, Situational Approaches, Eclectic Approaches									15	
4	Language Teaching Communicative Language Teaching, Cooperative Language Teaching, Content-Based Language Teaching, Task-Based Language Teaching									15	
5	English Language Teaching in India English as a World Language English for Specific Purposes Technological Influences on English Media and Cyber Influences on English. EdTech Tools Google Classroom, Canva for Education, Microsoft Teams for Education									15	

CO	Course Outcomes
CO1	Students will be able to speak and interact confidently in everyday situations
CO2	Students will be able to understand spoken English in conversations, instructions, and Lectures
CO3	Students will be able to read and comprehend different types of texts and identify key ideas.

CO4	Students will be able to write clear sentences, paragraphs, and basic essays using correct grammar.
CO5	Students will be able to use appropriate grammar structures and a range of vocabulary Effectively

Textbooks:	
	1. Howatt, A. P. R. <i>A History of English Language Teaching</i> . Oxford University Press. 2. Stern, H. H. <i>Fundamental Concepts of Language Teaching</i> . Oxford University Press.
	3. Nunan, David. <i>Language Teaching Methodologies</i> . Prentice Hall. 4. Mackay, R. A. <i>A Basic Introduction to English Language Teaching</i> . Oxford University Press.
Reference Books:	
1	Ur, Penny. <i>A Course in English Language Teaching</i> . Cambridge University Press.
2	Larsen-Freeman, Diane, and Marti Anderson. <i>Techniques and Principles in Language Teaching</i> . Oxford University Press.
3	Arora, Navita. <i>English Language Teaching: Approaches and Methodologies</i> . McGraw Hill.
4	Jain, Praveen M. <i>Methodology of Teaching English: Tools, Techniques and Methods</i> . Raj Publication.
5	Sehrawat, Meena, and Subodh K. Jha. <i>English Language Teaching</i> . Lakshi Publishers.

Web sources

1	https://eltbylinablog.wordpress.com
2	https://eltnotes.wordpress.com
3	https://medium.com/eltnotes
4	https://talimenam.blogspot.com
5	https://www.eltnotes.blogspot.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

**III YEAR
SEMESTER -V**

ACE – Gender Equality and Social Inclusion

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UAEC51	Gender Equality and Social Inclusion	AEC	2	-	-	-	2	2	25	75	100
Learning Objectives											
LO1	To understand the introduction to Gender and Social Inclusion										
LO2	To acquire knowledge on Gender inequality in society										
LO3	To equip Social Exclusion and Marginalized Group										
LO4	To understand Legal Frameworks and Policies										
LO5	To assimilate knowledge about Strategies for Promoting Equality and Inclusion										
Unit	Content									Hours	
1	Introduction to Gender and Social Inclusion: Concepts Gender-Gender roles, stereotypes, and socialization - Meaning and importance of social inclusion- Intersectionality (gender, caste, class, disability, etc.) - Historical perspectives on gender inequality.									6	
2	Gender Inequality in Society: Forms of gender discrimination (education, health, employment) - Gender-based violence and its types - Wage gap and economic inequality - Representation of gender in media and culture - Case studies on gender inequality (local and global).									6	
3	Social Exclusion and Marginalized Groups: Understanding social exclusion - Marginalized communities (women, LGBTQ+ individuals, persons with disabilities, minorities) - Barriers to inclusion (social, economic, political) - Role of culture, tradition, and norms in exclusion - Impact of exclusion on development.									6	
4	Legal Frameworks and Policies: National and international laws promoting gender equality - Human rights perspective on inclusion - Government policies and welfare programs - Role of institutions (NGOs, UN, civil society).									6	
5	Strategies for Promoting Equality and Inclusion: Gender mainstreaming and inclusive development - Education and awareness programs - Role of media and technology - Empowerment approaches (economic, social, political) - Community participation and leadership - Measuring progress (indicators like SDGs)									6	
Total									30		

CO	Course Outcomes
CO1	Understand the introduction to Gender and Social Inclusion
CO2	Acquire knowledge on Gender inequality in society
CO3	Equip the knowledge on Social Exclusion and Marginalized Group
CO4	Understand Legal Frameworks and Policies towards gender Equality
CO5	Gain knowledge about Strategies for Promoting Equality and Inclusion
Textbooks:	
1	Development as Freedom, Amartya Sen, Publisher: Oxford University Press (1999).
Reference Books:	
1	Gender Trouble: Feminism and the Subversion of Identity, 2 nd Edition (1999 revised edition) Publisher: Routledge, London & New York.
2	David E. Newton, Gender Inequality: A Reference Handbook, Bloomsbury Academic, 2019.
3	Gender Inequality: A Reference Handbook, by David E. Newton ABC-CLIO, 2019.
Web resources:	
1	GESI-Traning-Module.pdf
2	Gender Equality_and_Social_Inclusion WV.pdf
3	integrity-action-gesi-strategy-version-2.pdf
4	Major Marginalized Groups: A Closer Look - Urban Studies
5	UNOPS GESI Mainstreaming in Projects Strategy (Final)

