Department of English (UG)

Learning Outcomes - Based Curriculum Framework (LOCF)

(w.e.f 2024-2025)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	II	24ENG/ENS1201	Listening and Speaking Skills	3	2	30
2	II	24ENG/ENS1202	Reading and Writing Skills	3	2	30
3	II	24ENG/ENS2201	Language through Literature I	3	2	30
4	II	24ENG/ENS2202	Language through Literature II	3	2	30

Mapping with POs

Part – II English	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	2	3	2	2	1	2	2	1	2	3

Mapping of Courses with POs

Courses	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
24ENG/ENS1201	3	3	1	2	1	3	3	1	2	3
24ENG/ENS1202	2	3	2	1	1	2	2	1	1	3
24ENG/ENS2201	1	3	2	2	1	2	2	1	1	3
24ENG/ENS2202	1	3	2	2	1	2	2	1	1	3
Average	1.7	3	1.7	1.7	1	2.3	2.3	1	1.3	3

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 1201	Listening & Speaking Skills	Part II	3	2

This course aims at enabling students to listen and speak in English. Listening passages train them to understand, recollect and respond. Speaking skill focuses on expressing ideas orally in pair and group work. Pronunciation drill is carried out through listen-and-repeat mode. It prepares students to speak fluently and intelligibly.

Course Outcomes:

At the end of the course, students will be able to

CO1: listen, understand, recollect and respond appropriately,

CO2: recognize and complete dialogues and familiarise words in various contexts,

CO3: speak in words, sentences and ask questions,

CO4: engage in continuous speech and improve their fluency, and

CO5: articulate intelligibly with neutral accent.

Unit I (9 Hours)

Listening passages and visuals for grasping facts and responding

Unit II (9 Hours)

Listening passages and visuals for contextual understanding and expressions

Unit III (9 Hours)

Listening passages and mute videos for having short exchanges

Unit IV (9 Hours)

Longer listening passages and visuals for engaging in continuous and fluent speech

Unit V (9 Hours)

Illustration and practice of phonemes for achieving intelligible pronunciation

Text:

Department of English. (2022). *Listening & Speaking*. The American College, Madurai.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	3	1	1	1	3	3	1	2	3
CO 2	2	3	1	1	1	3	3	1	2	3
CO 3	3	3	1	2	1	3	3	1	2	3
CO 4	3	3	1	2	1	3	3	1	2	3
CO 5	3	3	1	2	1	3	3	1	2	3
Average	2.6	3	1	1.6	1	3	3	1	2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 1202	Reading & Writing Skills	Part II	3	2

The course aims at improving the learner's reading and writing skills of English. Reading skill units provide local and global contexts in order to understand and face similar situations. Reading techniques are introduced to make the students improve their reading skills. Exercises with visuals encourage students to write short sentences, paragraphs and short essays. Grammar drills emphasize conceptual understanding of verbs, nouns, articles, prepositions and tenses.

Course Outcomes:

At the end of the course, students will be able to

CO1: read, understand and respond to short and long passages,

CO2: increase their speed of reading with understanding,

CO3: write with the appropriate vocabulary sentences and paragraphs,

CO4: write short essays on day to day events and

CO5: become familiar with basic grammar.

Unit I (9 Hours)

Reading passages on prompt factual recollection, correct spelling, chronological order, meaning of words, rapid understanding and scanning. Pictures elicit quick one word written responses. Focus on daily life facilitates making phrases, checking word order and writing sentences.

Unit II (9 Hours)

Passages enable students to read within a targeted time frame and identify contrasts. Dialogues on sports and films help in grasping factual information, note making and roles in film making. Exercises on travel, sports and film stimulate writing questions, emails, identifying sentence patterns, homophones, pronouns, answering why questions and correcting sentences.

Unit III (9 Hours)

Passages on nutrients, radio and family make the students to recognize key words, topic sentences, classification, to write words appropriate for contexts and to understand family relationships and words related to family. Practice is given in letter writing, letter of application and life skills, countable and uncountable nouns, dialogue writing, word order, questions and punctuation.

Unit IV (9 Hours)

Passages on memory and hobbies highlight time relationships, process, true or false questions and facts. Exercises are included to practice Verb+ing and Verb+ed forms. Focus on spirituality helps in recollection of facts in various paragraphs. Organisation of an essay in various parts such as introduction, body and conclusion is emphasized.

Unit V (9 Hours)

Adequate practice is provided to become familiar with different types of nouns, verbs, articles, prepositions and tenses. Concepts of basic grammar will enable students to write sentences free from grammatical errors.

Textbook

Department of English. (2022). *Reading and Writing Skills*. The American College, Madurai.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	3	1	1	1	2	2	1	1	3
CO 2	3	3	2	1	1	2	2	1	1	3
CO 3	2	3	2	1	1	2	2	1	1	3
CO 4	2	3	2	1	1	2	2	1	1	3
CO 5	3	3	2	1	1	2	2	1	1	3
Average	2.4	3	1.8	1	1	2	2	1	1	3

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2201	Language through Literature I	Part II	3	2

This course is designed to provide students with an opportunity to delve into the world of English literature and thereby enhance their language skills. In the process, they will be exposed to a wide range of literary works in prose, poetry, and short stories.

Course Outcomes:

At the end of this course, students will be able to

CO1: know the coherence of language and literature,

CO2: study the formation of new words,

CO3: demonstrate lexical competence,

CO4: explore grammar rules and

CO5: explore critical thinking skills.

Unit I Lexical Competency (9 Hours)

Vocabulary-Synonyms- Antonyms- Phrases-modifiers etc.

Unit II Comprehension Skills (9 Hours)

Thinking and verbal reasoning skills - drawing inferences -Strategies for constructing and revising meaning - making predictions and asking questions about the text.

Unit III Grammatical Competency (9 Hours)

Identify and recognize the grammatical features of a language and use these features effectively to interpret, encode, and decode the prescribed literary texts.

Unit IV Literary Devices (9 Hours)

Identify and use a wide variety of literary devices across different genres. Each literary device serves a specific purpose. Understanding how to correctly wield these devices can significantly improve writing skills.

Unit V: Critical Thinking Skills   **(9 Hours)**

The skills needed in order to be able to think critically include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving and decision making.

Text Book:

Department of English. (2023). *Language through literature I*. The American College, Madurai.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	1	1	1	2	2	1	1	3
CO 2	2	3	2	1	1	2	2	1	1	3
CO 3	3	3	2	2	1	2	2	1	1	3
CO 4	3	3	2	2	1	2	2	1	1	3
CO 5	2	2	2	3	1	2	2	1	1	3
Average	1.2	2.6	1.8	1.8	1	2	2	1	1	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2202	Language through Literature II	Part II	3	2

This course is designed to equip students with necessary English language skills. The course accomplishes this goal by involving learners in activities that support the development of life skills in English through the exploration of literary texts.

Course Outcomes:

At the end of this course, the students will be able to

CO1: learn mind mapping, cloze reading, form filling skills,

CO2: differentiate précis writing and summary writing,

CO3: explore the narrative techniques,

CO4: practice various forms of writing skills and

CO5: write book and film reviews and equip to face interviews.

Unit I: (9 Hours)

Mind Mapping, Cloze Reading, Form Filling

Unit II: (9 Hours)

Dialogue Writing, Précis Writing, Summary Writing

Unit III: (9 Hours)

Report Writing, Travel Writing, Story telling

Unit IV: (9 Hours)

Letter Writing, Email Writing, Blog Writing

Unit V: (9 Hours)

Book Review, Film Review, Job Application, Interview Skills

Learning Resources:

Text Book:

Department of English. (2023). *Language through literature II*. The American
College, Madurai.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	3	2	2	1	2	2	1	1	3
CO 2	2	3	2	2	1	2	2	1	1	3
CO 3	2	2	2	2	1	2	2	1	1	3
CO 4	3	3	2	2	1	2	2	1	1	3
CO 5	3	3	2	2	1	2	3	1	1	3
Average	1.2	2.8	2	2	1	2	2.2	1	1	3

Strong-3   **Medium-2**   **Low-1**

Programme Specific Outcomes (PSOs)

On the successful completion of the Undergraduate programme, students will be able to:

PSO1 **Disciplinary Knowledge**	understand major literary periods, movements, and canonical works.
PSO2 **Communication Skills**	fluently communicate their ideas both verbally and in written forms.
PSO3 **Problem Solving**	appreciate literary texts, identify thematic complexities, and formulate insightful interpretations.
PSO4 **Analytical Reasoning**	critically think, analyse, evaluate, and synthesize complex literary texts and cultural phenomena.
PSO5 **Research Skills**	conduct literary research and synthesise information to produce original and well-supported academic essays andproject.
PSO6 **Digital Literacy**	establish proficient digital literacy skills and evaluate online resources.
PSO7 **Leadership and Teamwork**	achieve professional competencies such as critical thinking and problem solving.
PSO8 **Moral and Ethical Awareness/Reasoning**	display moral and ethical awareness, and engage in ethical implications of literary and linguistic representations.
PSO9 **Multicultural Competence**	exhibit multicultural competence in diverse literary and linguistic traditions.
PSO10 **Self-directed & Lifelong Learning**	acquire academic competence to engage in self-directed and lifelong learning.

Learning Outcomes - Based Curriculum Framework (LOCF)

(w.e.f 2024-2025)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
	II	24XXXNNNN	English	3	2	30
	III CC	24ENG/ENS1501	Introduction to English Literature	5	5	75
	III CC	24ENG/ENS1403	British Literature: Poetry I	4	4	60
	III CC	24ENG/ENS1405	Sports Literature	4	4	60
	III S	24ENG/ENS1407	Modern English Grammar and Usage	5	4	60
	IV NME	24XXXNNNN	*Non-Major Elective -I*	3	2	30
	IV AEC	24VAL/HVS/ CHR1200	Value Education/Human Values Development/Christian Studies	3	2	30
	V	24XXXNNNN	*NSS/NCC/PED/SLP/GMP/ GNS/LIB/ACH*	-	-	-
			Total	**30**	**25**	**375**
2	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
	II	24XXXNNNN	English	3	2	30
	III CC	24ENG/ENS1502	British Literature: Prose	5	5	75
	III CC	24ENG/ENS1404	British Literature: Drama I	4	4	60
	III CC	24ENG/ENS1406	British Literature: Poetry II	4	4	60
	III S	24ENG/ENS1408	History of English Literature I	5	4	60
	IV NME	24XXXNNNN	*Non-Major Elective – II*	3	2	30
	IV AEC	24ENG/ENS1200	Environmental Studies	3	2	30
	V	24XXXNNNN	*NSS/NCC/PED/SLP/GMP/ GNS/LIB/ACH*	-	1	15
			Total	**30**	**25+1**	**375+15**
3	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
	II	24XXXNNNN	English	3	2	30
	III CC	24ENG/ENS2401	British Literature: Fiction I	4	4	60
	III CC	24ENG/ENS2403	British Literature: Drama II	4	4	60
	III CC	24ENG/ENS2405	Indian Writing in English	4	4	60
	III CC	24ENG/ENS2407	Popular Literature and Culture	4	4	60
	III S	24ENG/ENS2409	History of English Literature II	5	4	60
	IV SEC	24XXXNNNN	*Skill Enhancement Course - I*	3	2	30
	V	24XXXNNNN	*NSS/NCC/PED/SLP/GMP/ GNS/LIB/ACH*	-	-	-
			Total	**30**	**26**	**390**

	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
	II	24XXXNNNN	English	3	2	30
	III CC	24ENG/ENS2402	British Literature: Fiction II	4	4	60
	III CC	24ENG/ENS2404	American Literature	4	4	60
	III CC	24ENG/ENS2406	World Literature in Translation	4	4	60
4	III CC	24ENG/ENS2408	Translation: Basic concepts and Practice	4	4	60
	III S	24ENG/ENS2410	Critical Reading and Writing	5	4	60
	IV SEC	24XXXNNNN	*Skill Enhancement Course - II*	3	2	30
	V	24XXXNNNN	*NSS/NCC/PED/SLP/GMP/ GNS/LIB/ACH*	-	1	15
			Total	**30**	**26+1**	**390+15**
	III CC	24ENG/ENS3601	Literary Criticism	6	6	90
	III CC	24ENG/ENS3603	Aspects of Language and Linguistics	6	6	90
	III CC	24ENG/ENS3605	Cultural Studies through Films	6	6	90
5	III DSE	24XXXXNNNN	*Discipline Specific Elective - I*	5	4	60
	III GE	24XXXNNNN	*Generic Elective - I*	4	3	45
	IV IS	24ENG/ENS3255	Internship*	-	2	30
	IV SEC	24XXXXNNNN	*Skill Enhancement Course - III*	3	2	30
			Total	**30**	**29**	**435**
	III CC	24ENG/ENS3602	Introduction to Literary Theory & Criticism	6	6	90
	III CC	24ENG/ENS3504	Methods of Teaching English	5	5	75
	III CC	24ENG/ENS3406	Women's Writing in English and in Translation	4	4	60
6	III CC	24ENG/ENS3308	Project	3	3	45
	III DSE	24XXXNNNN	*Discipline Specific Elective – II*	5	4	60
	III GE	24XXXNNNN	*Generic Elective - II*	4	3	45
	IV SEC	24ENG/ENS3266	*Professional Competency Skill*	3	2	30
			Total	**30**	**27**	**405**
			Grand Total	**180**	**158+2**	**2370+30**

* Internship - Second Year Vacation (30 Hrs.)

Discipline Specific Elective (DSE)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
5	III	24ENG/ENS3407/ 24ENG/ENS3409	Human Rights and Literature/ Myth and Literature	5	4	60
6	III	24ENG/ENS3410/ 24ENG/ENS3412	Contemporary Tamil Fiction in Translation/ Dravidian Literature in Translation	5	4	60

Generic Elective (GE)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
5	III	24ENG/ENS3311/ 24ENG/ENS3313	Creative Writing in English/ Communicative English	4	3	45
6	III	24ENG/ENS3314/ 24ENG/ENS3316	English for Technical Writing/ English at Workplace	4	3	45

Non-Major Electives (NME)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	IV	24ENG/ENS1209	Introduction to Cinema	3	2	30
2	IV	24ENG/ENS1210	Science Fiction	3	2	30

Skill Enhancement Courses (SEC)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
3	IV	24ENG/ENS2211	Word Power	3	2	30
4	IV	24ENG/ENS2212	Writing for Media	3	2	30
5	IV	24ENG/ENS3213	English for Placement	3	2	30

Mapping with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
ENG/ENS	3	2	2	3	2	2	2	2	3	3

Mapping of Courses with PSOs

Courses	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
24ENG/ENS1501	3	2	3	3	2	2	1	2	3	3
24ENG/ENS1403	3	2	2	2	2	2	2	3	3	3
24ENG/ENS1405	2	2	2	2	2	2	3	3	3	3
24ENG/ENS1407	1	3	2	2	2	1	1	1	2	3
24ENG/ENS1502	3	2	2	3	2	2	2	2	2	3
24ENG/ENS1404	3	2	2	2	2	2	1	2	2	3
24ENG/ENS1406	3	2	2	2	1	2	2	2	2	3
24ENG/ENS1408	3	2	1	2	1	1	2	1	2	2
24ENG/ENS2401	3	2	2	3	2	2	3	3	3	2
24ENG/ENS2403	3	3	2	3	2	1	3	3	3	3
24ENG/ENS2405	2	2	2	3	2	1	3	2	3	3
24ENG/ENS2407	3	3	2	3	2	3	3	3	3	3
24ENG/ENS2409	3	1	1	2	2	1	2	2	2	3
24ENG/ENS2402	3	3	3	3	2	3	3	3	3	3
24ENG/ENS2404	3	3	3	2	2	2	3	3	3	3
24ENG/ENS2406	3	2	3	3	3	2	3	2	3	3
24ENG/ENS2408	3	3	3	3	2	3	3	3	2	3
24ENG/ENS2410	3	2	2	2	1	1	2	2	2	3
24ENG/ENS3601	3	3	3	3	2	2	3	2	2	3
24ENG/ENS3603	1	3	3	3	2	2	2	1	2	3
24ENG/ENS3605	3	1	1	3	1	1	2	2	2	1
24ENG/ENS3407/ 24ENG/ENS3409	3	2	2	3	3	2	3	3	3	2
24ENG/ENS3602	3	1	3	3	3	1	2	3	2	2
24ENG/ENS3504	1	2	2	3	2	2	1	2	2	2
24ENG/ENS3406	2	3	2	3	2	1	3	3	3	2
24ENG/ENS3308	1	3	2	2	1	3	1	3	2	3

24ENG/ENS3410/ 24ENG/ENS3412	3	2	2	2	2	2	2	2	3	3
24ENG/ENS3266	1	3	1	3	2	3	3	3	3	3
Average	2.5	2.3	2.1	2.6	1.9	1.9	2.3	2.4	2.5	2.7

Mapping of Courses with POs

Courses	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
24ENG/ENS1209	3	2	2	3	2	3	2	2	3	3
24ENG/ENS1210	3	2	1	2	2	3	2	3	3	3
24ENG/ENS1200	2	2	2	2	1	1	3	3	2	3
24ENG/ENS2211	3	3	2	2	2	3	2	2	3	3
24ENG/ENS2212	2	3	2	2	2	2	2	1	2	2
24ENG/ENS3311/ 24ENG/ENS3313	3	3	3	3	2	3	3	2	2	3
24ENG/ENS3213	3	3	2	2	2	3	3	2	2	3
24ENG/ENS3314/ 24ENG/ENS3316	3	3	2	2	2	3	2	2	2	3
Average	2.8	2.6	2	2.3	1.9	2.6	2.4	2.1	2.4	2.9

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1501	Introduction to English literature	Core	5	5

Introduction to English Studies exposes beginners to a systematic study of literature. As a foundation course, it will problematise the notion of literature and introduce different types and aspects of literary genres. With the help of examples – poems, stories and excerpts from novels and plays – students will learn inductively different elements of literature. They will also learn to respond to literary texts.

