

JP COLLEGE OF ARTS & SCIENCE

(AUTONOMOUS)

(Run by DMI Sisters)

(Affiliated to Manonmaniam Sundaranar University – Tirunelveli)

Accredited by NAAC with “B++” Grade

2(f) status of UGC Act, 1956 | ISO 9001:2015 Certified Institution

Ayikudy, Tenkasi District - 627852.

SYLLABUS



Bachelor of English

Choice Based Credit System (CBCS)

(w.e.f. June 2026-2027)



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PROGRAMME OUTCOMES (PO) FOR UG PROGRAMME

The successful completion of the B.A. English programme shall enable the students to:

PO1	Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
PO3	Critical thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
PO4	Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
PO5	Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
PO6	Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
PO7	Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team
PO8	Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
PO9	Reflective thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.
PO10	Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
PO11	Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion
PO12	Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.



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Regulations 2026–2027 for Undergraduate Programme

**Learning Outcomes Based Curriculum Framework–(LOCF) model with
Choice Based Credit System (CBCS)**

Programme: English (BA)

(Applicable for the Students admitted during the Academic Year 2026-27 onwards)

English

- The **Learning Outcome–based Curriculum Framework (LOCF)** has been implemented for the English programme to ensure the systematic delivery of contemporary literary, linguistic, and communication knowledge. The programme aims to develop critical thinking, effective communication, creative expression, and analytical skills, while enabling students to acquire the essential employability competencies required by the time they graduate.

Vision

- To empower students to excel in academics, professional careers, and society through literary knowledge, critical thinking, and effective communication, thereby shaping a progressive and enlightened future.

Mission

- To provide quality education in literature, language, and communication through innovative and learner-centered teaching methods.
- To develop students' analytical, creative, and linguistic abilities to meet personal, professional, and social challenges.
- To motivate students to become confident communicators, responsible citizens, and successful professionals or entrepreneurs.

Program Outcomes (POs)

The successful completion of the BA programme shall enable the students to:

PO1	Remember & Understand: Demonstrate foundational knowledge and understanding of major literary works, movements, and schools of thought.
PO2	Understand & Apply: Explore, interpret, and relate diverse world literatures within cultural and global contexts.
PO3	Apply: Apply the language and analytical skills acquired through the programme in academic, professional, and creative contexts.
PO4	Analyze & Evaluate: Critically analyze literary texts and evaluate them using appropriate literary theories and critical approaches.
PO5	Evaluate & Create: Appreciate, interpret, and respond to literary works through nuanced and innovative perspectives.
PO6	Create: Design and undertake independent research projects employing appropriate research methodologies and critical frameworks.
PO7	Understand, Analyze & Evaluate: Appreciate and assess the distinctive features and aesthetic merits of different literary genres.
PO8	Remember, Understand & Apply: Acquire, comprehend, and apply key concepts of language and linguistics in textual and communicative analysis.

Program Specific Outcomes (PSOs)

PSO1	Remember & Understand: Demonstrate knowledge and understanding of the significant historical and political milestones of England from early times to the present.
PSO2	Analyze & Evaluate: Develop and apply critical thinking skills to analyze, interpret, and evaluate literary texts.
PSO3	Apply & Create: Apply literary, linguistic, and communication skills to pursue employability in teaching, content writing, translation, communication, and media-related fields.
PSO4	Understand & Evaluate: Interpret, appreciate, and internalize the human values and ethical principles embodied in literary works.
PSO5	Apply: Enhance employability by applying linguistic competence and effective communication skills in professional contexts.
PSO6	Analyze: Analyze and interpret the interrelationship between literature and psychology.
PSO7	Apply, Analyze & Create: Apply acquired skills in research, experimentation, and critical inquiry to investigate and analyze relevant topics of individual interest.
PSO8	Apply & Create: Demonstrate professional competence in translation through accurate, effective, and context-sensitive practices.

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours

First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	11	12
Part-4	Foundation Course	2	2
	Skill Enhancement Course -SEC-1	2	2
	NME	2	2
		23	30

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	11	12
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
	NME	2	2
		23	30

Second Year – Semester-III

Part	List of Courses		Credit	No. of Hours
Part-1	Language – Tamil		3	6
Part-2	English		3	6
Part-3	Core Courses & Elective Courses [in Total]		11	12
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)		2	2
	NME		2	2
	Environmental Studies		2	2
			23	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Value Education	2	2
		23	30

**Third Year
Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	28
	Internship / Industrial Visit / Field Visit	2	-
Part-4	Ability Enhancement Course	2	2
		26	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses / Elective Based	23	28
Part-4	Ability Enhancement Course	2	2
Part-5	Extension Activity	1	-
		26	30

Total Credits: 140

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	11	11	11	11	24	23	91
Part IV	6	6	6	6	2	2	28
Part V	-	-	-	-	-	1	1
Total	23	23	23	23	26	26	144

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

Part I – Tamil / Other Languages

Part II - English

Part III – Core Papers, Electives and Project

Part IV – NME, Environmental Studies, Value Based Education, Skill Enhancement Courses, Foundation Course and Internship

Part V – Extension Activity

Curriculum

Semester–1									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26U1TL11	I	Language- I	Tamil–I	5	3	50	50	100	3
26U1HD11	I		Hindi –I						
26U1MY11	I		Malayalam–I						
26U1FR11	I		French - I						
26U2EN11	II	Language- II	English–I	5	3	50	50	100	3
26UCEN11	III	Core- I	Introduction to Literature	5	3	50	50	100	4
26UCEN12	III	Core -II	Indian Writing in English	5	3	50	50	100	4
26UEEN11	III	EC - I	Social History of England	4	3	50	50	100	3
26UFENP1	IV	FC - I	Foundation Course	2	3	50	50	100	2
26UNEN11	IV	SEC - I	English for Communication	2	3	50	50	100	2
26UNEN11	IV	NME-1	Functional English	2	3	50	50	100	2
Total				30				800	23

Semester–2									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
26U1TL21	I	Language-I	Tamil–II	5	3	50	50	100	3
26U1HD21	I		Hindi –II						
26U1MY21	I		Malayalam–II						
26U1FR21	I		French - II						
26U2EN21	II	Language-II	English–II	5	3	50	50	100	3
26UCEN21	III	Core-III	British Literature-I	5	3	50	50	100	4
26UCEN22	III	Core -IV	American Literature-I	5	3	50	50	100	4
26UEEN21	III	EC - II	History of English Literature	4	3	50	50	100	3
26USEN21	IV	SEC - I	Entrepreneurial Skills	2	3	50	50	100	2
26USEN22	IV	SEC - II	Public Speaking	2	3	50	50	100	2
26UNEN21	IV	NME - II	English for Business	2	3	50	50	100	2
Total				30				800	23

Semester-3									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CI A	ES E	Total	
26U1TL31	I	Language-I	Tamil-III	5	3	50	50	100	3
26U1HD31	I		Hindi -III						
26U1MY31	I		Malayalam- III						
26U1FR31	I		French - III						
26U2EN31	II	Language-II	English-III	5	3	50	50	100	3
26UCEN31	III	Core- V	British Literature-II	5	3	50	50	100	4
26UCEN32	III	Core -VI	American Literature-II	5	3	50	50	100	4
26UEEN31	III	EC - III	Literary Genres and Terms	4	3	50	50	100	3
26USEN31	IV	SEC - III	English for Career	2	3	50	50	100	2
26UNEN31	IV	NME – III	English for Employability	2	3	50	50	100	2
26UEVS31	IV	Common	Environmental Studies	2	3	50	50	100	2
Total				30				800	23

Semester-4

Course Code	Part	Course category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
26U1TL41	I	Language– I	Tamil–IV	5	3	50	50	100	3
26U1HD41	I		Hindi –IV						
26U1MY41	I		Malayalam–IV						
26U1FR41	I		French - IV						
26U2EN41	II	Language– II	English–IV	5	3	50	50	100	3
26UCEN41	III	Core– VII	World Literature in Translation	5	3	50	50	100	4
26UCEN42	III	Core –VIII	Aspects of Language and Linguistics	5	3	50	50	100	4
26UEEN41	III	EC - IV	Myth and Literature	4	3	50	50	100	3
26UEEN42			Film and Literature						
26UEEN43			English Teaching Methods and Materials						
26UNEN41	III	NME–IV	English for Business	2	3	50	50	100	2
26UVBE41	IV	COMMON	Value Based Education	2	3	50	50	100	2
26USEN41		SEC – IV	Translation: Basic Concepts and Practice.	2	2	50	50	100	2
Total				30				800	23

Semester-5									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in hrs.	Max Marks			
						CIA	ESE	Total	
26UCEN51	III	Core-IX	Authors in Focus	5	3	50	50	100	4
26UCEN52	III	Core -X	Women ‘s Writing	5	3	50	50	100	4
26UCEN53	III	Core -XI	Indian Writing in Translation	5	3	50	50	100	4
26UCEN5P	III	Core -XII	Project (with Viva Voce)	5	3	50	50	100	4
26UEEN51	III	Elective- V	English for Competitive Examinations	4	3	50	50	100	3
26UEEN52			Introduction to Comparative Literature						
26UEEN53			Fundamentals of Academic Writing						
26UEEN54	III	Elective- VI	Mass Communication and Journalism	4	3	50	50	100	3
26UEEN55			Film Studies						
26UFIK51	III	Internship	Internship/Industrial Visit/Field Visit/Knowledge Updation Activity	-	3	50	50	100	2
26UAEC51	IV	AEC-I	Empowered Vocational English	2	3	50	50	100	2
Total				30				800	26

Semester-6

Course Code	Part	Course Category	Course Name	Hours / Week	Examination				Credits
					Duration in hrs.	Max Marks			
						CIA	ESE	Total	
26UCEN61	III	Core– XIII	Introduction to Literary Theory and Criticism	5	3	50	50	100	4
26UCEN62	III	Core -XIV	Biographies, Auto-biography & Memoirs.	5	3	50	50	100	4
26UCEN63			III	Core -XV	Shakespeare Studies	5	3	50	50
26UCEN64	Literary Criticism								
26UCEN65	Culture Study through Film (India and America)								
26UCEN66	Media, Communication & Publication								
26UCEN6A	III	Core -XVI	Modern English Grammar and Composition	5	3	50	50	100	4
26UCEN6B			ELT and Computer Assisted Language Learning						
26UCEN6C			Creative Writing						
26UCEN6D			English at Work Place						
26UCEN6E			Travel Writing						
26UEEN61	III	Elective- XVII	Art & Literary Aesthetics	4	3	50	50	100	4
26UEEN62			Communicative English						
26UEEN63			Writing for the Web/English for Internet						
26UEEN64	III	Elective- XVIII	Digital Literacy and Concepts	4	3	50	50	100	3
26UEEN65			Technical Writing						
26UAEC61	IV	AEC-II	Design Thinking	2	3	50	50	100	2
26U5EA61	V	Common	Extension Activity	-	3	50	50	100	1
Total				30				800	26
Grand Total				180				4800	144

Internship (minimum of 30 hours): The students should submit certificate of attendance from the industry stating the nature of work done, duration and role played along with report (minimum of 20 pages) at the end of V semester for external evaluation.

Industrial Visit/ Field Visit: A report based on the observation and learning outcome to be submitted (minimum of 10 pages) along with suitable evidences at the end of V semester for external evaluation.

Knowledge Updation Activity: A report to be submitted (minimum of 10 pages) based on the study made along with the completion certificate stating the work done (MOOC/NPTEL) at the end of V semester for external evaluation.

Internship/Industrial Visit/Field Visit/Knowledge Updation Activity: Internal –50 Marks, External – 50 Marks

Project: Group Project report should be submitted for external evaluation. Internal – 50 Marks, External – 50 Marks

Extension Activity (NSS/ NCC/ YRC/ RRC/ Games and Sports/ Youth Welfare Activities Outreach Programmes/Migration Awareness in the Tamil Nadu Education System): Individual report should be submitted at the end of VI semester for external evaluation.

Internal – 50 Marks, External – 50 Marks

Ability Enhancement Compulsory Course: Empowered Vocational English and Design Thinking subjects is given to students.

Internal Marks –50Marks, External – 50 Marks.

Semester-1

Semester–1									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26U1TL11	I	Language- I	Tamil–I	5	3	50	50	100	3
26U1HD11	I		Hindi –I						
26U1MY11	I		Malayalam–I						
26U1FR11	I		French - I						
26U2EN11	II	Language- II	English–I	5	3	50	50	100	3
26UCEN11	III	Core- I	Introduction to Literature	5	3	50	50	100	4
26UCEN12	III	Core -II	Indian Writing in English	5	3	50	50	100	4
26UEEN11	III	EC - I	Social History of England	4	3	50	50	100	3
26UFENP1	IV	FC - I	Foundation Course	2	3	50	50	100	2
26UNEN11	IV	SEC - I	English for Communication	2	3	50	50	100	2
26UNEN11	IV	NME-1	Functional English	2	3	50	50	100	2
Total				30				800	23

CORE – I: INTRODUCTION TO LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN11	5	0	0	I	4	5	50	50	100
Learning Objectives									
LO1	To introduce the different forms of literature such as poetry, prose, drama, and fiction.								
LO2	To provide learners with the background knowledge of major literary genres and their characteristics.								
LO3	To enable learners to understand prescribed literary texts through careful reading and interpretation.								
LO4	To examine the various themes, techniques, and literary devices employed in the prescribed works.								
LO5	To develop the ability to critically appreciate and respond to literary texts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction: Poetry-Different forms of poetry-Sonnet, Ode, Elegy, Lyric, Ballad, Prose- Short Story, Novella, Novel. Drama-Comedy, Tragedy, Tragi-Comedy.								15
II	William Shakespeare–Sonnet 18, Sonnet 116. John Milton-When I Consider How My Light is Spent, William Wordsworth-Daffodils. John Keats–Ode to Nightingale. Robert Frost-Mending Wall								15
III	Oscar Wilde – The Importance of Being earnest John Galsworthy – Justice								15
IV	Manohar Malgonkar-Spy in Amber. Don Quixote-Tilting at the Windmills. Katherine Mansfield – The Doll’s House Virginia Wolf- To The Light house								15
V	Saki-The Open Window Robert Lynd–Forgetting H.G. Wells – The Invisible man								15
TOTAL								75	
CO	Course Outcomes								
CO1	Explain the meaning, scope, forms, and functions of literature.								
CO2	Identify the features of major literary genres including poetry, drama, and fiction.								
CO3	Analyse prescribed literary texts using basic literary terms and concepts.								
CO4	Interpret literary works in relation to their themes, characters, and social contexts.								
CO5	Demonstrate improved critical thinking and effective communication through written and oral								

	responses to literature.
Textbooks	
➤	Abrams, M. H. A Glossary of Literary Terms. Cengage Learning.
➤	Prasad, B. A Background to the Study of English Literature. Macmillan.
➤	Rees, R. J. English Literature: An Introduction for Foreign Readers. Macmillan.
Reference Books	
1.	Peck, John and Martin Coyle. Literary Terms and Criticism. Palgrave Macmillan.
2.	Daiches, David. A Critical History of English Literature. Allied Publishers.
3.	Gill, Richard. Mastering English Literature. Palgrave Macmillan.
4.	Ford, Boris (Ed.). The New Pelican Guide to English Literature. Penguin.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE – II: INDIAN WRITING IN ENGLISH

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN12	5	0	0	I	4	5	50	50	100
Learning Objectives									
LO1	To trace the historical development of Indian Writing in English from the colonial period to the contemporary era.								
LO2	To analyze the role of language as a medium of resistance, adaptation, and creative expression in a multilingual society.								
LO3	To explore the interaction between tradition and modernity in shaping literary forms and themes.								
LO4	To examine the influence of globalization, diaspora, and transnational experiences on contemporary Indian English literature.								
LO5	To develop critical and analytical skills through close reading and interpretation of various literary genres such as fiction, poetry, drama, and essays.								
Prerequisites:									
Unit	Contents								No. of Hours
I	R.K. Narayan - An Astrologer's Day Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows Perumal Murugan- Shit								15
II	Pearl S Buck - India through a Traveler’s Eye excerpt from My Several Worlds M.K. Gandhi -Autobiography Inspection Episode – Examination- from Part I ‘Childhood’ Dr. Radhakrishnan - Science, Humanities and Religion								15
III	Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer Nissim Ezekiel – Night of the Scorpion A.K. Ramanujan – Small Scale Reflection on a Great House								15
IV	Sarojini Naidu- The Village Song Jayantha Mahapatra - Freedom Shiv K Kumar-Indian Women Mirza Ghalib -It is not Love; it is Madness								15
V	Grish Karnad - Tuglaq Rabindranath Tagore - Mukhthadhara. Mahesh Dattani- Tara								15
TOTAL								75	
CO	Course Outcomes								
CO1	Examine the representation of identity, culture, gender, caste, and diaspora in Indian English literary texts.								
CO2	Interpret literary works using appropriate critical theories and apply analytical skills in both written and oral discussions.								
CO3	Compare Indian Writing in English with regional Indian literatures to understand shared themes and distinctive features.								
CO4	Assess the impact of globalization and transnational movements on contemporary Indian English literature.								