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	2	3	2	3	3	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	3	3	2	3	2	3	3	2	2	2
CO4	2	2	2	2	2	2	2	2	3	2	2
CO5	3	3	3	2	3	2	3	3	3	2	2
TOTAL	11	12	13	10	13	10	13	13	12	10	10
AVERAGE	2.2	2.4	2.6	2	2.6	2	2.6	2.6	2.4	2	2

3– Strong,2-Medium, 1-Low

III YEAR
SEMESTER -V
Indian Knowledge System

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External I	Total
24UENIK51	Indian Knowledge System	IKS	1	1	0	0		2	25	75	100
Learning Objectives											
LO1	To introduce learners to the concept and scope of the Indian Knowledge System.										
LO2	To understand the contributions of ancient Indian scholars in various disciplines.										
LO3	To explore traditional knowledge Arts & Literature										
LO4	To analyze the relevance of Indian knowledge traditions in archeological sources										
LO5	To promote interdisciplinary learning through indigenous knowledge systems.										
Unit	Details									Hours	
1	Introduction Definition, Scope, and Importance of IKS, Characteristics of IKS, Concept of “Vidya” and “Jnana”									6	
2	Sources of Indian Knowledge: Vedas, Upanishads, Puranas (Education System in Ancient India)									6	
3	Indian Knowledge in Arts and Literature Classical Literature: Epics (Ramayana, Mahabharata)									6	
4	Indian Knowledge in Archaeological sources Architecture and Sculpture									6	
5	Indian Knowledge System in Modern Context Relevance of IKS in Contemporary Education Indian Knowledge and Sustainable Development									6	

CO	Course Outcomes
CO1	The students will be able to explain the fundamental concepts, sources, and evolution of the Indian Knowledge System.
CO2	The students will be able to describe the contributions of ancient Indian scholars

CO3	The students will be able to analyze the epics.
CO4	The students will be able to examine the role of Indian knowledge traditions in arts, literature, and cultural practices.
CO5	The students will be able to evaluate the significance of Indian Knowledge Systems in contemporary global and interdisciplinary contexts.
Textbooks:	
1	Kapoor, Kapil, ed. <i>Indian Knowledge System</i> . Indian Institute of Advanced Study, 2005.
2	All India Council for Technical Education. <i>Indian Knowledge Systems (IKS)</i> . AICTE, 2021.
Reference Books:	
1	Basham, A. L. <i>The Wonder That Was India</i> . Picador, 2004.
2	Radhakrishnan, S. <i>Indian Philosophy</i> . 2 vols., Oxford University Press, 2008

Web sources

1	https://www.aicte-india.org
2	https://www.education.gov.in
3	https://iksindia.org
4	https://iksindia.org/ebook.php

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

**III YEAR
SEMESTER VI
CC-12- Literary Criticism**

Course Code	Course name	Category	L	T	P	S	Credit	Hours	Marks		
									CIA	External	Total
24UENC61	CC-12- Literary Criticism	Core	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To provide a thorough idea of theoretical perceptions from the Classical times to the thirties.										
LO2	To enhance insight into different periods and contexts through a theoretical orientation										
LO3	To widen knowledge of theoretical trends, its various reactionary phases and the manner in which theoretical approaches to Literature generate multiple perspectives.										
LO4	To enable students to acquire good grounding in theory and to help them perceive the complementary nature of Literary theory and Literary texts.										
LO5	To help learners acquire basic understanding of what theory is all about.										
Unit	Content									Hours	
1	Classical Criticism 1. Aristotle - <i>Poetics</i> - chapter 13,14, 15 2. Longinus - On Sublimity – Some marks of true sublimity, Five sources of sublimity 3. Horace - <i>Ars Poetica</i> (119-133); How to Be a Good Poet									15	
2	16th to 18th Century 1. Sir Philip Sydney - <i>An Apology for Poetry</i> 2. Samuel Johnson - <i>Preface to Shakespeare</i>									15	
3	Romanticism 1. Wordsworth - <i>Preface to Lyrical Ballads</i> 2. S.T. Coleridge - <i>Biographia Literaria Part II – Chapter 14</i>									15	
4	Victorian Period 1. Matthew Arnold - <i>Culture and Anarchy (Touch stone, Sweetness and light)</i> . 2. Walter Pater – <i>Preface – Studies in the History of Renaissance</i>									15	
5	New Criticism 1. I.A. Richards - <i>Practical criticism</i> 2. Jhon Crowe Ransom - <i>The New Criticism</i> 3. T. S. Eliot – <i>Tradition and Individual Talent</i>									15	
CO	Course Outcomes										
1	Students will acquire sound knowledge and difference of Literary theories and Non-literary theories										
2	Students will gather hands on experience of how theories are countered by theories and how they defy and outwit their own stances										

