

**DWARAKA DOSS GOVERDHAN DOSS
VAISHNAV COLLEGE**

(Autonomous)

Reaccredited with A++ grade by NAAC

College with Potential for Excellence, Linguistic Minority Institution

Affiliated to University of Madras

Arumbakkam, Chennai – 600 106

PG DEPARTMENT OF ENGLISH



**LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (LOCF)**

BA ENGLISH

I – VI Semesters

SCHEME AND SYLLABUS

ACADEMIC YEAR 2025-2026

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- e) Generic Elective II
- f) Skill Enhancement Course – Discipline Specific II
- g) Skill Enhancement Course – Non Major Elective II
- h) Soft skill - II

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Appendix A Outcome Based Education

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INSTITUTION

VISION

To impart value-based quality academia; to empower students with wisdom and to charge them with rich Indian traditions and culture; to invoke the self, to broaden the same towards nation building, harmony and Universal brotherhood.

MISSION

To ensure sustained progress and development in imparting quality education, to pioneer new avenues of teaching and research and to emerge as an institution with potential for excellence.

PG DEPARTMENT OF ENGLISH

VISION

To cultivate a scholarly community that fosters critical thinking, cultural awareness, and academic excellence in English studies, equipping students with intellectual, ethical, and practical tools to contribute meaningfully to society

MISSION

M1	To provide an in-depth study of English literature and language, encompassing historical, theoretical, and cultural perspectives.
M2	To foster critical thinking, effective communication, and interdisciplinary research through innovative pedagogy and intellectual engagement.
M3	To equip students with advanced skills in analysis, interpretation, and creativity, preparing them for academic, professional, and societal roles.

PROGRAM EDUCATION OBJECTIVES (PEOs)

PEO1	Develop LinguistiEquip students with advanced linguistic and communicative skills in English.
PEO2	Instill a deep appreciation for literature across genres, periods, and cultures.
PEO3	Develop an understanding of ethical issues through the study of literature and its impact on society.
PEO4	Provide a strong foundation for pursuing higher studies in English literature, language studies, or related fields.
PEO5	Equip students with transferable skills for careers in teaching, publishing, media, and other fields requiring strong communication and analytical skills

PEO TO MISSION STATEMENT MAPPING

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4	PEO5
M1	2	3	2	2	1
M2	3	2	1	2	3
M3	2	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

PROGRAM OUTCOMES (PO) IN RELATION TO GRADUATE ATTRIBUTES

PO1	Analyze and evaluate literary texts critically and effectively, considering historical, cultural, and theoretical contexts.
PO2	Demonstrate proficiency in reading, writing, speaking, and listening in English with clarity and precision.
PO3	Understand and appreciate the diversity of global literatures and cultures, fostering inclusivity and empathy.
PO4	Conduct independent research using appropriate methodologies and ethical practices.
PO5	Engage in lifelong learning through continuous exploration of literature, language, and related disciplines.
PO6	Employ the study of literature and language to address contemporary social, cultural, and environmental issues

Mapping of POs TO PEOs

PEO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
PEO 1	2	3	1	2	2	2
PEO 2	3	2	3	1	3	2
PEO 3	2	1	2	1	2	3
PEO 4	3	2	2	3	3	2
PEO 5	3	3	2	3	2	3

3-Strong Correlation 2- Medium Correlation 1- Low Correlation

PROGRAM SPECIFIC OUTCOMES

PSO1	Interpret and critique texts with a nuanced understanding of themes, language, and structure.
PSO2	Apply interdisciplinary approaches to explore the intersections between literature, culture, history, and philosophy.
PSO3	Produce original creative content such as stories, poetry, and scripts, demonstrating mastery of literary techniques.
PSO4	Employ advanced English language skills in diverse professional contexts, including teaching, content writing, and public relations.
PSO5	Integrate global literary perspectives with local cultural knowledge to promote cross-cultural understanding.

PG DEPARTMENT OF ENGLISH

ELIGIBILITY FOR ADMISSION

- Completion of 10+2 (Higher Secondary) from a recognized board with a minimum [50%] aggregate score.
- English must be a core subject in 10+2.

DURATION OF THE COURSE

The duration of the course for two academic years, consisting of four semesters and each semester comprises 90 days.

BA ENGLISH CURRICULUM

DISSERTATION

Semester VI consists of a project and dissertation for 100 marks. Students are allocated individually to a dissertation with the faculty of the department. The format for dissertations is similar to the thesis style, incorporating introduction, materials & methods, results, discussion and bibliography. The dissertation is submitted in a typewritten and bound form after a plagiarism check, and a copy of each dissertation is submitted to the Department for permanent record. Each student should present/ publish a paper on his/her project.

ELIGIBILITY FOR THE AWARD OF DEGREE

- Students must complete the required number of credits, ensuring a specified percentage is earned from the major discipline for single or double majors.
- Students must achieve at least the minimum passing grade in all courses.
- A minimum GPA must be maintained to progress through the program and qualify for graduation.
- Students must submit and successfully defend their thesis or dissertation where required.
- Completion of any mandatory internships or apprenticeships is required for applicable programs.

SCHEME ON EXAMINATIONS

As per the University Regulation, the following split-up of marks are to be followed.

(i) SPLIT UP FOR INTERNAL AND EXTERNAL MARKS FOR THEORY AND PRATICAL PAPER:

Sl. No.	Paper	Internal	External	Total
1.	Theory	50	50	100

(ii) SPLIT UP FOR INTERNAL ASSESSMENT MARKS FOR THEORY

CIE- Continuous Internal Evaluation (50 Marks)

CIA	30
Generic Skill	15
Attendance	5
Total	50

SCHEME OF I SEMESTER BA ENGLISH PROGRAM

SEMESTER I												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part I	AECC		Language I	3	3	1			4	50	50	100
Part II	AECC		English I	3	3	1			4	50	50	100
Part III	Core Course I		Introduction To English Literature	4	5	1			6	50	50	100
	Core Course II		Indian Writing n English	4	5	1			6	50	50	100
	Generic Elective I		Social History Of England - I	3	3	1			4	50	50	100
PART IV	Skill Enhancement Course – DS I		Theatre And Performative Arts	2	1	1			2	50	50	100
	Skill Enhancement Course – NME		Advertising And Public Relations	2	1	1			2	50	50	100
	Soft Skill I			2					2	50	50	100
Total				23					30			

SCHEME OF II SEMESTER BA ENGLISH PROGRAM

SEMESTER II												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part I	AECC		Language II	3	3	1			4	50	50	100
Part II	AECC		English II	3	3	1			4	50	50	100
Part III	Core Course III		British Literature	4	5	1			6	50	50	100
	Core Course IV		American Literature	4	5	1			6	50	50	100
	Generic elective II		Social History of England - Ii	3	3	1			4	50	50	100
PART IV	Skill Enhancement Course – DS II		Academic Writing	2	1	1			2	50	50	100
	Skill Enhancement Course – NME II		Communication: Broadcasting & Telecasting	2	1	1			2	50	50	100
	Soft Skill II			2					2	50	50	100
Total				23					30			