Course Outcomes:

At the end of the course, students will be able to

CO1: define literature and explain its functions,

CO2: understand and recognise the aspects of poetry and read poetry in the light of those aspects,

CO3: describe features of drama and explain its development,

CO4: understand and analyse the various aspects of fictional narratives and

CO5: identify the different elements of literary prose.

Unit I Definition and Scope of Literature (15 Hours)

"What is Literature?" from *Literary Theory: A Short Introdu*ction by Jonathan Culler

"What is Literature? What is a Text?" from *Introduction to Literary Studies* by Mario Klarer (4-8)

Unit II Poetry (15 Hours)

Types of poetry: narrative & lyric poetry- (epic & ballad) (sonnet, ode, idyll, satire, & elegy), how does a poem mean: denotation & connotation voice, tone, attitude figurative language devices of sound, prosody

Reading List:

Michael Drayton   "The Parting"

William Shakespeare   "Sonnet 18", "Sonnet 116"

William Wordsworth   "Daffodils"

Robert Frost   "Mending Wall"

John Keats   "Ode to Autumn"

Unit III Drama (15 Hours)

Tragedy, comedy, tragi-comedy, farce, mystery & morality plays, historical plays, problem plays, restoration plays, comedy of manners, one-act plays, absurd plays

Plot structure, unities, acts & scenes, dialogues, soliloquy, aside

Reading List:

J. M. Barrie	*The Admirable Crichton*
Lady Gregory	*The Rising of the Moon*
William Shakespeare	First scene of *Hamlet*
	"Friends, Romans, countrymen…" from *Julius Caesar*
	"If I profane with my unworthiest hands…" from *Romeo and Juliet*

Unit IV Fiction (15 Hours)

Fiction: novel, short story, plot, character & characterisation, points of view & perspectives, setting, verisimilitude

Types: picaresque, epistolary, historical, realistic, science, romance, social, domestic, campus,

Reading List:

Manohar Malgonkar	*Spy in Amber*
Don Quixote	*Tilting at the Windmills*
Katherine Mansfield	*Bliss and other stories*
Saki	*The Open Window*
Emmy Laybourne	*Sweet*

Unit V Non-fictional Prose (15 Hours)

Literary prose & essay, types of essays, biography, autobiography, travelogue

Reading List:

A. G. Gardiner	"On Saying Please"
	"On the Rule of the Road"
Dom Moraes	"Experiences at a Bookshop"

Note:

Teachers are free to choose from the list given to inductively teach the aspects of different genres. They are also welcome to use their own examples.

Learning Resources:

References

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Murphy, J.M. *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students*. George Allen & Unwin Ltd., 1972.

Perrine, Laurence. *Sound and Sense: An Introduction to Poetry*, 7th ed., Harcourt Brace Jovanovich Inc., 1987.

Ramakrishna, D. *Indian English Prose: An Anthology*, Arnold-Heinemann, 1980. Pp. 304-310.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	1	1	1	2	2	2	1	2	3	3
CO 2	3	2	3	3	2	2	1	2	3	3
CO 3	3	2	3	3	2	2	1	2	3	3
CO 4	3	2	3	3	2	2	1	2	3	3
CO 5	3	2	3	3	2	2	1	2	3	3
Average	2.6	1.8	2.6	2.8	2	2	1	2	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 1403	British Literature: Poetry I	Core	4	4

This course offers an introduction to the traditional forms of British poetry from the 16th century to the 18th century. The course presents an insight into the essential elements of poetry and helps students trace the rhyme schemes, metrical patterns, forms and figurative devices in poems. Further, it would offer an understanding of the nature and evolution of poetry and strengthen students" ability to read and analyse poems in a meaningful way.

Course Outcomes:

At the end of the course, students will be able to

CO1: understand the characteristics of Elizabethan poetry,

CO2: analyse the elements of metaphysical poetry, and religious themes, symbols and motifs in poems,

CO3: appraise the satire and wit embedded in the long verse narratives of the Neo-classical poets,

CO4: infer the idealisation of the humble man, the country setting, and universal truths in the poems of the transitional poets and

CO5: examine the spiritual and supernatural elements in Romantic poetry.

Unit I Elizabethan Poetry (12 Hours)

Philip Sidney	Sonnet 39 ("Astrophel and Stella")
Edmund Spenser	Sonnet 67, Sonnet 75 ("Amoretti")
William Shakespeare	Sonnet18, Sonnet116, & Sonnet 130

Unit II Puritan, Cavalier and Metaphysical Poetry (12 Hours)

John Milton	"When I Consider How My Light is Spent", & "Paradise Lost" (Book I)
Anne Bradstreet	"Prologue"
John Donne	"The Flea"
Andrew Marvell	"The Definition of Love", & "To His Coy Mistress"
George Herbert	"Redemption"

Unit III Neo - Classical Poetry (12 Hours)

John Dryden	"Mac Flecknoe" (Cantos I & II)
Alexander Pope	"The Riddle of the World", & "An Essay on Man: Epistle II" (Stanza I & II)

Unit IV Transitional Poetry (12 Hours)

Robert Edgar Burns	"The Potter", &
	"My Luve"s like a Red, Red Rose"
Robert Jamieson	"Robin Hood and the Monk"
William Cowper	"Hatred and Vengeance", &
	"The Sower"
William Blake	"The Lamb", & "The Tyger"

Unit V Romantic Poetry (12 Hours)

John Keats	"Ode to a Nightingale"
	"Endymion" Book-I
William Blake	"The Chimney Sweeper"
P.B. Shelly	"Arethusa, Hymn to Intellectual Beauty"
William Wordsworth	"Ode: To Intimation and Immortality"

Learning Resources:

References

Bowra, Maurice. *The Romantic Imagination*. Oxford UP, 1999.

Ellmann, Richard, and Robert O'Clair. *The Norton Anthology of Modern Poetry.* Norton, 1973.

Gardner, Helen. *The New Oxford Book of English Verse*. Oxford UP, 1972.

Green, David. *The Winged Word*. Laxmi Publications, 2018.

Opie, Iona and Peter Opie. *The Oxford Book of Narrative Verse*. Oxford UP, 1983.

Quintana, Ricardo and Alvin Whitley. *English Poetry of the Mid and Late Eighteenth Century*. Alfred Knopf, 1963.

Spearing, Anthony Colin. *Medieval to Renaissance in English Poetry*. Cambridge UP, 1985.

Websites/ e-Learning Resources

https://www.poetryfoundation.org/

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	2	2	2	2	2	2	2	3
CO 2	3	2	2	3	2	2	2	3	3	3
CO 3	3	2	3	3	2	2	3	3	3	3
CO 4	3	2	2	2	2	2	3	3	3	3
CO 5	3	2	2	2	1	2	2	3	2	3
Average	3	2	2.2	2.4	1.8	2	2.4	2.8	2.6	3

Strong-3   Medium-2   Low-1

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 1405	Sports Literature	Core	4	4

This course will enable students to realise the unique relationship between sports, society and literature. It aims at creating an interest in reading and writing literature. It would attempt to study the way meanings are made in life and society through sports. It also purports to engage students with values that are and can be nurtured through sports.

Course Outcomes:

At the end of the course, students will be able to

CO1: discover the psychology of sports persons,

CO2: understand the quintessence of disability sports narratives,

CO3: correlate the themes of passionate struggle and triumph with cultural
perspectives,

CO4: critique gender politics in sports and

CO5: appraise various reflections of politics through life-writings.

Unit I: Field Stories (12 Hours)

Yuvraj Singh *The Test of My Life: From Cricket to Cancer and Back*

Haruki Murakami "Most of What I Know About Writing Fiction I Learned by Running Every Day"

DeNeen Brown "Six Pack Abs at Age 74"

David Halberstam "Jordon's Moment"

Unit II Parasports (12 Hours)

Arunima Sinha *Born Again on the Mountain*

Unit III Culture and Sports (10 Hours)

Mary Kom *Unbreakable*

Franklin Foer "How Soccer Explains the American Culture Wars"

Unit IV: Gender and Sports (12 Hours)

Ruth Padawer "The Humiliating Practice of Sex-testing Female Athletes"

Joyce Carol Oates "Rape and the Boxing Ring"

Unit V: Politics and Sports   **(12 Hours)**

Maya Angelou	"Champion of the World"
Jessie Owens	"My Greatest Olympic Prize"
Walter White	"The Issue Transcends All"

Learning Resources:

Recommended Movies:

Nitesh Tiwari	*Dangal*
Gurinder Chadha	*Bend It Like Beckham*
Clint Eastwood	*Invictus*

Text Books:

Foer, Franklin. *How Soccer Explains the World*. Harper Collins e-books, 2008.

Goldthwaite, Melissa. A., et al., editors. *The Norton Reader: Fourteenth Edition.* W.W.Norton Company, 2016.

Kom, Mary, and Dina Serto. *Unbreakable: An Autobiography.* 1st ed., Harper Collins, 2013.

Murakami, Haruki. *What I Talk About When I Talk About Running.* Translated by Philip Gaberial, A Knopf ebook, 2008.

Sinha**,** Arunima. *Born Again on the Mountain.* Penguin Books. 2014.

Singh, Yuvaraj, et al., *The Test of My Life: From Cricket to Cancer and Back.* 1st ed., Random House India, 2013.

References

Bairner, Alan, et al., editors. *Routledge Handbook of Sports and Politic*. Routledge, 2016.

Crowe, Chris. *More than a Game: Sports Literature for Young Adults.* Scarecrow Press, 2004.

Dubey, Abishek, et.al. *She Dared, Women in Indian Sports.* Rupa Publications, 2019.

Goldthwaite, Melissa. A., et al., editors. *The Norton Reader: Fourteenth Edition.* W.W. Norton Company, 2016.

Jarvie, Grant. *Sport, Culture and Society: An Introduction.* Routledge, 2006.

Tadie, Alexis. et al., editors. *Sport, Literature, Society: Cultural Historical Studies.* Routledge, 2014.

Websites/ e-Learning Resources

https://www.hrc.utexas.edu/exhibitions/2013/literature-and-sport/

https://resources.finalsite.net/images/v1664635810/fhsdschoolsorg/kggjoo0qzraw8ssxz9pj/SportsLiterature.pdf

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=

https://www.thecanadianencyclopedia.ca/en/article/sport-literature&ved=2ahUKEwjDxZ2jxMGEAxUu2TgGHTJZCDU4ChAWegQIDxAB&usg=AOvVaw3AXzvRv37W18PW0EolDQEd

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	2	2	2	1	2	2	3	2	2	3
CO 2	3	2	1	2	2	2	3	3	3	3
CO 3	2	2	1	2	2	2	3	3	3	3
CO 4	3	2	2	3	2	2	3	3	3	3
CO 5	2	2	2	2	2	2	3	3	3	3
Average	2.4	2	1.6	2	2	2	3	2.8	2.8	3

Strong-3　　　　　　**Medium-2**　　　　　　**Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1407	Modern English Grammar and Usage	Supp.	5	4

This course aims to equip students with an understanding of the structure and elements of English grammar and cultivate their ability to articulate thoughts and ideas confidently in English. Moreover, it serves as a valuable resource for students aspiring to excel in competitive exams, providing them with essential skills and strategies to succeed in academic and professional settings.

Course Outcomes:

At the end of the course, students will be able to

CO1: recognise the various parts of a sentence and their respective functions within different linguistic contexts,

CO2: understand the fundamental components of word structure at the morphological level,

CO3: apply learned grammar principles to enhance the quality of written communication,

CO4: analyse sentence structure to understand how they contribute to overall meaning and coherence, and

CO5: develop the skills necessary to excel in competitive exams by applying grammar knowledge appropriately.

Unit I (15 Hours)

Parts of Speech, Phrasal verbs, Idioms

Unit II (15 Hours)

Morphology, Compounding, Affixing, Inflection, derivation, Synonyms/Antonyms, Mood/Modality

Unit III (15 Hours)

Tense & Aspects – Lexical/Auxiliary verbs – their uses, Subject-verb Agreement in sentences, Active – Passive, Degrees of comparison, Reported speech

Unit IV (15 Hours)

Simple, Compound, & Complex, Sentence Pattern, Question Tags

Unit V   **(15 Hours)**

Emphasis, Clarity, Concision and Consistency, Forms of writing, Reordering of Jumbled Sentences, Error Correction, Note Making, Paragraph Editing and Writing, Proofreading.

Learning Resources:

Text Books

Krishnaswamy, N. (2009). *Modern English – A book on grammar usage and composition.* Lakshmi Publications.

References

Aggarwal, R.S. (2014). *Objective general English*, S. Chand Publishing.

Deshpande, L.S. (2017). *Modern English grammar*, Abhay Pub.

Leech, G., & Svartvik, J. (2003). *A communicative grammar of English,* Longman.

Websites/ e-Learning Resources

Grammar for Improving Composition Skills/ Open Resources for English Language Teaching (ORELT) Portal (col.org)

https://www.bbc.co.uk/learningenglish/

https://learnenglish.britishcouncil.org

https://learningenglish.voanews.com

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	1	3	1	2	1	1	1	1	2	3
CO 2	2	3	2	2	2	2	1	1	2	3
CO 3	1	3	3	3	2	2	2	2	2	3
CO 4	1	3	2	2	2	1	1	1	2	3
CO 5	1	2	2	2	1	1	1	1	2	3
Average	1.2	2.8	2	2.2	1.6	1.4	1.2	1.2	2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1209	Introduction to Cinema	NME I	3	2

This course is designed to provide a comprehensive understanding of the history, aspects, genres, visual language, professional perspectives, and critical analysis of cinema. Across five units, students will explore the origins and development of film, various genres, visual elements such as mise en scène and montage, insights from industry professionals, and the art of film review and script writing. Students will have a clear understanding of film as an art form and a medium for storytelling. The course will focus on different aspects of film production as well

Course Outcomes:

At the end of the course, students will be able to

CO1: distinguish the various aspects of cinema,

CO2: interpret the visuals and visualise the text,

CO3: analyse cinema as an industry and locate movies in social milieu,

CO4: discuss the views of acclaimed professionals in the field and

CO5: evaluate films critically and also venture as script writers, actors and directors in cinema/TV/social media besides freelancing.

Unit I Film History (9 Hours)

Origin and development, Early American cinema, Art & Dialectic in Soviet Film, German Expressionism, Italian Neo-realism, Japanese Film and Indian film.

Unit II Aspects and Genres (9 Hours)

Aspects: premise, plot, characterisation, screenplay, direction, acting, sound Image.

Genres: action, comedy, crime, drama, epic, horror, musical, romance, science fiction, war.