3	Students will gain consciousness of the phenomenal growth of theories into other theories
4	Students will get to know acquisition of the difference between Literature, Criticism and Theory
5	Students will get to know the basic tenets of Literature, Criticism and Theory

Textbooks:	
1	Waugh, Patricia, editor. <i>Literary Theory and Criticism</i> . Oxford University Press, 2006.
2	Barry, Peter. <i>Beginning Theory</i> . Viva Books, 2010.
Reference Books:	
1	Ur, Penny. <i>A Course in English Language Teaching</i> . Cambridge University Press.s
2	Larsen-Freeman, Diane, and Marti Anderson. <i>Techniques and Principles in Language Teaching</i> . Oxford University Press.
3	Arora, Navita. <i>English Language Teaching: Approaches and Methodologies</i> . McGraw Hill.
4	Jain, Praveen M. <i>Methodology of Teaching English: Tools, Techniques and Methods</i> . Raj Publication.
5	Sehrawat, Meena, and Subodh K. Jha. <i>English Language Teaching</i> . Lakshi Publishers.
Web Resources:	
1	https://www.britannica.com/
2	https://www.wikipedia.org/
3	https://sites.udel.edu/britlitwiki/the-restoration-and-the-18th-century/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15	15	14	14	15
Average	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8	2.8	3.0

3 – Strong, 2- Medium, 1- Low

**III YEAR
SEMESTER VI
CC-13 Shakespeare**

Course Code	Course name	Category	L	T	P	S	Credit	Hours	Marks		
									CIA	External	Total
24UENC62	CC-13-Shakespeare	Core	3	1	1	0	3	5	25	75	100

Learning Objectives

LO1	To analyse major character types such as heroines and villains.
LO2	To familiarize students with Shakespeare's sonnet form and structure
LO3	To develop close reading and critical analysis skills
LO4	To understand political themes and kingship
LO5	To understand themes of magic, forgiveness, and reconciliation

Details

Unit	Content	Hours
1	General Studies Shakespeare's, Shakespeare's Theatre and Audience, Tragedies of Shakespeare, Heroines of Shakespeare, Villains of Shakespeare	15
2	Sonnet Sonnet – 2,17,28,40,56,116 and 121	15
3	Tragic Play 1. King Lear 2. Macbeath	15
4	Historical Play 1. Richard II	15
5	Comedy Play 1. The Tempest 2. The Merry Wives of Windsor	15

Course Outcomes	On completion of this course
CO1	Students will be analyse important heroines and villains critically
CO2	Students will be explain the structure of a Shakespearean sonnet
CO3	Students will be write structured analytical answers
CO4	Students will be understand themes of power and legitimacy
CO5	Students will be interpret themes like colonialism and forgiveness

Text Books	
1.	Bradley, A. C. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth.</i>
2.	Shakespeare, William. <i>King Lear.</i> Edited by R. A. Foakes, Arden Shakespeare, Bloomsbury, 1997.
3.	Bloom, Harold. <i>Shakespeare: The Invention of the Human.</i> Riverhead Books, 1998.
References Book	
1.	Shakespeare, William. <i>Richard II.</i> Edited by Charles R. Forker, Arden Shakespeare, Bloomsbury, 2002.
2.	Shakespeare, William. <i>The Tempest.</i> Edited by Virginia Mason Vaughan and Alden T. Vaughan, Arden Shakespeare, Bloomsbury, 2011.
3.	Tillyard, E. M. W. <i>Shakespeare's History Plays.</i> Penguin Books, 1969.
Web Resources	
1.	Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3.0	2.8	2.8	3.0	3.0	2	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