SCHEME OF III SEMESTER BA ENGLISH PROGRAM

SEMESTER III												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part I	AECC		Language III	3	4	1			5	50	50	100
Part II	AECC		English III	3	3	1			4	50	50	100
Part III	Core Course V		Australia Literature	4	4	1			5	50	50	100
	Core Course VI		Children's Literature	4	4	1			5	50	50	100
	Core Course VII		Translation and Literature	4	4	1			5	50	50	100
	Generic Elective III		History of English Literature & Literary Forms – I	3	2	1			4	50	50	100
Part IV	Industrial Visit			1								
	EVS											
	Soft Skill III			2	2				2	50	50	100
Total				24					30			

SCHEME OF IV SEMESTER BA ENGLISH PROGRAM

SEMESTER IV												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part I	AECC		Language IV	3	4	1			5	50	50	100
Part II	AECC		English IV	3	3	1			4	50	50	100
Part III	Core Course VIII		English Language and Linguistics	4	3	1			5	50	50	100
	Core Course IX		African Literature	4	3	1			5	50	50	100
	Core Course X		Caribbean Literature	4	3	1			5	50	50	100
	Generic elective IV		History of English Literature & Literary Forms – II	3	3				3	50	50	100
Part IV	EVS			2					1			
	Soft Skill IV			2					2			
Total				25					30			

SCHEME OF V SEMESTER BA ENGLISH PROGRAM

SEMESTER V												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part III	Core Course XI		Women's Writing	4	5	1			6	50	50	100
	Core Course XII		Canadian Literature	4	5	1			6	50	50	100
	Core Course XIII		Literary Criticism and Theory	4	5	1			6	50	50	100
	Multi-Disciplinary Elective/Open Elective		Literature and Film Adaptation	4	5	1			5	50	50	100
	Discipline Specific Elective I Employability Course I(A)		Technical Writing	4	5	1			5	50	50	100
	Or											
	Discipline Specific Elective I Employability Course I(B)		English for Careers							50	50	100
	Or											
	Discipline Specific Elective I Employability Course I(C)		Journalism and Mass Communication							50	50	100
Part IV	Internship			2								
	Value Education			2					2	50	50	100
Total				24					30			

SCHEME OF VI SEMESTER BA ENGLISH PROGRAM

SEMESTER VI												
Component	Course Category	Course Code	Name of the course	Over All Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Total
Part III	Core Course XIV		Shakespeare	4	5	1			6	50	50	100
	Core Course XV		New Literatures in English	4	5	1			6	50	50	100
	Core Course XVI		English Language Teaching	4	5	1			6	50	50	100
	Core Course XVII		Folk Literature	4	5	1			5	50	50	100
	Discipline Specific Elective II - Entrepreneurship Course I (A)		Entrepreneurial Skills	4	5	1			5	50	50	100
	Or											
	Discipline Specific Elective II - Entrepreneurship Course I (B)		Travel Writing							50	50	100
	Or											
	Discipline Specific Elective II - Entrepreneurship Course I (C)		Literature and Environment							50	50	100
	Project			2	2				2			
Part V	Extension Activity			1								
Total				23					30			

OVERALL CREDIT DISTRIBUTION

Component	Credits
Part I	12
Part II	12
Part III	94
Part IV	23
Part V	1
Total	142

Si No	Category	Course Category	No of Courses	Credits	Total Credits
	Part I	Language	4	3	12
	Part II	English	4	3	12
	Part III	Core Theory	17	4	68
		Generic Elective	4	3	12
		Core Project	1	2	2
		Discipline Specific Elective	2	4	8
		Multi Disciplinary Elective	1	4	4
1.	Part IV	Skill Enhancement Course - NME	2	2	4
2.		Skill Enhancement Course - Discipline Specific	2	2	4
3.		Soft Skill	4	2	8
4.		Industrial Visit	1	1	1
5.		EVS	1	2	2
6.		Value Education	1	2	2
7.		Internship/Industrial Training	1	2	2

8.	Part V	Extension Activity			1
9.	Total Mandatory Credits				142
10	<p>Extra Credits</p> <p>Note: Students can take extra credit course from their own department or from other department as per the Admitting Body / University norms.</p> <p>Self-Study course (2C) - (Department specific , curriculum and Evaluation scheme and assessment to be framed by the department</p> <p>Value added course - minimum 30hrs (2C)</p> <p>Certificate Course/Short-Time Course - minimum of 15 days (minimum 45 hrs) (3C) - preferred online</p> <p>Swayam/NPTEL/MOOC courses (2C) - maximum of 12 credits</p> <p>Skilled based vocational courses (2C) e.g. basic computing skill, tailoring, jewel making, beauty parlour course, interiors etc., through skill development cell of college.</p> <p>Other languages (2C)</p> <p>International HRD program – 30hrs (2C)</p>				

FIRST SEMESTER

CORE - I

Course Title: INTRODUCTION TO ENGLISH LITERATURE

Course Code : L:T:P:S :	Credits : 4 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To explore the different forms of literature.
- To equip learners with foundational knowledge of literary contexts and traditions.
- To help learners recognize and comprehend various genres of writing.
- To familiarise the diverse themes and literary techniques used in literature.
- To foster the ability to evaluate and critique a text.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the concept of literature, its significance, various literary forms, and effective methods for literary analysis.
CO2	Identify and analyze different poetic forms using representative poems to explore themes, structure, and style.
CO3	Distinguish between aphoristic and personal essays, and critically appreciate prose writing through the analysis of selected texts.
CO4	Explain the characteristics of comedy, tragedy, and tragi-comedy, and analyze dramatic elements in Shakespeare's work.
CO5	Define the short story form, recognize its features and types, and critically engage with representative short stories across cultures.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	1	2	2
CO2	3	3	2	1	2	2	3	2	2	2	2
CO3	3	3	2	1	2	2	3	2	2	2	2
CO4	3	2	2	1	2	3	3	2	1	2	2
CO5	3	3	3	2	3	3	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction to the Study of Literature. What is Literature? Why Study Literature? Ways of Studying Literature. Literary Forms.		CO1
2	Poetry: Forms of Poetry: Ballad, Sonnet, Ode, Elegy Representative texts: <ul style="list-style-type: none"> • Edward Lear - The Owl and the Pussy-Cat • Michael Drayton - The Parting • William Shakespeare - Shall I compare thee to a summer's day? • John Milton - When I Consider How My Light is Spent • John Keats - Ode to a Nightingale 		CO2
3	Prose: Aphoristic Essay, Personal Essay Representative text: Charles Lamb - Dream-Children: A Reverie		CO3

4	Drama: Comedy, Tragedy, Tragi-Comedy Representative text: William Shakespeare - The Comedy of Errors		CO4
5	Short Stories: Features & types Representative texts: <ul style="list-style-type: none"> • Roald Dahl - The Landlady • Guy de Maupassant - The Diamond Necklace • R. K. Narayan - An Astrologer's Day 		CO5,

TEXT BOOKS:

1. Lamb, Charles. *Charles Lamb: Essays*. Folio Society, 1963.
2. Shakespeare, William. *The Comedy of Errors*. Penguin Classics, 2005.
3. Narayan, R. K. *Astrologers Day*. Legare Street Press, 2023.

