



**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL-624101**



DEPARTMENT OF ENGLISH

B.A. ENGLISH

**Curriculum Framework, Syllabus and
Regulations**

**(Based on TANSICHE Syllabus under Choice Based Credit
System CBCS)**



**(For the candidates to be admitted from the
academic year 2023-2024)**

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Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is its history.

A language's most significant trait is to communicate, and this BA Course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

Programme Specific Outcomes:

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

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

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

PSO4: Developing a research framework and presenting their independent ideas effectively.

PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

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

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

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

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
I	Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literary lens Gives rise to a new perspective.	Instill confidence among students Create interest for the subject
I,II,III,IV	Skill Enhancement papers (Discipline centric / Generic/ Entrepreneurial)	Industry ready graduates Skilled human resource Students are equipped with essential skills to make them employable Training on language and communication skills enable the students gain Knowledge and Exposure in the competitive world. Discipline centric skill will improve the Technical knowhow of solving real life problems.
III,IV,V& VI	Elective papers	Strengthening the domain knowledge Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature Emerging topics in higher education / industry / communication network / health sector etc. are introduced with hands-on-training.

IV	ElectivePapers	Exposure to industry moulds students into solution providers Generates Industry ready graduates Employment opportunities enhanced
V Semester	Electivepapers	Self-learning is enhanced Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Electivepapers	Enriches the study beyond the course. Developing are search framework and Presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners/Honors degree		To cater to the needs of peer learners/research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total – 140 Credits																	

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System - UG

**First Year
Semester-I**

Part	ListofCourses	Credit	No.of Hours
Part-1	Language-1–Tamil	3	6
Part-2	Language-2 –English	3	6
Part-3	Core-1: Theory	5	5
	Core-2:Theory/ Practical(DependingontheDiscipline)	5	5
	Elective-1(DepartmentalElective)	3	4
Part-4	Skill Enhancement CourseSEC-1(Subject Based)	2	2
	FoundationCourse(SubjectBased)	2	2
Total		23	30

Semester-II

Part	ListofCourses	Credit	No.of Hours
Part-1	Language-1–Tamil	3	6
Part-2	Language-2 –English	3	6
Part-3	Core-3: Theory	5	5
	Core-4:Theory/Practical(DependingontheDiscipline)	5	5
	Elective-2(DepartmentalElective)	3	4
Part-4	Skill Enhancement Course-SEC-2(Soft Skills)	2	2
	Skill Enhancement Course -SEC-3(SubjectBased)	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	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		22	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	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	30

**Third Year
Semester-V**

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

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	30

Consolidated Semester wise and Component wise Credit distribution

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

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

5. Illustration for B.A. English Curriculum Design

MethodsofEvaluation		
InternalEvaluation	ContinuousInternalAssessmentTest	25 Marks
	Assignments	
	Seminars	
	AttendanceandClassParticipation	
ExternalEvaluation	EndSemesterExamination	75 Marks
	Total	100 Marks
MethodsofAssessment		
Recall(K1)	Simpledefinitions,MCQ,Recallsteps,Conceptdefinitions	
Understand/Comprehend(K2)	MCQ,True/False,Shortessays,Conceptexplanations,Shortsummary oroverview	
Application (K3)	Suggestidea/conceptwithexamples,Suggestformulae, Solveproblems,Observe,Explain	
Analyze(K4)	Problem solvingquestions,Finishaprocedureinmanysteps,DifferentiateBetwe en various ideas, Map knowledge	
Evaluate(K5)	Longer essay/Evaluationessay,Critiqueorjustifywithprosandcons	
Create(K6)	Checkknowledgeinspecificorofbeatsituations,Discussion,Debating orPresentations	

6. A-Mandatory Core Areas for B.A. Programme

I Year Sem I Sem II	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
II Year Sem III Sem IV	C5. British Literature-II (5 credits)
	C6. Children's Literature (5 credits)
	C7. World Literature in Translation (4 credits)
	C8. Language and Linguistics (4 credits)
III Year Sem V Sem VI	C9. Women's Writing (4 credits)
	C10. Introduction to Folk Literature (4 credits)
	C11. Indian Writing in Translation (4 credits)
	C12. Project / Myth and Literature (4 credits)
	C13. Literary Criticism (5 credits)
	C14. New Literatures in English (5 credits)
	C15. Shakespeare (4 credits)