III YEAR
SEMESTER – VI
CC-14 - Project

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC63P	Project	CC-14	0	0	0	5	4	5	25	75	100
Learning Objectives											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem.										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual Frame works and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designs and also different methods of data collections										
Unit	Details										Hours
1	<p>Formatting the Research Project Margins Text Formatting Title - Running Head and Page Numbers - Internal Headings and Subheadings - Placement of the List of Works Cited - Proofreading and Spellcheckers - Binding a Printed Paper - Electronic Submission</p> <p>Mechanics of Prose Spelling Dictionaries - Plurals - Punctuation - Commas - Hyphen - Semicolons and Colons - Dashes and Paratheses - Quotation marks,- Italics, - Capitalization of English Terms Titles, - Use of Numerals or words, - Dates and Times</p>										15
2	<p>Principles of Inclusive Language and Documenting Sources An Overview Why Plagiarism is a Serious Matter - Avoiding Plagiarism - Careful Research - Giving Credit Paraphrasing - When to Paraphrase - How to Paraphrase - How to Paraphrase and Give Credit Quoting - When to quote - How to quote and give credit - When Documentation is Not Needed</p>										15
3	<p>Creating and Formatting Entry An Overview the MLA Core Elements Author – Title - Title of Container - Contributor, - Key contributors,- Other types of contributors Version, Number, Publisher, Co - publisher, Books Websites, Audio and visual media Terms omitted from publishers’ names Common abbreviations in publishers’ names City of publication Publication Date in Books, E-books, News articles, Journal articles Publication Date: Year, Season, Time Date range location : What It Is Page n umbers Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking Ordering the List of Works</p>										15

	Cited Alphabetizing by Title Cross- References , Annotated Bibliographies	
4	<p>Citing Sources in the Text In-Text Citations, Overview What to Include and How to Style it</p> <p>Citing A Work Listed by Author Co Authors Corporate authors - Two authors with the same surname - Two or more works by the same author or authors - Using abbreviations for titles of works</p> <p>Quotations Verse Works - Prose Works - Punctuation in the parenthetical citation</p> <p>Quoting and Paraphrasing Sources Short Quotations Long quotations (block quotations) Poetry, Dialogue, Drama, Prose Placement of Parenthetical Citations</p> <p>Punctuation With Quotations Introducing Quotations Within Quotations</p> <p>Marking the end of a quotation Periods and commas, Other punctuation marks F. Using an Ellipsis to Mark Material Omitted from Quotations - Omission within a sentence - Omission in a quotation of one or more sentences Other Permissible Alterations of Quotations Internal Assessment: Writing a Research Article (Not to be included for Semester End Exam)</p>	15
5	PROJECT WORK	15

CO	Course Outcomes:
CO1	Students will able to comprehend the structure of a Research Thesis through its formatting process
CO2	Students will able to acquire the Mechanics of Academic writing
CO3	Students will able to learn the ethics in Research writing
CO4	Students will able to familiarize themselves with the documentation methodology
CO5	Students will able to get acquainted with the project work by formulating all the technics
	Textbooks:
1	Anderson, Jonathan, and Millicent Poole. <i>Assignment and Thesis Writing</i> . 4th ed., Wiley India, 2001.
2	MLA Handbook. 9th ed., <i>Modern Language Association of America</i> , 2021.
	Reference Books:
1	Dorairaj, Joseph. <i>FAQs on Research in literature and Language</i> . Emerald Publishers, 2019..
2	Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i> . 9th ed., Affiliated East West Press, 2021.
3	Hoffmann, Ann. <i>Research for Writers</i> . A and C Black Limited, 2004
4	Manse, Martin H. <i>Guide to Style: An Essential Guide to the Basics of Writing Style</i> . Viva Books, 2010.

Web Sources

1	https://libraryguides.oswego.edu/english/websites
2	https://shodhganga.inflibnet.ac.in

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3
Total	15	14	15	14	14	15	15	14	15	15	15
Average	3.0	2.8	3.0	2.8	2.8	3.0	3.0	2.8	3.0	3.0	3.0

3 – Strong, 2- Medium, 1- Low

III YEAR
SEMESTER – VI
EC-10
Journalism

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE61	Journalism	Elective	3	1	1	0	4	5	25	75	100

Learning Objectives

LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies
LO2	To be acquainted with the principles of journalism and the importance of press laws.
LO3	To understand the nuances of news and media
LO4	To develop the learner in to competent and efficient Media & Entertainment Industry ready Professionals
LO5	To train students to write for the newspaper, magazine and the Web.