CO5	Develop independent critical thinking and research skills through close reading, textual analysis, and academic writing on Indian English texts.
Text Books / Reference Books	
➤	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York
➤	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia
➤	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.
Reference Books	
1	M.H. Abrams – A Glossary of Literary Terms, Cengage Learning
2	Peck, John & Martin Coyle – Literary Terms and Criticism, Palgrave
3	Prasad, B – A Background to the Study of English Literature, Macmillan

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE ELECTIVE – I: SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UAEN11	4	0	0	I	3	4	50	50	100
Learning Objectives									
LO1	To examine the historical, religious, and cultural changes in England from the Anglo-Saxon period to the Reformation.								
LO2	To analyse the how Puritanism, the Restoration, and print culture influenced English society and public opinion.								
LO3	To understand the effects of major revolutions and reform movements on England’s social and political life.								
LO4	To learn about Victorian reforms, women’s movements, and the social impact of the World Wars in England.								
LO5	To understand Britain’s role in modern global conflicts and the main features of contemporary England.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Anglo-Saxon to Norman Period, The Renaissance and its Impact on England, The Reformation– Causes and Effects.								12
II	The Puritan Age, The Restoration, Coffee–Houses And their Social Relevance, Print Culture and Public Opinion in England								12
III	Impact of the Industrial Revolution, Agrarian Revolution and The French Revolution on The English Society, Chartist Movement,								12
IV	The Reform Bills and The Spread of Education in the Victorian Age, Feminist Movements in Victorian England, Social Impact of The Two World Wars,								12
V	The Cold War (1985-1991), The Gulf War (1991), The Contemporary England								12
TOTAL								60	
CO	Course Outcomes								
CO1	Explain the historical, political, and cultural background of England from the Anglo-Saxon period to the Reformation								
CO2	Analyse the influence of Puritanism, the Restoration, and print culture on English society and public opinion.								
CO3	Evaluate the impact of major revolutions and reform movements on the social and political structure of England.								
CO4	Assess Victorian reforms, feminist movements, and the social consequences of the Two World Wars.								
CO5	Examine Britain’s role in modern global conflicts and identify key features of Contemporary England.								
Textbooks & Reference Books									
➤	Trevelyan, G. M. History of England. Longman, 2000.								
➤	McDowall, David. An Illustrated History of Britain. 2nd ed., Pearson Longman, 2006.								
➤	Porter, Roy. English Society in the Eighteenth Century. Penguin Books, 1990.								

➤	Briggs, Asa, and Patricia Clavin. Modern Britain: A Social History. Penguin Books, 2017.
➤	Overy, Richard. The Times Complete History of the World. HarperCollins, 2012.

CO/PSO	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

FIRST YEAR – SEMESTER – I

FOUNDATION COURSE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UFENP1	2	0	0	I	2	2	50	50	100
Learning Objectives									
LO1	To teach the main elements of Grammar								
LO2	To enhance competence in the English Language								
LO3	To create academic and non-academic reports, write ups, etc.,								
LO4	To acquire the necessary linguistics skills to use the language effectively in conversation and writing.								
LO5	To convey ideas accurately and clearly								
Prerequisites:									
Unit	Contents								No. of Hours
I	General introduction to Grammar, the importance of Grammar, the common problems of English Language, the difficulties in learning Grammar								6
II	Uses of am, is, was, were, have, has, had, do, does, did, don't in sentences and interrogatives. Phrasal Verbs								6
III	Simple present, past and continuous tenses- in statement and questions. Infinitive, Gerund								6
IV	Uses of must, shall, should, will, would, can, could, may, might, all, most, some, any, no/none, many, little, a little, the little, few, a few, the few, if, whether.								6
V	Writing paragraph on common topics life politics, saving money, time management, values, manners and etiquette. Resume writing, Letter writing. Digital Media skills and Marketing								6
TOTAL								30	
CO	Course Outcomes								
CO1	Recall the fundamentals of English Grammar								
CO2	Understand the formal and informal usages to obtain proficiency								
CO3	Analyze Sentence structure, synthesis and usages								
CO4	Recognize and use of Auxiliary and module verbs in writing and speaking								
CO5	Evaluate the Patterns of expression, basic structure and sentence pattern								
Text Books / Reference Books									
➤	Green, David. Contemporary English Grammar: Structures and Composition. New Delhi: Trinity Press. 2016.								
➤	Wren and Martin. High School English Grammar and Composition. S. Chanf& Company Ltd.								
Reference Books & Web Resources									
1	Krishnaswamy, K. Modern English. Chennai: Mac Millian. 2010.								
2	Wood, F.T. Remedial English Grammar for foreign students. New Delhi: Trinity Press. 2014.								
3	https://surendranathcollege.ac.in/new/upload/JAHIRA_HOSSAIN2021-03-07English%20Grammar%20Wren%20and%20Martin.pdf								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

SKILL ENHANCEMENT COURSE (SEC-1): ENGLISH FOR COMMUNICATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26USEN11	2	0	0	I	2	2	50	50	100
Learning Objectives									
LO1	To help students understand the significance and various styles of communication.								
LO2	To familiarize learners with different types of communication, including verbal and non-verbal forms.								
LO3	To develop effective communication skills for academic and professional contexts.								
LO4	To enhance the four core language skills speaking, reading, writing, and listening.								
LO5	To prepare students for career development through goal setting, resume writing, job applications, interviews, group discussions, and virtual meeting skills.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Communication: Communication Styles- Passive, Aggressive, Assertive - Significance of Communication								6
II	Types of Communication Verbal - Non-Verbal								6
III	Effective communication Skills								6
IV	Skills to be acquired in Communication - Speaking / Reading / Writing/ Listening								6
V	Goal Setting, Job Search, Applying for Jobs, Resume Writing, Interview Skills, Virtual Meeting Skills (Zoom/ Google Meet), Stages and types of Interviews, Group Discussion)								6
TOTAL								30	
CO	Course Outcomes								
CO1	Identify and apply appropriate communication styles such as passive, aggressive, and assertive communication.								
CO2	Distinguish between verbal and non-verbal communication and use them effectively.								
CO3	Demonstrate effective communication skills in personal and professional settings.								
CO4	Apply speaking, reading, writing, and listening skills for clear and confident communication.								
CO5	Prepare resumes, apply for jobs, participate in interviews and group discussions, and handle virtual meetings professionally.								
Text Books / Reference Books									
➤	Board of Editors. <i>Communication Skills and Career Development</i> . [Name of Publisher/University], Latest Edition.								
➤	Wren, P.C., and Martin, H. <i>High School English Grammar and Composition</i> . S. Chand.								
➤	Murphy, Raymond. <i>Essential English Grammar</i> . Cambridge University Press.								
➤	Rizvi, M. Ashraf. <i>Effective Technical Communication</i> . McGraw Hill Education.								
➤	Indeed, Career Guide https://www.indeed.com/career-advice (For job search, resume writing, and interview preparation)								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

FIRST YEAR – SEMESTER – I

NON-MAJOR ELECTIVE 1 (NME): FUNCTIONAL ENGLISH

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UNEN11	2	0	0	I	2	2	50	50	100
Learning Objectives									
LO1	To develop students' basic communication skills in English.								
LO2	To improve listening, speaking, reading, and writing skills.								
LO3	To enrich vocabulary and grammar for functional use.								
LO4	To train students in everyday communication.								
LO5	To build confidence in using English in real-life situations.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Importance of Functional English Parts of Speech Tenses Articles and Prepositions Sentence Formation								6
II	Synonyms and Antonyms One-word Substitutes Idioms and Phrases Homophones Word Building (Prefix/Suffix)								6
III	Listening for Gist and Specific Information Self-Introduction Conversation Practice Telephone Etiquette Group Discussion Basics								6
IV	Reading Comprehension Skimming and Scanning Interpreting Advertisements Notices and Instructions Reading Functional Texts								6
V	Paragraph Writing Letter Writing (Formal & Informal) Resume Preparation Email Writing Notice and Report Writing								6
TOTAL									30
CO	Course Outcomes								
CO1	Understand and use basic English grammar in communication.								
CO2	Develop vocabulary for day-to-day functional use.								
CO3	Improve listening and speaking skills in various situations.								
CO4	Write simple letters, emails, notices, and messages effectively.								

CO5	Read and comprehend short passages and functional texts confidently.
Text Books / Reference Books	
➤	R.P. Bhatnagar & Rajul Bhargava. English for Competitive Examinations. Macmillan.
➤	S.P. Dhanavel. English and Communication Skills. Orient BlackSwan.
➤	Board of Editors. Functional English. Oxford University Press.
➤	Raymond Murphy. Essential English Grammar. Cambridge University Press.
➤	Wren & Martin. High School English Grammar and Composition. S. Chand.
➤	V. Sasikumar. A Course in Listening and Speaking. Cambridge University Press.
➤	Krishna Mohan & N.P. Singh. Speaking English Effectively. Macmillan.
➤	Norman Lewis. Word Power Made Easy. Goyal Publishers.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

Semester-2

Semester-2									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
26U1TL21	I	Language-I	Tamil-II	5	3	50	50	100	3
26U1HD21	I		Hindi -II						
26U1MY21	I		Malayalam-II						
26U1FR21	I		French - II						
26U2EN21	II	Language-II	English-II	5	3	50	50	100	3
26UCEN21	III	Core-III	British Literature-I	5	3	50	50	100	4
26UCEN22	III	Core -IV	American Literature-I	5	3	50	50	100	4
26UEEN21	III	EC - II	History of English Literature	4	3	50	50	100	3
26USEN21	IV	SEC - I	Entrepreneurial Skills	2	3	50	50	100	2
26USEN22	IV	SEC - II	Public Speaking	2	3	50	50	100	2
26UNEN21	IV	NME - II	English for Business	2	3	50	50	100	2
Total				30				800	23

CORE COURSE (CC-3) BRITISH LITERATURE-I

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN21	5	0	0	II	4	5	50	50	100
Learning Objectives									
LO1	Understand the historical, social, and literary background of British literature from the Renaissance to the Victorian period.								
LO2	Identify major themes such as friendship, morality, gratitude, beauty, imagination, faith, power, and social injustice in British literary texts.								
LO3	Analyze different literary genres including essays, poetry, drama, and novels using basic literary terms.								
LO4	Appreciate poetic devices, imagery, symbolism, and stylistic features in British poetry.								
LO5	Interpret dramatic texts with reference to plot, character, conflict, and themes.								
Unit	Contents								No. of Hours
I	Francis Bacon – Of Friendship, OF studies Oliver Goldsmith- A City Night Piece Joseph Addison and Sir Richard Steele- The Spectator Club, On Gratitude, On Giving Advice-								15
II	Robert Edgar Burns – The Potterl William Blake–The Chimney Sweepersl John Keats – Ode to a Nightingale								15
III	William Wordsworth-Ode: To Intimation & Immortality Lord Byron - She Walks in Beauty John Milton-Lycidas.								15
IV	Christopher Marlowe-The jew of Malta Francis Beaumont and John Fletcher -Philaster Oliver Goldsmith –The good-natured man								15
V	Jonathan Swift–A Voyage to Lilliput-Gulliver’s Travels Charles Dickens- A Tale of Two Cities.								15
TOTAL								75	
CO	Course Outcomes								
CO1	Demonstrate knowledge of major British writers and literary works.								
CO2	Explain themes and ideas presented in British prose and poetry.								
CO3	Analyze dramatic texts and novels with reference to literary elements.								
CO4	Interpret literary works in their historical and cultural contexts.								
CO5	Apply critical thinking skills in written and oral responses.								

Textbooks	
1.	Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.
Reference Books	
1	Abrams, M. H. A Glossary of Literary Terms. Cengage Learning.
2	Evans, Ifor. A Short History of English Literature. Penguin.
3	Long, William J. English Literature: Its History and Significance. Pearson.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	14

CORE COURSE (CC-4)– AMERICAN LITERATURE-I

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN22	5	0	0	II	4	5	50	50	100
Learning Objectives									
LO1	To understand the growth and development of American literature across different periods.								
LO2	To introduce students to major genres such as poetry, prose, drama, and fiction in American literature.								
LO3	To familiarize students with prominent American writers and their representative works.								
LO4	To analyse literary texts in relation to historical, cultural, and social contexts.								
LO5	To develop critical thinking, interpretation, and analytical writing skills through literary study.								
Unit	Contents							No of Hours	
UNIT I	Robert Frost – Stopping by Woods on a Snowy Evening Walt Whitman – O Captain! My Captain! Henry Wadsworth Longfellow – The Bridge Langston Hughes – The Negro speaks of Rivers							15	
UNIT II	Gwendolyn Brooks – We Real Cool Edgar Allan Poe – The Raven Emily Dickinson – Because I Could Not Stop for Death E. E. Cummings – I Carry Your Heart with Me							15	
UNIT III	Henry David Thoreau – Civil Disobedience Martin Luther King Jr. – I Have a Dream Abraham Lincoln – Gettysburg Address							15	
UNIT IV	Tennessee Williams – The Glass Menagerie Arthur Miller – Death of a Salesman							15	
UNIT V	Harriet Beecher Stowe – Uncle Tom’s Cabin Herman Melville – Billy Budd Mark Twain – Adventures of Huckleberry Finn							15	
TOTAL								75	
CO	Course Outcomes								
CO1	Identify major movements and trends in American literature.								
CO2	Analyse poems, plays, prose, and fiction using appropriate literary terms and concepts.								
CO3	Interpret literary texts by relating them to American history, culture, and ideology.								
CO4	Compare and contrast themes, styles, and techniques used by different American writers.								
CO5	Demonstrate critical thinking and effective communication through written and oral responses to literary texts.								

Text Books

1. The Norton Anthology of American Literature, Vols. I & II, edited by Nina Baym et al., W. W. Norton & Company.

2. An Introduction to American Literature – Richard Gray, Blackwell Publishing.
3. American Literature – R. D. Sharma, Macmillan Publishers.

Reference Books

1. A History of American Literature – M. H. Abrams, Pearson Education.
2. The Cambridge Companion to American Literature, Cambridge University Press.
3. American Literature Today – Graham Clarke, Longman.
4. Critical Essays on American Literature, Oxford University Press.