Unit III Reading a Visual and Visualising Script (9 Hours)

Mise en scène: set design, lighting, space, composition, costume, makeup and hair styles, acting, film stock, shots, angles and aspect ratio Montage: association of ideas, combination of sounds, optical effects

Unit IV Professionals Views (9 Hours)

Baradwaj Rangan	*Kamal Hassan at 65: The Forgotten phase*
Edward Douglas	*Exclusive Mel Gibson Interview: A Candid and Rare Conversation*
The Hindu	*Craze for Hollywood Films has*

CBS News

*Come Down, says PC Sreeram
John Williams on Spielberg "Star
Wars," and the power of Music*

Unit V Screening and Critical Analysis   **(9 Hours)**
Film review, script writing, media blogging.

Learning Resources:

Films for Screening may include

1) *The Battleship Potemkin* (1925)   6) *Chemmeen* (1965)

2) *Seven Samurai* (1954)   7) *The Godfather* (1972)

3) *Pather Panchali* (1955)   8) *The Bicycle Thief* (1984)

4) *Ben-Hur* (1959)   9) *Katrathu Tamil* (2007)

5) *Psycho* (1960)   10) *Joker* (2019)

Short Films for Screening may include

1) *2+2=5* (2005)

2) *Aaba* (2017)

3) *Kuppaikkaaran* (2019)

References

Barnow, Erik and Krishnaswamy, S. *Indian Film: A Reviewing*. Oxford UP, 1980.

Beja, Morris. *Film and Literature: An Introduction.* Longman, 1997.

Ellis, Jack C. *A History of Film*. Allyn & Bacon, 1995.

Hayward, Susan. *Key Concepts in Cinema Studies*. Routledge, 2004.

Monaco, James. *How to Read a Film*. Oxford UP, 2009.

Robinson, David. *World Cinema: A Short History*. Eyer Methuen, 1981

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	1	1	2	1	3	1	1	3	3
CO 2	3	2	3	3	2	3	2	2	3	3
CO 3	3	2	2	3	2	3	2	2	3	3
CO 4	3	2	1	2	2	3	2	2	3	3
CO 5	3	3	3	3	2	3	3	2	3	3
Average	2.8	2	2	2.6	1.8	3	2	1.8	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1502	British Literature : Prose	Core	5	5

This course aims at introducing students to socio-political and intellectual history of England from 16th century to 19th century. It will enable students to critically evaluate the nuances in British prose of this period and learn the various techniques involved in essay writing.

Course Outcomes:

At the end of the course, students will be able to

CO1: appraise the didactic nature of English prose,

CO2: analyse the character types peculiar to the first half of the 18th century and appreciate Lockean Literalism,

CO3: correlate the philosophical overtones of the late 18th century with the present times,

CO4: critique the romantic elements in English prose and

CO5: interpret prose from historical, cultural and political perspectives.

Unit I (15 Hours)

Francis Bacon	"Of Truth"
	"Of Adversity"
Jeremy Taylor	"Holy Dying"

Unit II (15 Hours)

Joseph Addison	"Sir Roger at Church"
	"Ladies Head-Dress
Sir Richard Steele	"Of the Club"
	"The Pangs of the Jilted Lover"

Unit III (15 Hours)

Oliver Goldsmith	"The Man in Black"
	"A City Night Piece"
Edmund Burke	"A Philosophical Inquiry into the Origin of our Ideas of the Sublime and Beautiful"

		(15 Hours)

Unit IV   **(15 Hours)**

Charles Lamb	"Dream-Children; A Reverie"
	"A Dissertation upon Roast Pig"
William Hazlitt	"Indian Jugglers"

Unit V   **(15 Hours)**

Thomas De Quincey	"Confessions of an English Opium Eater: The Pains of Opium"
	"On the Knocking at the Gate in *Macbeth*"
Thomas Carlyle	"Heroes and Hero Worship"

Learning Resources:

References

Leiris, Michel. *Francis Bacon.* Ediciones Poligrafa, 2008.

Lewin, Gerald. *Prose Models*. Harcourt Brace Jovanovich,1964.

Minto, William. *A Manual of English Prose Literature*. Atlantic Publishers, 1995.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	2	2	2	2	1	2	3	2	2	3
CO 2	3	2	2	3	2	2	2	2	2	3
CO 3	3	2	2	2	2	2	2	2	2	3
CO 4	3	2	3	3	2	2	2	2	2	3
CO 5	3	2	3	3	2	2	2	2	2	3
Average	2.8	2	2.4	2.6	1.8	2	2.2	2	2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1404	British Literature: Drama I	Core	4	4

This course aims to train students in reading and interpreting different sub- genres of drama in English Literature. It will also help them learn the different aspects of drama and the importance of Shakespeare in relation to other playwrights between the 16th and the 19th centuries.

Course Outcomes:

At the end of the course, students will be able to

CO1: identify the features of Renaissance drama**,**

CO2: distinguish the aspects of Shakespearean comedy,

CO3: illustrate socio-political background of Restoration tragedy,

CO4: assess the elements of anti-sentimental comedy and

CO5: critique the themes and features of comedy of manners.

Unit I Elizabethan Tragedy/ Renaissance Tragedy **(12 Hours)**

  Christopher Marlowe   *Doctor Faustus*

Unit II Shakespearean Comedy **(12 Hours)**

  William Shakespeare   *A Midsummer Night's Dream*

Unit III Restoration Tragedy **(12 Hours)**

  John Dryden   *All for Love*

Unit IV Anti- sentimental Comedy **(12 Hours)**

  Oliver Goldsmith   *She Stoops to Conquer*

Unit V Comedy of Manners **(12 Hours)**

  Oscar Wilde   *The Importance of Being Earnest*

Learning Resources:

References

Charlton, H.B. *Shakespearean Comedy*. Methuen & Co. Ltd., 1938.

Charry, Brinda. *The Arden Guide to Renaissance Drama.* Bloomsbury, 2017.

Griffiths, Stuart. *How Plays Are Made.* Heinemann Educational Books, 1982.

Watson, G.J. *Drama: An Introduction.* Macmillan, 1983.

Neilson, and William Allan, editors. *Lectures on The Harvard Classics: Drama*. P. F.
Collier & Son, 1914.

Websites/ e-Learning Resources

https://www.open.edu/openlearn/mod/oucontent/view.php?id=1835&printable=1

https://www.rsc.org.uk/a-midsummer-nights-dream/

https://discovered.ed.ac.uk/discovery/fulldisplay?vid=44UOE_INST%3A44UOE_VU
2&tab=Everything&docid=alma9924410499502466&searchScope=default_scope&c
ontext=L&lang=en

https://journals.openedition.org/cve/2717

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	1	2	1	2	1	2	2	3
CO 2	3	2	1	2	2	2	1	2	2	3
CO 3	3	2	2	2	2	2	1	2	2	3
CO 4	3	2	2	2	2	2	1	2	2	3
CO 5	3	2	3	3	2	2	1	2	2	3
Average	3	2	1.8	2.2	1.8	2	1	2	2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1406	British Literature : Poetry II	Core	4	4

The course introduces students to Victorian, Modern and Contemporary poetry offering an insight into various forms of British poetry from 19th and 21st centuries. Various facets of Modern poetry like Cubism, Imagism, Cadence are familiarised, furthermore Bohemian ideas espoused by the Victorian poets are also highlighted.

Course Outcomes:

At the end of the course, students will be able to

CO1: understand the pessimism, conflict between science and religion and other dominant themes of Victorian poetry,

CO2: analyse spiritual and supernatural elements in Victorian and Pre-Raphaelite poetry,

CO3: infer the complex themes and symbolic significance of Modern poetry,

CO4: examine the inventive use of language, the layering of voices of the Modern poetry and its eagerness to break with poetic tradition and

CO5: explicate the use of sensory devices and the use of modern rhythms and idioms in contemporary poetry.

Unit I Victorian Poetry I   **(12 Hours)**

    Elizabeth Barrett Browning   "How do I Love Thee?" (Sonnet 43)

    Alfred Tennyson   "Ulysses"

    Robert Browning   "My Last Duchess"

    Matthew Arnold   "Dover Beach"

Unit II Victorian Poetry II   **(12 Hours)**

    Dante Gabriel Rossetti   "The Blessed Damozel"

    Christina Rossetti   "The Goblin Market"

    G. M. Hopkins   "The Windhover"

    Lewis Carroll   "A Boat Beneath a Sunny Sky"

    Oscar Wilde   "A Lament"

Unit III Modern Poetry I   **(12 Hours)**

D. H. Lawrence	"Snake"
T. S. Eliot	"Journey of the Magi"
W. B. Yeats	"A Prayer for my Daughter"
Seamus Heaney	"Bogland"

Unit IV Modern Poetry II   **(12 Hours)**

A. E. Housman	"To an Athlete Dying Young"
T. E. Hulme	"A City Sunset"
F. S. Flint	"Soldiers"
W. H. Auden	"The Unknown Citizen"
Philip Larkin	"The Whitsun Weddings"

Unit V Contemporary Poetry   **(12 Hours)**

John Agard	"Half Caste"
Carol Ann Duffy	"Valentine"
Simon Armitage	"Camera Obscura"
Tiffany Atkinson	"Rain"

Learning Resources:

References

Bevis, Matthew. *The Oxford Handbook of Victorian Poetry.* Oxford UP, 2019.

Skelton, Robin. *Poetry of the Thirties*. Penguin, 2000.

Wain, John, editor. *The Oxford Anthology of English Poetry*. OUP, 2003.

Tucker, Herbert. *A New Companion to Victorian Literature and Culture*. Wiley Blackwell, 2014.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	1	2	1	2	3	3	2	3
CO 2	3	2	2	2	1	2	3	3	2	3
CO 3	3	2	2	2	1	2	2	2	2	3
CO 4	3	2	2	3	1	2	2	2	2	3
CO 5	3	2	2	3	1	2	2	2	2	3
Average	3	2	1.8	2.4	1	2	2.4	2.4	2	3

Strong-3   Medium-2   Low-1

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1408	History of English Literature I	Supp.	5	4

The course enables students to trace English literature from Old English to the Age of Sensibility. They will identify features of the Elizabethan age, compare literary texts in the Jacobean, Caroline, and Commonwealth periods, and frame the social context of the Restoration period. It introduces them to major writers and works from Old English to the Augustan age.

Course Outcomes:

At the end of the course students will be able to

CO1: trace the growth of English literature through Old English and Middle English period,

CO2: identify the characteristic features specific to the Elizabethan age,

CO3: compare literary texts in the Jacobean, Caroline and Commonwealth periods,

CO4: examine the social and historical context of the Restoration period and

CO5: develop an understanding of the major writers and their works in the Augustan age.

Unit I (15 Hours)

Old English Period (450-1066) to Middle English Period (1066-1500)

Unit II (15 Hours)

Elizabethan Age (1558 – 1603)

Unit III (15 Hours)

Jacobean (1603 – 1625) Caroline (1625 – 1649) and

Commonwealth Periods (1649 – 1660)

Unit IV (15 Hours)

Restoration Age to Enlightenment (1660 – 1700)

Unit V (15 hours)

Augustan Age (1700 – 1745) to Age of Sensibility (1745- 1785)

Learning Resources:
References

Bergonzi, B. *Heroes' Twilight: A Steady of the Literature of the Great War*. Constable, 1980.

Fussell, P. *The Great War and Modern Memory*, Oxford UP, 1975.

Long, William J. *English Literature its History and Its Significance for the Life of the English-speaking World*, Generic, 2015.

Websites/ e-Learning Resources

https://www.literatureandcriticism.com/the-anglo-saxon-period-literature-and-history/

https://www.historic-uk.com/HistoryUK/HistoryofEngland/William-Shakespeare/

https://readgreatliterature.com/reading-renaissance-english-literature-1485-1660/

https://courses.lumenlearning.com/suny-britlit1/chapter/the-british-restoration/

https://www.gutenberg.org/cache/epub/10609/pg10609-images.html

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	1	2	2	1	1	1	1	2
CO 2	2	2	1	1	1	1	1	1	2	2
CO 3	3	2	1	2	2	2	2	1	2	2
CO 4	3	1	2	2	1	1	2	2	2	3
CO 5	3	1	1	1	1	1	2	2	2	3
Average	2.8	1.6	1.2	1.6	1.4	1.2	1.6	1.4	1.8	2.4

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1210	Science Fiction	NME II	3	2

The purpose of this course is to provide an understanding of contemporary science fiction and its sub-genres. It encompasses the history of the genre and delve into representative themes in the prescribes texts and film.

Course Outcomes:

At the end of the course, students will be able to

CO1: define key terms, concepts and types in science fiction,

CO2: explain the basic elements of time travel narratives in time travel fiction,

CO3: analyse artificial intelligence and its ethical implications,

CO4: evaluate the impact of historical and cultural context recognising how societal changes influence themes and ideas and

CO5: appraise and criticise science fiction film adaptation.

Unit I Introduction (9 Hours)

Science Fiction - Key terms and concepts Types - Hard and Soft science fiction Pioneers and famous writers

Unit II Time Travel (9 Hours)

H.G. Wells *Time Machine*

Unit III Artificial Intelligence (9 Hours)

Annalee Newitz *Autonomous*

Unit IV Solarpunk (9 Hours)

Olaf Stapleton *Star Maker*

Unit V Film Adaptation (9 Hours)

Philip K. Dick *Do Androids Dream of Electric Sheep?*

(Denis Villeneuve *Blade Runner 2049*)

Recommended Reading and Watching

Arthur C. Clarke "The Sentinel"

(Stanley Kubrick *2001: A Space Odessey*)

Learning Resources:

References

Bould, M, et.al., editors. *The Routledge Companion to Science Fiction*. Routledge, 2009.

Kaveney, Roz. *From Alien to The Matrix: Reading Science Films*. I. B. Tauris, 2005.

Marshall B. Tymn, *The Science Fiction Reference Book*. Borgo Press, 1996.

Stableford, Brain. *Science Fact and Science Fiction: An Encyclopedia*. Routledge, 2006.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	2	1	1	1	3	2	2	3	3
CO 2	3	2	2	2	1	3	2	2	3	3
CO 3	3	2	2	3	2	3	2	3	3	3
CO 4	3	2	3	3	2	3	2	3	3	3
CO 5	3	2	3	3	2	3	2	3	3	3
Average	3	2	1.2	2.4	1.6	3	2	2.6	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS1200	Environmental Studies	AEC	3	2

The course aims to create and promote environmental awareness in students. It defines the scope and importance of the discipline. The course material will help students understand the basic concepts relating to renewable/non-renewable resources, ecosystems, environmental pollution, and biodiversity. It also focuses on people in the environment, social issues relating to development, environmental degradation, control measures and ethics. Literary texts are introduced to sensitise students to the urgent ecological concerns that threaten everyday life. The course stresses the role of the individual in the conservation of natural resource.

Course Outcomes:

At the end of the course, students will be able to:

CO1: prioritise environmental ethics both in life and literature,

CO2: trace the history and development of environmental literary studies as a genre,

CO3: facilitate environmental awareness among individuals,

CO4: infer anthropocentric elements in nature writing and

CO5: discuss ecofeminism and its significance.

Unit I Introduction   **(9 Hours)**

      Multidisciplinary Nature of Environmental Studies: Definition, Scope and Importance, Need for Public Awareness; Biogeographical Classification of India; India as a mega-diversity nation

Unit II Environmental Studies   **(9 Hours)**

      Pollution: Air, Water, Noise and Soil

Cheryll Glotfelty	"Literary Study in an Age of Environmental Crisis"
Rachel Carson	"Chapter I" from *Silent Spring*

Unit III Environmental Ethics   **(9 Hours)**

      Environmental Ethics: Issues and Possible Solutions, Biodiversity at Global, National and local levels

John Muir	"God's First Temples: How Shall We Preserve our Forests"

Unit IV Anthropocentrism   **(9 Hours)**

    Concept of an Ecosystem, Man-wildlife conflicts

    Ruskin Bond   *Panther's Moon*

Unit V Ecofeminism   **(9 Hours)**

    Women/Child care and Environment

    Mahasweta Devi   "The Hunt" Tr. Gayatri Chakravarthy Spivak

    Vandana Shiva   "Women's Indigenous Knowledge and Biodiversity Conservation"

Recommended Text:

Erach Bharucha. *Environmental Studies for Undergraduate Courses,* University

    Grants Commission, 2005.

Learning Resources:

Carson, Rachel. *Silent Spring*. Mariner Books (Houghton Mifflin), 2002.

Garrard, Greg. *Ecocriticism (New Critical Idiom).* Routledge, 2004.