Unit	Details	Hours
1	Definition Principles and Ethics of Journalism - Print Journalism	15
2	Freedom of Press Press Laws–Defamation–Libel–Contempt of court–Slanders – Copyright Law – Press Regulation Act – Law of Privileges	15
3	Reporting News Role and Responsibilities of Reporter–Role and Duties of Editor	15
4	Leads Types of News–Straight Interpretive–Investigative–Scoop–Sting – Headlines – Editorial – Feature Writing – Personal Column – Reviews –Interviews and Press Conferences	15
5	Electronic and New Media Electronic Media–Radio, Television Emergence of New Age Media, Role and Responsibilities	15

CO	Course Outcomes
CO1	Students will able to acquire the knowledge of the origin and development of the print, electronic and web media.
CO2	Students will able to enhance the knowledge of growth of print, electronic and web
CO3	Students will able to analyze the significance of speech communication
CO4	Students will able to exercise their knowledge in producing a creative journal

CO5	Students will able to analyze the social issues relevant to the society and sensitize through their professional skills in this field
Textbooks:	
1	D.S.Mehta, <i>Mass Communication and Journalism in India</i> , Allied Publishers Ltd, New Delhi
2	M.V.Kamath– <i>Professional Journalism</i>
3	Richard Rudin and Trevor Ibbotson- <i>An Introduction to Journalism</i>
4	Kumar, Keval J. <i>Mass Communication in India</i> . Jaico Publishing House, 2020.
5	Kumar, Ravish. <i>The Free Voice: On Democracy, Culture and the Nation</i> . Speaking Tiger, 2020
Reference Books:	
1	Fine, Robert. <i>The Big Book of Social Media: Case Studies, Stories, Perspectives</i> . Yorkshire Publishing, 2010.
2	Webster, Frank. <i>Theories of the Information Society</i> . Routledge, 2002.

Web Sources

1	Media and Communication Peer-Reviewed Open Access Journal(cogitatiopress.com)
---	---

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3
Total	15	14	15	14	14	15	15	14	15	15	15
Average	3.0	2.8	3.0	2.8	2.8	3.0	3.0	2.8	3.0	3.0	3.0

3 – Strong, 2- Medium, 1- Low

III YEAR
SEMESTER – VI
EC 11 –
Translation Tasks

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE62	Translation Tasks	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To impart the basic knowledge of different types of words in English										
LO2	To be acquainted with the official note-writing format										
LO3	To understand the use of appropriate administrative language										
LO4	To develop the learner in to apply formal administrative style										
LO5	To train students to prepare official notes accurately										
Unit	Details										Hours
1	Word and Phrase Classification Definition and types, Classification of words, Phrase structures in sentences Basic sentence construction										15
2	Note Terms & Forms of Endorsement Note: Meaning and structure, Types of notes (office note, file note), Note terms used in administration, Endorsement: Meaning and types, Forms of endorsement in official communication										15
3	Note Order & Official Letters Note Order: Definition and format, Drafting note orders, Official letters: Structure and format, Types of official letters (request, permission, complaint), Language used in official correspondence										15
4	Circulars & Proceedings Circular: Meaning and purpose, Format of circulars, Types of circulars, Proceedings: Definition and structure, Writing official proceedings										15
5	Government Orders, Announcements & Advertisements Government Orders (G.O.): Meaning and format, Structure of official G.O., Announcements: Types and writing style, Newspaper advertisements: Format and language, Official notes: Structure and usage										

CO	Course Outcomes
CO1	Students will be able to develop grammatical accuracy in English usage
CO2	Students will be able to write structured administrative notes
CO3	Students will be able to communicate effectively in official contexts
CO4	Students will be able to enhance administrative writing ability
CO5	Students will be able to gain competency in public and administrative writing
Textbooks:	
1	Green, David. <i>Contemporary English Grammar and Composition</i> .
2	Wren, P. C. and H. Martin. <i>High School English Grammar and Composition</i> . S. Chand Publishing.
3	Greenbaum, Sidney. <i>The Oxford English Grammar</i> . Oxford University Press.
4	Fowler, H. W.. <i>Modern English Usage</i> . Oxford University Press.
5	Thomson, A. J. and Martinet, A. V.. <i>A Practical English Grammar</i> . Oxford University Press.
Reference Books:	
1	Rizvi, M. Ashraf. <i>Effective Technical Communication</i> .
2	Sanjay Kumar and Pushp Lata. <i>Communication Skills</i> . Oxford University Press.
3	Shirley Taylor. <i>Communication for Business</i> . Pearson Education.
4	Lesikar, Raymond V. <i>Business Communication: Theory and Practice</i> . Meenakshi
5	Raman. <i>Business Communication</i> . Oxford University Press.
Web Sources	
1.	https://darpg.gov.in/documents/rulesmanuals?utm_source=chatgpt.com