REFERENCE BOOKS:

1. Shakespeare, William. *Shakespeare Sonnets*. Penguin Books, 1961.
2. Tolstoy, Leo, graf, 1828-1910. *Leo Tolstoy Collection, 1890-1925*. 1890.

WEB RESOURCES:

1. https://maulanaazadcollegekolkata.ac.in/pdf/open-resources/Dream_Children_-_Charles_Lamb.pdf
2. https://www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf
3. <https://shortstoryproject.com/stories/the-diamond-necklace/>

CORE - II

Course Title: INDIAN WRITING IN ENGLISH

Course Code : L:T:P:S :	Credits : 4 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To introduce students to the origins and evolution of Indian writing in English.
- To aid in understanding key issues in Indian writing in English, including cultural representation, identity, historical narratives, and cross-cultural transformations.
- To enable learners to appreciate society and patriotic ideals through reflective, emotional and humorous narratives.
- To analyze the themes and stylistic approaches found in contemporary Indian English literature.
- To interpret and appreciate narrative techniques, character development, and various themes in fiction.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Appreciate and identify the historical development of Indian Writing in English and famous writers.
CO2	Analyze the key themes explored in Indian English poetry in shaping contemporary thought and cultural discourse.
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing.
CO4	Interpret social, political, and cultural themes through dramatic texts.
CO5	Evaluate the literary and cultural significance of Indian English fiction in both national and global contexts.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	2	3	2	1	2	3
CO2	3	3	3	2	3	2	3	3	2	2	3
CO3	3	3	2	2	2	3	3	3	3	2	2
CO4	3	2	3	2	2	3	3	3	2	2	3
CO5	3	3	3	2	3	3	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction - History of Indian Writing in English Literature - Remarkable Writers and their contributions.		CO1
2	Poetry <ul style="list-style-type: none"> • Toru Dutt - Lotus • Sarojini Naidu - In the Bazaars of Hyderabad • Nissim Ezekiel - Night of the Scorpion • Arun Kolatkar - A Low Temple • A.K. Ramanujan - A River 		CO2
3	Prose <ul style="list-style-type: none"> • A. P. J. Abdul Kalam - My Vision for India Short Story <ul style="list-style-type: none"> • K. A. Abbas - The Sparrows • Mulk Raj Anand - A Pair of Mustachios 		CO3

4	Drama <ul style="list-style-type: none"> • Mahesh Dattani - Dance like a Man 		CO4
5	Fiction <ul style="list-style-type: none"> • Arundhati Roy - The Ministry Of Utmost Happiness 		CO5,

TEXT BOOKS:

1. Srinivasa Iyengar, K. R. *Indian Writing in English*. Sterling Publishers, 2020. Naik, M.K. and Narayanan, A. Shyamala. (2015). *Indian English Literature 1980 to 2000*, New Delhi, Pencraft International.
2. Dattani, Mahesh. *Dance like a Man*. Penguin, India.
3. Roy, Arundhita. *The Ministry of Utmost Happiness*. Hamish Hamilton, 2017.

REFERENCE BOOKS:

1. Dutt, Toru. *Toru Dutt: Collected Prose and Poetry*. Oxford University Press, 2006.
2. *The Poetry of A.K. Ramanujan*. Atlantic Publishers & Distributors, 2002.

WEB RESOURCES:

1. <https://speakola.com/political/dr-a-p-j-abdul-kalam-vision-for-india-2011>
2. <https://xpressenglish.com/our-stories/sparrows/>
3. <https://ncert.nic.in/textbook/pdf/keww102.pdf>

GENERIC ELECTIVE- I

Course Title: SOCIAL HISTORY OF ENGLAND - I

Course Code : L:T:P:S :	Credits : 3 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OUTCOME:

- To provide students with a comprehensive idea about the development of English literature and language over the ages.
- To help students trace the growth of English literature from its inception, dating back to the seventh century.
- To help them understand the structural development of English society.
- To instruct about the various external influences that have contributed for the changes in English society .
- To examine the social and political revolutions that impacted the world.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the historical events in English society.
CO2	Explain the Renaissance ideals of humanism and how they reshaped England.
CO3	Interpret the Puritan worldview and its impact on literature.
CO4	Recognize the political stability and literary development during the Age of Queen Anne.
CO5	Identify the social and political revolutions that shaped English society and literature.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	3	1	2	2
CO2	3	2	2	2	2	2	3	3	1	2	2
CO3	3	2	2	2	2	3	3	3	1	2	2
CO4	3	2	2	1	2	2	3	2	1	2	2
CO5	3	2	3	2	3	3	3	3	1	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<ul style="list-style-type: none"> • The Early History of England. • Tudor England 		CO1
2	<ul style="list-style-type: none"> • Elizabethan Age • The Renaissance • The Reformation 		CO2
3	<ul style="list-style-type: none"> • Puritanism • Restoration • Colonial Expansion 		CO3
4	<ul style="list-style-type: none"> • The Age of Queen Anne • Coffee-house Life in London • The Agrarian Revolution • The Industrial Revolution 		CO4

5	<ul style="list-style-type: none"> • The Methodist Movement • The Humanitarian Move • The War of American Independence • The French Revolution and its Impacts 		CO5,
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TEXT BOOKS:

1. Ashok Padmaja.(2011).The Social History of England, Hyderabad, Orient Blackswan.

REFERENCE BOOKS:

1. Xavier, A. G. An Introduction to the Social History of England. S. Viswanathan (Printers & Publishers) Pvt. Ltd., 2005.
2. Carter, Ronald, and John McRae. The Routledge History of Literature in English: Britain and Ireland. 3rd ed., Routle.
3. Nayar, Pramod K. A Short History of English Literature. Cambridge University Press, 2009.