MAPPING TABLE						
CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	14

ELECTIVE COURSE (EC-2)–HISTORY OF ENGLISH LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN21	4	0	0	II	3	4	50	50	100
Learning Objectives									
LO1	To Understand the Historical Development of English Literature								
LO2	To Identify Major Authors and Works								
LO3	To Analyze Literary Movements and Trends								
LO4	To Understand the Evolution of Literary Genres								
LO5	To Develop Critical and Analytical Skills								
Unit	Contents							No. of Hours	
I	The Renaissance Period (1350–1660): An Introduction to The Bible Translation-Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean Drama, Comedy of Humours							12	
II	The Late Seventeenth and The Eighteenth Centuries (1660-1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti- Sentimental Comedies, Pre-Romantics							12	
III	Well Made Play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play							12	
IV	The Victorian Age (1832-1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti, Victorian Poets- Tennyson, Browning Victorian Novelists- Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats							12	
V	The Renaissance Period (1350–1660): An Introduction to The Bible Translation-Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean Drama, Comedy of Humours							12	
TOTAL							60		
CO	Course Outcomes								
CO1	Demonstrate Historical Awareness								
CO2	Recognize Major Literary Movements								
CO3	Analyze Representative Texts								
CO4	Analyze Representative Texts								

CO5	Apply Literary Concepts in Examinations and Discussions
Textbooks	
1.	A History of English Literature – Edward Albert
Reference Books	
1.	A History of English Literature – William J. Long
2.	The Canterbury Tales – Geoffrey Chaucer
3.	The Pelican Guide to English Literature, Vol. 2
4.	E.M.W. Tillyard – The Elizabethan World Picture
5.	G.M. Young – Victorian England

MAPPING TABLE						
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	14

SKILL ENHANCEMENT COURSE (SEC-2)– ENTREPRENEURIAL SKILLS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26USEN21	2	0	0	II	2	2	50	50	100
Learning Objectives									
LO1	Understand the fundamentals of entrepreneurship, including its role in economic development, characteristics, traits, and various types of entrepreneurships.								
LO2	Develop essential entrepreneurial skills, including business management, leadership, communication, financial literacy, analytical thinking, technical skills, and time management.								
LO3	Generate innovative business ideas and identify viable opportunities using creativity, strategic thinking, and market analysis.								
LO4	Apply marketing, networking, and import–export knowledge to plan, manage, and grow business ventures in local and global markets.								
LO5	Demonstrate ethical, social, and environmental responsibility while practicing entrepreneurial skills effectively in the workplace and business environment.								
Unit	Contents								No. of Hours
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mind set, Characteristics of Entrepreneurship, Traits of Entrepreneurship								6
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer services kills, financial skills, Analytical and problem-solving skills, Critical thinking skills								6
III	Introduction to various types of entrepreneurships, Strategic thinking and planning, technical skills, Time management and organizational behaviour. Entrepreneurial Idea generation and Identifying business opportunities.								6
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export								6
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discussion source of entrepreneurship.								6
TOTAL								30	
CO	Course Outcomes								
CO1	Explain the fundamental concepts, role, and mindset of an entrepreneur in the modern economy.								
CO2	Apply core entrepreneurial skills, including financial literacy, leadership, and analytical problem-solving, to business scenarios.								
CO3	Identify viable business opportunities and generate innovative ideas using strategic planning and organizational behn avior principles.								
CO4	Develop marketing strategies and networking techniques while understanding the practicalities of the import-export business.								
CO5	Demonstrate creativity and imagination in venture creation while integrating social responsibility and environmental protection.								
Textbooks									

➤	Entrepreneurial Development by S.S. Khanka (S. Chand Publishing). This is a foundational text covering Indian business contexts, MSMEs, and ethics.
➤	Entrepreneurship Development and Small Business Enterprises by Poornima M. Charantimath (Pearson). It provides a practical approach to starting and managing ventures.
➤	Introduction to Entrepreneurship by Dr. Manish Jindal et al. (Abhishek Publications). A comprehensive guide focusing on the interdisciplinary aspects of the entrepreneurial process.
Reference Books	
1.	Entrepreneurship: Successfully Launching New Ventures (6th Edition) by Bruce R. Barringer and R. Duane Ireland (Pearson). Excellent for strategic planning and networking.
2.	Fundamentals of Entrepreneurship and Small Business Management by Vasant Desai (Himalaya Publishing House). Covers historical context, technical skills, and policy support.
3.	Entrepreneurship (11th Edition) by Robert D. Hisrich, Michael P. Peters, and Dean A. Shepherd (McGraw Hill). Ideal for a global perspective on idea generation and financial skills.

MAPPING TABLE						
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	14

MAPPING TABLE						
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	14

NON-MAJOR ELECTIVE (NME-2) –ENGLISH FOR BUSINESS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UNEN21	2	0	0	II	2	2	50	50	100
Learning Objectives									
LO1	Understand the meaning, scope, and distinctive features of Business English.								
LO2	Differentiate between General English and Business English in professional contexts.								
LO3	Develop effective oral communication skills required in business situations.								
LO4	Recognize the role of education in developing Business English skills.								
LO5	Appreciate the importance of Business English in economic and professional development.								
Unit	Contents								No. of Hours
I	Business English – Meaning and Distinction								6
II	Essentials and Importance of Business English								6
III	Business English for Effective Oral Communication								6
IV	The Role of Business English in English Language Learning								6
V	Economic Development through Business English								6
TOTAL								30	
CO	Course Outcomes								
CO1	Define Business English and explain its scope and relevance in professional settings.								
CO2	Distinguish between General English and Business English with appropriate examples.								
CO3	Use Business English effectively in oral communication such as meetings, interviews, and presentations.								
CO4	Understand the role of Business English in English language learning and education.								
CO5	Analyze the importance of Business English in economic and professional development.								
Textbooks									
➤	Communication: Principles and Practice. Latest Edition, Oxford University Press, New Delhi.								
➤	Bovee, Courtland L. & Thill, John V. Business Communication Today. Latest Edition, Pearson Education.								
➤	Lesikar, Raymond V., Flatley, Marie E., & Rentz, Kathryn. Business Communication: Making Connections in a Digital World. Latest Edition, McGraw-Hill.								
Web Source									
1.	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation- Studies.pdf								

MAPPING TABLE

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

Semester-3

Semester–3									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CI A	ES E	Total	
26U1TL31	I	Language–I	Tamil–III	5	3	50	50	100	3
26U1HD31	I		Hindi –III						
26U1MY31	I		Malayalam– III						
26U1FR31	I		French - III						
26U2EN31	II	Language–II	English–III	5	3	50	50	100	3
26UCEN31	III	Core– V	British Literature-II	5	3	50	50	100	4
26UCEN32	III	Core –VI	American Literature-II	5	3	50	50	100	4
26UEEN31	III	EC - III	Literary Genres and Terms	4	3	50	50	100	3
26USEN31	IV	SEC - III	English for Career	2	3	50	50	100	2
26UNEN31	IV	NME – III	English for Employability	2	3	50	50	100	2
26UEVS31	IV	Common	Environmental Studies	2	3	50	50	100	2
Total				30				800	23

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

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN31	5	0	0	III	4	5	50	50	100
Learning Objectives									
LO1	To enable learners to critically analyze British literature from the late eighteenth century to the present period.								
LO2	To guide learners in interpreting literary texts in relation to their historical, cultural, and political contexts.								
LO3	To develop learners’ understanding of the relationship between major literary movements—such as Romanticism, Victorianism, Modernism, and Postmodernism—and the literature of their respective periods.								
LO4	To train learners to closely examine literary works using various critical perspectives and approaches.								
LO5	To assist learners in applying appropriate formal conventions and academic standards when writing about literature.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Robert Browning- My Last Duchess Christina Rossetti-The Goblin Market T. S. Eliot-The Wasteland (1 –144Lines) W.H. Auden - The Unknown Citizen PhiPhilip Larkin- TheWhitsunWeddings								15
II	G. K. Chesterton-Piece of Chalk Charles Lamb - Dream Children Joseph Addison – Sir Roger at Church, Sir Roger in London William Hazlitt - Indian Jugglers								15
III	G. B. Shaw–Arms and the Man John Osborne-Look Back in Anger								15
IV	Jane Austen- Sense and Sensibility Charlotte Bronte-The Professor								15
V	Arthur Conan Doyle–Hound of Baskervilles Agatha Christie (Graphic Novel)–Murder on the Orient Express								15
TOTAL								75	
CO	Course Outcomes								
CO1	Demonstrate a sound understanding and critical appreciation of major works in British literature, as reflected in class activities, assignments, and course discussions.								
CO2	Exhibit a comprehensive understanding of periodization, themes, genres, motifs, and other literary elements in British literature.								
CO3	Develop an awareness of how historical, cultural, spiritual, ethical, and social factors shape human experiences and influence individual motivations.								
CO4	Respond effectively to literary texts, both orally and in writing, by engaging with significant thematic concerns related to literary and historical contexts, culture, human responsibility, morality, ethics, and interpersonal relationships.								

CO5	Critically analyze and articulate insights into British literature using appropriate literary terminology, critical vocabulary, and established academic conventions.
Textbooks	
➤	Abrams, M. H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th ed., Cengage Learning, 2015.
➤	Meyer, Michael, and D. Quentin Miller. The Compact Bedford Introduction to Literature: Reading, Thinking, Writing. 13th ed., Bedford/St. Martin's, 2021
➤	Carter, Ronald, and John McRae. The Routledge History of Literature in English: Britain and Ireland. 2nd ed., Routledge, 2001.
➤	Peck, John, and Martin Coyle. A Brief History of English Literature. Palgrave Macmillan, 2012
➤	Prasad, B., et al. English Literature: A Critical Survey. Orient Black Swan, 2010.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE VI- AMERICAN LITERATURE -II

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN32	5	0	0	III	4	5	50	50	100
Learning Objectives									
LO1	TO Understand the historical, social, and cultural background of American literature across different periods and genres.								
LO2	Identify and explain major literary themes such as identity, race, gender, freedom, morality, and social justice in American literary texts.								
LO3	Analyze poems, plays, essays, and novels using appropriate literary terms and critical approaches.								
LO4	Appreciate the stylistic features, narrative techniques, symbolism, and imagery used by American writers.								
LO5	Develop critical thinking skills through interpretation, comparison, and evaluation of literary texts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Theodore Roethke - The Meadow Mouse. Wallace Stevens The Emperor of Ice Cream Emily Dickinson I’m Nobody! Who are you? Maya Angelou–Phenomenal Women Chief Dan George-My Heart Soars.								15
II	Lorraine Hansberry– A Raisin in the Sun Neil Simon- Lost in Yonkers								15
III	Henry David Thoreau- Civil Disobedience Ralph Waldo Emerson- The American Scholar James Baldwin – Stranger in the Village								15
IV	Nathaniel Hawthorne- The Scarlet letter Toni Morrison– Beloved								15
V	Mark Twain-The Adventures of Tom Sawyer. Angeline Boulley - Fire keeper’s daughter								15
TOTAL								75	
CO	Course Outcomes								
CO1	Demonstrate knowledge of major American literary works and authors.								
CO2	Analyze literary texts using appropriate critical and thematic approaches.								
CO3	Interpret literature in relation to social, cultural, and historical contexts.								
CO4	Express ideas clearly through oral discussion and written responses.								
CO5	Develop awareness of issues such as race, gender, identity, freedom, and justice through literature. Apply literary understanding to contemporary social and personal experiences.								
Text Books / Reference Books									
➤	The Norton Anthology of American Literature – W. W. Norton & Company A comprehensive anthology of American literary texts.								

➤	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
➤	<i>The Norton Anthology of American Literature</i> – W. W. Norton & Company A comprehensive anthology of American literary texts.
Reference Books	
1	<i>A Brief History of American Literature</i> – Richard Gray (Wiley) — Good for historical and contextual background.
2	<i>History of American Literature: Facts and Fiction</i> – (Academic overview text often used in literature courses).

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE ELECTIVE – II: LITERARY GENRES AND TERMS (ELECTIVE)

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UAEN31	4	0	0	III	4	4	50	50	100
Learning Objectives									
LO1	To introduce students to major literary theories from Classicism to Postmodernism.								
LO2	To familiarize students with important literary genres including prose, fiction, non-fiction, and heroic prose.								
LO3	To develop understanding of technical literary terms used in interpretation and criticism.								
LO4	To enhance students' ability to analyze narrative voice, plot structure, and stylistic features.								
LO5	To explore cultural theory concepts such as diaspora, hybridity, ideology, and representation.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Literary Theory and Terms: The Basics Classicism (62), Comparative Literature (70), Eco Criticism (109), Existentialism (129), Expressionism (130), Feminist Criticism (138), Marxist Criticism (214), Modernism (230), Naturalism (239), New Criticism (244), Neo formalism (245), Post colonial Literature (285), Postmodernism (288), Reader-Response Theory								12
II	Types of Prose Text-semiotics: The Basics Fictional Prose: Novel (252), Novella (254), Short Story (MHA), Screen Plays (326) Non-fictional Prose: Memoirs (218), Autobiographies (30), Biographies (40), Epistles (122) Heroic Prose: Legends (199), Fables (133) Prose Poem (294) Micro Fiction and Flash Fiction								12
III	Termsf or Interpreting Authorial Voice-Terms for Interpreting Interpreting Authorial Voice: Characterization (56), Dialogue (96), Point of View (283), Tone (360), Symbolism (351), Narratives (first person (141), second person (359), unreliable narrator (373)), Apology (22), Irony (187), Satire (322), Stream of Consciousness (343), Interpreting Characters: Antagonist (16), Anti-hero (17), Archetype (24), Epithet (123), Protagonist Narrative Reliability and Focalization								12
IV	Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot 1. Terms for Interpreting Word choice: Denotation (91), Connotation (73),40 Colloquialism (66), Diction (96), Syntax (354) 2. Terms for Interpreting dialogues: Rising action (MHA), Falling action (MHA), Persuasion (MHA), Point of view (283), Pun (298) 3. Speech terms for interpreting plot: Flash back/ Analepsis (13), Climax (64), Exposition (129), Setting, Motif (233) Figurative Language								12
V	Terms for Interpreting Layers of Meaning-Cultural Theory: The Key Concepts Culture, Avant Garde (33), Intertextuality (184), Deconstruction (88), Discourse (99), Cultural Materialism (81), Transnationalism, Diaspora,								12

	Hybridity, Hegemony, Melting Plot, Alienation, Identity Crisis, Ethnicity Ideology and Representation	
TOTAL		60
CO	Course Outcomes	
CO1	By the end of the course, students will be able to:	
CO2	Identify and explain major literary theories such as Modernism, Postmodernism, Feminist Criticism, and Marxist Criticism.	
CO3	Distinguish between different prose genres such as novel, novella, memoir, biography, and micro-fiction.	
CO4	Apply narrative terms like point of view, focalization, irony, symbolism, and stream of consciousness in textual analysis.	
CO5	Analyze plot structure using terms like exposition, climax, flashback, and rising action.	
Textbooks & Reference Books		
➤	M.H. Abrams & Geoffrey Galt Harpham – A Glossary of Literary Terms	
➤	Beginning Theory – Peter Barry	
➤	Literary Theory: An Introduction – Terry Eagleton	
➤	The Routledge Companion to Literary Theory	
➤	The Bedford Glossary of Critical and Literary Terms – Ross Murfin & Supryia M. Ray	
➤	Cultural Theory and Popular Culture – John Storey	

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

SKILL ENHANCEMENT COURSE (SEC-4): ENGLISH FOR CAREER

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26USENP1	2	0	0	III	2	2	50	50	100
Learning Objectives									
LO1	To Understand the fundamentals of communication, including its definition, nature, scope, types, process, and major theories.								
LO2	To Identify barriers to communication and apply strategies to enhance effective communication skills.								
LO3	To Develop proficiency in verbal communication, especially in written formats such as resumes, CVs, and formal letters.								
LO4	To Use English effectively in professional contexts, including group discussions, interviews, and job search platforms.								
LO5	To Apply English language skills in contemporary communication formats, including email writing, content writing, and media communication.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Definition, Nature and Scope of Communication, Types of Communication, Process of Communication, Theories of Communication, Barriers to Communication, Strategies to develop Effective communication Skills.								6
II	Verbal Communication: The Written Channel (writing a Resume and CV, writing a formal letter of application, writing for a specific audience)								6
III	Major Roles played by English Language in Education and various career choices Group Discussion, Interview Skills, searching for a job offering web site and screening them, Vocabulary, and Paralinguistics.								6
IV	English language as an identity to popular culture Advertisements, Short films, Documentary, WhatsApp, twitter, and LinkedIn								6
V	The major developments happening in the contemporary world by using English language email, blog, websites, media, content writing and Vlog.								6
TOTAL								30	
CO	Course Outcomes								
CO1	Explain the concepts, theories, and processes of communication and demonstrate an understanding of communication barriers and strategies to overcome them.								
CO2	Prepare professional documents such as resumes, CVs, and formal letters tailored to specific audiences and career opportunities.								
CO3	Demonstrate effective participation in group discussions and interviews using appropriate verbal, non-verbal, and paralinguistic skills.								
CO4	Analyze and interpret English language usage in advertisements, short films, documentaries, and social media platforms such as WhatsApp, Twitter, and LinkedIn.								
CO5	Create effective written and digital content including emails, blogs, websites, media content, and vlogs using appropriate language and communication strategies.								
Text Books / Reference Books									
➤	English for JOB SEEKERS, Language and Soft Skills for the Aspiring: Foundation Books, Cambridge University Press India Pvt.Ltd., 2013.Print								

➤	<i>Methods of Teaching English</i> , N Krishnaswamy and Lalitha Krishnaswamy, Macmillan, 2011, Print
Reference Books & Web Resources	
1	Bose, D.M."J.C.Bose."Dr.D.M.Bose Centenary Celebration Commemoration Volume1885-1985.Kolkata: Bose Institute, 1995.Print.
2	<i>Speaking and Writing for Effective Business Communication</i> , Francis Soundararaj, Macmillan,2007, Print.
3	<i>Communication Skills</i> , Sanjay Kumar, Pushpalatha. Oxford University Press, 2013. Print
4	<i>An Outline History of the English Language</i> , FT Wood, Macmillan,1978
5	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf
6	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