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3
Total	15	14	15	14	14	15	15	14	15	15	15
Average	3.0	2.8	3.0	2.8	2.8	3.0	3.0	2.8	3.0	3.0	3.0

3 – Strong, 2- Medium, 1- Low

III YEAR
SEMESTER – VI
EC-12-
Travel Media and Communication

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE63	Travel Media and Communication	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To understand the meaning and concept of travel media.										
LO2	To evaluate the role of television in shaping public opinion and culture Understand its influence on lifestyle, values, and social change										
LO3	To use blogs, vlogs, social media, and basic SEO to create effective travel content.										
LO4	To design basic travel visuals using color, typography, and proper file formats.										
LO5	To understand advertising regulations, media laws, and ethical practices in print, broadcast, cable, and internet media.										
Unit	Content										Hours
1	Introduction to Travel Media Meaning and concept of Travel Media, Importance of travel communication, Growth of tourism and media relationship, Types of travel media: Print media - Electronic media- Digital media										15
2	Travel Journalism Growth of Television in India – Nature of the medium – TV as a socio-cultural force – Various services of Doordarshan – National, Regional Network – Satellite Channel - Economy of Doordarshan – Role of Government – Multinational – Management and Organization system of Doordarshan – Production – Relay Stations – Cable TV, Satellite TV – DTH and Up linking – Recommendations.										15
3	Digital Travel Media Travel blogs and vlog, social media platforms for travel Instagram, YouTube, Facebook, Influencer marketing in tourism SEO and content creation basics										15
4	Visual Travel Media Color palette using, fill and strokes, how to create gradient, strokes palette using, manipulating type, setting type attributes, file formats, export format, save, save as Methods, students projects.										15

5	Regulation of Advertising Advertising Standards – Advertising Councils – Film Censorship – Press Council Broadcasting Policy – Prasar Bharathi - Cable Media -Cable Media regulation and laws governing cable media – Internet as a media and the governing of rules of internet.	15
---	---	----

CO	Course Outcomes
CO1	Students will be able to explain the role and importance of travel media in tourism promotion and communication
CO2	Students will be able to create relationship between tourism growth and various media platforms.
CO3	Students will be able to capture and present travel experiences through photos and videos effectively especially television media in India.
CO4	Students will be able to understand digital travel media, including blogs, vlogs, and social media platforms.
CO5	Students will be able to create awareness about advertising regulations, media laws, and ethical practices in travel media.
Textbooks:	
1	Hanusch, Folker, and Elfriede Fürsich. <i>Travel Journalism: Exploring Production, Impact, and Culture</i> . Palgrave Macmillan, 2014.
2	Cambridge Introduction to Travel Writing Tim Youngs, Cambridge University Press, 2013
3	Kingsnorth, Simon. <i>The Digital Marketing Handbook</i> . Kogan Page, 2019.
Reference Books:	
1	Robinson, Mike, and David Picard, editors. <i>Tourism and Media</i> . Channel View Publications, 2006.
2	Keeble, Richard. <i>Media Writing: Print, Broadcast, and Public Relations</i> . Routledge, 2015.
3	Kumar, Keval J. <i>Mass Communication in India</i> . Jaico Publishing House, 2014.
4	Arun Bhattacharjee, <i>The Indian Press, Profession to Industry</i> , Vikas Publication, New Delhi, 1972.
5	Rajagopal, Arvind. <i>Television in India: Satellites, Politics and Cultural Change</i> . Cambridge University Press, 2001.
6	Boyd, Andrew. <i>Broadcast Journalism: Techniques of Radio and Television News</i> . Focal Press, 2012.
7	Kumar, Keval J. <i>Mass Media and Communication in India</i> . Jaico Publishing House, 2014.
8	Chakravartty, Paula, and Katharine Sarikakis. <i>Media Policy and Globalization</i> . Edinburgh University Press, 2006.
Web resources:	
1	https://www.destinationbc.ca/content/uploads/2025/03/DBC-Travel-Media-Guide-FINAL.pdf
2	https://travmedia.com/
3	https://www.nowmedia.in/industries/travel-and-tourism
4	https://www.emarketeducation.in/blog/digital-marketing-benefits-tourism/