WEB RESOURCES:

1. <https://www.english-heritage.org.uk/learn/>
2. <https://www.britannica.com/place/England>
3. <https://testbook.com/amp/history-of/england>

SKILL ENHANCEMENT COURSE - DS - I

Course Title: THEATRE AND PERFORMATIVE ARTS

Course Code : L:T:P:S :	Credits : 2 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand the significance of theatre and develop a foundational appreciation for the performative arts.
- To explore and apply key performance elements such as voice, body, character, and movement in theatrical contexts.
- To develop simple theatrical scripts and understand how scripts are structured and brought to life on stage.
- To understand the essential elements of stage production and how different components support a performance.
- To actively participate in group and solo performance tasks, applying the skills learned in previous modules in a creative, collaborative environment.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Explain the historical development, forms, and cultural impact of theatre as a performative art.
CO2	Demonstrate key acting techniques including voice projection, body language, facial expression, and stage presence.
CO3	Create short, structured theatrical scripts with defined characters, dialogues, and scenes.
CO4	Apply foundational knowledge of stage setup, props, costumes, lighting, and backstage coordination in a performance setting.
CO5	Collaborate in teams to develop, rehearse, and perform an original short play using learned theatrical and production skills.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	2	3	3	2	2	3
CO2	2	3	2	1	2	2	2	2	3	3	2
CO3	2	2	2	2	2	2	2	2	3	3	2
CO4	2	2	1	2	2	2	2	2	2	3	1
CO5	2	3	3	2	3	3	2	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<p>Introduction to theatre:</p> <p>What is theatre? – History and evolution of theatre – Types of theatre - Classical, Modern, Street – Importance of theatre in society</p>		CO1
2	<p>Elements of Performance:</p> <p>Voice and speech in performance – Body language and facial expressions – Stage movement and positioning – Basics of rehearsal techniques</p>		CO2
3	<p>Script Writing for Theatre:</p> <p>Structure of a script - Beginning, Middle, End – Creating characters and dialogues – Writing short scenes and monologues</p>		CO3
4	<p>Stage and Production Basics:</p> <p>Props, costumes - Basics of set design – Lighting and sound in performance – Dos and Don'ts in stage performance</p>		CO4

5	Performance Activity: Collaborate and write a short play and perform it.		CO5,
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TEXT BOOKS:

1. Mitchell, Charles. *Theatrical Worlds*. Orange Grove Texts Plus, School of Theatre and Dance, University of Florida, 2014.

REFERENCE BOOKS:

1. Banham, Martin, editor. *The Cambridge Guide to World Theatre*. Cambridge University Press, 1995.
2. Smiley, Sam. *The Art of Writing for the Theatre: An Introduction to Script Analysis, Criticism, and Playwriting*. Wadsworth Publishing, 2005.

WEB RESOURCES:

1. https://youtu.be/sNWrOuwzax8?si=rrArT7_GABBL0kFq
2. <https://youtu.be/HVWD4S4jdX0?si=W10YTWz5zAvPAm6y>

SKILL ENHANCEMENT COURSE NME- I

Course Title: ADVERTISING AND PUBLIC RELATIONS

Course Code : L:T:P:S :	Credits : 2 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand the fundamentals, functions, types, and structure of advertising and advertising agencies.
- To apply creative thinking and visualization techniques to develop effective advertising campaigns.
- To create compelling ad copies using appropriate writing styles, typography, and branding elements.
- To explain the principles of Public Relations, its history, functions and its role in modern communication.
- To develop professional PR content such as press releases, brochures, and oral presentations for various audiences.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Analyze the role of advertising in society and communication.
CO2	Apply visualization techniques to create compelling messages and understand the basics of designing and layout in advertisements.
CO3	Develop advertising copy for various media platforms to apply principles of typography and writing styles.
CO4	Explain the core responsibilities of PR professionals to access the growth of PR in today's world.
CO5	Design informative brochures, pamphlets and use written communication tools effectively in PR practices.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	1	2	3	2	2	2	3	2
CO2	2	3	2	1	2	2	2	2	3	3	2
CO3	2	3	2	1	2	2	2	2	3	3	2
CO4	2	3	3	2	2	3	2	3	2	3	3
CO5	2	3	2	2	2	3	2	2	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Definition – Nature & Scope of Advertising – Role of Advertising; Societal, Communication – Marketing and Economic Functions of advertising – Media and Purpose – Advertising Agencies.		CO1
2	Conceptualization and Ideation – Translation of ideas into campaigns – Visualization – Designing & Layout.		CO2
3	Copywriting – Types of headlines, body copy base lines, slogans, logos & trademarks – Typography and Writing styles – Scripting.		CO3
4	Public Relations - Definition – History of PR – Types of PR jobs – Activities of PR – Role of PR – Elements of PR – Scope of PR		CO4
5	Writing news releases for Public Relations – Brochures, Pamphlets – Letters – Handouts – Oral presentations		CO5,

TEXT BOOKS:

1. Lesly, Philip. (1925). Handbook Of Public Relations And Communication, New Delhi, Jaico Books.

REFERENCE BOOKS:

1. Sugarman, Joe. *The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters*. Wiley, 2006.
2. Smith, D&AD (Design and Art Direction), editor. *The Copy Book: How Some of the Best Advertising Writers in the World Write Their Advertising*. Phaidon Press, 2004.

WEB RESOURCES:

1. <https://aafonline.com/blog/introduction-to-public-relations/>
2. https://keydifferences.com/difference-between-advertising-and-public-relations.html#google_vignette
3. <https://www.presentationload.com/blog/handouts-presentation-2/>

SECOND SEMESTER

CORE - III

Course Title: BRITISH LITERATURE

Course Code :	Credits : 4
L:T:P:S :	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To enable learners to study and interpret British literature from the late 18th century to modern times.
- To guide learners in contextualizing literature within its time and society.
- To analyze the setting and its role in shaping the narrative.
- To explore how British literature reflects and responds to social and political issues.
- To examine the themes of revolution, sacrifice and redemption in British history.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Interpret and analyze a range of poetic styles and themes from classical to modern British poetry.
CO2	Evaluate the use of humor, personal reflection, and social commentary in selected English essays.
CO3	Critically interpret symbolic and thematic meanings within selected texts.
CO4	Interpret the use of satire, wit, and dramatic techniques in modern English theatre.
CO5	Discuss major historical, political, and emotional themes reflected in a 19th-century English novel.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	1	2	2
CO2	2	3	2	2	2	2	3	2	1	2	2
CO3	3	2	2	2	2	2	3	3	1	2	2
CO4	3	2	2	1	2	2	3	2	2	2	2
CO5	3	2	3	2	3	3	3	3	1	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<p>Poetry:</p> <ul style="list-style-type: none"> • Alfred Lord Tennyson – Ulysses • Robert Burns – A Red, Red Rose • George Herbert – The Pulley • W.H.Auden – The Unknown Citizen • Mathew Arnold – Dover Beach 		CO1
2	<p>Prose:</p> <ul style="list-style-type: none"> • G.K. Chesterton – On Running After One’s Hat • Hazlitt – On Going a Journey 		CO2
3	<p>Short Story:</p> <ul style="list-style-type: none"> • Oscar Wilde- The Selfish Giant • O. Henry - The Gift of the Magi • W. W. Jacobs - The Monkey’s Paw 		CO3

4	Play: Oscar Wilde – The Importance of Being Earnest		CO4
5	Fiction: Charles Dickens – A Tale of Two Cities		CO5,

TEXT BOOKS:

1. Dickens, Charles. *A Tale of Two Cities*. Edited by Richard Maxwell, Penguin Classics, 2003.
2. Marlow, Christopher. *Dr Faustus*. Oxford University Press, 2019.
3. Wilde, Oscar. *The Importance of Being Earnest: A Play*.