Glotfelty, Cheryll and Harold Fromm (ed.). *The Ecocriticism Reader: Landmarks in*

    Literary Ecology. University of Georgia Press, 1996.

Mies, Maria, and Vandana Shiva. *Ecofeminism*. Zed Books, 2014.

Websites/ e-Learning Resources

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	2	2	1	1	1	1	2	3	2	3
CO 2	2	2	2	1	1	1	2	3	2	3
CO 3	2	2	2	1	1	1	3	3	2	3
CO 4	3	2	2	3	1	1	3	3	2	3
CO 5	3	2	3	3	2	1	3	3	2	3
Average	2.4	2	2	1.8	1.2	1	2.6	3	2	3

        Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2401	British Literature: Fiction I	Core	4	4

The course aims to provide students with an in-depth exploration of various fictional genres of the allegory, didactic, satire, sentimental and gothic through a structured study of seminal works. The course offers a comprehensive understanding of each genre's defining characteristics and historical significance. Through critical analysis of the prescribed novels, students will develop an appreciation for the thematic and stylistic diversity that has shaped the literary canon.

Course Outcomes:

At the end of this course, students will be able to

CO1: interpret and analyse the use of allegory in literature, understanding its symbolic meanings and its impact on the development of allegorical storytelling,

CO2: critically evaluate didactic fiction, exploring themes of morality, and the human condition, and recognising the genre's role in instructive literature,

CO3: examine works of satire, identifying the use of humor, irony, and exaggeration to critique contemporary society, politics, and human nature,

CO4: assess sentimental novels, discussing their portrayal of emotion, virtue, and domestic life, and their influence on the sentimental literary tradition and

CO5: analyse Gothic fiction, exploring themes of horror, the supernatural, and the sublime, and understanding its contribution to the evolution of the Gothic genre.

Unit I Allegory   **(12 Hours)**
　　John Bunyan   *Pilgrim's Progress*

Unit II Didactic fiction   **(12 Hours)**
　　Daniel Defoe   *Robinson Crusoe*

Unit III Satire   **(12 Hours)**
　　Jonathan Swift   *Gulliver's Travels*

Unit IV Sentimental Novel   **(12 Hours)**
　　Oliver Goldsmith   *The Vicar of Wakefield*

Unit V Gothic Fiction   **(12 Hours)**
　　Mary Shelley   *Frankenstein*

Learning Resources:

References

Allen, Walter. *The English Novel,* Penguin, 1954.

Cook, Terry. "Dividing the Swift Mind: A Reading of Gulliver's Travels." *Critical Quarterly*, vol. 22, no.3, Autumn, 1980.

Hilliard, Raymond F. "The Redemption of Fatherhood in *The Vicar of the Wakefield." Studies in English Literature* 1500-1900. vol. 23, no.3, Summer, 1983.

Kettle, Arnold. *An Introduction to the English Novel: Defoe to George Eliot.* vol. 1, Harper and Brothers, 1960.

Websites/ e-Learning Resources

https://www.open.edu/openlearn/history-the-arts/eighteenth-century-fiction/content-section-0?active-tab=description-tab

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	1	2	2	2	2	2	3	2	2
CO 2	3	2	2	3	2	2	3	3	2	2
CO 3	2	2	2	3	3	2	3	3	3	3
CO 4	3	3	3	3	2	2	3	3	3	2
CO 5	3	3	3	3	2	3	2	3	3	3
Average	2.8	2.2	2.4	2.8	2.2	2.2	2.6	3	2.6	2.4

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2403	British Literature: Drama II	Core	4	4

This course introduces students to different types of drama. It allows them to have a better understanding of British society, tradition, culture and language. It also focuses on various subgenres and schools of British drama.

Course Outcomes:

At the end of this course, students will be able to

CO1: assess romantic comedy as a device to critique the social values,

CO2: examine the aspects of class structure through modern comedy,

CO3: analyse the familial politics in the domestic setting,

CO4: evaluate the characteristics of comedy of menace and

CO5: critique the themes and features of modern miracle play.

Unit I Romantic Comedy (12 Hours)

    G. B. Shaw *Arms and the Man*

Unit II Modern Comedy (12 Hours)

    John Galsworthy *The Silver Box*

Unit III Domestic Drama (12 Hours)

    John Osborne *Look Back in Anger*

Unit IV Comedy of Menace (12 Hours)

    Harold Pinter *The Birthday Party*

Unit V Modern Miracle Play (12 Hours)

    T. S. Eliot *Murder in the Cathedral*

Learning Resources:

References

Innes, Christopher. *Modern British Drama 1890-1990.* Cambridge UP, 1992.

Lewis, Allan, *American Plays and Playwrights of the Contemporary Theatre.* Crown Publishers, 1970.

Nicholson, Steve. *Modern British Playwriting: The 1960s.* Bloomsbury Publishers, 2012.

Watson, G.J. *Drama: An Introduction.* Macmillan, 1983.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	3	2	3	3	1	3	3	3	3
CO 2	3	3	2	3	2	1	2	2	3	3
CO 3	3	3	3	3	2	1	3	3	3	3
CO 4	3	3	2	3	2	1	3	3	3	3
CO 5	3	3	2	3	2	1	3	3	3	3
Average	3	3	2.2	3	2.2	1	2.8	2.8	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2405	Indian Writing in English	Core	4	4

The course aims at introducing students to the rich corpus of Indian Literature in English. It will chart the evolution of Indian Literature written in English or / and Translation since the time of India's independence from British rule. It explores the innovative and artistic use of English in expressing Indian sensibilities. Through a range of authors and genres it will enable students to investigate modern Indian subjectivities, histories and politics.

Course Outcomes:

At the end of this course, students will be able to

CO1: identify themes and techniques in Indian English poetry,

CO2: recognise politics of language and nation,

CO3: critique early novels in the postcolonial scenario,

CO4: examine the themes in Indian stories and

CO5: analyse the development of theatre as an art form in India.

Unit I Poetry   **(12 Hours)**

Toru Dutt	"The Lotus"
A.K. Ramanujan	"Still Another View of Grace"
	"A River"
Nissim Ezekiel	"Enterprise"
Jayanta Mahapatra	"Dawn at Puri"
Kamala Das	"The Old Playhouse"
Agha Sahid Ali	"Postcard from Kashmir"
Shiv K.Kumar	"Indian Women"
Vikram Seth	"The Frog and the Nightingale"
Mamta Kalia	"Tribute to Papa"

Unit II Prose   **(12 Hours)**

Raja Rao	"Foreword" to Kanthapura
Arundhati Roy	"The End of Imagination"
	from *My Seditious Heart*

Unit III Novel   **(12 Hours)**

Mulk Raj Anand	*Untouchable*
Aravind Adiga	*The White Tiger*

Unit IV Short Story   **(12 Hours)**

Rabindranath Tagore	"Khabhuliwala"
K.A. Abbas	"Sparrows"
R.K. Narayan	"A Horse and Two Goats"
Khushwant Singh	"Karma"
Ruskin Bond	"The Thief"
Shashi Deshpande	"A Liberated Woman"
Salman Rushdie	"The Free Radio"

Unit V Drama   **(12 Hours)**

Asif Currimbhoy	*The Dumb Dancer*
Girish Karnad	*Tughlaq*

Learning Resources:

References

George, K.M. *Modern Indian Literature, An Anthology: Plays and Prose*. Sahitya Akademi, 1994.

Iyengar, Srinivasa K.R. *Indian Writing in English*. Sterling Publishers, 1983.

King, Bruce. *Modern Indian Poetry in English*. Oxford UP, 2001.

Narasimhaiah, C.D., editor. *An Anthology of Commonwealth Poetry*. Macmillan, 1990.

Pathak, R.S. *Indian Fiction in English: Problems and Promises*. Northern Book Centre, 1990.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	2	2	1	3	1	1	3	2	3	3
CO 2	2	2	3	3	3	1	3	2	3	3
CO 3	3	2	3	3	2	1	2	2	3	3
CO 4	2	2	1	3	1	1	3	2	3	3
CO 5	2	2	1	3	2	3	3	2	2	2
Average	2.2	2	1.8	3	1.8	1.4	2.8	2	2.8	2.8

Strong-3   Medium-2   Low-1

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2407	Popular Literature and Culture	Core	4	4

This course introduces students to popular trends in literature and culture, aiming to explore various contemporary narratives and new media narratives. It promotes reading and encourages students to venture into diverse and emerging forms of media narratives.

Course Outcomes:

At the end of this course, students will be able to

CO1: identify and analyse various genres within popular culture,

CO2: analyse the select excerpts for their literary and cultural significance,

CO3: examine the moral, cultural, and literary aspects of select young - adult narratives,

CO4: understand the diverse forms of new media narratives including comics, mangas, graphic novels, blogs, audiobooks, magazines, and documentaries and

CO5: compare and contrast Western and Eastern storytelling styles through comics and Manga.

Unit I Introduction (12 Hours)

David Glover and Scott McCracken	"Introduction - What is Popular Fiction?"
Asa Arthur Berger	"On the Nature of Genres"
Pramod K. Nayar	"India Goes to the Blogs: Cyberspace, Identity, Community"

Unit II Fantasy Narratives (12 Hours)

J. K. Rowling	*Harry Potter and the Philosopher's Stone*
Somdev Bhatt	"The Story of Padmavati and Prince Vajramukti"
The Brothers Grimm	"The Juniper Tree"

Unit III Young-adult Narratives (12 Hours)

Arthur Conan Doyle	"The Adventure of the Speckled Band"
Satyajit Ray	"Professor Shonku and the UFO"
Roald Dahl	Excerpts from *Charlie and Chocolate Factory* (Chapters 13 to 15)

Unit IV New Media Narratives (12 Hours)

John Lie	"The Business of K-Pop (Is Business)"
V. Rahunathan	"The Dilemma of 'Indian Culture'"
Bob Marley	"Redemption Song"

Dir. Kartiki Gonsalves		*The Elephant Whisperers*

Unit V Graphic Narratives **(12 Hours)**

Hergé		*Tintin in Tibet*
Yusuke Murata (Illustrator)		*One-Punch Man*, Vol. 1
Amar Chitra Katha Pvt. Ltd.		*Minnal Murali: Strikes Again*

Learning Resources:

References

Berger, Arthur A. *Popular Culture Genres: Theories and Texts*. SAGE Publications, 2014.

Chute, Hillary. "Comics as Literature: Reading Graphic Narrative". *PMLA*. vol. 123, no.2, 2008, pp 452-65.

Glover, David, and Scott Mccracken. *The Cambridge Companion to Popular Fiction*. Cambridge UP, 2012.

Gokulsing, Moti, and Wimal Dissanayake. *Popular Culture in a Globalised India.* Routledge, 2008.

Lie, John. *K-Pop, Popular Music, Cultural Amnesia, and Economic Innovation in South Korea.* U of California P, 2014, pp. 120-30.

Web Resources

https://fdocuments.in/document/childrens-literature- 55845ad6244ac.html

http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	1	2	1	3	2	3	2	3
CO 2	3	3	1	3	2	3	2	3	2	3
CO 3	3	3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3	3	3
CO 5	3	3	2	3	2	3	3	3	3	3
Average	3	2.8	1.8	2.8	2.2	3	2.6	3	2.6	3

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2409	History of English Literature II	Supp.	5	4

This course is sequential to History of Literature I. It enables students to trace the periods in English literature from the Romantic age to the Post-War Period (Modern Age). It focuses on the major writers and their works from Romantic, Victorian, Edwardian and Modern Age (Inter-war and Post-war periods). It facilitates them explore the significance of literary movements, authors and their works in the socio-cultural and historical milieu.

Course Outcomes:

At the end of this course, students will be able to:

CO1: trace the growth of English literature through the Romantic age,

CO2: identify and distinguish the characteristic features of the Victorian era,

CO3: assess the representation of social issues in Edwardian literature,

CO4: explore the development of literary movements and understand the societal changes during Georgian and Inter-war period and

CO5: develop an understanding of the works of the modernist writers from socio-political and cultural perspectives.

Unit I Romantic Age (1798 to 1832)   **(15 Hours)**

William Wordsworth, S. T. Coleridge, Lord Byron, P. B. Shelley, Mary Shelley, John Keats, William Blake, Robert Burns, Thomas Gray

Unit II Victorian Age (1832 to 1901)   **(15 Hours)**

Charles Dickens, George Eliot, Thomas Hardy, Alfred Lord Tennyson, Robert Browning, Elizabeth Barret Browning, Louis Carol, Charlotte Bronte, Emily Bronte

Unit III Edwardian Age (1901 to 1914)   **(15 Hours)**

H. G. Wells, E. M. Forster, Joseph Conrad, Arnold Bennet, Rudyard Kipling, John Galsworthy, Henry James

Unit IV Georgian Age and Inter-war Period (1914 to 1945)   **(15 Hours)**

D. H. Lawrence, James Joyce, Virginia Woolf, T. S. Eliot, W. B. Yeats, Wilfred Owen, Aldous Huxley

Unit V The Modern Age: Post-War Period (1945-)   **(15 Hours)**

Samuel Beckett, George Orwell, Graham Greene, Doris Lessing, Salman

Rushdie, Margaret Atwood, Harold Pinter, Kazuo Ishiguro

Learning Resources:

Text Book:

Albert, Edward. *History of English Literature.* 5th ed., Oxford UP, 2017.

References

Bergonzi, Bernard. *Heroes' Twilight: A Study of the Literature of the Great War.* Constable, 1980.

Fussell, Paul. *The Great War and Modern Memory.* Oxford UP, 1975.

Long, William J. *English Literature*. Generic, 2015.

Parker, Peter. *The Reader's Companion to Twentieth-Century Writers.* Helicon, 1995.

Stringer, Jenny. *The Oxford Companion to Twentieth-Century Literature in English.* Oxford UP, 1996.

Trevelyan, George M. *English Social History: A Survey of Six Centuries-Chaucer to Queen Victoria*. Longmans, 1978.

Websites/ e-Learning Resources

https://youtube.com/playlist?list=PLzf4HHlsQFwLPuz88u5JtoFZIKGfmF Wsq&si=pS-O_h4AMxl7eMpA

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	1	1	2	2	1	1	2	2	3
CO 2	2	1	1	2	2	1	2	1	1	2
CO 3	2	1	1	1	1	1	2	2	2	3
CO 4	3	1	1	2	2	1	2	2	2	3
CO 5	3	2	2	2	1	1	2	2	2	3
Average	2.6	1.2	1.2	1.8	1.6	1	1.8	1.8	1.8	2.8

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2211	Word Power	SEC I	3	2

The course aims at helping students enrich their English vocabulary for academic and career purposes. They are introduced to strategies that enhance their ability to understand and retain new words. It also enables them to grasp and customise words gained in medicine, business, education, law, technology, sciences and the humanities.

Course Outcomes:

At the end of this course, students will be able to

CO1: assess their present vocabulary range,

CO2: grade their understanding of different and difficult words,

CO3: analyse and apply the technical terms in everyday usage,

CO4: practise vocabulary for professional exams and

CO5: develop word power through word games.

Unit I Introduction (9 Hours)

Test of vocabulary range, test of verbal speed, test of verbal responsiveness, affixation- prefix, suffix, synonyms

Unit II Dynamicity of Words (9 Hours)

Words of foreign origin, synonyms, antonyms, homonyms, homophones & homographs, redundant words, phrases, acronyms, words commonly confused

Unit III Technical Terms (9 Hours)

Personality types, behaviour, relationships, family, medicines and science, buildings, education, law, technology, humanities

Unit IV Vocabulary for Professional Exams (9 Hours)

TOEFL, IELTS, TANCET, GMAT

Unit V Word Games (9 Hours)

Word building through puzzles, puns, riddles, word play, games

Learning Resources:
Reference

Lewis, N. (2019). *Word power made easy.* Bloomsbury.

Websites/ e-Learning Resources

www.spelling-words-well.com

http://spellingbee.com

www.freetech4teachers.com

www.word-buff.com

www.vocabulary.com

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	2	3	2	3	2	2	3	3
CO 2	3	3	2	3	2	3	2	2	3	3
CO 3	3	3	3	2	2	3	2	2	3	3
CO 4	3	3	2	1	2	3	2	2	2	3
CO 5	3	2	1	1	2	3	2	2	2	3
Average	3	2.8	2	2	2	3	2	2	2.6	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2402	British Literature: Fiction II	Core	4	4

This is a sequential course to Fiction I. It aims to deepen students' understanding of diverse fictional genres and their evolution over time through the study of key literary works. It provides insights into the thematic and stylistic innovations that define each genre. Through critical analysis of selected texts, students will develop a nuanced appreciation for the cultural, social, and historical influences that shape literary narratives.