B. Mandatory Electives for B.A Programme Semester I to V

Semester I to V	Social History of England I
	Social History of England II
	History of English Literature I
	History of English Literature II
	Literary Forms

C. Suggested Non Mandatory Electives for B.A Programme Semester V & VI (4 credit each)

Semester V and VI	CNM1. Literature and Environment
	CNM2. English Language Teaching
	CNM3. Journalism and Mass Communication
	CNM4. Film Studies

D. Skill Enhancement Courses)

- 1.English and communication
- 2.Public speaking
- 3.Digital literacy and concepts
- 4.Entrepreneurial skill
- 5.Interview skills
- 6.English for career
- 7.English for business
- 8.English for competitive exams

FIRST SEMESTER

S.No	CourseCode	ListofCourses	Credit	Hours		CIA	ESE	Total
				L	P			
1.	U23TNL11	Language-1–Tamil	3	6	-	25	75	100
2.	U23ENL21	Language-2–English	3	6	-	25	75	100
3.	U23ENT11	Core-1:Theory-Introduction to Literature	5	5	-	25	75	100
	U23ENT12	Core-2:Theory-Indian Writing in English	5	5	-	25	75	100
	U23ENE11	Elective-1 Social History of England	3	4	-	25	75	100
4.	U23ENS11	Skill Enhancement Course (SEC-1): English for Communication	2	2	-	25	75	100
	U23ENF11	Foundation Course - Interpretation and Appreciation of Literature	2	2	-	25	75	100
			23	30	-	-	-	700

SECOND SEMESTER

S.No	CourseCode	Listof Courses	Credit	Hours		CIA	ESE	Total
				L	P			
1.	U23TAL12	Language-1–Tamil	3	6	-	25	75	100
2.	U23ENL22	Language-2–English	3	6	-	25	75	100
3	U23ENT23	Core-3:Theory-British Literature-I	5	5	-	25	75	100
	U23ENT24	Core-4:American Literature-I	5	5	-	25	75	100
	U23ENE22	Elective-2: History of English Literature	3	4	-	25	75	100
4.	U23ENS22	Skill Enhancement Course (SEC–2): Soft Skills	2	2	-	25	75	100
	U23ENS23	Skill Enhancement Course (SEC-3): Public Speaking Skills	2	2	-	25	75	100
			23	30	-	-	-	-

FIRST YEAR - SEMESTER I

CORE I – INTRODUCTION TO LITERATURE

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENT11	Core-I	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I (Literary Forms)	Introduction: Poetry-Different forms of poetry-Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama-Comedy, Tragedy, Tragi-Comedy.									
II (Poetry)	William Shakespeare-Sonnet 18, Sonnet 116. John Milton- When I Consider How My Light is Spent, William Wordsworth - Daffodils. John Keats-Ode to Nightingale. Theodore Roethke – The Meadow Mouse									
III (Drama)	J.M. Barrie - The Admirable Crichton. Lady Gregory-The Rising of the Moon.									
IV (Prose)	Manohar Malgonkar - Spy in Amber. Don Quixote-Tilting at the Windmills. Katherine Mansfield-A Dill Pickle, The Escape from Bliss and other stories.									
V (Short Story)	Saki - The Open Window Robert Lynd-Sweet Jerome K. Jerome- excerpt from- Three Men in a Boat– (Packing Episode)									

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Appreciate and analyse and thebasic elements ofpoetry,includingmeter,rhyme,andtheme.	PO1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1,PO2
CO3	Explore the features of literary language	PO4,PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4,PO5,PO6
CO5	Work skill fully within a team, respect coworkers, delegate work and contribute to a group project.	PO3,PO8