REFERENCE BOOKS:

1. Tennyson, Alfred Tennyson. *Alfred, Lord Tennyson: Poems*. Faber, 2004.
2. Burns, Robert. *Robert Burns: Poems*. Faber and Faber, 2011.

WEB RESOURCES:

1. <http://frontporchacademy.org/chestertonrunning.pdf>
2. <https://sites.ualberta.ca/~dmiall/Travel/hazlitt.htm>
3. https://www.sfu.ca/~swartz/monkeys_paw.htm

CORE - IV

Course Title: AMERICAN LITERATURE

Course Code :	Credits : 4
L:T:P:S :	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To trace the evolution and the development of American literature.
- To analyze the expansion of American Literature and progression of various literary genres.
- To be familiar with renowned leaders and their impact on the American community.
- To understand themes and the struggles of the American Dream through character-driven dramatic expression.
- To build the habit of analyzing and questioning ideas within the American text.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Demonstrate an understanding of major literary and cultural movements that shaped American literature.
CO2	Analyze themes, styles, and poetic techniques in American poems.
CO3	Evaluate major non-fiction works and speeches for their rhetorical style and socio-political context.
CO4	Examine key elements of American drama, its characterization, symbolism, and realism.
CO5	Interpret significant themes and narrative strategies in American fiction that explore identity, race, gender, and cultural experience.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	1	2	3
CO2	3	2	2	2	2	2	3	2	1	2	2
CO3	3	3	3	3	2	3	3	3	1	2	3
CO4	3	2	2	2	2	2	3	2	2	2	2
CO5	3	3	3	2	3	3	3	3	1	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<p>Introduction:</p> <ul style="list-style-type: none"> ● Background: The First Frontier (Settlement of America) ● The Puritans and the spread of Puritanism in America ● Romanticism: Optimist and Pessimist ● The Flowering of New England ● The Transcendentalists ● Writers of the South 		CO1
2	<p>Poetry:</p> <ul style="list-style-type: none"> ● Edgar Allan Poe – The Raven ● Ralph Waldo Emerson – The Snow-Storm ● Walt Whitman – O Captain, My Captain! ● Emily Dickinson – Because I Could not stop for Death ● Robert Frost – Birches 		CO2

3	Prose: <ul style="list-style-type: none"> • Martin Luther King – I have a Dream • Barack Obama – Yes We Can 		CO3
4	Play: Tennessee Williams – The Glass Menagerie		CO4
5	Novel: Tony Morrison – The Bluest Eye		CO5,

TEXT BOOKS:

1. Gray, Richard. *A Brief History of American Literature*. 1st ed., Wiley-Blackwell, 2011.
2. Samuelson, Fisher, et al., editors. *American Literature of the 19th Century*. Penguin Books, 2010.
3. Williams, Tennessee. *The Glass Menagerie*. New Directions, 2004.

REFERENCE BOOKS:

1. Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chart well Books, 2015.
2. Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. SterlingPub.Co.,1995.

WEB RESOURCES:

1. <https://www.wtsp.org/cms/lib/NJ01912980/Centricity/Domain/741/The%20Bluest%20Eye.pdf>
2. <https://www.americanrhetoric.com/speeches/mlkihavedream.htm>
3. <https://www.sparknotes.com/lit/bluesteye/analysis/>

GENERIC ELECTIVE - II

Course Title: SOCIAL HISTORY OF ENGLAND - II

Course Code : L:T:P:S :	Credits : 3 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To describe the social history of England in a political perspective.
- To interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio political history with literary and cultural texts.
- To identify main trends in the social history of England and their influence on literature.
- To analyze the critical ideas, values and themes throughout the years in English society.
- To critically analyze the influence of history and cultural diversity on literature and language.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Describe the social, political, and cultural landscape of England at the beginning of the nineteenth century and during the Victorian era.
CO2	Analyze the impact of the Reform Bills, advancements in transport and communication, and the evolution of the education system in Victorian England.
CO3	Examine the major historical events of the twentieth century and their influence on British society.
CO4	Explore the social and cultural transformations in England.
CO5	Analyze the reforms and the development of education, transport and communication in the modern era.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	1	2	3
CO2	3	2	2	2	3	3	2	3	1	2	2
CO3	3	2	3	2	2	3	3	3	1	1	3
CO4	2	2	3	2	2	3	2	3	1	1	3
CO5	2	2	2	2	3	3	2	3	1	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<ul style="list-style-type: none"> • England at the Beginning of the Nineteenth Century • Victorian Age 		CO1
2	<ul style="list-style-type: none"> • The Reform Bills • The Development of Transport and Communication • The Development of Education in the Victorian England 		CO2
3	<ul style="list-style-type: none"> • The Dawn of the Twentieth Century • The Two World Wars and Their Effects • The Cold War and Its Effects 		CO3
4	<ul style="list-style-type: none"> • Life in the Sixties • Life in the Seventies • Life in the Eighties 		CO4
5	<ul style="list-style-type: none"> • Trade Unionism • The Origin and Growth of Political Parties in England • Contemporary Life in England 		CO5,

TEXT BOOKS:

1. Ashok Padmaja.(2011).The Social History of England ,Hyderabad, Orient Blackswan.
- 2.

REFERENCE BOOKS:

1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Xavier, A. G. An Introduction to the Social History of England. S. Viswanathan (Printers & Publishers) Pvt. Ltd., 2005.
3. Nayar, Pramod K. A Short History of English Literature. Cambridge University Press, 2009.

WEB RESOURCES:

1. <https://view.genially.com/6033ebb89fbc300d1674496d/presentation-the-60s-70s-and-80s-in-the-uk>
2. <https://www.britannica.com/place/England/Cultural-life>
3. https://en.wikipedia.org/wiki/History_of_trade_unions_in_the_United_Kingdom

SKILL ENHANCEMENT COURSE DS - II

Course Title: ACADEMIC WRITING

Course Code : L:T:P:S :	Credits : 2 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To master the techniques of writing.
- To develop the ability to write clear, well-structured paragraphs.
- To understand the significance of an abstract, draft it effectively, and select keywords and titles for research.
- To comprehend the structure of research proposals and sources of information.
- To grasp the importance of ethics in writing, including proofreading and citation practices.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the fundamental elements of writing, including purpose, style, and content.
CO2	Write coherent and organized paragraphs that effectively convey their message.
CO3	Create meaningful and informative writings for their research papers.
CO4	Develop a research proposal and effectively utilize primary and secondary sources.
CO5	Review and refine their writing, ensure proper citation, and maintain ethical writing standards.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	2	1	2	1	2	3	2
CO2	2	3	1	2	2	1	2	1	2	3	1
CO3	3	3	2	3	2	2	3	2	2	2	2
CO4	2	2	1	3	2	1	2	2	1	2	1
CO5	2	3	1	3	2	2	3	2	1	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction: Writing and its elements - Purpose, Style, Content – Note taking – Note-making – Paraphrasing and summarizing		CO1
2	Paragraph Writing: Paragraph – Types of paragraphs - Narrative, Descriptive, Expository, Persuasive – Introductions and conclusions		CO2
3	Abstract: Significance of Abstract – Abstract Drafting – Importance of literature review – Keywords – Title		CO3
4	Research Writing: Research proposal – Planning the research topic – Primary and secondary sources		CO4

5	Ethics in Writing: Proofreading – Significance of Bibliography – Plagiarism		CO5,
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TEXT BOOKS:

1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
2. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research* 4th ed., University of Chicago Press, 2016.