Course Outcomes:

At the end of this course, students will be able to

CO1: analyse domestic fiction, understanding its focus on family life, social manners, and the personal dynamics within domestic settings,

CO2: identify the peaking issues, class struggles, their impact on social reform and awareness portrayed in social novels,

CO3: assess the bildungsroman genre, exploring themes of personal growth, moral development, self-discovery and understanding the evolution of the genre,

CO4: examine stream of consciousness technique, discussing the elements of introspection and fragmented thoughts in unravelling complex inner narratives and

CO5: evaluate the features of political satire fiction, exploring the themes of totalitarianism and propaganda, and the reflection of contemporary societal issues and cultural shifts.

Unit I Domestic (12 Hours)

    Jane Austen *Pride and Prejudice*

Unit II Social (12 Hours)

    Charles Dickens *A Tale of Two Cities*

Unit III Bildungsroman (12 Hours)

    Charlotte Bronte *Jane Eyre*

Unit IV Stream of Consciousness (12 Hours)

    Virginia Woolf *Mrs. Dalloway*

Unit V Political Satire (12 Hours)

    George Orwell *Animal Farm*

Learning Resources:

Reference

Bloom, Harold, editor. *George Orwell's Animal Farm: Bloom's Modern Critical Interpretations.* Chelsea House Publications, 2009.

Buckly, Jerome H. *Season of Youth: The Bildungsroman from Dickens to Golding.* Harvard UP, 1974.

Collins, Philip. *Dickens and Crime.* St. Martin's P, 1965.

Johnson, Caludia L. *Jane Austen: Women, Politics, and the Novel.* U of Chicago P, 1988.

Zwerdling, Alex. *Virginia Woolf and the Real World.* U of California P, 1986.

Websites/ e-Learning Resources

https://www.literarysphere.com/2024/01/jane-eyre-as-bildungsroman-novel.html

https://www.thebta.au/btaenglishassets/animal-farm---full-text-analysis/by-george-orwell

https://www.ijassjournal.com/2022/V5I6/414665782.pdf

https://cajlpc.centralasianstudies.org/index.php/CAJLPC/article/download/1071/1176/#:~:text=The%20use%20of%20stream%20of,its%20impact%20on%20individuals&#39

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	3	3	2	2	3	3	3	3
CO 2	3	3	3	3	2	3	3	3	3	3
CO 3	3	3	3	2	2	3	2	3	2	3
CO 4	3	3	3	3	3	2	3	3	3	2
CO 5	3	2	3	2	3	3	3	3	3	3
Average	3	2.6	3	2.6	2.4	2.6	2.8	3	2.8	2.8

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2404	American Literature	Core	4	4

The 19th and 20th century American literary scene witnessed the emergence of a distinctive American voice that distinguished them from their British counterparts and this new impetus was carried forward through the succeeding centuries. This course intends to introduce students to the various literary genres of American Literature that reflect the changing dimension of the society from the days of Transcendentalism, the American Dream, the Harlem Renaissance, to the post World War era.

Course Outcomes:
At the end of this course, students will be able to:

CO1: analyse the distinctive American idiom that explored the landscape and traditions of their native country as materials for poetry,

CO2: critique the concepts of individualism and abolitionism as the fundamental premise for liberation and social change,

CO3: evaluate the salient features of American fiction as a powerful expression of social commentary,

CO4: distinguish the various literary trends exhibited by the prominent writers of fiction, and

CO5: examine the importance of drama in raising the conscience of people to social injustices.

Unit I Poetry (12 Hours)
Walt Whitman	"O Captain, My Captain!", "When Lilac's Last in the Dooryard Bloom'd"
Edgar Allan Poe	"The Raven"
Emily Dickinson	"Because I could not stop for Death"
Sherman Alexie	"Crow Testament"
Maya Angelou	"Phenomenal Woman"

Unit II Prose (12 Hours)
Ralph Waldo Emerson	"The American Scholar"
Henry David Thoreau	"Where I Live and What I live for"
Edgar Allan Poe	"The Philosophy of Composition"
Martin Luther King. Jr	"I have a Dream"
Abraham Lincoln	"Gettysburg Address"

Unit III Fiction (12 Hours)
Herman Melville	*Billy Budd, The Sailor*
Nathaniel Hawthorne	*The Scarlet Letter*

Unit IV Short Fiction (12 Hours)

Ernest Hemingway "The Snows of Kilimanjaro"

Mark Twain "The Celebrated Jumping Frog
of Calaveras County"

Unit V Drama (12 Hours)

Eugene O'Neill *The Hairy Ape*

Lorraine Hansberry *A Raisin in the Sun*

Learning Resources:

References

Cohen, Hennig, editor. *Landmarks of American Writing. Voice of America Forum Series*, 1982.

Cunliffe, Marcus. *The Literature of the United States*. Penguin, 1970.

Feidelon, Charles and Paul Brodtkorb. Editors. *Interpretations of American Literature*. Oxford UP, 1971.

Fender, Stephen. *American Literature in Context I to IV*. Methuen & Co. 1983.

Fisher, William J. *American Literature of Nineteenth Century: An Anthology*. Eurasia Publisher, 1984.

Hart, James D. *The Oxford Companion to American Literature*. Oxford UP, 1995.

Donaldson, Scott and Ann Massa. *American Literature: Nineteenth and Early Twentieth Centuries.* David & Charles Ltd.,1978.

Oliver, Eggert S. *American Literature 1890-1965: An Anthology*. Eurasia Publisher, 1986.

Spiller, E. Robert. *The Cycle of American Literature*. The Free Press, 1967.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	3	2	3	1	2	3	3	3	3
CO 2	3	3	3	3	3	3	3	3	3	3
CO 3	3	3	3	1	2	3	3	3	3	3
CO 4	3	3	2	2	1	2	2	3	3	3
CO 5	3	3	3	3	3	2	3	3	3	2
Average	3	3	2.6	2.4	2	2.4	2.8	3	3	2.8

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2406	World Literature in Translation	Core	4	4

This course aims to enable students to critically compare select works of the East and the West. It will enable students to develop knowledge on intercultural experiences. Also, it will help them to appreciate diverse cultures and ethnicities.

Course Outcomes:

At the end of the course, students will be able to

CO1: discuss literary features in poetry from various regions,

CO2: analyse multifaceted themes that shape world literature,

CO3: appreciate the prose works of sixteenth and twentieth century,

CO4: interpret literary and cultural aspects in fictional texts and

CO5: critically analyse socio-cultural and political expressions in the select plays.

Unit I Poetry I (12 Hours)

Dante	"Ulysses's Last Voyage"
Johann Wolfgang von Goethe	"The Violet" & "The Rose Bush on the Moor"
Victor Hugo	"Tomorrow, at Dawn"
Khalil Gibran	"On Children"

Unit II Poetry II (12 Hours)

Pablo Neruda	"If You Forget me"
Ovid	"Pyramus", "Thisbe"
Alexander Pushkin	"The Gypsies"
Gabriel Okara	"The Mystic Drum"
Jean Arasayanagam	"Apocalypse"

Unit III Prose (12 Hours)

Walter Benjamin	"Unpacking My Library"
Montaigne	"Of Friendship"

Unit IV Fiction (12 Hours)

Gabriel García Márquez	"A Very Oldman with Enormous Wings"
Ivan S. Turgenev	"The District Doctor"
Anton Chekov	"Vanka"

Unit V Drama   **(12 Hours)**

    Marie Clements   *The Unnatural & Accidental*
                                                  Women

    Plautus   *The Pot of Gold*

Learning Resources:

References

Angelou, Maya. *The Complete Poetry*. Random House, 2015.

Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.

Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.

Websites/ e-Learning Resources

https://www.ibiblio.org/eldritch/ac/vanka.html

https://www.owleyes.org/text/the-district-doctor/read/text-of-turgenevs-short-story

https://www.umsl.edu/~alexanderjm/AVeryOldManwithEnormousWingsbyMarquez.pdf

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	2	2	2	2	3	2	3	3
CO 2	2	2	3	3	3	2	2	2	3	3
CO 3	3	2	3	3	3	2	2	2	3	3
CO 4	2	3	3	3	3	2	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3
Average	2.6	2.4	2.8	2.8	2.8	2.2	2.6	2.4	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2408	Translation: Basic Concepts and Practice	Core	4	4

This course discusses the fundamental principles and practical aspects of translation, guiding students through the evolution of translation theories and diverse translation methodologies. It emphasises the challenges of cultural and linguistic untranslatability and explores the nuances of translating various literary forms. Through analysis and practice, students will engage with seminal translations, enhancing their skills in both theoretical understanding and practical application.

Course Outcomes:

At the end of the course, students will be able to

CO 1: analyse translation theories, distinguishing between early and modern perspectives,

CO 2: evaluate challenges in translation, categorising cultural and linguistic untranslatability,

CO 3: synthesise poetic translations, adapting works between English and Tamil,

CO 4: construct fictional translations, reimagining excerpts with fidelity and creativity and

CO 5: critique dramatic translations, interpreting and transforming excerpts across languages.

Unit 1 Translation Theories (12 Hours)

Early theories by theorists like Horace, Cicero, Dryden, Shelley, Matthew Arnold and Alexander Pope alongside Modern Theories of Edward Fitzgerald, Eugene Nida, George Steiner, and Theodore Savory. various methods of translation like metaphrase, paraphrase, transliteration, transcreation, and transference

Unit 2 Problems in Translation (12 Hours)

Cultural and linguistic untranslatability and generic differences

Unit 3 Translation Practice: Poetry (12 Hours)

Translation of poems from English to Tamil, and vice-versa - Translated works of notable translators

Sundara Ramasamy

"Oru Boomiyil Iru Vaanangal" **-** This is the Tamil translation of the English poem "Two Skies on One Earth."

Prema Nanndakumar

"Kuyil's Song" - This poem is a translation of the Tamil poem "Kuyil Pattu" by Bharatiar

Balan Menon

"Proceed" This poem is a translation of the Tamil Poem "Poyi Konde Iru" by Vairamuthu

Unit 4 Translation Practice: Fiction   (12 Hours)

Translation of excerpts from fiction - Translated works of notable translators
V.Geetha

Translated "The Hindu Speaks on Religious Harmony" by Amitav Ghosh into Tamil.

Aniruddhan Vasudevan

Translated the fiction *Madhorubagan* as *One Part Woman* by Perumal Murugan

Gowri Ramanarayanan

Translated the short story "Vishamandiram" as "The Poison Cure" by Kki into English

Lakshmi Holmstrom

Translated the short story "A Fable" by Ambai

Unit 5 Translation Practice: Drama   (12 Hours)

Translation of excerpts from drama – Translated works of notable translators
V. S. Raghavan

Translated Tennessee Williams' *The Glass Menagerie* into Tamil as *Kannadi Janavargalin Kadhai*

S. Shankar

Translated K. Balachander's play *Ethir Neechal* into English as *Swim against the Tide*.

Learning Resources:

References

Bassnet, S.(1998). *Translation Studies*. Routledge.

Bassnet, S., & Trivedi, H. (2000) *Post-Colonial Translation: Theory and Practice*. Routledge.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	3	3	3	2	2	3	3	2	2
CO 2	3	3	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	2	3	3	3	3	3
CO 4	3	2	3	2	2	2	3	3	3	3
CO 5	3	3	3	3	2	2	3	3	2	3
Average	3	2.8	2.8	2.6	2	2.8	3	3	2.4	2.8

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS2410	Critical Reading and Writing	Supp.	5	4

The course aims at enabling students to create critical understanding of literary texts. It helps them develop the ability to use analytical and critical approaches, think synthetically and logically, and write using analysis, synthesis and evaluation.

Course Outcomes:

At the end of the course, students will be able to

CO1: articulate the links between ideas alongside the importance of arguments and ideas,

CO2: appraise arguments, inconsistencies, and errors in reasoning,

CO3: reflect consistently and systematically on their assumptions about the text,

CO4: demonstrate in writing, fluency (generating ideas), flexibility (shifting perspectives easily), originality (conceiving of something new), elaboration (building on other ideas) and

CO5: evaluate the style and structure of the text, language, and content.

Unit I Argumentative Analysis   **(15 Hours)**

Ernest Hemingway	"Hills like White Elephants"
	"A Clean Well-Lighted Place"
Guy de Maupassant	"The Necklace"
O. Henry	"The Cop and the Anthem"

Unit 2 Rhetorical Analysis   **(15 Hours)**

James Joyce	"Araby"
Stephen Crane	"The Open Boat"
Jamaica Kincaid	"What I have been doing lately"
N. S. Madhavan	"When the Big Tree Falls"
Jhumpa Lahiri	"Interpreter of Maladies"

Unit 3 Explication   **(15 Hours)**

James Baldwin	"Sonny's Blues"
Ambai	"My Mother, Her Crime"
D. H. Lawrence	"Horse Dealer's Daughter"
Kate Chopin	"Story of an Hour"

Unit 4 The Critical Writing (15 Hours)

Anton Chekov *The Bear: A Joke in One Act, or*

The Boor,

Marriage Proposal

Unit 5 Evaluation of Writing (15 Hours)

H. G. Wells *The Invisible Man*

Learning Resources:

Barnet, Sylvan and William E. Cain. *Short Guide to Writing about Literature,* 12th
ed. Pearson, 2014.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	2	3	2	1	2	1	2	3
CO 2	1	2	2	2	1	1	2	2	2	3
CO 3	3	2	2	2	1	1	2	2	2	3
CO 4	2	2	2	1	1	1	1	2	2	3
CO 5	1	2	2	2	2	1	1	2	2	3
Average	2.6	2	2	2	1.4	1	1.6	1.8	2	3

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 2212	Writing for Media	SEC II	3	2

The course aims to guide students apply their linguistic and creative skills in English for writing various media content, including print, broadcast, and digital. It assists them acquire the skills necessary to produce compelling narratives across media formats. Additionally, it also helps them enhance their writing proficiency through practical writing exercises and experiential learning.

Course Outcomes:

At the end of the course, students will be able to

CO1: produce content for the print media,

CO2: create content for Radio and TV,

CO3: design and develop advertisement content,

CO4: formulate content for social media and

CO5: compose scripts for documentaries, and short films.

Unit I Writing for the Press (9 Hours)

Planning and writing newspaper articles, columns, magazines, regular stories, Special stories, Interviews, Feature stories.

Unit II Writing for Broadcast/Telecast Media (9 Hours)

Writing for radio and television, talk shows, interviews, debates, and documentary.

Unit III Writing Advertisements (9 Hours)

Creating print, TV advertisements, and jingles.

Unit IV Writing for Web/Social Media (9 Hours)

Writing for audio and video podcasts, Web newsletter, social media, crafting prompts for Generative AI.

Unit V Writing Scripts (9 Hours)

Writing screenplay, film reviews, and subtitles.

Learning Resources:

References

Ahuja, B. N. *Audio Visual Journalism*. Surjeet Publications, 2005.

Ceramella, Nick and Elizabeth Lee. *Cambridge English for the Media*. Routledge, 2008.

Durant, Alan and Marina Lambrou. *Language and Media*. Routledge, 2009.

Marshall, Jill and Angela Werndly. *The Language of Television*. Routledge, 2005.

Reah, Danuta. *The Language of Newspapers*. Routledge, 2008.

Ogilvy, David. *Confessions of an Advertising Man*. Atheneum. 1963.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	1	2	2	3	1	2	1	1	1	1
CO 2	1	3	2	2	2	2	2	1	1	3
CO 3	2	2	3	2	1	2	2	2	2	2
CO 4	1	3	2	3	3	2	2	1	2	2
CO 5	3	3	2	2	2	2	3	2	3	2
Average	1.6	2.6	2.2	2.4	1.8	2	2	1.4	1.8	2

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3601	Literary Criticism	Core	6	6

This course aims to provide a comprehensive overview of the evolution of literary criticism from the Renaissance period to the mid-20th century. By examining key texts and concepts from each era, students will gain a deep understanding of how literary criticism and analysis have developed over time. It is structured into five units, each focusing on a pivotal period and its representative critical approaches.