NON-MAJOR ELECTIVE (NME-3): ENGLISH FOR EMPLOYABILITY

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UNEN31	2	0	0	III	2	2	50	50	100
Learning Objectives									
LO1	To enhance vocabulary, grammar, and pronunciation for workplace communication.								
LO2	To train students in resume writing, cover letter drafting, and job application skills.								
LO3	To prepare students for interviews, group discussions, and presentations.								
LO4	To build confidence, leadership qualities, and interpersonal skills.								
LO5	To familiarize students with workplace etiquette and professional ethics.								
Prerequisites:									
Unit	Contents								No. of Hours
I	The Verbs Sentence Structure								6
II	Concord Spotting Errors								6
III	Letter Writing – Formal Curriculum Vitae								6
IV	Report Writing Job Interview								6
V	Functional Communication Group Discussion								6
TOTAL								30	
CO	Course Outcomes								
CO1	Demonstrate teamwork, leadership, and interpersonal skills in the workplace.								
CO2	Apply professional etiquette and ethical behavior in career settings.								
CO3	Analyze workplace situations and respond with effective communication strategies.								
CO4	Increase employability and readiness for diverse career opportunities.								
CO5	Perform well in interviews, group discussions, and workplace presentations.								
Text Books / Reference Books									
➤	T.M. Farhathullah & D.S.Kesava Rao: Strengthen Your English for competitive Examinations. Emerald Publishers, Chennai								
➤	Dr. Suresh Talamala – Employability Skills. Covers teamwork, communication, critical thinking, interview skills, and workplace ethics.								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

COMMON - ENVIRONMENTAL SCIENCE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEVS31	2	0	0	III	2	2	50	50	100
Learning Objectives									
LO1	To study the multidisciplinary nature of environmental studies, including the scope, importance, and sustainable management of natural resources such as forests, water, minerals, food, energy, and land.								
LO2	To understand different types of ecosystems, energy flow, ecological succession, food chains, food webs, and ecological pyramids.								
LO3	To examine the levels of biodiversity, its distribution in India and globally, threats to biodiversity, and conservation strategies including in-situ and ex-situ methods.								
LO4	To identify causes, effects, and control measures of various types of pollution, and to understand solid waste management and disaster management techniques.								
LO5	To analyze social and environmental issues such as climate change, global warming, and population growth, along with environmental protection laws and sustainable development practices.								
Prerequisites:									
Unit	Contents								No. of Hours
I	THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES Definition, scope and importance Natural resources and associated problems: a) Forest resources: Use and over-exploitation, deforestation, timber extraction, dams and their effects on forests and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, dams-benefits and problems, water conservation and watershed management. c) Mineral resources: Use and exploitation, environmental effects. d) Food resources: World food problems, changes, effects of modern agriculture, fertilizer-pesticide problems. e) Energy resources: Growing energy needs, renewables lion renewable energy sources, alternate energy sources. f) Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.								6
II	ECOSYSTEMS a) Forest Ecosystem b) Grassland Ecosystem c) Desert ecosystem d)Aquatic Ecosystem (Ponds, rivers, oceans, estuaries) Energy flow in the ecosystem Ecological succession Food Chains, Food Webs and Ecological Pyramids.								6

III	BIODIVERSITY AND ITS CONSERVATION Introduction Definition: Genetic, species and ecosystem diversity. Biogeographically classification of India ,Values of Biodiversity, Biodiversity at global, national and local levels India as a mega-diversity nation, Hot-Spots of biodiversity Threats to biodiversity Endangered and endemic species of India , Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	6
IV	ENVIRONMENTAL POLLUTION Definition- Causes, effects and control measures of:- a) Air Pollution b) Water Pollution c) Soil Pollution d) Marine Pollution e) Noise Pollution f) Thermal Pollution Solid Waste Management, Disaster Management: Floods, earthquake, cyclone and Landslides.	6
V	SOCIAL ISSUES AND THE ENVIRONMENT Climatic change, global warming, acid rain, ozone depletion. Wasteland reclamation Consumerism and Waste products, use and through plastics Environment Protection Act Air (Prevention and Control of Pollution) Act Water (Prevention and Control of Pollution) Act Wildlife Protection Act Forest Conservation Act Population Explosion - Family Welfare Programme Human Rights	6

TOTAL		30
CO	Course Outcomes	
CO1	Students will be able to explain the scope and importance of environmental studies and analyze the use, over-exploitation, and conservation of natural resources.	
CO2	Students will be able to describe ecosystem types, energy flow, ecological succession, and relationships such as food chains, food webs, and ecological pyramids.	
CO3	Students will be able to assess biodiversity at different levels, identify threats, and explain conservation methods including in-situ and ex-situ approaches.	
CO4	Students will be able to identify various types of pollution, analyze their causes and effects, and suggest control measures along with waste and disaster management practices.	
CO5	Students will be able to evaluate major environmental issues such as climate change and population growth, and understand environmental protection laws and sustainable practices.	

Reference Books

1	N. Arumugam and V. Kumaresan, 2014, Environmental studies, 4th edition, Saras Publication, Nagercoil, TamilNadu.
2	M. Basu, and S. Xavier, 2016, Fundamentals of Environmental Studies, Cambridge University Press.
3	A.K. Mitra and R. Chakraborty, 2016, Introduction to Environmental Studies, Book Syndicate.
4	J.S. Singh, S.P.Singh, and S.R. Gupta, 2014, Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	2	2	2
CO2	2	3	2	2	2	2
CO3	2	3	3	3	2	2
CO4	2	3	2	2	2	2
CO5	3	3	2	2	2	2
Weightage of course contributed to each PSO	12	14	11	11	10	10

Semester-4

Semester–4									
Course Code	Part	Course category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
26U1TL41	I	Language– I	Tamil–IV	5	3	50	50	100	3
26U1HD41	I		Hindi –IV						
26U1MY41	I		Malayalam–IV						
26U1FR41	I		French - IV						
26U2EN41	II	Language– II	English–IV	5	3	50	50	100	3
26UCEN41	III	Core– VII	World Literature in Translation	5	3	50	50	100	4
26UCEN42	III	Core –VIII	Aspects of Language and Linguistics	5	3	50	50	100	4
26UEEN41	III	EC - IV	Myth and Literature	4	3	50	50	100	3
26UEEN42			Film and Literature						
26UEEN43			English Teaching Methods and Materials						
26UNEN41	III	NME–IV	English for Business	2	3	50	50	100	2
26UVBE41	IV	COMMON	Value Based Education	2	3	50	50	100	2
26USEN41		SEC – IV	Translation: Basic Concepts and Practice.	2	2	50	50	100	2
Total				30				800	23

CORE – I: WORLD LITERATURE IN TRANSLATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN41	5	0	0	IV	4	5	50	50	100
Learning Objectives									
LO1	To help learners achieve accessibility to regional and international literary forms.								
LO2	To enable learners to contextualize texts and gain familiarity with translation theory								
LO3	To develop a comparative perspective for the critical study of texts								
LO4	To foster appreciation of literature and writers from diverse nations and cultures								
LO5	To learn to see critically the rising trends of globalization, capitalism and multi- culturalism								
Prerequisites:									
Unit	Contents								No. of Hours
I	Dante-Ulysses’ Last Voyage Johann Wolfgang on Goethe –The Violet Victor Hugo-Tomorrow at Dawn. Khalil Gibran-Your Children are not Your Children.								15
II	Pablo Neruda-If you forget me. Ovid – Pyramus and This be. Alexander Pushkin-The Gypsies. Gabriel Okara – The Mystic Drum Jean Arasayanagam- Two Dead Soldiers								15
III	Walter Benjamin –Unpacking My Library Montaigne – On Friendship. I Will Marry When I Want-Ngũgĩwa Thiong'o								15
IV	Marie Clements-The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot. A Marriage Proposal- Anton Chekhov. Trans by Julius West								15
V	Gabriel García Márquez –A Very Old man with Enormous Wings. Ivan S. Turgenev - The District Doctor.								15
TOTAL								75	
CO	Course Outcomes								
CO1	Analyze the use of magical realism in Márquez’s work and the Theatre of the Absurd plays.								
CO2	Evaluate how Jean Arasanayagam highlights the futility of war and shared humanity								
CO3	Compare diverse points of view across cultures, specifically regarding parent-child relationships and nomadic spirit.								
CO4	Interpret the evolution of specific genres, such as the Gothic elements								
CO5	Understand memory organization and different types of semiconductor memories.								
Textbooks									
1	<u>World Literature in Translation</u> (Self-Learning Material, Periyar University) – This volume contains several of your specific units, including Dante, Goethe, and Hugo.								
2	Fritz Strich – Provides deep analysis of Goethe's poetry and its global impact								
Reference Books									

1	Haridas Mondal – Useful for comprehensive summaries and literary devices used in works like <i>Waiting for Godot</i> and <i>A Very Old Man with Enormous Wings</i> .
2	B.P. Panigrahi – Excellent for historical context of authors like Pushkin, Ovid, and Montaigne.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	5	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE – II - ASPECTS OF LANGUAGE AND LINGUISTICS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN42	5	0	0	IV	4	5	50	50	100
Learning Objectives									
LO1	To help learners acquire knowledge of linguistic research methods and major theories of language.								
LO2	To enable students to gain specialized knowledge in applied and interdisciplinary areas of linguistic research.								
LO3	To provide a detailed understanding of the history, traditions, and distinctive features of English linguistics								
LO4	To familiarize learners with applying linguistic knowledge to analyze problems in academic and professional contexts.								
LO5	To enhance competence in the humanities by developing historical and analytical perspectives on language, literature, culture, and society.								
Prerequisites:									
Unit	Contents								No. of Hours
I	George Yule – The Study of Language Fasold, Ralph & Connor-Linton, Jeff – An Introduction to Language and Linguistics								15
II	Structuralism, Communication, and Semiotics (Modified) Ferdinand de Saussure – Course in General Linguistics (sign, signifier, signified; langue and parole) Umberto Eco – A Theory of Semiotics Language, sign, meaning, and communication								15
III	Ferdinand De Saussure Introduction to Saussurian Structuralism – Course in Linguistics Daniel Jones – Introduction to Phonology & Morphology – (Gimson ‘s Pronunciation of English) <i>Noam Chomsky- Syntax & Semantics from Syntactic Structures</i>								15
IV	Syntax, Semantics, and Language Variation (Modified) Noam Chomsky – Syntactic Structures (basic concepts) F. T. Wood – Linguistic change and language varieties Idiolect, dialect, pidgin, and creole								15
V	Applied & Contemporary Linguistics (Modified) Bilingualism and multilingualism – Bhatia & Ritchie Introduction to computational linguistics and Natural Language Processing Language, culture, and society								15
TOTAL								75	
CO	Course Outcomes								
CO1	Analyze theoretical concepts related to linguistic scholarship and research ethics.								
CO2	Apply linguistic knowledge to academic research and workplace-oriented problem solving.								
CO3	Communicate research findings effectively using appropriate linguistic terminology.								

CO4	Discuss academic issues related to language and linguistics with specialists and the general public.
CO5	Critically evaluate language in relation to society, culture, and communication.
Textbooks	
➤	Yule, George. The Study of Language. Cambridge University Press.
➤	Akmajian, A., Demers, R., Farmer, A., & Harnish, R. Linguistics: An Introduction to Language and Communication. MIT Press.
Reference Books	
	Harley, Trevor A. The Psychology of Language. Psychology Press.
	Bloomfield, Leonard. Language. University of Chicago Press.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

SECOND YEAR - SEMESTER- IV
ELECTIVE - MYTH AND LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN41	4	0	0	IV	3	4	50	50	100
Learning Objectives									
LO1	To enable students to explore the origins and sources of myths in literature and understand how they developed across different cultures and periods.								
LO2	Help students to understand different perspectives used in myth criticism and analysis.								
LO3	To understand the origin and sources of myths in literature, especially Greek mythology.								
LO4	To examine contemporary issues from ancient traditions to modern interpretations.								
LO5	To understand symbolism in Indian myths, including cosmic, moral, and spiritual symbols.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction to Myth / Mythology-Sources of Indian mythology-Types of story and its relation to myth-Myth-making stage and myth-using stage								12
II	Greek and Roman Mythology 1. Hercules – (Cleaning of Aegean Tables, Atlas and Hercules) 2. Odysseus - (The legendary story of Odysseus) 3. Story of Eurydice and Orpheus 4. The Story of Cupid and Psyche								12
III	General idea of Vedic, Epic and Puranic Mythology								12
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths								12
V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)								12
TOTAL									
CO	Course Outcomes								
CO1	Understand the origin and evolution of myths in literature and examine their cultural and historical sources.								
CO2	Understand the concept of symbolism and its various types and dimensions in Greek mythology, and in literature.								
CO3	Gain a clear understanding of Vedic, Epic, and Puranic mythology, and explore the interconnections among elements such as Fire, Rain, Stars, Sacred Drink, Supernatural Birth, Mountains, Rivers, Holy Places, and Festivals.								
CO4	Understand the concept of symbolism, including its various types, forms, and multiple dimensions in literary and cultural contexts.								
CO5	Develop a deep and analytical appreciation of Indian mythology and its influence on literature, art, and music.								

Textbooks	
➤	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Cantered Handbook. Oxford: Oxford University Press, 1991.
➤	Boas, Franz. An Introduction to James Teit, @Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.
Reference Books	
	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
	Bascom, William. A. <i>The Forms of Folklore: Prose Narratives @ in Journal of American Folklore</i> 78, 1965: 3-20.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

SECOND YEAR - SEMESTER- IV
ELECTIVE - FILIM AND LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN42	4	0	0	IV	3	4	50	50	100
Learning Objectives									
LO1	Understand the theories, practices, forms, adaptations, and migrations involved in the relationship between literature and cinema.								
LO2	Analyze the adaptation of <i>King Lear</i> from William Shakespeare to film versions such as <i>Ran</i> and Kazantsev's <i>King Lear</i> .								
LO3	Examine the transformation of science fiction literature into cinema through works like Arthur C. Clarke's writings and <i>2001: A Space Odyssey</i> .								
LO4	Evaluate cinematic adaptations of major literary works such as <i>Dr. Zhivago</i> and <i>Heart of Darkness</i> .								
LO5	Critically appreciate the process of adapting epic and classical literary texts into films, identifying thematic and structural changes.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Theories, Practices, Forms, Adaptations and Migrations William Shakespeare, <i>King Lear</i> (1606)Akira Kurosawa, <i>Ran</i> (1985) Grigori Kozintsev, <i>King Lear</i> (1971)								12
II	Arthur C. Clarke, <i>The Sentinel</i> (1948) Arthur C. Clarke, <i>Encounter in the Dawn</i> (1953) Stanley Kubrick, <i>2001: A Space Odyssey</i> (1968)								12
III	Cinema from Epics								12
IV	Boris Pasternak, <i>Dr. Zhivago</i> (1957) David Lean, <i>Dr. Zhivago</i> (1965)								12
V	Joseph Conrad, <i>Heart of Darkness</i> (1902) Francis Ford Coppola, <i>Apocalypse Now</i> (1979)								12
TOTAL									
CO	Course Outcomes								
CO1	Explain the relationship between literature and cinema through theories, practices, forms, adaptations, and migrations.								
CO2	Analyze the adaptation of literary texts such as <i>King Lear</i> into cinematic versions.								
CO3	Examine the transformation of science fiction literature into film, with reference to Arthur C. Clarke and <i>2001: A Space Odyssey</i> .								
CO4	Evaluate the cinematic adaptation of major literary works like <i>Dr. Zhivago</i> and <i>Heart of Darkness</i> .								
CO5	Critically assess the techniques and challenges involved in adapting epics and classical texts into films.								
Textbooks									
➤	Mast, Gerald & Cohen, Marshall. <i>Film Theory and Criticism: Introductory Readings</i> . Latest Edition, New York: Oxford University Press.								
➤	Nichols, Bill (Ed.). <i>Movies and Methods: Vol. I – An Anthology</i> . Latest Edition, Calcutta: Seagull Books.								
Reference Books									
	Roberge, Gaston. <i>The Subject of Cinema</i> . Calcutta: Seagull Books, 1990. Print.								