REFERENCE BOOKS:

1. Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Continuum, 2008.
2. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford UP, 2000.

WEB RESOURCES:

1. <https://www.nhcc.edu/academics/library/doing-library-research/basic-steps-research-process>
2. <https://www.grammarly.com/blog/writing-tips/paragraph-structure/>

SKILL ENHANCEMENT COURSE NME- II

Course Title: COMMUNICATION: BROADCASTING & TELECASTING

Course Code : L:T:P:S :	Credits : 2 CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To explain the role and scope of radio as a medium of communication and to develop skills in writing, reading, and editing radio news.
- To write and edit accurate and truthful TV news content, and to perform news reading with appropriate pronunciation, accent, and clarity.
- To plan, conduct, and participate in interviews and talk shows using effective communication and presentation techniques.
- To announce in diverse contexts such as sports, music, commercials, and live events, including giving running commentary and conducting interviews.
- To enhance on-air performance with confidence and fluency.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the scope and significance of radio as a communication medium.
CO2	Develop skills in writing and editing TV news content with accuracy and practice effective news reading.
CO3	Conduct interviews and talk shows using appropriate formats, communication techniques, and audience engagement strategies.
CO4	Perform various announcing tasks in contexts such as sports, music, commercials, and live events, including giving commentary and conducting interviews.
CO5	Enhance vocal performance by adopting a natural, conversational style.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	1	2	2	2	2	1	3	2
CO2	2	3	1	1	2	1	2	2	1	3	1
CO3	2	3	2	2	2	2	2	2	2	3	2
CO4	2	3	2	2	2	2	2	2	2	3	2
CO5	2	3	2	1	2	2	2	1	2	3	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Radio as a Medium of Communication – Magnitudes of Radio and its communications – News Writing – News Reading and Editing		CO1
2	TV News – Writing and Editing with truth – News Reading – Constituents of Reading – Practising with proper pronunciation and accent		CO2
3	Interview and Talk Shows		CO3
4	Sports & Music – Announcing Commercials – Giving Commentary- Running Commentary – Compering – Announcing – Interviewing		CO4
5	Performance Skills: – Achieving a conversational style – Ad-lib Announcing		CO5,

TEXT BOOKS:

1. Gandhi, VedPrakash. Broadcasting and Development Communication Law, Policy and Action Plan. Kanihka Publishers and Distributors. 2008.
2. Verma, M. K. News Reporting and Edition. Aph Publishing Corporation, 2009.
3. Saxena, Ambrish. Fundamentals of Reporting and Editing. Kanishka Publishers and Distributors, 2007.

REFERENCE BOOKS:

1. Fleming, Carole. *The Radio Handbook*. 3rd ed., Routledge, 2010.
2. Stewart, Peter, and Ray Alexander. *Essential Radio Skills: How to Present a Radio Show*. 2nd ed., Bloomsbury Academic, 2016.

WEB RESOURCES:

1. <https://www.ukessays.com/essays/media/radio-medium-mass-communication-1615.php>
2. <https://journalism.university/broadcast-and-online-journalism/compelling-scripts-tv-news-anchors/>

THIRD SEMESTER

CORE - V

Course Title: AUSTRALIAN LITERATURE

Course Code:	Credit:4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To familiarize the students with the concepts of Australian literature
- To expose students to the socio economic and cultural aspects reflected in Australian literature through various texts
- To gain comprehensive knowledge of Australian literature by close reading
- To gain knowledge on the ethical values explored in the texts
- To critically analyze Australian literature through discussion and writings

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain an understanding of the works in Australian cultural and its historical contexts
CO2	Examine the classics in Australian literature, both in theme and form
CO3	Appreciate human values revealed in the works of Australian Literature
CO4	Enhance critical thinking and writings as applied in Australian literature
CO5	Analyze the literary, cultural and human significance in the works of Australian literature

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1	3	3	3	1	1	3
CO2	3	1	2	2	1	2	3	2	1	1	2
CO3	2	1	3	2	2	3	2	2	1	1	3
CO4	3	2	2	3	2	2	3	2	2	2	2
CO5	3	2	3	2	2	3	3	3	1	1	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction <ul style="list-style-type: none"> • A brief history of Australian Literature • Major writers and their contributions • Dominant themes in Australian literature – landscape, cultures, convicts and outlaws, national identity 		CO1
2	Poem <ul style="list-style-type: none"> • A.B. Banjo Patterson - Waltzing Matilda • Kenneth Slessor – Country Towns • A.D. Hope – Australia • Judith Wright – Legend • Oodgeroo Noonucal – We are Going 		CO2
3	Short Story <ul style="list-style-type: none"> • Henry Lawson – The Drover’s Wife • Katharine Susannah Prichard – Marlene • David Malouf – Bad Blood 		CO3
4	Drama Jane Harrison – Stolen		CO4
5	Fiction Kate Grenville – The Secret River		CO5

TEXT BOOKS:

1. Harrison, Jane. *Stolen*. Currency Press, 2007.
2. Grenville, Kate. *The Secret River*. Canongate, 2007.
3. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Macmillan India, 2007.

REFERENCE BOOKS:

1. Hergenham, L. (ed), *The Penguin New Literary History of Australia*, 1988.
2. Murphy, B. *Dictionary of Australian History*, Sydney, 1982.
3. Pierce, Peter. *The Cambridge History of Australian Literature*, 2009.

WEB RESOURCES:

1. <https://tutor-english.com.au/jane-harrison-stolen-the-meaning-in-a-nutshell/>
2. <https://www.litcharts.com/lit/the-secret-river>
3. <https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>

CORE - VI

Course Title: CHILDREN'S LITERATURE

Course Code:	Credits	:	4
L:T:P:S:	CIA Marks	:	50
Exam Hours: 3	ESE Marks	:	50

LEARNING OBJECTIVE:

- To introduce various aspects of Children's Literature
- To critically analyze Children's literature through writings
- To appreciate the works of various writers of Children's Literature
- To determine ethical values depicted in Children's literature
- To gain comprehensive knowledge of Children's Literature by close reading

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Determine the various concepts of Children's Literature
CO2	Recognize the themes and artistic style employed by writers of Children's Literature
CO3	Appreciate and criticize different fictional stories of Children's literature
CO4	Examine human wisdom, imagination and understanding depicted in Children's literature
CO5	Critically evaluate the work of fiction in Children's literature