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3
Total	15	14	15	14	14	15	15	14	15	15	15
Average	3.0	2.8	3.0	2.8	2.8	3.0	3.0	2.8	3.0	3.0	3.0

3 – Strong, 2- Medium, 1- Low

**III YEAR
SEMESTER – VI
EC 13-
Fantasy Fiction**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENE64	Fantasy Fiction	Elective	3	1	1	0	4	5	25	75	100
Learning Objectives											
LO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
LO2	. To enable them to identify the basic Structure and themes of Science Fiction										
LO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
LO4	To enhance students' knowledge to identify the basic Structure and themes of Science and Detective fiction										
LO5	To involve the students to a close reading important representative text										
Unit	Content										Hours
1	Background Studies Science Fiction and Fantasy, <i>Cyberpunk</i> (From M.H. Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H. Abrams)										15
2	Detective Fiction Arthur Conan Doyle - <i>The Hound of Baskervilles</i> Agatha Christie - <i>Murder on the Orient Express</i>										15
3	Science Fiction 1. Wilkie Collins - <i>The Woman in White</i> 2. H. G. Wells - <i>The Time Machine</i>										15
4	Fantasy Fiction Peter Straub - <i>Shadowland</i> Gabriel García Márquez - <i>One Hundred Years of Solitude</i>										15
5	Short Stories Edgar Alan Poe - <i>The Murders in the Rue Morgues</i> E.M. Forster - <i>The Machine Stops</i> Isaac Asimov - <i>The Last Question</i>										15

CO	Course Outcomes
CO1	Student will be able to know about the background studies of fantasy fiction
CO2	Students will be able to identify different forms of Science Fiction, Fantasy and Detective Fiction
CO3	Students will be able to fix the representative Detective Fiction in the larger context of Social changes.
CO4	Students will be able to appreciate the fundamental features and explore the major themes in fantasy fiction
CO5	Students will be able to gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works
Prescribed Textbooks:	
1	Christie, Agatha. <i>Murder on the Orient Express</i> . 1934. New York: HarperCollins, 2011.
2	Poe, Edgar Allan. <i>The First Detective: The Complete Auguste Dupin Stories</i> . Leonaur, 2009.
3	Wilkie Collins. <i>The Woman in White</i> . New York: Harper and Brothers, 1893.
Reference Books:	
1	Frank, Lawrence. <i>Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle</i> . New York: Palgrave Macmillan, 2009
2	Zembo, James. <i>The Detective Novels of Agatha Christie: A Reader's Guide</i> . Jefferson, NC: McFarland, 2008.
3	James, P.D. <i>Talking About Detective Fiction</i> . London: Faber & Faber, 2010.
Web Resources:	
1	https://archive.org/details/EncyclopediaOfScienceFictionhttps://
2	www.britannica.com/art/sciencefictionhttps://
3	https://archive.org/details/shadowland00pete_1
4	archive.org/details/mammothencyclope0000unse_m8s5https://
5	www.britannica.com/art/detective-story-narrativegenre
6	https://archive.org/details/isaac-asimov-the-last-question

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3-Strong, 2-Medium, 1-Low

III YEAR
SEMESTER – VI
PEC-
Personality Traits

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENP61	Personality Traits	PEC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To understand the importance of a positive attitude and identify ways to develop optimistic thinking in daily life.										
LO2	To recognize personal values and explain how they influence behavior and decision-making.										
LO3	To explore career options and create a basic plan to achieve personal career goals.										
LO4	To apply effective time management techniques to organize tasks and improve productivity.										
LO5	To identify sources of stress and practice simple strategies to manage and reduce stress.										
Unit	Details									Hours	
1	Developing Positive Attitude Meaning and importance of positive attitude, Factors influencing attitude formation Techniques to develop optimism and confidence, Overcoming negative thinking Role of attitude in academic and career success									6	
2	Forming Values Meaning and types of values (moral, social, cultural, ethical), Importance of value education, Family, society, and education in value formation, Ethical decision-making Professional values and discipline									6	
3	Career Planning Meaning and importance of career planning, Self-assessment (skills, interests, strengths), Goal setting and career objectives, Career options and opportunities Resume building and interview preparation basics									6	
4	Time Management Meaning and importance of time management, Prioritizing tasks and goal setting Techniques: to-do lists, scheduling, planning tools, Avoiding procrastination Balancing academic and personal life									6	
5	Stress Management Meaning and causes of stress, Academic, personal, and workplace stress factors, Stress management techniques (meditation, exercise, relaxation), Emotional regulation and coping strategies, Building resilience and mental well-being									6	

CO	Course Outcomes
CO1	Students will able to demonstrate a positive attitude in personal and professional situations.
CO2	Students will able to apply personal values in making responsible decisions.
CO3	Students will able to develop a basic career plan aligned with individual goals and interests.
CO4	Students will able to use time management skills to complete tasks efficiently and meet deadlines.
CO5	Students will able to practice stress management techniques to maintain mental and emotional well-being.