Course Outcomes:

At the end of the course, students will be able to

CO1: analyse the literary text using the key concept of imitation,

CO2: evaluate literary works through the lens of Neo-Classical criticism, applying principles like classicism, the touchstone theory, and grand style,

CO3: interpret poetic and literary works using key ideas of Romantic criticism, including the Romantic creed, fancy and imagination, and the definition of poetry,

CO4: critically assess literature through the framework of Victorian criticism, understanding the emphasis on the moral and cultural role of poetry and criteria for literary evaluation and

CO5: examine literary texts by employing principles of New Criticism such as objective correlative, negative capability, and ambiguity.

Unit I Renaissance Criticism- 16 Century (18 Hours)

    Philip Sydney   "The Defense of Poesy"

Unit II Neo-Classical Criticism- 17 to 18 Century (18 Hours)

    Samuel Johnson   "Preface to Shakespeare"

Unit III Romantic Criticism- Late 18 to Early 19 Century (18 Hours)

    William Wordsworth   "Preface to Lyrical Ballads"

    S. T. Coleridge   "Biographia Literaria"

                                   (Chapter IV)

Unit IV Victorian Criticism- Mid to Late 19 Century (18 Hours)

    Matthew Arnold   "The Study of Poetry"

    W. P. Ker   *The Philosophy of Arts* (excerpts)

Unit V New Criticism- Mid-20 Century **(18 Hours)**

         Cleanth Brooks   "The Well Wrought Urn"

         I. A. Richards   "The Four Kinds of Meanings"

Learning Resources:

Enright, D.J., and Ernest De Chickera. *English Critical Texts*. Oxford UP, 2002.

Fry, Paul H. *Theory of Literature.* Yale UP, 2013.

Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present.* Wiley-Blackwell Publishing, 2011.

Websites/ e-Learning Resources

https://owl.english.purdue.edu/owl/owlprint/722

http://editorskylar.com/litcrit.html

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	3	3	2	2	3	2	2	3
CO 2	3	3	3	3	3	2	3	2	2	3
CO 3	3	3	3	3	2	2	3	2	3	2
CO 4	3	3	3	3	3	2	3	3	2	3
CO 5	3	3	3	3	2	2	3	3	3	2
Average	3	2.8	3	3	2.4	2	3	2.4	2.4	2.6

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3603	Aspects of Language and Linguistics	Core	6	6

This course aims to provide students with a comprehensive understanding of major linguistic theories. It introduces them to structuralist, generative, functionalist, and sociolinguistic approaches to language. It also helps them explore contemporary and developmental concepts, and issues in the study of the English language, such as the varieties of English, Postcolonial Englishes, and the future of English.

Course Outcomes:

At the end of the course, students will be able to

CO1: understand the linguistic terminology and the major theories of language,

CO2: appreciate the difference between the structural and functional approaches to language,

CO3: learn the structure of words and sentences within a theoretical framework of morphology and generative syntax,

CO4: gain knowledge about the structure and meaning of sentences within a theoretical framework of generative syntax and semantics and

CO5: achieve a comprehensive understanding of pragmatics, the study of meaning in context.

Unit I Introduction to the Study of Language   (18 Hours)

Areas of linguistic study, Linguistic system – monolithic vs pluricentric, Pidgin & creole,

Idiolect, dialect, sociolect, basilect, mesolect, acrolect, Theories of sign, meaning, and the branches of linguistics

Unit II Structural and Functional Theories   (18 Hours)

Ferdinand de Saussure's Structuralism, J.R. Firth and MAK Halliday's Functional approaches, and Theories of mono, bi-, and multilingualism

Unit III Phonology and Morphology   (18 Hours)

Phoneme and allophone, Lexemes and morphemes, and Allomorph

Unit IV Syntax and Semantics   (18 Hours)

Chomskyan syntactic structure, Semantics, Lexical pragmatics, and Discourse

Unit V Linguistic Varieties   **(18 Hours)**

World Englishes, Postcolonial English varieties, ELF, EIL, Translanguaging, Metrolingualism, and the Future of English

Learning Resources:

Reference

Bloomfield, L. (1984). *Language*. University of Chicago Press.

Eco, U. (1979). *A theory of semiotics*. Indiana University Press.

Graddol, D. (2000). *The future of English: A guide to forecasting the popularity of the English language in the 21st Century*. British Council.

Harley, T. (2013). *The psychology of language*. Psychology Press.

Jenkins, J., Baker, D., & Dewey, M. (Eds.) (2018). *The Routledge handbook of English as a lingua franca*. Routledge.

Kachru, B. (2004). *Asian Englishes: Beyond the canon*. Hong Kong University Press.

Sakoda, K., & Siegel, J. (2003). *Pidgin grammar*. Bess Press.

Saussure, F. (1986). *Course in general linguistics*. Open Court Publishing.

Schneider, E. (2007). *Postcolonial English: Varieties around the world*. Cambridge UP.

Sharifian, F. (Ed.). (2009). *English as an international language perspectives and pedagogical issues*. Multilingual Matters.

Verma, S.K., & Krishnaswamy, K. (2000). *Modern linguistics: An introduction*. Oxford UP.

Wood, F. (1984). *An outline history of the English language*. Macmillan.

Yule, G. (2010). *The study of language*. Cambridge UP.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	1	3	3	3	2	2	2	2	3	3
CO 2	1	3	3	3	2	2	2	1	2	3
CO 3	1	3	3	3	2	2	1	1	2	3
CO 4	1	3	3	3	2	2	2	1	2	3
CO 5	1	3	3	3	2	2	2	1	2	3
Average	1	3	3	3	2	2	1.8	1.2	2.2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3605	Cultural Studies through Films	Core	6	6

This course offers a dual exploration of cultural narratives via cinema, providing an introduction to film studies, covering basic theory, terminology, and technical elements. It also helps to study various genres and historical cinematic movements. Through this course, students will gain insights into the socio-cultural dynamics influenced by cinema across different eras and regions.

Course Outcomes:

At the end of the course, students will be able to
CO1: understand the basic film theory and key cinematic terminology,
CO2: differentiate various film genres and historical cinematic movements,
CO3: critically engage with and analyse significant films from both American and Indian cinema,
CO4: compare and contrast the cultural narratives and cinematic techniques of Indian films with world cinema and
CO5: appreciate the role of cinema in reflecting and shaping cultural identities.

Unit I Introduction to Film Studies   (18 Hours)
Basic Film Theory - Mise-en-Scène, Shots, Angles, Editing, Sound, and Colour – Film Genres and Aspects

Unit II Historical Cinematic Movements   (18 Hours)
The Silent Era
Classic Hollywood Era
Italian Neo-Realism
French New Wave
Third Cinema/Indian Cinema
Asian Cinemas

Unit III Significant Films and Filmmakers I   (18 Hours)

François Roland Truffaut	*The 400 Blows*
Ken Kesey	*One Flew Over the Cuckoo's Nest*
Alfred Hitchcock	*Vertigo*
Niki Caro	*Mulan*
Ron Clements	*Moana*

Unit IV Significant Films and Filmmakers II (18 Hours)

Federico Fellini	*8½*
Ousmane Sembène	*Guelwaar*
Ki-duk Kim	*Spring, Summer, Fall, Winter…Spring*
Adoor Gopalakrishnan	*Elippathaayam*
Bharathiraja	*Muthal Mariyathai*
Ramu Kariat	*Chemmeen*
Mari Selvaraj	*Pariyerum Perumal*

Unit V Indian Cinema and Regional Focus (18 Hours)

Selvaraj Velayutham and Vijay Devadas	"Introduction" from *Tamil Cinema in the Twenty-First Century*
Asha Kasbeks	"Tamil Films and the Cinema of Politics" from *Pop Culture India!*
Devaki	"Representation of Cast(e) in Tamil Cinema: Pride and Prejudice"

Learning Resources:

References

Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill Education, 2023.

Dixon, Wheeler Winston, and Gwendolyn Audrey Foster. *A Short History of Film*. Rutgers UP, 2018.

Giannetti, Louis. *Understanding Movies*. Pearson, 2020.

Goodwin, James. *Akira Kurosawa and Intertextual Cinema*. Johns Hopkins UP, 1994.

Yoshimoto, Mitsuhiro. *Kurosawa: Film Studies and Japanese Cinema*. Duke UP, 2000.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	2	2	3	2	2	1	1	2	1
CO 2	3	1	1	3	1	1	1	2	1	1
CO 3	3	1	1	3	1	2	2	1	1	1
CO 4	3	1	2	3	2	1	2	3	2	1
CO 5	3	1	1	3	1	1	2	3	2	1
Average	3	1.2	1.4	3	1.4	1.4	1.6	2	1.6	1

Strong-3　　　　**Medium-2**　　　　**Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3407	Human Rights and Literature	DSE I	5	4

The course aims to create in students an awareness of human rights by defining relevant concepts and introducing texts belonging to different genres that deal with issues of deprivation, dispossession, marginalisation, exploitation, minority rights, women's rights, children's rights and self-realisation. It also attempts to educate appropriate social behaviours and individual responsibility.

Course Outcomes:

At the end of the course, students will be able to:

CO1: understand concepts and definitions and identify various issues of human rights violation in India,

CO2: discuss the holocaust experience through the prescribed stories,

CO3: examine the obligation of the State in protecting and promoting human rights,

CO4: analyse the texts in the light of caste and race and

CO5: justify women's need for liberation in a patriarchal society.

Unit I Introduction to Human Rights   (15 Hours)

Definitions-Evolution of universal human rights, holocaust and human rights education, state and individual responsibilities, challenges in cultural diversity, rights of Dalits, women's rights, children's rights, transgender rights, protection of human rights, prevention of violations

Unit II Holocaust   (15 Hours)

Rokhl Häring Korn	"The New House" Tr. Seymor Levitan.
Tadeusz Borowski	"This Way for the Gas, Ladies and Gentlemen" Tr. Barbara Vedder
Cynthia Ozick	"The Shawl"

Unit III State vs. Citizen   (15 Hours)

Mahasweta Devi	"Draupadi"
K. R. Meera	*The Gospel of Yudas*

Unit IV   Caste & Race   **(15 Hours)**

James Baldwin	"Going to Meet the Man"
C. Ayyappan	"Madness" Tr. Abhirami Girija Sriram
Bama	"Half-Sari" Tr. Lakshmi Holmstrom
Hansda Sowvendra Shekhar	"The Adivasi Will Not Dance"

Unit V   Gender   (**15 Hours)**

| A. Revathi | *Our Lives, Our Words* Tr. A. Mangai |
| Vaasanthi | *Birthright* Tr. Vasantha Surya |

Learning Resources:

References

Currah, Paisley, et. all. *Transgender Rights.* U of Minnesota P, 2006.

Polgar, Michael. *Holocaust and Human Rights Education: Good Choices and Sociological Perspectives.* Emerald Publishing, 2018.

Pushpavalli, K. *Human Rights: An Overview.* S. Chand & Co., 2016.

Slaughter, Joseph. *Human Rights, Inc.* Fordham UP, 2007.

Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement.* Manohar Publishers, 1996.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	1	2	3	2	1	3	3	3	2
CO 2	3	1	2	3	2	1	2	3	3	2
CO 3	3	1	2	3	2	1	3	3	3	2
CO 4	3	1	2	3	2	1	2	3	3	3
CO 5	3	2	2	3	2	1	3	3	3	2
Average	3	1.2	2	3	2	1	2.6	3	3	2.2

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24 ENG/ENS 3409	Myth and Literature	DSE	5	4

The course serves as an introduction to the study of myths and their impact on literature. It explores various types of myths and their roles in different cultures and how they influence literary works. Through this course, students will gain a deeper understanding of myths and their significance in literature.

Course Outcomes:

At the end of the Course, students will be able to

CO1: trace the origin and types of myths and its impact in literature,

CO2: interpret various literary works in the context of classical myths,

CO3: analyse the influence of eastern myths in literary traditions,

CO4: compare and contrast different interpretation of myths and mythical themes and

CO5: examine the role of myths in movies.

Unit I Introduction to Myth and Literature   (15 Hours)

Definition and scope of myth, types of myths: Creation myths, Hero myths, Trickster myths, The role of myth in literature

Claude Lévi-Strauss: "The Meeting of Myth and Science" from *Myth and Meaning*

Unit II Classical Myths in Western Literature   (15 Hours)

Introduction to Greek and Roman myths, Influence of Classical myths on Western literature, Myths of Oedipus, Odysseus, Prometheus, Orpheus and Eurydice, Narcissus and Echo

Unit III Myth and Literature in Eastern Traditions   (15 Hours)

Sudha Murty	"Brahma's Folly" from *The Man from the Egg*
Sudha Murty	"The Indian Cupid" from *The Man from the Egg*
Sarojini Naidu	"To a Buddha Seated on a Lotus"
Yu Nan	"Chinese Creation Epic in Spotlight"

Unit IV Myth and Modern Literature   (15 Hours)

J.R.R. Tolkien	*The Lord of the Rings:The Fellowship of the Ring*
C.S. Lewis	*The Chronicles of Narnia:The Magician's*

Nephew

Unit V Myth in Movies (15 Hours)

    Chris Columbus   *Harry Potter and the Chamber of Secrets*

    Wolfgang Peterson   *Troy*

    B. R. Panthulu   *Karnan*

References

Barthes, Roland. *Mythologies*. Translated by Annette Lavers, Hill and Wang, 1972.

Frye, Northrop. "The Archetypes of Literature." *Kenyon Review*, vol.13, no.1, 1951.

Harry Potter and the Chamber of Secrets. Directed by Chris Columbus, Warner Bros.
    Pictures, Heyday Films, 1492 Pictures, 2002.

Karnan Directed by B. R. Panthulu, Padmini Production, 1964.

Lewis, C. S. *The Chronicles of Narnia: The Magician's Nephew.* Geoffrey Bles,
    1955.

Lévi-Strauss, Claude. *Myth and Meaning*. U of Toronto P, 1978.

Morford, Mark P.O., and Robert J. Lenardon. *Classical Mythology.* Oxford UP, 2014.

Naidu, Sarojini. "To a Buddha Seated on a Lotus." *The Collected Poems of Sarojini
    Naidu,* William Heinemann, 1912.

Tolkien, J.R.R. *The Lord of the Rings: The Fellowship of the Ring.* George Allen
    & Unwin, 1954.

Troy. Directed by Wolfgang Peterson, Warner Bros. Pictures, 2004.

Yu, Nan. "Chinese Creation Epic in Spotlight." *China Daily*,
    www.chinadaily.com.cn.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	2	2	1	1	2	1	1	2	2	2
CO 2	2	2	2	3	3	1	2	3	2	2
CO 3	2	2	3	3	3	1	2	3	3	2
CO 4	2	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	2	3	2
Average	2.2	2.4	2.4	2.6	2.8	1.8	2.2	2.6	2.6	2.2

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3311	Creative Writing in English	GE I	4	3

The course aims at introducing students to the craft of creative writing. It covers different types of creative writing, such as: prose, poetry, drama and fiction. It will orient the students with the major components of creative writing such as theme, style, form and structure. Students will also learn the importance of grammar and punctuation, re-reading, re-writing, revision and publication.

Course Outcomes:

At the end of the course, students will be able to

CO1: demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works,

CO2: analyse the types of creative writing as part of a writer's development in prose and poetry,

CO3: engage analytically and critically with a range of texts in drama and fiction,

CO4: recognise how mechanics of writing supports the emotive expressions used in writing and

CO5: understand through writing practice and hone the skills of editing and revision.

Unit I The Art of Writing   **(12 Hours)**

Literary, Critical, Journalistic, Non- Literary, Theoretical, Scientific, Communicative

Unit II Prose & Poetry   **(12 Hours)**

Theme, style, Form, Structure of Prose & Poetry

Unit III Drama & Fiction   **(12 Hours)**

Theme, Style, Form, Structure of Drama & Fiction

Unit IV Writing Practice   **(12 Hours)**

Practical Writing Sessions – Research, Review and Drafting

Unit V Editing and Revision   **(12 Hours)**

Re-Reading, Re-Writing; Self-Editing- Revision & Publication

Learning Resources:

Reference

Dowrick, S. (2009). *Creative journal writing: The art and heart of reflection*. Penguin
     Putnam Inc.

Miller Thurston, C., Di Prince, D. (2006). *Unjournaling: Daily writing exercises
     that are not personal, not introspective, not boring!* Prufrock Press.