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	3	3	2	2	3
CO2	3	3	2	2	1	2	3	3	2	2	2
CO3	3	2	3	2	2	2	3	2	3	2	3
CO4	3	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	3	2	3	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction <ul style="list-style-type: none"> Introduction: The World of Children's Literature Studies by Peter Hunt Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik-Oberstein 		CO1
2	Poetry <ul style="list-style-type: none"> William Blake – The Tyger (Songs of Experience) Edward Lear – The Owl and the Pussy Cat Robert Louis Stevenson – My Shadow T. S. Eliot - Macavity: The Mystery Cat Maya Angelou - Life Doesn't Frighten Me 		CO2
3	Short Story <ul style="list-style-type: none"> Sister Nivedita - The Judgement Seat of Vikramaditya Oscar Wilde - The Selfish Giant Gabriel Garcia Marquez – A Very Old Man with Enormous Wings 		CO3
4	Novella Antoine de Saint-Exupéry – The Little Prince		CO4
5	Novel Lewis Carroll - Alice's Adventures in Wonderland		CO5

TEXT BOOKS:

- Hunt, Peter. *Understanding Children's Literature*. Taylor & Francis, 2006.
- Saint-Exupéry, Antoine de. *The Little Prince*. Harcourt, 2000.
- Carroll, Lewis. *Alice's Adventures in Wonderland*. Evertype, 2015.

REFERENCE BOOKS:

- Mickenberg, Julia and Lynne Vallone. *The Oxford Handbook of Children's Literature*. OUP USA, 2012
- Lukens, Rebecca J. *A Critical Handbook of Children's Literature*. Diane Publishing Company, 1998.
- Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. OUP Oxford, 2011.

WEB RESOURCES:

- <https://incarnateword.in/resources/cradle-tales-of-hinduism-sister-nivedita/the-judgment-seat-of-vikramaditya>
- <https://interestingliterature.com/2021/04/oscar-wilde-the-selfish-giant-summary-analysis/>
- <https://www.poetryfoundation.org/poems/>

CORE - VII

Course Title: TRANSLATION AND LITERATURE

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To recognize the fundamentals of translation
- To familiarize the students with canonical literature of the world
- To expose students to the socio economic and cultural aspects reflected in different countries through various texts
- To gain knowledge on the ethical values explored in various texts of the world
- To critically analyze themes, form and techniques employed in prescribed text

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain understanding on the various aspects of translation studies
CO2	Analyse literature of various countries, both in theme and form.
CO3	Examine the works within the scope of cultural and historical contexts
CO4	Enhance critical thinking and writing within a framework of socioeconomic context
CO5	Appreciate the literary, cultural and human significance in the work of the Tamil literary tradition.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	3	3	2	2	3	2
CO2	3	3	2	2	1	2	3	3	2	2	2
CO3	3	2	3	2	1	3	3	3	2	3	3
CO4	3	2	2	3	2	2	3	2	2	3	2
CO5	3	3	3	2	2	3	3	3	1	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction <ul style="list-style-type: none"> • Definition of translation • Principles of Translation • Kinds of Translation • Theory and Function • Importance and Uses of Translation 		CO1
2	Poem <ul style="list-style-type: none"> • Tiruvalluvar – Tirukkural: Truth, Friendship • Rabindranath Tagore - Where the Mind is Without Fear • Victor Hugo – Tomorrow, At Dawn • Johann Wolfgang von Goethe – The Erl-King • 5. Alexander Pushkin – A Little Bird 		CO2
3	Prose and Short Story <ul style="list-style-type: none"> • 1. Walter Benjamin – Unpacking My Library • Alphonse Daudet – The Last Lesson • 3. Leo Tolstoy - How Much Land Does a Man Need? 		CO3
4	Play Anton Chekhov – The Cherry Orchard		CO4
5	Novel N. Kalyan Raman Poomani – Heat		CO5

TEXT BOOKS:

1. Chekhov, Anton. *The Cherry Orchard*. Caedmon, 1972.
2. Poomani, N. Kalyan Raman. *Heat*. Juggernaut, 2019.
3. Tolstoy, Leo. *How Much Land Does a Man Need? and Other Stories*. Penguin Publishing Group, 1993.

REFERENCE BOOKS:

1. Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2001.
2. Porter, Catherine and Sandra Bermann. *A Companion to Translation Studies*. Wiley-Blackwell, 2014.
3. Das, Bijay Kumar. *A Handbook of Translation Studies*. Atlantic Publishers & Distributors P Limited, 2005.

WEB RESOURCES:

1. <https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/>
2. <https://www.sparknotes.com/drama/cherryorchard/summary/>
3. <https://allpoetry.com/>

GENERIC ELECTIVE - III

Course Title: **HISTORY OF ENGLISH LITERATURE & LITERARY FORMS - I**

Course Code:	Credits :3
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To evaluate the various poetic forms specific to the age and the writers of the period from Chaucer to Neo Classical Age
- To identify the paradigm shift in the genre of poetry pertaining to the Romantic Age and the Pre – Raphaelite Age in the backdrop of the socio-economic changes witnessed
- To examine the shift in form, theme and style as explored by the poets of the Modern Age
- To familiarize the students with different forms of poetry
- To enable them to classify, analyze, interpret and understand the forms of essay and life writing

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain extensive insight into the history of English literature, emphasizing on various writers, literary movements and genres as representatives of their times.
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of Romantic to Pre-Raphaelite period
CO3	Familiarize with the socio-cultural ambience and the discursive frameworks of modern age
CO4	Analyse the poetic forms specific to various genres and its significance
CO5	Understand the nuances of types of essays and life writing

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	3	3	2	1	2	3
CO2	3	3	2	2	1	2	3	3	2	2	2
CO3	3	2	3	2	1	3	3	3	3	3	3
CO4	3	2	2	3	2	2	3	3	2	3	2
CO5	3	2	1	2	2	3	3	2	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	English Poetry from Chaucer to Neo-classic Geoffrey Chaucer, Sir Thomas Wyatt, Henry Howard, Philip Sidney, Edmund Spenser, William Shakespeare, Metaphysical Poets, John Milton, John Dryden, Alexander Pope		CO1
2	Romantic to Pre-Raphaelites Thomas Gray, William Collins, William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, Lord Byron, Alfred Tennyson, Robert Browning, Matthew Arnold, Pre-Raphaelites		CO2
3	Modern Poetry Gerard Manley Hopkins, W.B. Yeats, T.S. Eliot, Siegfried Sassoon, W. H. Auden, Philip Larkin, Ted Hughes		CO3
4	Poetry Figures of Speech, Lyric, Sonnet, Ode, Ballad, Epic, Mock-epic, Elegy		CO4
5	Literary Forms – Essay and Life Writing Essay and its Types, Biography, Autobiography		CO5

TEXT BOOKS:

1. Hudson, W.H. *An Outline History of English Literature*. True Sign Publishing House, 2022.
2. Compton-Rickett, Arthur. *A History of English Literature*. Gyan, 2024.
3. Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2001.

REFERENCE BOOKS:

1. Albert, Edward and James Alfred Stone. *A History of English Literature*. Indiana University, 1955.
2. Daiches, David. *A Critical History of English Literature*. Allied Publishers Private, 1979.
3. Abrams, M H and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2009.