	Horton, Andrew. "Film and Literature." <i>Encyclopedia of World Literature in the 20th Century</i> . Vol. 2. Edited by Leonard S. Klein, New York: Frederick Ungar, 1982, pp. 93–99. Print.
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CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

SECOND YEAR - SEMESTER- IV
ELECTIVE - ENGLISH TEACHING METHODS AND MATERIALS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN43	4	0	0	IV	3	4	50	50	100
Learning Objectives									
LO1	To enable learners to gain an overview of the role and status of English in India.								
LO2	To help them understand the position of English in the post-independence period.								
LO3	To enable them to interpret and justify the role of English in the Three-Language Formul								
LO4	To help them gain insight into the unique and significant role of English in the 21st century.								
LO5	To help them analyze the objectives of teaching English as a second language at both elementary and secondary levels.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction-Historical Background of English in India								12
II	English In Post – Independent Period–The Three Language Formula								12
III	English In 21st Century- Objectives of Teaching English								12
IV	Objectives Of Teaching English at Secondary Level								12
V	Objectives Of Teaching English at Higher Secondary Level								12
TOTAL									
CO	Course Outcomes								
CO1	To learn about the methods and materials used in teaching English as a Second Language (ESL).								
CO2	To understand strategies and techniques for developing specific language skills.								
CO3	To become familiar with the needs of different ESL learner populations, including children and adults.								
CO4	To learn how to collaborate with content teachers and parents to support ESL learners in achieving their learning objectives.								
CO5	To understand the use of technology in ESL instruction and the methods for assessing ESL learners.								
Textbooks									
➤	Agnihotri, R. K., and A. L. Khanna. <i>English in India: Issues and Problems</i> . Sage Publications, 1995.								
➤	Kachru, Braj B. <i>The Indianization of English: The English Language in India</i> . Oxford University Press, 1983.								
Reference Books									
	Richards, Jack C., and Theodore S. Rodgers. <i>Approaches and Methods in Language Teaching</i> . 3rd ed., Cambridge University Press, 2014.								
	National Council of Educational Research and Training (NCERT). <i>Position Paper on Teaching of English</i> . NCERT, 2006								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

SECOND YEAR - SEMESTER- IV
SEC IV - TRANSLATION: BASIC CONCEPTS AND PRACTICE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26USEN41	2	0	0	IV	2	2	50	50	100
Learning Objectives									
LO1	Understand how translation started and developed across the world.								
LO2	Learn different translation methods and techniques.								
LO3	Learn about famous translators and their works.								
LO4	Gain the basic concepts of translation.								
LO5	Identify why translation is important in education, culture, and communication.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Origin and Development of Translation in Global perspective								6
II	Technics and Tools in translation								6
III	Important Institutions of Translation (some important Translators and their works)								6
IV	Basics of Translation and Translation Studies–An Introduction								6
V	Objectives and Importance of Translation								6
TOTAL								30	
CO	Course Outcomes								
CO1	Explain the history and growth of translation globally.								
CO2	Apply suitable translation techniques in different texts.								
CO3	Describe the contributions of important translators.								
CO4	Analyze fundamental ideas and principles of translation								
CO5	Discuss the importance of translation in global communication.								
Textbooks									
➤	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies,(1998),Routledge Taylor and Francis Group, London and New York								
➤	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies,(2011),John Benjamins Publishing, Amesterdam and Philadelfia								
Reference Books									
	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation- Studies.pdf								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

SECOND YEAR - SEMESTER- IV
ELECTIVE - ENGLISH FOR BUSINESS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26USEN41	2	0	0-	IV	2	2	50	50	100
Learning Objectives									
LO1	Understand the meaning, scope, and distinctive features of Business English.								
LO2	Differentiate between General English and Business English in professional contexts.								
LO3	Develop effective oral communication skills required in business situations.								
LO4	Recognize the role of education in developing Business English skills.								
LO5	Appreciate the importance of Business English in economic and professional development.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Business English – Meaning and Distinction								6
II	Essentials and Importance of Business English								6
III	Business English for Effective Oral Communication								6
IV	The Role of Business English in English Language Learning								6
V	Economic Development through Business English								6
TOTAL								30	
CO	Course Outcomes								
CO1	Define Business English and explain its scope and relevance in professional settings.								
CO2	Distinguish between General English and Business English with appropriate examples.								
CO3	Use Business English effectively in oral communication such as meetings, interviews, and presentations.								
CO4	Understand the role of Business English in English language learning and education.								
CO5	Analyze the importance of Business English in economic and professional development								
Textbooks & Reference Books									
➤	Raman, Meenakshi & Sharma, Sangeeta. <i>Technical Communication: Principles and Practice</i> . Latest Edition, Oxford University Press, New Delhi.								
➤	Bovee, Courtland L. & Thill, John V. <i>Business Communication Today</i> . Latest Edition, Pearson Education.								
	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation- Studies.pdf								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

COMMON- VALUE BASED EDUCATION – INDIAN CONSTITUTION & HUMAN RIGHTS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UVBE41	2	0	0	IV	2	2	50	50	100

COURSE OBJECTIVE:

1. To provide basic knowledge of the Indian Constitution and its framework.
2. To understand fundamental rights, duties, and directive principles.
3. To create awareness about human rights and their protection mechanisms.
4. To develop analytical skills regarding constitutional and human rights issues.
5. To promote values of equality, justice, and democracy among students.

COURSE OUTCOMES:

CO1: Explain the structure and features of the Indian Constitution.

CO2: Identify and interpret Fundamental Rights and Duties.

CO3: Analyze the role of Directive Principles in governance.

CO4: Understand the concept and importance of Human Rights.

CO5: To create a congenial climate in the organization

UNIT I: Introduction to Indian Constitution (06)

Introduction: Meaning and importance of Constitution - Historical background of Indian Constitution - Making of the Constitution (Constituent Assembly) - Salient features of Indian Constitution - Preamble – Meaning, Objectives and Values.

UNIT II: Fundamental Rights and Duties (06)

Fundamental Rights – Types and significance - Right to Equality, Freedom, Religion, Cultural & Educational Rights - Right to Constitutional Remedies - Fundamental Duties – Meaning and importance.

UNIT III: Directive Principles of State Policy (06)

Meaning and objectives - Classification of Directive Principles - Relationship between Fundamental Rights and DPSP - Role in governance and welfare state.

UNIT IV: Human Rights – Concepts and Development (06)

Meaning and definition of Human Rights - Evolution of Human Rights - Universal Declaration of Human Rights (UDHR) - Types of Human Rights – Civil, Political, Economic, Social & Cultural

UNIT V: Human Rights in India (06)

Human Rights Protection Act, 1993 - National Human Rights Commission (NHRC) – Structure and functions - Role of NGOs in Human Rights protection - Issues: Women, Children, Minorities & Environment - Contemporary Human Rights challenges in India.

DELIVERY METHOD: C&T – Chalk and Talk, PPT and Live Demonstration, Case Study Approach, Activity based learning and Interactive discussion.

TEXT BOOK:

1. Durga Das Basu – *Introduction to the Constitution of India*

REFERENCE BOOK:

1. V.N. Shukla – *Constitution of India*
2. M. Laxmikanth – *Indian Polity*
3. Upendra Baxi – *The Future of Human Rights*
4. H.O. Agarwal – *Human Rights*
5. P.M. Bakshi – *The Constitution of India*

Suggested Websites

1. <https://www.india.gov.in>
2. <https://nhrc.nic.in>
3. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Semester-5

Semester-5									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in hrs.	Max Marks			
						CIA	ESE	Total	
26UCEN51	III	Core-IX	Authors in Focus	5	3	50	50	100	4
26UCEN52	III	Core -X	Women ‘s Writing	5	3	50	50	100	4
26UCEN53	III	Core -XI	Indian Writing in Translation	5	3	50	50	100	4
26UCEN5P	III	Core -XII	Project (with Viva Voce)	5	3	50	50	100	4
26UEEN51	III	Elective- V	English for Competitive Examinations	4	3	50	50	100	3
26UEEN52			Introduction to Comparative Literature						
26UEEN53			Fundamentals of Academic Writing						
26UEEN54	III	Elective- VI	Mass Communication and Journalism	4	3	50	50	100	3
26UEEN55			Film Studies						
26UFIK51	III	Internship	Internship/Industrial Visit/Field Visit/Knowledge Updation Activity	-	3	50	50	100	2
26UAEC51	IV	AEC-I	Empowered Vocational English	2	3	50	50	100	2
Total				30				800	26

THIRD YEAR – FIFTH SEMESTER
CORE COURSE (CC-9) – AUTHORS AND FOCUS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN51	5	0	0	V	4	5	50	50	100
Learning Objectives									
LO1	To provide comprehensive knowledge of major literary periods from Classical to Modern literature.								
LO2	To develop understanding of literary criticism, philosophy, poetry, fiction, and feminist theory.								
LO3	To analyze different genres including essays, novels, poetry, and political allegory.								
LO4	To enhance students’ ability to interpret texts through historical, social, and theoretical perspectives.								
LO5	To cultivate critical thinking and academic writing skills in literary studies.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Sir Philp Sydney – An Apology for Poetry Introduction De Anima (On theSoul)–BooksI–III–Pages1-49 “Poetics”- Chapters 1-5								15
II	The mayor of Caster bridge Introduction David Copperfield								15
III	T.S. Eliot –Tradition and the individual talent “Gitanjali”-Introduction								15
IV	George Orwell – Animal Farm Sense and Sensibility								15
V	Virginia Woolf – A room of one’s Own								15
TOTAL								75	
CO	Course Outcomes								
CO1	Demonstrate knowledge of major literary texts and critical theories.								
CO2	Apply classical, Renaissance, Victorian, Modernist, and Feminist theories in textual analysis.								
CO3	Critically evaluate prose, poetry, and fiction across periods.								
CO4	Interpret political, philosophical, and gender perspectives in literature.								
CO5	Produce well-structured analytical and research-oriented essays.								
Textbooks									
1	Sidney, Sir Philip. An Apology for Poetry.								
2	Aristotle. Poetics.								
3	Hardy, Thomas. The Mayor of Casterbridge								
4	Woolf, Virginia. A Room of One’s Own.								
5	Orwell, George. Animal Farm								
Websources									
1	1	Project Gutenberg. Free Online Literary Texts. https://www.gutenberg.org							

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

CORE – 10: WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN52	5	0	0	V	4	5	50	50	100
Learning Objectives									
L01	To Understand the historical evolution of women’s writing from early modern to contemporary periods across cultures								
L02	To Analyze literary texts through feminist perspectives, examining themes such as identity, patriarchy, gender roles, resistance, and agency.								
L03	To Explore the representation of women’s experiences in poetry, drama, fiction, and essays.								
L04	To Examine women’s writing in translation, understanding cultural, linguistic, and socio-political contexts.								
L05	To Critically engage with autobiographical and confessional modes in women’s literature.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning- How do I loveth thee? Sylvia Plath – Lady Lazarus JudithWright– Eve to the Daughter								15
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar-Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb Her Kind – Anne Saxton								15
III	Virginia Woolf - A Room Of One’s Own. Harvest – Manjula Padmanabhan								15
IV	Kate Chopin– Awakening I Churchill – Top Girls								15
V	Aphra Behn – Oroonoko Alice Walker – The Colour Purple Louisa May Alcott - Little Women Sylvia Plath – The Bell Jar Margaret Atwood – Surfacing								15
TOTAL								75	
CO	Course Outcomes								
CO1	Critical Interpretation, Interpret and critically analyze poetry, drama, fiction, and prose written by women using appropriate literary and feminist theories.								
CO2	Historical & Cultural Contextualization, Contextualize women’s writings within their socio-political, historical, and cultural frameworks								
CO3	Identify and evaluate feminist concerns such as: Female identity and selfhood, Marriage and domesticity, Motherhood, Body politics, Resistance and empowerment.								
CO4	Produce well-structured analytical essays and presentations demonstrating critical engagement with prescribed texts.								
CO5	Demonstrate understanding of how gender intersects with race, caste, class, and colonial identity in literary texts.								
Textbooks									
1	Brooks, Gwendolyn. “Boy Breaking Glass.” Selected Poems. Harper & Row, 1963.								
2	Churchill, Caryl. Top Girls. Methuen, 1982.								
3	Chopin, Kate. The Awakening. Herbert S. Stone & Co., 1899.								
4	Dutt, Toru. “Our Casuarina Tree.” Ancient Ballads and Legends of Hindustan. 1882.								
5	Padmanabhan, Manjula. Harvest. Kali for Women, 1997								
6	Lamb, Elizabeth Searle. “On Reading Haiku.” (Anthologized essay; provide anthology details as prescribed).								
Reference Books									
1	Beauvoir, Simone de. The Second Sex. Translated by H. M. Parshley, Vintage, 1989.								

2	Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 3rd ed., Routledge, 2015.
3	Gilbert, Sandra M., and Susan Gubar. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. Yale UP, 1979.
4	Moi, Toril. Sexual/Textual Politics: Feminist Literary Theory. Routledge, 1985.
5	Hooks, Bell. Feminist Theory: From Margin to Center. South End Press, 1984.
6	Showalter, Elaine. A Literature of Their Own: British Women Novelists from Brontë to Lessing. Princeton UP, 1977.
7	Walby, Sylvia. Theorizing Patriarchy. Basil Blackwell, 1990.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

CORE – 11- INDIAN WRITING IN TRANSLATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN53	5	0	0	V	4	5	50	50	100
Learning Objectives									
LO1	To Understand the historical evolution of women’s writing from early modern to contemporary periods across cultures								
LO2	To Analyze literary texts through feminist perspectives, examining themes such as identity, patriarchy, gender roles, resistance, and agency.								
LO3	To Explore the representation of women’s experiences in poetry, drama, fiction, and essays.								
LO4	To Examine women’s writing in translation, understanding cultural, linguistic, and socio-political contexts.								
LO5	To Critically engage with autobiographical and confessional modes in women’s literature.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Where The Mind Is Without Fear, Gitanjali, Far Below Flowed Jumna, Fruit Gathering, Song 85 –The Gardener. ALL by TAGORE Sarojini Naidu - The Soul’s Prayer. Nissim Ezeikel-The Railway Clerk. A.K.Ramanujam - The Striders Arun Kolatkar –An Old Woman								15
II	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter6-Bharata Natya Shastra(100-118) Tr.Manmohan GhoshVol.1 Hindu View of Life .Sarvepalli Radhakrishnan VanishingLandmarks. NiradC.Chaudri								15
III	Badal Sircar- Pagla Ghoda Girish Karnad – Nagamandala								15
IV	How the Raja’s Son won the Princess Labam– Indian Fairy Tales by Joseph Jacob Monday Morning, M.C.C.,								15
V	Arjun-Sunil Gangopadhyay Chapter6-Bharata Natya Shastra(100-118) Tr.Manmohan GhoshVol.1 Hindu View of Life .Sarvepalli Radhakrishnan VanishingLandmarks. NiradC.Chaudri								15
TOTAL								75	
CO	Course Outcomes								
CO1	Differentiate between the Agam (inner/love) and Puram (outer/heroic) traditions of Sangam Tamil literature.								
CO2	Analyze the transformation of human characters into divine figures, as seen in Kannagi’s deification in The Book of Vanci								
CO3	Evaluate modern Indian identity through the post-colonial lenses of Tagore’s nationalism and Ezekiel’s satire.								
CO4	Apply the Rasa theory from the Natya Shastra to contemporary Indian plays								
CO5	Critique the socio-political undercurrents in modern Indian drama and narrative fiction (e.g., Sircar’s experimental theater).								
Textbooks									
1	Kalidasa: The Loom of Time (Trans. Chandra Rajan).								
2	Vyasa: The Mahabharata (Excerpts 106–169, Trans. & Ed. J.A.B. van Buitenen).								
3	Ilango Adigal: Silappathikaaram (Book 3: The Book of Vanci, Trans. R. Parthasarathy).								
4	Thiruvalluvar: Thirukkural (Trans. C. Rajagopalachari/Rajaji).								

5	Sangam Poetry: Kurunthogai (Five verses for each Tinai, Trans. A.K. Ramanujan).
Reference Books	
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

THIRD YEAR - SEMESTER V CORE XII – PROJECT VIVA-VOCE

HOURS: 5

CREDITS: 4

Project Viva-Voce Examination

Internal: 50 Marks (by the Internal Examiner)

External: 50 Marks (by the External Examiner)

- Individual/Group project report of minimum 30 pages should be submitted.