Pearson, M., & Wilson, H. (2009). *Using expressive arts to work with mind,
     body and emotions: Theory and practice.* Jessica Kingsley Publishers.

Ramsay, G., Sweet, H. (2008). *A creative guide to exploring your life: Self-
     reflection using photography, art, and writing*. Jessica Kingsley
     Publishers.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2.2

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 3313	Communicative English	GE	4	3

This course aims to train students in effective communication in English. It helps them acquire the mechanics of communication skills. It encourages them to practice the acquired linguistic competence efficiently and confidently in academic and professional environments.

Course Outcomes:

At the end of this course, students will be able to

CO1: understand the aspects of communication,

CO2: utilise effective body language techniques for communication,

CO3: apply various strategies for oral communication,

CO4: acquire mechanics of writing and

CO5: practice different types of written communication.

Unit I Aspects of Communication   (12 Hours)

Process of communication, Barriers of communication, Importance of communication, Corporate communication

Unit II Body Language   (12 Hours)

Personal Appearance, Posture, Gestures, Facial expression, Eye Contact, Space and Zone management

Unit III Oral Communication   (12 Hours)

Effective conversation strategies, Narration of incidents/stories/anecdotes, Structuring contents for meetings/seminars/conferences/group discussions, Interview skills

Unit IV Mechanics of Writing   (12 Hours)

Basics of Grammar, Punctuation, Capitalisation, Paragraph Writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay Writing: descriptive and narrative

Unit V Written Communication   (12 Hours)

Writing practice: Business communications, e-mails, letters, proposals, Business and Technical Reports, Notice, Agenda, Minutes, Business Correspondence

Learning Resources:

References

Mohan, K., & Banerji, M. (2009). *Developing communication skills.* Macmillan.

Yamala, V. (2006). *Speak English in four easy steps.* Improve English Foundation.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	2	3	1	1	1	2	2	1	2	3
CO 2	2	3	1	1	1	2	2	1	2	3
CO 3	2	3	2	1	1	2	2	1	2	3
CO 4	2	3	2	2	1	2	2	1	2	3
CO 5	2	3	2	3	1	2	2	1	2	3
Average	2	3	1.6	1.8	1	2	3	1	2	3

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3213	English for Placement	SEC III	3	2

This course aims to enhance students' interpersonal and dyadic communication skills, develop proficiency in reading comprehension and professional English usage, and improve their written communication abilities. Through interactive methodologies, including presentations, group discussions, and practical exercises, students will learn to analyse their strengths and weaknesses and set career goals. This comprehensive approach prepares students for competitive exams and professional success.

Course Outcomes

At the end of the Course, students will be able to

CO1: analyse their strengths and weaknesses, describe their achievements, and set career goals through structured presentations and achievement motivation techniques,

CO2: effectively demonstrate face-to-face and telephonic communication skills, proficiently utilise technology for presentations, and actively engage in interviews and group discussions,

CO3: use diverse reading comprehension strategies, understand complex texts, and arrange jumbled sentences to boost vocabulary and prepare for competitive exams,

CO4: create grammatically accurate sentences using concord, verb, and tense structures, and utilise online resources to practice professional communication and grammar and

CO5: write professional letters, memos, and business documents, and use technology to draft effective correspondence and resumes.

Unit I English Usage   **(9 Hours)**

Concord, verb, tense, sentence structure focusing on professional communication, using web resources

Unit II Dyadic Communication   **(9 Hours)**

Face-to-face conversation, telephonic etiquette, using technology for preparing presentations, interviews, group discussions

Unit III Interpersonal Communication   **(9 Hours)**

Using English for self-awareness, describing strengths and weaknesses, achievements, structuring presentations; Expectations: describing career goals, defining success- focusing on achievement motivation

Unit IV Reading Comprehension   **(9 Hours)**

Strategies for reading comprehension and enhancing word power, cloze reading, sentence analogy and rearranging jumbled sentences, focusing on competitive examinations

Unit V Written Communication   **(9 Hours)**

Professional letters, memos, minutes, business letters, using technology for drafting letters and resumes.

Independent Practice Face-to-face communication, telephonic conversation, listening to speeches

Methodology Using participatory and interactive methodologies such as short presentations, group discussions, listening, speaking, reading and writing exercises

Learning Resources:

Reference

Bhatnagar, R.P., & Bhargava, R. (1994). *English for competitive examinations*. Macmillan.

Gopalan, R., & Rajagopalan, V. (2007). *English for competitive examinations* (2nd ed.). McGraw-Hill Education.

Hannah, M., & Wilson, G. C. (1998). *Communicating in business and professional settings*. Mc-Graw-Hill International Editions.

Mohan, K., & Singh, N.P. (1995). *Speaking English effectively.* Macmillan.

Mohan, K., & Banerji, M. (2009). *Developing communication skills*. Macmillan.

Prasad, H. M., & Sinha, U.R. (1999). *Objective English*. Tata McGraw-Hill.

Pease, A. (2004). *The definitive book of body language*. Orion.

Rai, U. (2018). *English language communications.* Himalaya Publishing House.

Ray, R. (1997). *Communication today*. Himalaya Publishing House.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	2	2	3	3	2	2	3
CO 2	3	3	2	2	2	3	3	2	2	3
CO 3	3	3	2	2	2	3	2	2	2	3
CO 4	3	2	2	2	2	3	3	2	2	3
CO 5	3	3	2	2	2	3	2	2	2	3
Average	3	2.8	2.2	2	2	3	2.6	2	2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3602	Introduction to Literary Theory & Criticism	Core	6	6

This course aims at introducing Literary Theories that are essential for analysing literature and culture. It will equip students with the critical framework to understand and critique the socio-political, gender, and power dynamics in texts. By engaging with foundational theoretical concepts, the students will develop critical acumen to interpret literary works, and understand the intersections of literature with broader cultural and political contexts. This course is also designed to prepare students for advanced academic research and critical thinking in the humanities.

Course Outcomes:

At the end of the course, students will be able to

CO1: understand the difference between Criticism and Theory,

CO2: comprehend the tenets of Structuralism,

CO3: discuss Marxist theories and examine contemporary issues and literary texts,

CO4: examine the evolution and impact of feminist theories on literary studies and broader cultural practices and

CO5: explain post-structuralist theory.

Unit I Introduction (18 Hours)

   Introduction**:** Humanist Literary Theory (Klages, 1-5)

   Ten Tenets of Liberal Humanism (Barry, 16-20)

   Some recurrent ideas in Critical Theory (Barry, 33-35)

Unit II Structuralism (18 Hours)

   Structuralism (Klages, 7-14)

   Signs of the Fathers – Saussure (Barry, 40-43)

Unit III Marxist Theories (18 Hours)

   Ideology and Discourse (Klages, 91-98)

   The Formation of the Intellectuals & Hegemony & Separation of

   Powers(Gramsci, *Prison Notebooks*, 5, 245 – 246)

Unit IV Feminist Theories   **(18 Hours)**

Pre-Poststructuralist Feminist Theory (Klages, 63-65)

"20 years on: A literature of their own revisited- From Bronte to Lessing –

Elaine Showalter (Pg. xi –xxx)

Unit V Post-Structuralist Theories and Deconstruction   **(18 Hours)**

Poststructuralism and Deconstruction (Barry, 59-65)

"Truth and Power"- Power/Knowledge - Michael Foucault (Pg. 109 – 133)

Learning Resources:

References

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd
ed., Viva Books, 2013.

David Daiches. *Critical Approaches to Literature*. Orient Longman, 2016.

Enright, D J. *English Critical Texts, 16th Century to 20th Century*. Oxford UP, 2017.

Klages, Mary. *A Complete Guide to Literary Theory*. Bloomsbury Publishing, 2017.

Rajan, B., and George A.G, editors. *Makers of Literary Criticism*. Vol. 1, Asia
Publishing House, 2015.

Saintsbury, George. *A History of English Criticism*. Atlantic Publishers &
Distributors, 2017.

Websites/ e-Learning Resources

www.ksu.edu/english/eiselei/engl795.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	1	3	3	3	1	2	3	2	2
CO 2	3	1	3	3	3	1	2	3	2	2
CO 3	3	1	3	3	3	1	2	3	2	2
CO 4	3	1	3	3	3	1	2	3	2	2
CO 5	3	1	3	3	3	1	2	3	2	2
Average	3	1	3	3	3	1	2	3	2	2

    Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3504	Methods of Teaching English	Core	5	5

The course aims at introducing the important features of methods of teaching English. It widens the perspectives of English language teaching methods and provides an overall view of teaching a second language with appropriate methods, approaches, techniques and concepts.

Course Outcomes:

At the end of the Course, students will be able to

CO1: understand the importance of basic teaching methods and origin,

CO2: distribute methods based on oral aspects of learning,

CO3: relate the modern concepts of teaching,

CO4: synthesise the various concepts of teaching English as a second language and

CO5: apply theories in practice teaching.

Unit I Basic Methods of Teaching of English   (15 Hours)

 The Grammar Translation Method, The Direct method, Bilingual method and Reading method

Unit II Methods Based on Oral Aspects   (15 Hours)

 Oral approach, The Natural Approach, Communicative Language Teaching, Audio lingual

Unit III Teaching-Modern Approaches, Methods & Techniques   (15 Hours)

 Project-Based Instruction, Task-Based Instruction, Content-Based Instruction

Unit IV Contemporary Teaching Methods   (15 Hours)

 Flipped Classroom, Content and Language Integrated Learning (CLIL), Mobile Assisted Language Learning (MALL) Post Method Era- Gamification, Theatricalization and Dramatization, Blended Classroom and Use of AI in Language Teaching

Unit V Practice Teaching   (15 Hours)

 Community Language Teaching- Internship involves practical teaching, Microteaching

Learning Resources

Text Books

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge UP.

References

Long, M. (2015). *Second language acquisition & task-based language teaching*. John Wiley & Sons.

Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge UP.

Jain, P., & Patel, M.F (2008). *English language teaching (Methods,tools, & techniques)*. Sunrise Publishers.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	1	2	2	2	2	2	2	2	3	2
CO 2	1	3	2	3	2	1	1	2	2	1
CO 3	2	2	3	3	3	3	1	2	2	2
CO 4	1	2	2	3	2	2	1	2	2	2
CO 5	2	1	2	2	2	2	1	3	3	2
Average	1.4	2	2.2	2.6	2.2	2	1.2	2.2	2.4	1.8

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3406	Women's Writing in English and in Translation	Core	4	4

The course explores the diverse literary contributions of women authors from around the world. It enables the students to analyse literary texts through the perspective of gender and promote gender sensitivity. It creates awareness on the status of women, their role and treatment in the society. Through various literary forms, students will engage with the voices of women writers, fostering enlightenment and encouraging a deeper understanding of women's representation in literature across cultures and languages.

Course Outcomes:

At the end of the Course, students will be able to

CO1: assess the representation of women in the select poems,

CO2: explore various styles, themes, forms and language employed in the poems,

CO3: examine the impediments to creative thinking and independence of women,

CO4: discuss the biases in the construction of gender and patriarchal norms and

CO5: analyse gender as a social construct and its influence on women's lives.

Unit I Poetry I (12 Hours)

Sappho	"Hymn to Aphrodite"
Toru Dutt	"Our Casuarina Tree"
Elizabeth Browning	"How Do I Love Thee"
Judith Wright	"Eve to Her Daughters"
Sujata Bhatt	"Muliebrity"

Unit II Poetry II (12 Hours)

Avvaiyar	"Worth Four Crores" Tr. Thomas Hitoshi Pruiksma
Gwendolyn Brooks	"Boy Breaking Glass"
Elizabeth Searle Lamb	"On Reading Haiku"
Rupi Kaur	"The Healing"

Unit III Prose (12 Hours)

Virginia Woolf	"Chapter 1" from *A Room of One's Own*
Clarissa Pinkola Estés	"Singing over the Bones" from

Women Who Run with the Wolves

Unit IV Drama   **(12 Hours)**

　　Caryl Churchill   *Top Girls*

　　Usha Ganguli   *Rudali* Tr. Anjum Katyal

Unit V Novel & Short Story   **(12 Hours)**

　　Vaasanthi   *Breaking* Free

　　C.S. Lakshmi   "In a Forest, a Deer" Tr. Lakshmi

　　　　　　　　　　　　　　　　　　　Holmström

Learning Resources:

References

Gilbert, Sandra M., and Susan Gubar. *The Norton Anthology of Literature by Women.*
　　　W. W. Norton, 2007.

Jain, Jasbir, and Avadesh K.Singh. *Indian Feminisms.* Creative Books, 2001.

Katyal, Anjum. "The Metamorphosis of Rudali". *Rudali: from Fiction to*
　　　Performance. Seagull Books. 2007

Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts.* De
　　　Gruyter, 2012.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	2	3	2	3	1	1	3	2	3	2
CO 2	2	3	2	3	1	1	2	2	3	2
CO 3	2	3	3	3	2	1	3	3	3	2
CO 4	3	3	2	3	3	1	3	3	3	2
CO 5	3	3	3	3	3	1	3	3	3	2
Average	2.4	3	2.4	3	2	1	2.8	2.6	3	2

Strong-3　　　　　　　**Medium-2**　　　　　　　**Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3308	Project	Core	3	3

Project Administrative Procedures to be followed by teachers and students,

1. Research Involvement

Objective: Encourage students to engage in research related to language, literature, and media.

Action: Students should conduct research that offers new perspectives and insights in these areas.

2. Exploration of Post-Millennium Texts/Writers

Objective: Promote investigation into recent literary works and authors.

Action: Students should analyse and research texts and authors from after the year 2000 that haven't been widely studied yet.

3. Promotion of Translation Work

Objective: Improve language skills and cultural understanding through translation.

Action: Students are encouraged to work on translation projects between Tamil and English (or vice versa) to develop their translation skills and contribute to the field.

4. Participation in Seminars and Conferences

Objective: Support academic and professional growth through broader scholarly discussions.

Action: Students should actively take part in and present their research at national and international student seminars and conferences.

5. Faculty Guidance

Objective: Provide academic support and mentorship.

Action: All English Department faculty members can guide student projects. Students may seek guidance during or outside regular working hours as needed. Faculty should present the background history of MLA and APA, and facilitate the students to either follow MLA or APA style of writing in their dissertation

6. Project Stages

Project Proposal

- o Deadline: End of the fourth week of the VI semester.
- o Requirements: Submit a detailed project proposal with the research question, objectives, methodology, and expected outcomes.

Work-in-Progress Presentations

- o Dates:
  - Work-in-Progress I: End of the sixth week of the VI semester.
  - Work-in-Progress II: End of the tenth week of the VI semester.

Final Project Submission

- Deadline: End of the fourteenth week of the IV semester.
- Requirements: Submit two copies of the completed project, up to 20 pages long, following the required format and citation guidelines.

7. Assessment and Evaluation

Continuous Internal Assessment (CIA)

- o Weightage:
  - Topic Defence: 20%
  - Work-in-Progress Sessions: 20%
  - Final Version of the Project: 60%
- o Evaluation: The faculty guide will evaluate based on the quality of the topic defence, progress shown in work-in-progress sessions, and the final project.

Final Viva Voce

- o Weightage:
  - Project: 60%
  - Viva Voce: 40%

External Examination

- o External Examiner: Heads of the Department (UG & PG).
- o Assessment:
  - Project Evaluation: 60 marks
  - Viva Voce Performance: 40 marks

Viva Voce Board

- Composition: UG Heads of the Department (Aided & SF) and faculty guides.
- Responsibilities: Conduct the viva voce to assess the student's understanding and defense of their project work.

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3410	Contemporary Tamil Fiction in Translation	DSE II	5	4

The course aims at introducing students to the rich contemporary fiction in Tamil translated into English. An interrogation of the select texts will help rediscover Tamil sensibilities and identities. It also reflects changes in human values in Tamil society. Further, it demonstrates how modernisation influences relationships, patriarchal and feminine sensibilities and the Tamil identity.

Course Outcomes:

At the end of the Course, students will be able to:

CO1: assess the social complexities portrayed in the text,

CO2: read the voice of the marginalised and their quest for dignified life,

CO3: identify regional novels and themes related to their regions,

CO4: perceive the various dimensions of Tamil heritage and

CO5: examine the issues confronted in the name of gender.