Text Books (Latest Editions)	
1.	Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J.Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing-9thedition–Laurie Kirszner, by Cengage Learning,2016
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al. Introduction to Literature, Sanata Dharma University Press, October2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literaturewith2021 MLA Update, Bedford/St.Martin’s, August2021.
3.	Janice Campbell., Introduction to Literature: Excellence in LiteratureEnglish1, 4thEd, Everyday Education, LLC, January2021.
4.	Subhen du Mund., The Making of Indian English Literature, Taylor& Francis Ltd., 2021.
5.	Adamson H.D. Linguistics: An Introduction, Cambridge UniversityPress, 2019.
6.	Felicity Titjenetal.(ed),Teaching English Language and Literature, Taylor & Francis,2020

Web Resources	
1.	<u>ASIATIC :IITUMJournalofEnglishLanguage&Literature</u>
2.	The English Historical Review(EHR)

Mapping8888with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

CORE II –INDIAN WRITING IN ENGLISH

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENT12	Core-II	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as their presentation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts									
UNIT	Details									
I (Folk tale)	Winning of Friends (Panchathantra) – Vishnu Sharma (there are four stories to choose from)-Like the Crow, The Mouse, The Turtle and the Stag & Bullock and the Lion Brother’s Day from Folktales – A.K. Ramanujan Sparrows - K.A. Abbas									
II (Short Story)	Rabindranath Tagore -Khabhuliwala. The School Among the Pines, from –Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi – Autobiography,									
III (Poetry)	Toru Dutt- The Lotus Sarojini Naidu- The Village Song									
IV (Poetry)	The Tiger and the Deer - Sri Aurobindo Shiv K Kumar-Indian Women Mirza Ghalib- It is not Love, it is Madness									
V (Drama)	Rabindranath Tagore- Mukhthadhara. Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezekiel Joginder Pal- Sleepwalkers.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	PO1,PO2
CO3	Understand the role of English as a medium for	PO4,PO6
	Political awakening and the use of English in India for creative writing	
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8
Text Books (Latest Editions)		
1.	An Anthology of Poems, SrinivasAiyengar	
1.	Bharat, Meenakshi (ed.). <i>Desert in Bloom: Contemporary Indian Women's Fiction in English</i> . Pencraft International, 2004.	
2.	De Souza, Eunice. <i>Talking Poems: Conversations with Poets</i> . OUP, 1999.	
3.	Khair, TabishBabu. <i>Fictions:Alienation in Contemporary Indian English Novels</i> . OUP, 2001.	
4.	King, Bruce (ed.). <i>Modern Indian Poetry in English</i> . OUP, 2001.	
5	King, Bruce (ed.). <i>Modern Indian Poetry in English</i> . OUP, 2001.	
6	, AnuradhaDingwany. <i>Using Master's Tools: Resistance and the Literature of the African and South Asian Diasporas</i> . St. Martin's Press, 2000.	

7	Sanga, Jaina C. <i>Salman Rushdie's Postcolonial Metaphors: Migration, Translation, Hybridity, Blasphemy, and Globalization</i> . Greenwood Press, 2001.
8	Lau, Lisa and E. Dawson Varughese, <i>Indian Writing in English and Issues of Visual Representation</i> . Macmillan. 2010. Mukherjee, Upamanyu. <i>Postcolonial Environments: Nature, Culture and the Contemporary Indian Novel in English</i> . Palgrave macmillan. 2010.
Web Resources	
1	https://books.google.co.in/books?id=oWSqCQAAQBAJ&pg=PP1&ots=HFajB8hmQh&dq=indian%20writing%20in%20english%20books&lr&pg=PP1#v=onepage&q&f=false
2.	https://books.google.co.in/books?id=kFOCDAAAQBAJ&pg=PP1&ots=G3T6bsyAhM&dq=indian%20writing%20in%20english%20literature%20books%20published%20after%202010&lr&pg=PP1#v=onepage&q&f=false

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ELECTIVE I- SOCIAL HISTORY OF ENGLAND

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENE11	Elective-1	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance And Its Impact On England, The Reformation- Causes And Effects									
II	The Common wealth Of Nations, The Restoration, Coffee – Houses And Their Social Relevance									
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England									
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State									
V	The Cold War (1945-1991)-The Falkland War (1982)-The Gulf War(1990).									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be there preventative soft heir times.								PO1	
CO2	Evaluate the way socio-cultural and								PO1,PO2	

CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty - gritties of the language.	PO3,PO8
Text Books Latest Editions)		
1.	Ed.KeithWrightson,AsocialHistoryofEngland,1500-1750,2018,NortonPress.	
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England,900-1200,2012, Cambridge University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500,June2012,Cambridge University Press	
Web Resources		
1.	<i>Asocial historyofEngland:Briggs,Asa,1921-:FreeDownload,Borrow,andStreaming:InternetArchive</i>	

Mappingwith Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC-I ENGLISH FOR COMMUNICATION

CourseCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENS11	SEC –I-Subject Based	Y	Y	-	-	2	2	25	75	100

Learning Objectives

LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
LO2	To sensitize students to the major issues in the society and the world.
LO3	To provide the students with an ability to build and enrich their communication skills.
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
LO5	To help them think and write imaginatively and critically
UNIT	Details
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.
II	Types of communication-Verbal-Non-Verbal.-Conversation or Dialogue Writing.
III	Effective communication skills, Passive construction: Idioms, Prepositional Phrases, Intonation and Stress Making.
IV	Skills to be acquired in communication – Listening Speaking/reading/writing/
V	Application of learning Practicals- Written Test and Quiz.

Course Outcomes

On completion of this course, students will;		
CO1	Identify the basic principles of communication	PO1
CO2	Analyze the various types of communication	PO1,PO2
CO3	Make use of the essential principles of communication	PO4,PO6
CO4	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3,PO8

Text Books (Latest Editions)	
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3.	Understanding Body Language by Alan Pease.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
1.	<i>(1)Subject: ENGLISHCOMMUNICATIONSKILLS(THEORY/goigalajijuna-Academia.edu</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**FOUNDATION COURSE- INTERPRETATION AND APPRECIATION OF
LITERATURE**

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENF11	Foundation Course	Y	Y	-	-	2	2	25	75	100
UNIT		Details								
I	What is Literature? How to read and interpret text? (from Introduction to Literary Studies by Mario Klarer)									
II	Styles of Reading Poetry Road Not Taken-Robert Frost The Tyger-William Blake (Teaching Poetry with Stylistics/Devices) Making Students write parallel poems									
III	Reading Prose with modulations On Examination-Winston Churchill Toasted English-R.K.Narayan (Making students read prose pieces with modulations)									
IV	Interpreting Drama/Dramatic Techniques Merchant of Venice (Trial Scene)-William Shakespeare A Doll's House (Last Act)-Henrick Ibsen (Making students to select important scenes from famous dramatist and analyse the dramatic techniques)									
V	Interpreting Fiction with Styles and Techniques Tom Sawyer (Abridged)-Mark Twain God of Small Things (Abridged)- Arundhati Roy (Students are to choose fiction of different authors to analyze styles and techniques.)									

SEMESTER II
CORE III – BRITISH LITERATURE-I

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENT23	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the works of British writers									
LO3	To enable learner to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critical probing through the text									
UNIT	Details									
I Prose	Francis Bacon - Of Truth, Of diversity Oliver Goldsmith - A City Night piece Addison and Steele - The Spectator Club - On Giving Advice									
II Poetry	Robert Edgar Burns-The Potter Anne Bradstreet - Prologue William Blake – The Chimney Sweeper John Milton-Paradise Lost Book IV									
III Poetry	P.B. Shelly – Arethusa William Wordsworth –Lines Written in Early Spring Lord Byron- She Walks In Beauty									
IV Drama	Christopher Marlowe - Dr. Faustus Oliver Goldsmith – She Stoops to Conquer									
V Fiction	Mary Shelly- Captain Walton’s Conclusion- Extract from Frankenstein Jonathan Swift- Voyage to Lilliput - Extract from Gulliver’s Travels Charles Dickens – Recalled to Life – Extract from A Tale of Two Cities									

Course Outcomes		
Course Outcomes	On completion of his course, students will;	
CO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	PO1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1,PO2
CO3	Explore the dramatic story telling including play structure, monologues, dialogue, and scene setting.	PO4,PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4,PO5,P O6
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3,PO8

Text Books (Latest Editions)	
1.	Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J.Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing-9th edition- Laurie Kirsznner, by Cengage Learning, 2016
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al. Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhen du Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.