THIRD YEAR - SEMESTER- V

ELECTIVE -V– ENGLISH FOR COMPETITIVE EXAMINATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN51	4	0	0	V	3	4	50	50	100
Learning Objectives									
LO1	To develop the students intellectual, personal and professional abilities.								
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.								
LO3	To develop confidence in getting job opportunities.								
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.								
LO5	To develop competitive skills through various types of objective tests.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Reading Comprehension,								12
II	Expansion of Proverbs, Essay Writing.								12
III	Spot the Errors								12
IV	Homonyms, Idioms and Phrases, Jumbled Sentences,								12
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Punctuation.								12
TOTAL								60	
CO	Course Outcomes								
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.								
CO2	Acquire skills in vocabulary usage and grammar.								
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.								
CO4	Build confidence in getting job opportunities.								
CO5	Aware of the various types of jobs offered in both in the Central and State Government.								
Textbooks									
➤	English for Competitive Examinations- R.P.Bhatnagar & Rajal Bhargava								
➤	Remedial Grammar-F.T.Wood								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	2	3	3	3	2	3
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3
Weightage of course contributed to each PSO	14	14	15	14	14	15

ELECTIVE- INTRODUCTION TO COMPARATIVE LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN52	4	0	0	V	3	4	50	50	100
Learning Objectives									
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.								
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.								
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.								
LO4	To develop the skills to move among and between diverse cultures, including onsite research and travel abroad as means of participation in cultural.								
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.								12
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology								12
III	Literature and other disciplines, Literature and other Arts								12
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley-Ode to Libert ,Queen Mab, Love’s Philosophy. Selected poems of Subramaniya Bharathi - Bharath Country, Worship of Sun, Kannan My Servant.								12
V	Comparative study of Vairamuthu’s KallikattuIthikasam and Ernest Hemingway’s ‘The Old Man and the Sea’								12
TOTAL								60	
CO	Course Outcomes								
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)								
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices.								
CO3	Use critical terminology and interpretive methods drawn from specific 20th –and 21stcentury comparative and critical theories from multiple disciplines.								
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.								
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.								
Textbooks									
➤	Ulrich Weisstein: Comparative Literature and other								
Reference Books									

	Arts Wellek & Warren: Theory of Literature
	Part II S.S.Prawar : Comparative Literatures

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

ELECTIVE– FUNDAMENTALS OF ACADEMIC WRITING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN53	4	0	0	V	3	4	50	50	100
Learning Objectives									
LO1	To acquire comprehensive and broad-based knowledge in the subject area.								
LO2	To understand and apply various sentence patterns and stylistic structures effectively.								
LO3	To develop coherent and analytical thinking skills that enhance effective writing abilities.								
LO4	To gain the ability to organize and structure well-developed essays systematically.								
LO5	To develop knowledge and practical skills in academic, professional, digital, and research-based writing, including ethical use of sources and proper citation practices.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.								12
II	Sentence Skills-Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.								12
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)								12
IV	Structuring Essays -Introduction; development of body; conclusion; description, narration, exposition; argumentation.								12
V	Academic and Professional Writing: Report writing, Resume and cover letter writing.								12
TOTAL								60	
CO	Course Outcomes								
CO1	To follow the steps of the writing process to produce clear and organized writing.								
CO2	To write correct and meaningful sentences using proper grammar and structure.								
CO3	To develop clear and well-organized paragraphs with supporting ideas.								
CO4	To write well-structured essays with a proper introduction, body, and conclusion.								
CO5	To edit their writing and prepare reports, resumes, and other professional documents using correct format and citation.								
Textbooks									
➤	Zemach, Dorothy E. & Rumisek, Lisa A. Academic Writing from Paragraph to Essay. London: Macmillan								
➤	Langan, John. 2001. Sentence Skills with Readings. Boston: Mc Graw Hill.								
Reference Books									
	Hartley, James. 2008. Academic Writing and Publishing: A Practical Handbook. London: Routledge.								
	Bailey, Stephen. 2003. Academic Writing : A Practical Guide for Students. London: Routledge Falmer.								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

THIRD YEAR - SEMESTER- V

ELECTIVE-VI- MASS COMMUNICATION AND JOURNALISM

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN53	4	0	0	V	3	4	50	50	100
Learning Objectives									
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.								
LO2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.								
LO3	To empower learners by communication, professional and life skills.								
LO4	To develop the ability to structure Essays								
LO5	To enable the students to learn copy- editing.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Mass Communication in India, Print Medium, Audiovisuals Media, Other Media								12
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.								12
III	Advertising, Illustrations.								12
IV	House and Trade Journals, Starting of Newspapers and Periodicals.								12
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.								12
TOTAL								60	
CO	Course Outcomes								
CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.								
CO2	Students would be able to inculcate the knowledge of growth of print, electronic and web								
CO3	Students would be able to understand the significance of speech communication								
CO4	Students explore journals.								
CO5	Students would find research gaps.								
Textbooks									
➤	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

THIRD YEAR - SEMESTER- V
ELECTIVE-VI – FILM STUDIES

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN55	4	0	0	V	3	4	50	50	100
Learning Objectives									
LO1	Aims to train students to decode the visual messages imparted by movies.								
LO2	To amplify their impacts.								
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.								
LO4	To enabling the learners to use a various method.								
LO5	To learn touch stone method in evaluating contemporary Indian main stream cinema with World Cinema as well as Indian Classics.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction, Filmic Visual: Mise-en-Sceneism.								12
II	Screen writing, One-line, plot, characterization, one-linescene order & treatment.								12
III	Film history and film genres								12
IV	Critical understanding of films Auteurism, Formalist, Marxist, Feminist and Post-colonial Perspectives								12
V	Writing film reviews and critic								12
TOTAL								60	
CO	Course Outcomes								
CO1	Students discuss the aspects of Cinema.								
CO2	Students analyze the aesthetics as well as the politics in films.								
CO3	Students read and review films,								
CO4	Students develop an understanding of contemporary aesthetic trends in political, social, cultural and philosophical context								
CO5	Write film scripts and reviews.								
Textbooks									
➤	Monaco, James How to Read a Film 5th ed. OUP, 2005.								
➤	Cook, David A., A History of Narrative Film, 4th ed. W.W. Norton, 2004.								
➤	Bordwell, David and Thompson, Kristin, Film Art: an Introduction, 7th ed. McGraw-HillCo., 2004.								
Reference Books									
	Kawin, Bruce, How Movies Work. University of California Press, 1992.								
	Nelken, Jill, Introduction to Film Studies, 5th ed. Routledge, 2011.								
	Feild, Syd, Screenplay: The Foundations of Screenwriting. RHUS, 2005.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

ABILITY ENHANCEMENT COURSE – EMPOWERED VOCATIONAL ENGLISH

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UAEC51	2	0	0	V	2	2	25	75	100

Learning Objectives		
LO1	To build self- assurance in students by mastering interpersonal, team- management, and leadership abilities.	
LO2	To equip aspiring learners with skills that transform them into effective young managers.	
LO3	To sharpen communication proficiency for professional and workplace contexts.	
LO4	To foster strategic thinking and problem- solving through advanced writing & presentation techniques.	
LO5	To develop etiquette and corporate- ready competencies for modern business environments.	
Prerequisites:		
Unit	Contents	No. of Hours
I	1. Communication Skills 2. Current English Usage 3. Aptitude and Attitude 4. Team Building and Leadership 5. Psychological Tests 6. Effective Resume Writing	6
II	7. Précis Writing 8. Essay Writing 9. Goal Setting 10. Conflict Management 11. Appearing for an Interview 12. Myths regarding Group Discussion	6
III	13. Debates 14. Presentation for Small and Large Groups 15. Prioritization 16. Time Management 17. Stress Interview 18. Prerequisites of a Group Discussion	6
IV	19. Marketing and Business Presentations 20. Report Writing 21. Cross- Cultural Communication 22. Lateral Thinking 23. Qualities of a Candidate for an Interview 24. Generating Ideas for Discussion	6
V	25. Telephone Etiquette 26. Email Etiquette 27. Concepts of Leadership 28. Insights from Great Leaders 29. Mock Interview 30. Mock Group Discussion	6
TOTAL		30
CO	Course Outcomes	
CO1	Students will demonstrate strong interpersonal and leadership skills in team settings.	
CO2	Learners will apply effective communication strategies in current English usage.	
CO3	Graduates will craft professional résumés and master interview- ready writing styles.	
CO4	Participants will manage conflicts, set goals, and deliver impactful presentations.	

CO5	Individuals will exhibit polished telephone & email etiquette alongside refined leadership insights.
Textbooks & Reference Books	
	Covey, Stephen R. _The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change_. Simon & Schuster, 1989.
	Khera, Shiv. _You Can Win: A Step-by-Step Tool for Top Achievers_. Macmillan, 1998.

INTERNSHIP

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

Internal: 50 Marks, External: 50 Marks

Semester-6

Semester–6										
Course Code	Part	Course Category	Course Name	Hours / Week	Examination				Credits	
					Duration in hrs.	Max Marks				
						CIA	ESE	Total		
26UCEN61	III	Core– XIII	Introduction to Literary Theory and Criticism	5	3	50	50	100	4	
26UCEN62	III	Core -XIV	Biographies, Auto-biography & Memoirs.	5	3	50	50	100	4	
26UCEN63			Core -XV	Shakespeare Studies	5	3	50	50	100	4
26UCEN64				Literary Criticism						
26UCEN65				Culture Study through Film (India and America)						
26UCEN66				Media, Communication & Publication						
26UCEN6A	III	Core -XVI	Modern English Grammar and Composition	5	3	50	50	100	4	
26UCEN6B			ELT and Computer Assisted Language Learning							
26UCEN6C			Creative Writing							
26UCEN6D			English at Work Place							
26UCEN6E			Travel Writing							
26UEEN61	III	Elective- XVII	Art & Literary Aesthetics	4	3	50	50	100	4	
26UEEN62			Communicative English							
26UEEN63			Writing for the Web/English for Internet							
26UEEN64	III	Elective- XVIII	Digital Literacy and Concepts	4	3	50	50	100	3	
26UEEN65			Technical Writing							
26UAEC61	IV	AEC-II	Design Thinking	2	3	50	50	100	2	
26U5EA61	V	Common	Extension Activity	-	3	50	50	100	1	
Total				30				800	26	

CORE XIII-INTRODUCTION TO LITERARY THEORY AND CRITICISM

Learning Objectives	
LO1	Understand the fundamental concepts and principles of major literary theories
LO2	Analyze key feminist theoretical perspectives on gender, language, and representation
LO3	Introduce post-structuralist views on language, discourse, meaning, and power.
LO4	Understand the concept of Indian literature and national consciousness through theoretical frameworks
LO5	Develop critical thinking and theoretical reading skills necessary for advanced literary studies.

Unit	Contents	No. of Hours
I	Marxism- “The formation of the Intellectuals” and “Hegemony and the Separation of Powers”- Antonio Gramsci– <i>Prison Notebooks</i> (Pg.5,245–246) “Reification and the Class Consciousness of the Proletariat”– George Lukács	15
II	“20 Years On: A Literature of their Own Revisited”- <i>A Literature of their Own: From Bronte to Lessing</i> – Elaine Showalter (Pg. xi –xxx) “The Laugh of the Medusa” – Hélène Cixous “This Sex Which Is Not One” – Luce Irigaray	15
III	Post Structuralism Jacques Derrida- “Structure, Sign and Play” from <i>Modern Criticism and Theory: A Reader</i> – David Lodge (Pg. 108 – 123) “Discourse on Language” – Michel Foucault	15
IV	Postcolonial Studies <i>Decolonizing the Mind</i> – Ngũgĩ Wa Thiong’o “The Scope of Orientalism” (Pg. 29-110) Edward said	15
V	Indian Literature-Definition of category in Theory Classes, Nations, Literature (Pg.243-285) – Aijaz Ahmad	15
TOTAL		75

	Text Books / Reference Books
1	Lodge, David and Nigel Wood (Eds.). <i>Modern Criticism and Theory: A Reader</i> . Pearson Education, New Delhi.
2	Rivkin, Julie and Michael Ryan (Eds.). <i>Literary Theory: An Anthology</i> . Blackwell Publishing.
3	Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing.
4	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester University Press.
5	Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory</i>

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE COURSE-IV– CNM-1-BIOGRAPHIES, AUTO- BIOGRAPHIES & MEMOIRS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN62	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives								
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.								
LO3	To help them engage in imagination, critical inquiry and self-reflection								
LO4	To help them explore significant texts from diverse cultures and people in history								
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.								
Prerequisites:									
Unit	Contents							No. of Hours	
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.							15	
II	Anne Frank- The Diary of a Young Girl (October 9, 1942; November 19, 1942) Malala Yousafzai - from I am Malala (The Diary of Gul Makai Florence Nightingale – from Eminent Victorians							15	
III	R.K.Laxman - The Tunnel of Time Salim Ali - The Fall of a Sparrow							15	
IV	Tom Alter - The Man Who Made the Elephant Dance. Mahatma Gandhi - The Story of My Experiments with Truth - Man Proposes, God Disposes, The Calm after the Storm, ‘Love’s Labour’s Lost’? In Touch with Labour							15	
V	Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love							15	
TOTAL								75	
CO	Course Outcomes								
CO1	Explain the core ideas of Marxist literary theory with reference to Gramsci and Lukács.								
CO2	Demonstrate an understanding of post-structuralist concepts such as structure, discourse, and language.								
CO3	Analyze texts using Postcolonial theoretical perspectives introduced by Ngũgĩ wa Thiong’o and Edward Said.								
CO4	Understand and articulate theoretical debates on Indian literature and national consciousness.								
CO5	Apply literary theories to the interpretation of literary texts.								
Text Books / Reference Books									
1	Lodge, David and Nigel Wood (Eds.). <i>Modern Criticism and Theory: A Reader</i> . Pearson Education, New Delhi.								
2	Rivkin, Julie and Michael Ryan (Eds.). <i>Literary Theory: An Anthology</i> . Blackwell Publishing.								
3	Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing.								

4	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory.</i> Manchester University Press.
5	Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory.</i>

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE XIV– CNM-2 SHAKESPEARE STUDIES

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN63	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To support learners in gaining access to both regional and international literary traditions								
LO2	To enable learners to contextualize texts and gain familiarity with translation theory								
LO3	To develop a comparative perspective for the critical study of texts								
LO4	To celebrate and promote appreciation of literature and writers from diverse nations and cultures								
LO5	To learn to see critically the rising trends of globalization, capitalism and multiculturalism								
Prerequisites:									
Unit	Contents								No. of Hours
I	Shakespeare & his relevance–G. Sreenivasappa Bartlet Shakespeare Quotations (Hamlet,Macbeth,Othello) –John Bartlett “Cannon and Cultures: Shakespeare Universal?”How To Do Things with Shakespeare New Approaches, New Essays – Laurie Maguired								15
II	The Four Phases of Shakespeare’s, Dramatic career– http://www.shakespeareonline.com/biography/fourperiods.html Tragedy Lecture I& II–A.C.Bradley								15
III	30-Second Shakespeare-Tales from Shakespeare Ros Barber& Mary Rylance								15
IV	Detailed- Othello Detailed- Julius Caesar Non-detailed-Macbeth Non-Detailed-Tempest.								15
V	Wilson Knight –The Wheel Of Fire. Akram Hossain-An Approach To Shakespeare Scholarship And Criticism Neema Parvini –Shakespeare and New Historist Theory(Bloomsbury Arden Shakespeare 2017) Historicism and Cultural Materialism. Invisible Bullet–Stephen Greenblatt								15
TOTAL								75	
CO	Course Outcomes								
CO1	Analyze the chronological development of Shakespeare’s craft through his four dramatic phases								
CO2	Evaluate the universality of Shakespeare using John Bartlett’s "Canon and Cultures" framework								
CO3	Apply New Historicism and Cultural Materialism theories (Greenblatt/Parvini) to the primary plays								
CO4	Differentiate between the tragic structures of <i>Othello</i> and <i>Macbeth</i> using A.C. Bradley’s lecture perspectives.								
CO5	Interpret the symbolic and "spatial" music of the plays as proposed by Wilson Knight’s <i>The Wheel of Fire</i>								
Text Books / Reference Books									
1	<i>Othello</i> and <i>Julius Caesar</i> by William Shakespeare.								
2	<i>Macbeth</i> and <i>The Tempest</i> by William Shakespeare								
3	Donaldson, Peter S. “Two of Both Kinds: Marriage and Modernism in Peter								
4	Hall’s A Midsummer Night’s Dream. " In Reel Shakespeare. Edited by Courtney								
5	Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002								
6	Frye, Northrop. “The Argument of Comedy.” In English Institute Essays. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in Shakespeare: Modern Essays in Criticism.								

	Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]
Web Sources	
1	Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc
2	2. Shakespeare Online: The Four Phases of Shakespeare's Career
3	3. Folger Digital Texts: folger.edu (For searchable, high-quality primary texts).
4	4. The British Library: Shakespeare in Quarto (For historical manuscripts).