Textbooks:

1	Covey, Stephen R. <i>The 7 Habits of Highly Effective People</i> . Free Press, 2004.
2	Tracy, Brian. <i>Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time</i> . Berrett-Koehler Publishers, 2017.
3	Robbins, Anthony. <i>Awaken the Giant Within</i> . Simon & Schuster, 1992.

Reference Books:

1	Allen, David. <i>Getting Things Done: The Art of Stress-Free Productivity</i> . Penguin Books, 2001.
2	Elkin, Allen. <i>Stress Management for Dummies</i> . Wiley Publishing, 2007.

Web Sources

1	“Time Management.” <i>Mind Tools</i> , www.mindtools.com/pages/main/newMN_HTE.htm . Accessed 17 Apr. 2026.
2	“Stress Management.” <i>HelpGuide.org</i> , www.helpguide.org/articles/stress/stress-management.htm . Accessed 17 Apr. 2026.

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

3 – Strong, 2- Medium, 1- Low

III YEAR

SEMESTER – VI

SLC-Career Skills & E- Learning

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENL61	Career Skills & E- Learning	SLC	0	0	0	3	2	3	25	75	100
Learning Objectives											
LO1	To understand the importance of personality development for effective leadership and career growth.										
LO2	To identify essential soft skills required by employers in the workplace.										
LO3	To recognize the role of body language in expressing personality and building confidence.										
LO4	To demonstrate appropriate body language techniques in communication and professional settings										
LO5	To explore the benefits of MOOCs for skill development and continuous learning.										
Unit	Details									Hours	
1	Leadership and Career Growth Meaning and concept of personality development, Components of personality (physical, emotional, intellectual, social), Role of personality in leadership qualities, Self-awareness and self-improvement, Personality development and career success									9	
2	Soft Skills: Demanded by Every Employee Meaning and importance of soft skills, Communication skills (verbal and non-verbal), Interpersonal skills and teamwork.									9	
3	Body Language: Reveals Your Inner Self and Personality Meaning and importance of body language, Facial expressions, gestures, posture, and eye contact Positive vs negative body language.									9	
4	Body Language: Reveals Your Inner Self and Personality Cultural differences in body language, Communication through non-verbal cues Reading others' emotions through body language. Common mistakes in body language, Impact of body language on personality perception									9	
5	Massive Open Online Courses (Moocs): Skill Development and Career Growth: Meaning and concept of MOOCs Importance of online learning platforms, Role of MOOCs in skill enhancement, Certification courses for career development, Popular platforms (SWAYAM, Coursera, etc.)									9	

CO	Course Outcomes
CO1	Students will be able to demonstrate improved personality traits that support leadership and career growth.
CO2	Students will be able to apply essential soft skills in workplace and social interactions.
CO3	Students will be able to interpret body language cues to understand others more effectively.
CO4	Students will be able to use appropriate body language to communicate confidently in professional situations.
CO5	Students will be able to utilize MOOCs platforms for continuous skill development and career advancement.

Textbooks:

1	Lussier, Robert N., and Christopher F. Achua. <i>Leadership: Theory, Application, and Skill Development</i> . Cengage Learning, 2019.
2	Robbins, Stephen P., and Timothy A. Judge. <i>Organizational Behavior</i> . Pearson Education, 2017.
3	Klaus, Peggy, Jane Rohman, and Molly Hamaker. <i>The Hard Truth About Soft Skills</i> . HarperCollins, 2007.

Reference Books:

1	Sharma, Prashant. <i>Soft Skills: Personality Development for Life Success</i> . BPB Publications, 2018.
2	Patterson, Kerry, et al. <i>Crucial Conversations: Tools for Talking When Stakes Are High</i> . McGraw-Hill, 2012.

Web Sources

1	http://www.swayam.gov.in
2	http://www.coursera.org/learn/packt-body-language-non-verbal-communication-for-leaders-9frao

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6