5.	Adamson H.D. Linguistics: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed),Teaching English Language and Literature, Taylor & Francis,2020
Web Resources	
1.	<i>ASIATIC :IITUMJournalofEnglishLanguage&Literature</i>
2.	<i>The English Historical Review(EHR)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

CORE IV – AMERICAN LITERATURE

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENT24	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To identify the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critical probing through the text									
UNIT	Details									
I Poetry	Sylvia Plath – Daddy, Mirror Robert frost – Stopping By Woods On A Snowy Evening Walt Whitman- Passage to India (Lines 1 – 68), O Captain, My Captain!									
II Poetry	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe- The Raven Emily Dickinson –Because I Could Not Stop for Death									
III Prose	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln – A Letter from Abraham Lincoln to his Son’s Teacher, Gettysburg Address									
IV Drama	Tennessee Williams – The Glass Menagerie Eugene O' Neill- Emperor Jones									
V Fiction	Harriet Beecher Stowe-Uncle Tom’s Cabin Herman Melville- Billy Budd Sailor Washington Irving – The Legend of The Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko - Ceremony									

Course Outcomes	CourseOutcomes
	On completion of this course, students will;

CO1	Analyze and discuss works of American literature from arrange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1,PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4,PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4,PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3,PO8
Text Books(Latest Editions)		
1.	American Literature of the 19 th Century – Ed. Fisher Samuelson and Reninger Baid	
2.	A Brief History of American Literature by Richard Gray	
3.	Tennessee Williams: The Glass Menagerie	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allan Poe</i> . Sterling Pub. Co., 1995.	
Web Resources		
1.	https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams	
2.	https://www.poetryfoundation.org/poems/48860/the-raven	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

ELECTIVE II –HISTORY OF ENGLISH LITERATURE

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENE22	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	To facilitate them understand the major literary movements and authors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the writers									
LO5	To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature									
UNIT	Details									
I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages									
II	The Renaissance Period(1350–1660): An Introduction To Bible Translation- Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humors									
III	The Late Seventeenth and The Eighteenth Centuries (1660-1800):Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre-Romantics									
IV	Well Made Play(Drama Of Ideas –Shaw and Ibsen), Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play),One-Act Play									
V	The Victorian Age (1832-1901): Pre-Raphaelite movement-D.G .Rossetti, Christina Rossetti Victorian Poets- Tennyson, Browning Victorian Novelists-Charles Dickens, Thackeray Victorian Writers-Carlyle, Ruskin Impressionistic Writers-Proust, Joyce Symbolist Movement–Yeats									
CourseOutcomes										
Course Outcomes	On completion of this course, students will;									

CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be their representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop a critical appreciation of the literary stalwarts of the respective periods	PO4,PO5,PO6
CO5	Gain in - depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3,PO8
Text Books(Latest Editions)		
1.	W.H.Hudson–An Outline History of English Literature	
2.	Compton & Rickett-A History of English Literature	
3.	The Routledge History of Literature in English by Ronald Carter and John McRae	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	History of English Literature by Edward Albert	
2.	A Critical History of English Literature by David Daiches	
3.	The Concise Cambridge History of English Literature by George Sampson	
Web Resources		
1.	https://iac-cheyyar.com >pdf	

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes

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

SEC-III - PUBLIC SPEAKING SKILLS

Course Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENS23	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
Details										
UNI										
T										
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking							PO1		
CO2	Recognize barriers to public speaking and identify how to avoid them							PO1, PO2		
CO3	Understand how to give effective verbal and nonverbal feedback							PO4, PO6		
CO4	Learn about planning speech organization for the intended audience							PO4, PO5, PO6		
CO5	Practice effective group delivery and speech in formal context.							PO3, PO8		
Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience-centred approach (6th ed.). New York: Pearson									
2.	Fraleigh, D.M., & Tuman, J.S. (2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
Web Resources	
1.	<i>Learning Outcomes/Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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