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE COURSE-IV- CNM-3-LITERARY CRITCISM

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN64	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives								
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.								
LO3	To help them engage in imagination, critical inquiry and self-reflection								
LO4	To help them explore significant texts from diverse cultures and people in history								
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.								15
II	Anne Frank- The Diary of a Young Girl (October 9, 1942; November 19, 1942) Malala Yousafzai - from I am Malala (The Diary of Gul Makai Florence Nightingale – from Eminent Victorians								15
III	R.K.Laxman - The Tunnel of Time Salim Ali - The Fall of a Sparrow								15
IV	Tom Alter - The Man Who Made the Elephant Dance. Mahatma Gandhi - The Story of My Experiments with Truth - Man Proposes, God Disposes, The Calm after the Storm, ‘Love’s Labour’s Lost’? In Touch with Labour								15
V	Jeff Kinney - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love								15
TOTAL								75	
CO	Course Outcomes								
CO1	Explain the core ideas of Marxist literary theory with reference to Gramsci and Lukács.								
CO2	Demonstrate an understanding of post-structuralist concepts such as structure, discourse, and language.								
CO3	Analyze texts using Postcolonial theoretical perspectives introduced by Ngũgĩ wa Thiong’o and Edward Said.								
CO4	Understand and articulate theoretical debates on Indian literature and national consciousness.								
CO5	Apply literary theories to the interpretation of literary texts.								
Text Books / Reference Books									
1	Lodge, David and Nigel Wood (Eds.). <i>Modern Criticism and Theory: A Reader</i> . Pearson Education, New Delhi.								
2	Rivkin, Julie and Michael Ryan (Eds.). <i>Literary Theory: An Anthology</i> . Blackwell Publishing.								
3	Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing.								

4	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory.</i> Manchester University Press.
5	Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory.</i>

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE XIV–CNM-4– CULTURAL STUDIES THROUGH FILM

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN65	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	Identify and define key elements of film language such as mise-en-scène, cinematography, editing, sound, and colour.								
LO2	Recognise characteristics of major cinematic movements including Silent Cinema, Italian Neorealism, French New Wave, Third Cinema, and Asian cinemas.								
LO3	Interpret films as cultural texts reflecting social, political, and aesthetic contexts.								
LO4	Examine adaptation processes from literature to film, including selected case studies.								
LO5	Produce a structured analytical essay and collaboratively design a thematic film proposal.								
Prerequisites:									
Unit	Contents								No. of Hours
I	1. Introduction to Film Studies -What is Cinema? - Basic Film Theory (Realism, Formalism, Auteur Theory) 2. Film terminology and technical aspects – Mise escène, Shots, Takes, Angles, Editing, Sound, Colour 3. Film and Literature - Film Genres - Literature into Film - Theory and Practical Approaches. 4. Introduction to Anime and Manga -History of Manga in Japan -Evolution of Anime-Visual Style and Narrative Techniques-Manga to Anime Adaptation-Anime as Global Cinema.								15
II	Film History and Movements - The Silent Era, Indian Cinema, Classic Hollywood Era, Film History, Italian Neo-Realism, The New Wave, Third Cinema, Asian Cinemas.								15
III	Case Study : Film and Adaptation 1.François Truffaut – The 400 Blows 3.Alfred Hitchcock – Vertigo 5.Satyajit Ray - Pather Panchali 6.Micheal Ondaatjee - The English Patient (Adapting Novels into Films: Three Case Studies)								15
IV	Case studies: Art Cinema and Auteur Study 1. Federico Fellini – 8½ 2. Andrei Tarkovsky – The Mirror Adoor Gopalakrishnan – Elippathayam								15
V	1. Film analysis paper- Deconstruct a film as aa cultural artifact (1500-word analysis of a film) 2. Group project - A proposal for a film production based on a specific cultural theme								15
TOTAL								75	
CO	Course Outcomes								
CO1	Demonstrate foundational knowledge of cinema, film theory, and film terminology.								
CO2	Explain major film movements and historical developments in world and Indian cinema.								
CO3	Analyse selected films using theoretical and technical concepts.								
CO4	Critically evaluate film adaptations and the relationship between literature and cinema.								
CO5	Apply analytical and creative skills through a film analysis paper and a cultural film production proposal.								

Text Books / Reference Books	
1	Bazin, André. <i>What Is Cinema?</i> Translated by Hugh Gray, University of California Press, 1967.
2	Bordwell, David, and Kristin Thompson. <i>Film Art: An Introduction</i> . 12th ed., McGraw-Hill Education, 2019.
3	Hutcheon, Linda. <i>A Theory of Adaptation</i> . 2nd ed., Routledge, 2013.
4	Stam, Robert. <i>Film Theory: An Introduction</i> . Blackwell Publishing, 2000.
5	Poitras, Gilles. <i>The Anime Companion: What's Japanese in Japanese Animation?</i> Stone Bridge Press, 1999.
6	Marcus, Millicent. <i>Italian Film in the Light of Neorealism</i> . Princeton University Press, 1986.
7	Monaco, James. <i>How to Read a Film: Movies, Media, and Beyond</i> . 4th ed., Oxford University Press, 2009.
8	Nowell-Smith, Geoffrey, editor. <i>The Oxford History of World Cinema</i> . Oxford University Press, 1996.
9	Robinson, Andrew. <i>Satyajit Ray: The Inner Eye</i> . University of California Press, 1989.
10	Tarkovsky, Andrei. <i>Sculpting in Time: Reflections on the Cinema</i> . Translated by Kitty Hunter-Blair, University of Texas Press, 1989.
11	Truffaut, François. <i>Hitchcock</i> . Simon and Schuster, 1967.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE XIV–CNM-5– MEDIA, COMMUNICATION & PUBLICATION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN66	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To enable students to understand theoretical concepts related to social media as a form of communication.								
LO2	To enable students to gain an analytical insight into research framework in social media								
LO3	To enable students to understand audiences and usage patterns of social media in communication studies								
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life								
LO5	To enable students to identify varied forms of new media communication								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction to Mass Communication – Mass Communication – Keval J. Kumar 5th Edition Globalization, Forms – A Social History of the Media from Gutenberg to Internet- Asa Briggs & Peter Burke STUDENTS’ PRESENTATION Case Study on Current Issues, Street Plays, Posters and Pamphlets etc.,								15
II	Advertisements – Media, Technology & Society – Brian Winston Ethics – Ethics in Advertising – Snyder Wally How To Create Advertisements and Storyboards – Ethics in Advertising – Snyder Wally STUDENTS’ PRESENTATION Jingles, Taglines - Visual Advertisements								15
III	Script writing-TV and Radio, News Reports, Editorials – Save the Cat –Blake Snyder STUDENTS’ PRESENTATION Editing – Articles Review Writing								15
IV	Cyber Media and Social Media – Cyber Media Journalism – Jagdish Chakravarthy History Of Cyber Media Types And Impact of Social Cyber Media.								15
V	INTERNSHIP IN THE RELEVANT FIELD FOR FIFTEEN DAYS								15
TOTAL								75	
CO	Course Outcomes								
CO1	Comprehend theoretical concepts related to social media as a form of communication.								
CO2	Apply theoretical concepts into research frame work.								
CO3	Apply theoretical concepts into research frame work.								
CO4	Get familiarized with different thematic comparisons of media, communication and publication.								
CO5	Identify and examine various background theories related to the three concepts.								
Text Books / Reference Books									
1	The Social Media Bible by Lon Safko and David Brake 2009, Publisher: John								
2	Wiley& Sons.. Mc Quail’s Mass Communication Theory,2010, Published by Sage Publications.								
3	Handbook Of Journalism And Mass Communication Of Writing – V.S. Gupta & Vir Bala Aggarwal								
4	On Writing – Stephen King								

5	Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing
6	Frank Webster, Theories of Information Society ,2002, Published by Routledge.
7	Media and Communication Peer-reviewed Open Access Journal (cogitatiopress.com)

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE XV–CNM-6– MODERN ENGLISH GRAMMAR & COMPOSITION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN6A	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	Understand the structural and functional aspects of English grammar, including word classes, verb forms, and sentence patterns.								
LO2	Analyse word formation processes and clause relationships in English.								
LO3	Apply grammatical principles in constructing accurate and meaningful sentences.								
LO4	Demonstrate control over tense, agreement, comparison, mood, and modality in written communication.								
LO5	Employ editing, translation, academic writing, and teaching skills in practical contexts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	1. Form Class (Nouns, Verbs, Adjectives, Adverbs) 2. Function Words (Prepositions, Conjunctions, Articles, Pronouns) Punctuation 3. Verbs in Function (Gerunds, Infinitives, Participles, Uses of Non-finite Verb Forms) 4. Mood and Modality in Communication								15
II	1. Morphology in English (Compounding, Affixation, Inflection, Derivation) 2. Lexical Expressions (Advanced - Phrasal Verbs, Idioms) 3. Sentence Structure (Word Order, Sentence Patterns) 4. Clause Relations (Coordination, Subordination)								15
III	1. Structural and Functional Analysis of Sentence Types 2. Voice and Information Structure in English (Active and Passive Voice) 3. Question Forms (Tag Questions)								15
IV	1. Tense–Aspect System in English Grammar 3. Agreement (Subject–Verb Agreement) 4. Comparison (Degrees of Comparison)								15
V	1. Editing and proofreading Academic and Media Text Editing; Proofreading Techniques and Symbols 2. Academic Writing (Note making, paragraph and essay writing) 3. Translation Practice (Tamil–English translation.) 4. Demonstration Video Submission (Students record a 5 - 7 -minute teaching explanation video of one grammar concept.)								15
TOTAL								75	
CO	Course Outcomes								
CO1	Identify and classify grammatical categories and structures in English texts.								
CO2	Construct grammatically accurate sentences using appropriate word formation and clause structures.								
CO3	Apply advanced grammatical concepts such as tense, aspect, voice, and modality in academic writing.								
CO4	Edit and proofread academic and media texts with accuracy and precision.								
CO5	Demonstrate applied language skills through translation and supervised micro-teaching practice.								
Text Books / Reference Books									
1	Murphy, Raymond. <i>English Grammar in Use</i> . 5th ed., Cambridge University Press, 2019.								
2	Wren, P. C., and H. Martin. <i>High School English Grammar and Composition</i> . Revised by N. D. V. Prasada Rao, S. Chand Publishing, 2018.								

3	Aarts, Bas, Jill Bowie, and Gergana Popova, editors. The Oxford Handbook of English Grammar. Oxford University Press, 2019.
4	Einsohn, Amy. The Copyeditor's Handbook. University of California Press.
5	Hornby, A. S. Guide to Patterns and Usage in English. 2nd ed., Oxford University Press, 1975.
6	Joseph, K. V. <i>A Textbook of English Grammar and Usage</i> . Macmillan India, 2018.
7	Rajendra Pal, and Prem Lata Suri. <i>English Grammar and Composition</i> . S. Chand Publishing, 2020.
8	Swan, Michael. Practical English Usage. Oxford University Press.
9	Swales, John M., and Christine B. Feak. <i>Academic Writing for Graduate Students</i> . University of Michigan Press.
10	Aarts, Bas, Jill Bowie, and Gergana Popova, editors. The Oxford Handbook of English Grammar. Oxford University Press, 2019.

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE XV–CNM-7– ELT & COMPUTER ASSISTED LANGUAGE LEARNING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN6B	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To help students communicate ethically, responsibly, and effectively as local, national, and global citizens and leaders.								
LO2	To provide them with foundational knowledge of ELT (English Language Teaching) and CALL (Computer-Assisted Language Learning).								
LO3	To enable learners to communicate competently within groups and organizations.								
LO4	To equip them with the skills needed to deliver effective formal and informal oral presentations to diverse audiences in various contexts.								
LO5	To support them in applying their knowledge in different situations and in developing the processing skills gained through the application and synthesis of knowledge.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Foundations of the English Language Learner.								15
II	Structures of English language.								15
III	Method of teaching English language and literature.								15
IV	Materials for language teaching.								15
V	Assessing Language Skills Using Technology in Language Teaching.								15
TOTAL								75	
CO	Course Outcomes								
CO1	To understand the structures of the English language.								
CO2	To recognize the critical nuances involved in teaching language and literature.								
CO3	To identify the wide range of materials available for language learning and teaching.								
CO4	To understand appropriate methods for assessing language skills.								
CO5	To develop the ability to effectively use technology in language teaching.								
Text Books / Reference Books									
1	Ur, Penny. <i>A Course in Language Teaching: Practice and Theory</i> . Cambridge University Press, 1996.								
2	Celce-Murcia, Marianne, Donna M. Brinton, and Marguerite Ann Snow. <i>Teaching English as a Second or Foreign Language</i> . 4th ed., Cengage Learning, 2014.								
3	Mujumdar, Aarati R. <i>Teaching English as Second Language: Theory, Techniques and Technology</i> . Routledge India, 2025.								
4	Mahanand, Anand, Amit Kumar, and Subhasis Nanda. <i>Methods of Teaching English: A Resource Book for Teachers and Teacher Educators</i> . Viva Books Originals, 2023.								
5	McDonough, Jo, Christopher Shaw, and HitomiMasuhara. <i>Materials and Methods in ELT: A Teacher's Guide</i> . Blackwell, 1993.								

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE XV–CNM-8– CREATIVE WRITING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN6C	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	To help students develop the ability to understand complex texts and draw meaningful inferences from their reading.								
LO2	To enable them to write clearly, effectively, and with a specific purpose in mind.								
LO3	To cultivate their ability to apply formal, aesthetic, and rhetorical conventions within the discipline.								
LO4	To promote an understanding of the creative process as a space for both critical and intuitive thinking, as well as problem-solving.								
LO5	To guide them in exploring central themes that emerge from their own life experiences and imagination.								
Prerequisites:									
Unit	Contents								No. of Hours
I	The Art of Writing (Literary; Critical; Journalistic; Non-Literary; Theoretical; Scientific; Communicative)								15
II	Types of Creative Writing—Prose, Poetry, Drama, Fiction on Writing: A Memoir of the Craft Paper back–2June2020by Stephen Kin								15
III	Major Components of Creative Writing Theme, Style, Form, Structure, and Vision– Practical Sessions - How to Research for Writing...								15
IV	Language, Voice and Style in Writing								15
V	Importance of Re-Reading, Re-Writing; Self-Editing-Revision & Publication								15
TOTAL								75	
CO	Course Outcomes								
CO1	To demonstrate a broad understanding of literature in English and appreciate the role of creative writing in the creation and interpretation of literary works.								
CO2	To understand the importance of reading in the development of a creative writer.								
CO3	To engage analytically and critically with a wide range of literary and media texts.								
CO4	To recognize how critical reading provides writers with inspiration and ideas.								
CO5	To develop practical writing skills in one or more genres, such as fiction, creative nonfiction, poetry, or scriptwriting.								
Text Books / Reference Books									
1	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.								
2	Miller Thurston, C., Di Prince, D. (2006), Un journaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.								
3	Pearson, M., Wilson, H. (2009), Using Expressive Arts to Work with Mind, Body and Emotions: Theory and Practice. London: Jessica Kingsley Publishers.								
4	Ramsay, G., Sweet, H. (2008), A creative Guide to Exploring Your Life: Self- Reflection Using Photography, Art, and Writing. London: Jessica Kingsley Publishers								
5	What is Creative Writing? An Introduction for Students Oxford Summer Courses								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

CORE XV-CNM-9- ENGLISH AT WORK PLACE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN6D	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	Attain and enhance competence in the four modes of literacy: writing, speaking, reading, and listening.								
LO2	Develop skills that enable effective written communication in professional and workplace contexts.								
LO3	Summarize and synthesize information from various sources by distinguishing between main ideas and supporting details for reports and presentations.								
LO4	Develop critical thinking skills related to the effective use of communication tools including emails, reports, and presentations in workplace settings.								
LO5	Apply language and communication skills to produce professional documents and oral presentations relevant to institutional and corporate environments.								
Prerequisites:									
Unit	Contents							No. of Hours	
I	Grammar articles, punctuation, capitalization, contractions and collocations, parts of speech, tenses and voice.							15	
II	Verb formation and conjugation, modal auxiliaries and modifiers, proof reading institutional and company literature.							15	
III	Cover letters, résumé writing, goodwill letters, letters of appointment, promotion and confirmation, letters of resignation and termination of services, memos and letters of invitation, professional email writing and email etiquette							15	
IV	Report writing, routine and special reports for managerial decisions, covering events of the institution or company, minutes of meetings and executive summaries.							15	
V	Content writing for the website of the institution or company, writing profiles, designing and writing content for newsletters of the institution or company, multimedia and e-correspondence, effective PowerPoint design and communication during presentations.							15	
TOTAL							75		
CO	Course Outcomes								
CO1	Demonstrate competence in the four modes of literacy—writing, speaking, reading, and listening in academic and workplace situations.								
CO2	Communicate effectively in writing by producing professional documents such as emails, letters, résumés, and reports								
CO3	Analyze and summarize information from multiple sources for managerial decision-making and workplace communication.								
CO4	Apply critical thinking skills to select appropriate communication tools and strategies in professional environments.								
CO5	Design and deliver effective workplace presentations and written content using appropriate language, structure, and digital tools.								
Text Books / Reference Books									
1	Erling, E. J. The Role of English in Skills Development in South Asia. British Council.								
2	Stanton, Nicky. Mastering Communication. Palgrave Macmillan.								
3	Kallos, Judith. Email Etiquette Made Easy. McGraw-Hill.								
4	Killian, Crawford. Writing for the Web. Self-Counsel Press.								
5	Yager, Jan. The Secrets of Speaking in Public. McGraw-Hill.								
6	Mina, O. (2014). Effects of Using English in Business Communication in Japanese-Based Multinational Corporations. Master’s Thesis, University of Oulu.								