Unit I Social Realism (15 Hours)

Ashokamitran — *Water* Tr. Lakshmi Holmstrom

Unit II Subaltern Fiction (15 Hours)

Imayam — *Arumugam* Tr. Dr. Krishna Ayyar

Unit III Regionalism (15 Hours)

Sundara Ramaswamy — *Tale of a Tamarind Tree* Tr. S. Krishnan

Unit IV Tamil Heritage (15 Hours)

C. S. Chellappa — *Vaadivasal: Arena* Tr. N. Kalyan Raman

Unit V Gender (15 Hours)

Devibharathi — "The Curse of Resurrection" Tr. N. Kalyan Raman

Ambai — "Yellow Fish" Tr. Lakshmi Holmstrom

"A Kitchen in the Corner of the House" Tr. Lakshmi Holmstrom

Learning Resources:

References

Ambai, *A Purple Sea: Short Stories by Ambai*. Translated by Lakshmi Holstrom. East West Books, 1992.

Chellappan, K. "Modern Trends in Tamil Fiction," *Indian Literature*, vol. 25, no. 3, May- June 1982, pp. 27-39.

Kennedy, Richard, "A Comparison of Two Literary Renaissances in Madras," *Journal of South Asian Literatur*e, vol. 25, no. 1, Winter-Spring 1990, pp. 33-54.

Parthasarathy, Indira, "Tamil Fiction: Old Morality and the New," *Indian Literature,* vol. 21, no.4, July-August 1978, pp. 6-9.

Swaminathan, Venkat, "The Dalit in Tamil Literature - Past and Present," *Indian Literature,* vol. 43, no. 5, Sept.-Oct. 1999, pp. 15-30.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	3	2	2	2	3	2	2	3	3
CO 2	3	3	2	2	2	3	2	2	3	3
CO 3	3	3	2	2	2	3	2	2	3	3
CO 4	3	3	2	1	2	3	2	2	3	3
CO 5	3	3	2	1	2	3	2	2	3	3
Average	3	3	2	1.6	2	3	2	2	3	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 3412	Dravidian Literature in Translation	DSE	5	4

The course aims to introduce students to the diverse literary traditions of Tamil, Kannada, and Malayalam. Through selected texts in poetry, prose, fiction, and drama, students explore the cultural, historical, and aesthetic aspects of Dravidian literatures. They will learn about Tinai Aesthetics, analyse themes in translated poems, delve into cultural insights from prose, compare thematic and stylistic elements in fiction, and synthesise their understanding of Dravidian aesthetics through dramatic works.

Course Outcomes:

At the end of the course, students will be able to

CO1: demonstrate knowledge of the five Tinais of Tinai Aesthetics, detailing their geographical, demographical, and artistic elements.

CO2: analyse and interpret the themes in translated poems, employing literary analysis techniques.

CO3: assess the cultural and historical significance of excerpts from prose within the Dravidian culture.

CO4: apply comparative analysis to examine thematic and stylistic variances in translated works from Kannada, Tamil and Malayalam and

CO5: synthesise understanding of Dravidian aesthetics through Drama.

Unit I Dravidian Aesthetics (15 Hours)

Tinai Aesthetics – Five Tinais and their geographical, demographical and artistic components

T.P. Meenakshisundaram   *Aesthetics of the Tamils*
Robert L.Hardgrave. Jr   *The Dravidian Movement*
                              (Chapters I & II)

Unit II Poetry (15 Hours)

A.K. Ramanujan.(trans.)   *Poems of Love and War.*
                              "Kuruntokai No:370"
                              "Narrinai No:172"
                              "Purananuru No:192"

Vallathol Narayana Menon   "My Mother Tongue"
Selections from Poems of   a. Draupadi's Vow', 'Thirst for
Subramania Bharathi translated   Freedom',
and edited by Prema Nandakumar   from Panchali's Vow
                              b. Bharati's "I Dreamed a
                              Dream"

C. Narayana Reddy   "Signature on the Seashore".
                              Translated by S.S. PrabhakarRao

Unit III Prose   **(15 Hours)**

Ananda Ranga Pillai   Selections from *The Private Diary of Ananda Ranga Pillai 1736-1761* Vol. I, Chapter 3 from July 9th – November 29th, 1738

Kavalam Narayana Panikkar   "The Making of Meaning in Koyma"

Unit IV Fiction   **(15 Hours)**

U. R. Ananthamurthy   *Samskara*. Trans. A.K. Ramanujan

Sundara Ramaswamy   "Window" Trans. Ashokamitran

Jayakanthan   "Who Teaches Whom" Trans Kaa.Naa. Subramanyam

M. T. Vasudevan Nair   *Creature of Darkness.* Trans. Saraswathi Menon

Unit V Drama   **(15 Hours)**

Chandrasekar Kambar   *Sambasiva*. Trans. R. Srinivasa Rao

Learning Resources:

References

Bharati, Subramanya. *Agni and other Poems and Translations and Essays and other Prose Fragments*. Bharati Prachar Alayam, 1937.

Bhatnagar, M.K., editors. *The Poetry of A.K. Ramanujan*. Atlantic Publishers, 2002.

Hardgrave, Robert L Jr. *The Dravidian Movement*, Popular Prakashan, 1965.

Nandakumar, Prema. *Bharati*. Sahitya Akademi Publications, 1978.

Shulman, David. *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*. Oxford UP, 2001.

CO-PSO Mapping Table

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10
CO 1	3	1	1	2	1	1	2	1	2	1
CO 2	2	1	1	2	1	1	2	2	2	2
CO 3	2	1	1	2	1	1	2	3	3	2
CO 4	2	1	1	2	1	1	2	2	3	2
CO 5	2	1	1	3	2	1	2	2	2	2
Average	2.2	1	1	2.2	1.2	1	2	2	2.4	1.8

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3314	English for Technical Writing	GE II	4	3

This course aims at providing students with the necessary skills to produce clear, concise, and accurate technical documents. It integrates theoretical knowledge with practical application, ensuring that students can confidently communicate complex ideas and information in various professional contexts. Through this course, students will gain a deeper understanding of writing mechanics, oral presentation skills, and become proficient in various forms of organizational communication.

Course Outcomes:

At the end of the Course, students will be able to

CO1: demonstrate the language skills and fundamentals of linguistics,

CO2: utilise reading and speaking skills for better comprehension and presentation,

CO3: apply linguistic abilities and grammatical knowledge in practical life scenarios,

CO4: understand and produce professional writing in management communication contexts and genres and

CO5: recognise, explain, and use the formal elements of various organisational communication genres, including proposals, web pages, wikis, blogs, business letters, and promotional documents.

Unit I Languages and Skills of Communication   **(12 Hours)**

Language Acquisition –Introduction to Linguistics - Modern Usage

Unit II Reading Comprehension and Oral Presentation   **(12 Hours)**

Reading Comprehension, Cloze Reading, Presentation Skills (Oral)

Unit III Application of Language Ability   **(12 Hours)**

Paragraph Writing - Business Letters - Job Application Letters

Unit IV Technical Description and Advertising   **(12 Hours)**

Professional emails, General report, scientific report – Reports writing based on given set of data and Advertisement

Unit V Content Writing   **(12 Hours)**

Proposals, memorandums, web pages, wikis, blogs, and promotional document

Learning Resources:

References

Gajanan, M., & Shukla R.N. (2012). *Communication skills.* S Chand Publishing.

Rai, U. (2018). *English language communication*. Himalayan Publishing House.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	2	2	2	2	3	2	3	3
CO 2	3	3	2	3	2	3	2	2	2	3
CO 3	3	3	2	2	2	3	2	2	2	3
CO 4	3	3	2	3	2	3	2	2	2	3
CO 5	3	3	2	2	2	3	2	3	2	3
Average	3	3	2	2.4	2	2.8	2.2	2.2	2.2	3

Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS 3316	English at Workplace	GE	4	3

This course aims to encourage students to deepen their understanding of grammatical principles, enhance their letter-writing skills, and develop effective communication through refined writing techniques. It also facilitates them to assess information from diverse sources to create compelling content and employ advanced presentation strategies for impactful delivery.

Course Outcomes:

At the end of this course, students will be able to

CO1: acquire knowledge on advanced grammar and proofreading strategies,

CO2: develop letter writing skills,

CO3: demonstrate writing skills for effective communication,

CO4: interpret and discuss facts as well as information in given context and

CO5: critique literary texts for developing communication skills.

Unit I Advanced Grammar and Proofreading   (12 Hours)

Grammar - Articles - Punctuation - Capitalisation - Contraction and Collocations - Parts of Speech; Tenses and Voice - Verb Formation and Conjugation - Modal Auxillaries and Modifiers - Proof reading Institution/company's literature

Unit II Professional Correspondence   (12 Hours)

Cover letters - Resume - Goodwill letters - Letters of appointment - Promotion - Confirmation - Letters of resignation/termination of services and Memos - Letters of Invitations

Unit III Report Writing   (12 Hours)

Report writing - Routing and special reports for managerial decisions - Covering events of the institution/company

Unit IV Content Creation   (12 Hours)

Content writing for the website of the institution/company - Writing profiles -Writing content - Designing and writing content for newsletter of the institution/company

Unit V Multimedia and Presentation Skills   **(12 Hours)**

        Multimedia and e-correspondence - Conducting research before presentation - Effective presentation slides - Communication during the presentation.

Learning Resources:

References

Erling, E. J.(2014). *The Role of English in skills development in South Asia: Policies, interventions and existing evidence*.

Miina, O. (2014). *Effects of using English in business communication in 15 Japanese-based multinational corporations*. Master's Thesis. University of Oulu.

Neeley, T. (2012). Global business speaks English. Harvard Business Review.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	2	3	1	1	1	2	2	1	1	3
CO 2	2	3	2	1	1	2	2	1	1	3
CO 3	3	3	2	2	1	2	2	1	1	3
CO 4	2	3	2	2	1	2	2	1	1	3
CO 5	2	3	2	3	1	2	2	1	1	3
Average	2.2	3	1.8	1.8	1	2	2	1	1	3

        Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS3266	Spoken and Presentation Skills	SEC IV	3	2

As a skill enhancement course, it will focus on honing spoken and presentation skills of students. Students will learn to speak without errors and will be familiarised with the verbal and non-verbal cues in communication. This course aims to walk the students through the basic presentation skills and following its etiquette that would impact and boost their confidence.

Course Outcomes:

At the end of the course, students will be able to:

CO1: describe the types of communication styles and their significance,

CO2: illustrate the concepts for coordinating group communication,

CO3: compute the techniques for coordinating a group assignment effectively,

CO4: analyse and design the materials according to the intended audience and

CO5: develop effective group delivery in a formal context.

Unit I Basic Communication Styles   **(9 Hours)**

Passive, Aggressive, Assertive styles and the significance of communication

Unit II Types of Communication   **(9 Hours)**

Verbal, Nonverbal, Intrapersonal, Interpersonal and group communication

Unit III Presentation Skills   **(9 Hours)**

Knowing your audience, Storytelling, Visual aids, Body language, Voice and

Tone, Engaging your audience, Handling questions and Feedback.

Unit IV Communication Skills   **(9 Hours)**

Listening, speaking, reading and writing

Unit V Oral Presentation   **(9 Hours)**

Group discussions and Interviews

Learning Resources:

References

Bradbury, A. (2010). *Successful presentation skills* (4th ed.), Kogan Page.

Cottrell, S. (2008). *The study skills handbook* (3rd ed.), Palgrave Macmillan.

Joyce, P. (2011). *Essentials of spoken and presentation skills level I and level II*, Willow Publications.

Van Emden, J., Becker, L. (2010). *Presentation skills for students* (2nd ed), Palgrave Macmillan.

CO-PO Mapping Table

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

Value Added Courses

(w.e.f. 2024-2025)

Sem	Course Code	Course Title	Hours/Wk	Credits
2	24ENG/ENS122V	Sentence Skills	2	2
3	24ENG/ENS221V	Travel Writing	2	2
5	24ENG/ENS321V	Content Writing	2	2

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS122V	Sentence Skills	Value Added Course	2	2

The course introduces students to the basics of standard written English skills. It helps them write clearly and efficiently. It also helps develop grammar and reading skills as well.

Course Outcomes

At the end of this course, students will be able to

CO1: identify and construct five basic types of English sentence,
CO2: construct noun, verb, adjective, and prepositional phrases,
CO3: recognise and compose adverbial clauses of time and place,
CO4: understand and construct adverbial clauses of manner and reason and
CO5: employ adverbial clauses of condition, concession, and purpose.

Unit I	Basic Sentence Types	**(6 Hours)**
Unit II	English Phrases	**(6 Hours)**
Unit III	Adverbial Clauses of Time and Place	**(6 Hours)**
Unit IV	Adverbial Clauses of Manner and Reason	**(6 Hours)**
Unit V	Adverbial Clauses of Condition and Purpose	**(6 Hours)**

Learning Resources:
References

Huddleston, R. & Pullum, G.K. (2005). *A Students' introduction to english grammar*. CUP.

Langan, J. (1990). *Sentence skills*. McGraw-Hill.

Quirk, R. & Greenbaum. (1972). *A grammar of contemporary english*. Longman.

Zandvoort, R.W. (1975). *A handbook of english grammar*. Longman.

CO-PO Mapping Table

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

Strong-3 **Medium-2** **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS221V	Travel Writing	Value Added Course	2	2

This course aims at introducing students to the genre of travel writing. It motivates and train students to transform travel experiences and observations into narratives.

Course Outcomes:

At the end of the course, students will be able to:

CO1: understand Travel Writing as an emerging narrative,

CO2: analyse different travel trends,

CO3: explain the features of narrative journalism,

CO4: demonstrate conventions of Travel Writing and

CO5: write widely across genres the experience of travel.

Unit I Introduction (6 Hours)

      Introduction to Travel Writing

Unit II Understanding Travel Trends (6 Hours)

      Raul Dias   "Notes from Bulgaria"

Unit III Narrative Journalism (6 Hours)

      Priyadarshini Paitandy   "What Air Travel Looks Like in the New Normal"

Unit IV Conventions of Travel Writing (6 Hours)

      Paul Theroux   *The Great Railway Bazaar*

Unit V Documentation & Publication (6 Hours)

      Researching, rewriting and self-editing stories, breaking into print media for newspapers and magazines, press tips and syndicating their stories

Learning Resources:

Reference

George, D. (2017). *How to be a travel writer.* Lonely Planet.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	1	1	2	3	1	1	1	2
CO 2	3	3	1	1	2	3	1	2	2	2
CO 3	3	3	1	1	2	3	1	1	2	2
CO 4	3	3	1	2	2	3	1	2	2	2
CO 5	3	3	2	2	3	3	2	3	1	2
Average	3	3	1.2	1.4	2.2	3	1.2	1.8	1.6	2

      Strong-3   **Medium-2**   **Low-1**

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24ENG/ENS321V	Content Writing	Value Added Course	2	2

The course introduces students to writing simple and comprehensive contents. It includes writing and editing to print and digital media. Application of content writing is used efficiently in education, entertainment, information as: textbooks, journals, press releases, advertisements, social media posts, web sources, blogs, vlogs etc.

Course Outcomes

At the end of the course, students will be able to

CO1: understand the need for content writing,

CO2: learn the nuances of content writing to different settings,

CO3: create managing content,

CO4: analyse content writing and

CO5: apply content writing in print and digital media.

Unit I Introduction to Content Writing (6 Hours)

Analysing the writing situation: audience and purpose, choosing/discovering content, arranging content, drafting and editing

Unit II Analysing Content (6 Hours)

Collecting and grouping information, planning content development, strategies for developing content, organisation and content development

Unit III Preparing and Presenting (6 Hours)

Analysing audience and context, determining presentation, using techniques toenhance presentation

Unit IV Experiential Content Writing for Print Media (6 Hours)

Content structuring, development and writing to newsletter, journal &press releases

Unit V Experiential Content Writing to Web Sources (6 Hours)

Module development and writing to vlogs, blogs & social media

Learning Resources:

Reference

Elango, K. (2016). *Resonance*. CUP.

Kenneth W. Houp, T.E. (2009). *Reporting technical information*. OUP.

CO-PO Mapping Table

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	2	2	3	3	2	3	2	2
CO 2	3	3	2	3	3	3	2	2	3	2
CO 3	3	3	3	3	3	3	2	3	2	3
CO 4	3	3	3	3	3	3	2	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3
Average	3	3	2.6	2.8	3	3	2.2	2.8	2.6	2.6

Strong-3　　　　**Medium-2**　　　　**Low-1**