7	Neeley, T. (2012). Global Business Speaks English. Harvard Business Review.
8	Lesikar, Raymond V., Flatley, Marie E., and Rentz, Kathryn. (2016). Business Communication: Making Connections in a Digital World. McGraw-Hill Education.
9	Murphy, Raymond. (2019). English Grammar in Use. Cambridge University Press.

CO/PSO	PSO 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

CORE XV-CNM-10-TRAVEL WRITING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UCEN6E	5	0	0	VI	4	5	50	50	100
Learning Objectives									
LO1	Analyze a diverse range of travel writing styles and global practices								
LO2	Evaluate the social, historical and political factors for shaping travel narratives								
LO3	Connect critical reading of travel literature to the creative writing process								
LO4	Synthesize and apply critical materials to evaluate contemporary travel texts								
LO5	Produce original travel writing using a variety of modern techniques and styles								
Prerequisites:									
Unit	Contents								No. of Hours
I	The Court of Muhammad Bin Tughlaq– Ibn Batuta City Improbable: Writings on Delhi– Khuswant Singh Al Biruni (Chapter LXVIII, LXIV, LXV & LXVI IN INDIA–ALBiruni								15
II	The Innocent Abroad (Chapter VII,VIII,IX)–Mark Twain The Motorcycle Diaries- Ernesto Che Guevara								15
III	Nine Lives: In Search of the Sacred in Modern India (Chapters 1-3) - William Dalrymple								15
IV	May You Be The Mother of Hundred Sons: A Journey Among The Women of India- Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller								15
V	Voss – Patrick White								15
TOTAL								75	
CO	Course Outcomes								
CO1	Articulate travel-related concepts through respectful and thoughtful peer dialogue								
CO2	Exchange constructive criticism to refine travel writing work-in-progress								
CO3	Demonstrate the practical link between reading established travelogues and creating original work								
CO4	Investigate the social, political and historical factors within contemporary travel writing								
CO5	Evaluate personal writing techniques against the standards of professional travel authors								
Text Books / Reference Books									
1	Paul Theroux. <i>The Tao of Travel</i> (Hamish Hamilton 2011)								
2	Andrea Loselle. Translations of Orient paperbacks 2012								
3	Narrating Self & Other: Historical View, in Travel Writing: TheSelf & The Other –Balton Casey								
4	Travel Writings: A Critical Explorations– Jusitin d. Edwards & Rune Grauland								
5	Michael Caesar. Comparative Literature Vol.38 No.1 (Winter1986, pp. 106-108)								
6	James Gallant Utopian Studies, Vol.9, No. 2 (1998) pp. -234-244								
7	Dalrymple, William. <i>Nine Lives: In Search of the Sacred in Modern India</i> . Bloomsbury, 2009.								
8	White, Patrick. Voss. Penguin Books, 1960.								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

NON- MANDATORY ELECTIVE – VII PAPER-1

ART AND LITERARY AESTHETICS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN61	4	0	0	VI	4	4	50	50	100
Learning Objectives									
LO1	To introduce learners to the interdisciplinary nature of art and literary studies.								
LO2	To develop an understanding of major movements in art history and their cultural significance.								
LO3	To enable students to identify, interpret, and relate relevant ideas across diverse artistic and literary forms.								
LO4	To engage students with artistic works that draw inspiration from literature and explore their reciprocal influence.								
LO5	To foster an awareness of the continuity and interconnectedness of all forms of art.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Literature And Visual Arts -Essays. V								12
II	Romanticism Through Coleridge and Delacroix								12
III	Pre-Raphaelite Movement-D.G. Rosetti's Prosperine (Painting and Poem)								12
IV	Post-Impressionism- Virginia Woolf's The Waves (Novel)								12
V	Expressionism-Munch-Scream (Painting)And Kafka-Metaphorphosis (Novella)								12
TOTAL								60	
CO	Course Outcomes								
CO1	Examine literary texts from a broader, informed, and critical perspective.								
CO2	Demonstrate originality and independent thinking while analyzing the complex relationships among various art forms.								
CO3	Develop sensitive and insightful interpretative skills for innovative and critical readings of literature.								
CO4	Understand the interconnections among literature, film, music, and visual arts, and apply interdisciplinary approaches to textual analysis.								
CO5	Apply multidisciplinary perspectives in art and literary studies to promote integrative and holistic learning.								
Text Books / Reference Books									
1	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York								
2	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amesterdam and Philadelfia								
3	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.								
4	Herbert Read–extract from <i>The Meaning of Art</i> (pg17-48)PelicanBooks,1959								
5	Astor, Dave. Music in Literature.2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .								
6	Benjamin, Elizabeth and Sophie Corser. —INTRODUCTION Literature andArt: Conversations and Collaborations MHRA Working Papers in the Humanities, 9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf								
7	Berger, John. Ways of Seeing. Penguin 1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15	15

NON- MANDATORY ELECTIVE– VII PAPER-2
COMMUNICATIVE ENGLISH

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN62	4	0	0	VI	4	4	50	50	100
Learning Objectives									
LO1	To develop a clear understanding of the fundamental principles of language and communication.								
LO2	To enable learners to apply diverse styles and strategies of communication in varied contexts.								
LO3	To equip students with practical skills for participating effectively in planned and spontaneous communicative activities.								
LO4	To enhance students’ ability to interpret, organize, and process information accurately.								
LO5	To strengthen learners’ analytical skills for understanding and evaluating spoken and written texts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement(Subject–Verb, Pronoun-Antecedent) collocation.								12
II	Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.								12
III	Paragraph writing – Cohesion - Development: definition, comparison, Classification, contrast, cause and effect- Essay writing: Descriptive and Narrative.								12
IV	Reading Comprehension–Skimming and scanning-inference and deduction– Reading various kinds of material–Speaking: Narration of incidents/ stories/ Anecdotes-Current News Awareness.								12
V	Nirad C Chaudhuri “Indian Crowds”[Non-Detailed],Dr S Radhakrishnan “The Shaping of my Character” [Detailed] Charles Lamb” Dream Children” [Detailed],Ruskin Bond “Night Train at Deoli”[Non-Detailed]								12
TOTAL								60	
CO	Course Outcomes								
CO1	Recall and apply the fundamental concepts related to the four language skills: listening, speaking, reading, and writing.								
CO2	Use appropriate communication styles effectively in academic, social, and professional contexts.								
CO3	Participate confidently in structured and extempore communicative activities.								
CO4	Interpret, analyze, and discuss information and factual content across varied contexts.								
CO5	Critically appreciate literary and non-literary texts, fostering sensitivity to human values and ethical awareness.								
Text Books / Reference Books									
1	RuskinBond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd,1989								
2	Shyamala, Speak English in Four Easy Steps, Improve English Foundation Thiruvananthapuram: 2006								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	5	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

NON- MANDATORY ELECTIVE – VIII PAPER-1

WRITING FOR THE WEB

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN63	4	0	0	VI	4	4	50	50	100
Learning Objectives									
LO1	To learn the basics of journalistic reporting, writing, and editing.								
LO2	To acquire basic skills in other forms of written communication.								
LO3	To learn how to use technology								
LO4	To reach, communicate with and increase your audience.								
LO5	To explore various branches of journalism.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction to types of media, print electronic, digital writing, significance of								12
II	media and social benefits.								12
III	Writing for the media-the basic principles-Style of media writing.								12
IV	Types of media writing-1 News Reports-Interviews-Commentaries.								12
V	Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.								12
TOTAL								60	
CO	Course Outcomes								
CO1	Recall the basics of reporting and writing for print media.								
CO2	Report news keeping values and qualities of a good reporter.								
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.								
CO4	Distinguish between the different styles of Journalism and compose specific articles.								
CO5	Apply various knowledge in regard to various branches of journalism.								
Text Books / Reference Books									
1	Pickering, Ian. Writing for News Media: The Story Teller’s Craft. Routledge, 2018.								
2	Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.								
3	Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

NON- MANDATORY ELECTIVE – VIII PAPER-2

DIGITAL LITERACY AND CONCEPTS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN64	4	0	0	VI	3	4	50	50	100
Learning Objectives									
LO1	To introduce students to the fundamental concepts and practices of digital literacy.								
LO2	To develop an understanding of digital values, language, and culture in contemporary contexts.								
LO3	To explore digital literacy in relation to information management, identity formation, and social labelling.								
LO4	To examine teachers’ engagement with digital literacy and its pedagogical implications.								
LO5	To analyze the socio-economic factors influencing digital literacy and access to digital resources.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.								12
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.								12
III	Information Literacy, Media Literacy, Young Peoples Identity Engagement with Technology, Labelling the Digital Generations.								12
IV	Teachers’ Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.								12
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Data bases.								12
TOTAL								60	
CO	Course Outcomes								
CO1	Demonstrate a clear understanding of the core principles and applications of digital literacy.								
CO2	Apply skills related to text literacies, language use, and digital communication.								
CO3	Develop proficiency in information handling and digital literacy practices.								
CO4	Build confidence and competence in the effective use of digital tools for academic and professional purposes.								
CO5	Evaluate the impact of socio-economic factors on digital literacy and digital inclusion.								
Text Books / Reference Books									
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.								
4	Herbert Read–extract from <i>The Meaning of Art</i> (pg17-48) PelicanBooks,1959								
5	Implementing Media Literacy: Empowerment, Participation and Responsibility– S.Livingston.								
6	Literacy: Reading the word and the word–P.Freireand P.Macedo.								
7	Media Literary in Schools: Practice, Production and Progression –A.Burn and J.Durran.								
8	Digital Literacy for Learning– .MartinandD.Madigan Changing Literacies– C.Lankshear.								

CO/PSO	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

NON- MANDATORY ELECTIVE– VII PAPER-5

TECHNICAL WRITING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UEEN65	4	0	0	VI	3	4	50	50	100

Learning Objectives

LO1	To help students recognize and apply fundamental principles of grammar, mechanics, and sentence variety in their writing.
LO2	To enable students to communicate effectively in interviews by demonstrating proficiency in the four basic English language skills: Listening, Speaking, Reading, and Writing (LSRW).
LO3	To develop students' ability to identify main ideas and supporting details, thereby improving their comprehension and retention of written information.
LO4	To equip students with an understanding of professional writing through the study of management communication contexts and genres, research on contemporary business topics, analysis of quantitative data, and the production of effective workplace documents.
LO5	To enable students to apply their linguistic competence and grammatical knowledge effectively in real-life and professional situations.

Prerequisites:

Unit	Contents	No. of Hours
I	Languages and skills of communication-Linguistic Techniques-Language acquisition -The History of English-Linguistics-Modern Usage.	12
II	Reading Comprehension- English, Phonetics-Oral Presentation-Communication- Barriers to Communication.	12
III	Linguistic ability–Listening-Paragraph Writing-Business Letter-Nature and Scope of Letters-Job application letters.	12
IV	Technical description- Precis writing and application- speech-advertising.	12
V	Digital Media skills and Marketing	12
TOTAL		60

CO	Course Outcomes
CO1	To clearly convey specialized information from a technical field to non-specialized audience.
CO2	Enable students to find suitable employment for their livelihood and motivate them to pursue further education for their future development.
CO3	Apply knowledge of linguistic ability and grammar effectively in their practical and everyday life situations.
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing data obtained through research, and producing well-structured professional workplace documents.
CO5	Recognize, explain, and apply the formal elements of various genres of organizational communication, including white papers, analytical and recommendation reports, proposals, memorandums, webpages, wikis, blogs, business letters, and promotional documents.

Text Books / Reference Books

1	Akmajian, Adrian, et al. <i>Linguistics: An Introduction to Language and Communication</i> . 7th ed., MIT Press, 2017.
2	Crystal, David. <i>The Cambridge Encyclopedia of the English Language</i> . 3rd ed., Cambridge University Press, 2019.
3	Agrawal, Bhumika, et al. <i>Communication Skills</i> . Himalaya Publishing House, 2017.
4	Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i> . 4th ed., Cambridge University Press, 2009.
5	Arens, William F., et al. <i>Contemporary Advertising</i> . 16th ed., McGraw-Hill, 2021.

CO/PSO	PSO1	PS O 2	PS O 3	PS O 4	PS O 5	PSO 6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	14	15

ABILITY ENHANCEMENT COURSE - DESIGN THINKING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26UAEC61	2	0	0	VI	2	2	50	50	100
Learning Objectives									
LO1	To recall and describe the key concepts, stages, and principles of Design Thinking.								
LO2	To explain the importance of empathy, ideation, and prototyping in solving user- entered problems.								
LO3	To apply Design Thinking methods such as brainstorming, empathy mapping, and SCAMPER to real-world problems.								
LO4	To analyze user needs and problem statements using observation and structured frameworks.								
LO5	To design innovative solutions and develop prototypes based on insights gained through the Design Thinking process.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction to Design Thinking Introduction to Design Thinking, Essential Design Thinking Skills, Core Principles of Design Thinking, Foundations of Design Thinking, Building an Effective Design Thinking Team, Discussion of Problems from IT sector.								6
II	Design Thinking Phases Stages of Design Thinking, Role of observation in understanding product and process challenges, Preparation of AEIOU and other canvases with defined problem statement, Exploring Design Thinking innovations, Understanding the Role of Design Thinking in Product and Process Innovation, Double Diamond model and its applications.								6
III	Design Thinking Techniques Understanding, listening and Empathizing Techniques, Exploring observation methods, Utilizing a structured, open-ended approach for effective communication, Ideation Labs, Brainstorming techniques for idea generation, Applying innovation to foster creativity, Application of SCAMPER technique to support Problem Statement								6
IV	Prototyping Methods Methods and Tools for Design Thinking Practice; Empathize: Ask five why questions, Empathy map, storytelling, critical items diagram, mind map, journey map; Ideate: Brainstorming, 2x2 matrix, Need-Approach-Benefit-Competition (NABC) Methods; Prototype: Exploration map, Minimum Viable Product (MVP), Feasibility Testing, Viability Testing, A/B Testing, Sustainability Verification, Collect Feedback, Iterate and Improve, PDC canvas versioning								6
V	Case Studies Quick-Commerce Applications – Food and Grocery Delivery (eg. Swiggy, Instamart), Uber, OLA, Rapido, E-Commerce Applications – Online Shopping (eg. Amazon), Online Publishing (eg. Canva), Online Ticket Booking (eg. BookMyShow), Fintech apps (eg. Google Pay, Razorpay etc.)								6
TOTAL								30	

CO	Course Outcomes
CO1	Understand the fundamental principles and importance of Design Thinking in fostering innovation, ethics and its relevance.
CO2	Apply systematic problem identification, problem framing, articulation, and problem-solving approaches in the context of Design Thinking
CO3	Analyze and evaluate different tools and methodologies used in Design Thinking, such as observation, ethnographic research and mind mapping to gain insights into users' needs
CO4	Develop and refine product concepts by preparing product development canvases (PDC) that consider product experience, functions, features, and sustainable development of the components
CO5	Create a final working prototype for projects with limitations, documenting the functionality and features, viability, sustainability, scalability, cost and resource utilization for the product
Open-source software and websites	
1	Google Workspace: Docs, Sheets and Slides
2	Google Jamboard
3	Mind-mapping tools: Wisemapping, Freeplane, Semantik
Reference Books	

Suggested MOOC Courses

1	B. K. Chakravathy, Design Technology and Innovation, SWAYAM NPTEL (Online)
2	B. K. Chakravathy, Innovation by Design, SWAYAM NPTEL (Online)
3	Nina Sabnani, Understanding Design, SWAYAM NPTEL (Online)
Note: Activities are to be performed in a team size of 3-4 students. Report is to be prepared based on these activities	
1	Brainstorm and explore various problems in IT field. Select an appropriate problem, draft a Problem Statement and get it approved for performing further activities.
2	Design AEIOU canvas
3	Design Empathy map

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	2	2	3
CO2	3	2	2	2	3	2
CO3	3	3	3	3	2	2
CO4	3	2	2	2	2	3
CO5	3	3	2	2	3	2
Weightage of course contributed to each PSO	15	12	11	11	12	12

Extension Activity

- a) The Extension Activity should be coordinated by an Advisor nominated by the Head of the Department.
- b) The Advisor and the Head of the Department should certify the successful completion of the Extension Activity after a viva-voce exam, conducted internally.
- c) The students should submit certificate of attendance from the authorities concerned along with the report. Assessment Format:

Internal: 50 Marks, External: 50 Marks