WEB RESOURCES:

1. <https://www.thoughtco.com/top-figures-of-speech-1691818>
2. <https://www.litcharts.com/literary-devices-and-terms>
3. <https://www.scribbr.com/academic-essay/essay-types/>

FOURTH SEMESTER

CORE - VIII

Course Title: ENGLISH LANGUAGE & LINGUISTICS

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To help learners gain knowledge of origin, growth and development of English Language
- To inform students about the various external linguistic influences that have contributed to the making of the language
- To help learners gain knowledge of the scientific study of English language and linguistics
- To enable the students to acquire knowledge on linguistic concepts.
- To enable students to understand the theory and practice in language and linguistics

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Recognize and relate the origin of language to human intellectual development
CO2	Recognize the changes brought about by history and to interpret language
CO3	Make appropriate linguistic analysis in context of articulation and sounds of language
CO4	Apply the knowledge of linguistics and explore the methodologies related to word formation and grammar
CO5	Differentiate the variations in the use of language at regional and social levels

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	2	3	2	2	3	3
CO2	3	3	2	2	1	2	3	3	2	2	3
CO3	3	2	2	3	2	2	3	2	2	3	2
CO4	3	3	1	3	2	3	3	3	3	3	2
CO5	3	3	2	2	3	3	3	2	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	A Brief Introduction to Language <ul style="list-style-type: none"> • The Origin of Language • Animal and Human language 		CO1
2	Language History and Evolution <ul style="list-style-type: none"> • Indo-European family • The History of English 		CO2
3	Articulation and Sounds of Language <ul style="list-style-type: none"> • Phonetics • Consonants • Vowels • Diphthongs 		CO3
4	Grammar and Word Formation <ul style="list-style-type: none"> • Parts of Speech • Syntax • Semantics • Pragmatics • Morphology and its Types 		CO4
5	Regional and Social Variations in Languages and Linguistics <ul style="list-style-type: none"> • Sociolinguistics • Speech Style, Register and Slang • The Standard Language, Accent & Dialect • Dialectology and Bilingualism 		CO5

TEXT BOOKS:

1. Yule, George. *The Study of Language*. Cambridge University Press, 1985.
2. Balasubramanian T. *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, 1981.
3. Lyons, John. *Language & Linguistics*. Cambridge University Press, 1981.

REFERENCE BOOKS:

1. Verma, S.K. *Modern Applied Linguistics: An Introduction*. Oxford University Press, 1997.
2. Mayer, Charles F. *Introducing English Linguistics*. Cambridge University Press, 2009.
3. Yule, George. *Explaining English Grammar*. OUP Oxford, 1998.

WEB RESOURCES:

1. <https://www.britannica.com/topic/Indo-European-languages/The-parent-language-Proto-Indo-European>
2. <https://www.studysmarter.co.uk/explanations/english/morphology/>
3. <https://www.thoughtco.com/sociolinguistics-3026278>

CORE - IX

Course Title: AFRICAN LITERATURE

Course Code:	Credits : 4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To familiarize the students with the concepts of African literature
- To expose students to the socio economic and cultural aspects reflected in African literature through various texts
- To gain knowledge on the ethical values explored in the texts
- To acquire comprehensive knowledge of African literature by close reading
- To critically analyze African literature through the prescribed text

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain an understanding of the various concepts of African Literature
CO2	Examine the writing style and forms of African literature
CO3	Acquire knowledge of the values explored in the African Literature
CO4	Analyze the background and historical context discussed in the prescribed text
CO5	Appreciate the cultural, socio-economic and human significance of the works of African literature

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	2	3	2	2	3	3
CO2	3	2	2	2	1	3	3	3	2	2	2
CO3	3	3	2	2	2	2	3	3	3	3	2
CO4	3	2	3	2	1	3	3	3	3	3	3
CO5	3	3	2	2	2	3	3	2	2	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction <ul style="list-style-type: none"> • A brief history of African Literature • Major writers and their contributions • Dominant themes in African literature – quest for identity, nationalism, colonialism, displacement, negritude 		CO1
2	Poem <ul style="list-style-type: none"> • Gabriel Okara – The Mystic Drum • Jean-Joseph Rabearivelo - Cactus • David Diop - Africa • John Pepper Clarke – The Casualties • Kofi Awoonor – The Weaver Bird 		CO2
3	Short Story <ul style="list-style-type: none"> • Nadine Gordimer – The Train from Rhodesia • Ngugi wa Thiong’o – A Meeting in the Dark • Alex la Guma – The Lemon Orchard 		CO3
4	Drama Wole Soyinka – The Lion and the Jewel		CO4
5	Fiction Chinua Achebe – Things Fall Apart		CO5

TEXT BOOKS:

1. Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1973.
2. Achebe, Chinua. *Things Fall Apart*. Penguin Publishing Group, 1994.
3. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Macmillan India, 2007.

REFERENCE BOOKS:

1. George, Olakunle. *A Companion to African Literatures*, Wiley, 2021.
2. Killam, Douglas. *Literature of Africa*, Greenwood Publishing Group, 2004.
3. Gikandi, Simon. *Encyclopedia of African Literature*. Taylor & Francis, 2003.

WEB RESOURCES:

1. <https://www.literpretation.com/post/the-mystic-drum-poem-summary>
2. <https://poemcollections.com.ng/analysis-of-cactus-by-jean-joseph-rabearivelo/>
3. <https://allpoetry.com/>

FOURTH SEMESTER

CORE - X

Course Title: CARIBBEAN LITERATURE

Course Code:	Credits	:	4
L:T:P:S:	CIA Marks	:	50
Exam Hours: 3	ESE Marks	:	50

LEARNING OBJECTIVES:

- To introduce the students to the concepts of Caribbean literature
- To familiarize students with the socio-economic and cultural aspects reflected in Caribbean literature
- To gain comprehensive knowledge of Caribbean literature by close reading
- To acquire insights into the ethical values explored in the texts
- To critically analyze the prescribed work of fiction in Caribbean literature

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Recognize the concepts explored in Caribbean Literature
CO2	Examine the themes and forms of poems in Caribbean literature
CO3	Analyze human values and experiences depicted in the stories of Caribbean Literature
CO4	Critically analyze the prescribed text of Caribbean drama
CO5	Appreciate the literary, cultural and human significance discussed in the work of Caribbean literature

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	2	3	3	2	3	3
CO2	3	3	2	2	1	2	3	3	2	3	2
CO3	3	3	3	2	2	3	3	3	3	3	3
CO4	3	2	3	3	2	3	3	3	3	3	3
CO5	3	2	2	3	2	3	3	2	2	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction <ul style="list-style-type: none"> • A brief history of Caribbean Literature • Major writers and their contributions • Dominant themes in Caribbean literature – exile, resistance and alienation 		CO1
2	Poem <ul style="list-style-type: none"> • Edward Baugh – The Carpenter’s Complaint • Dennis Scott - Marrysong • Mahadai Das – My Final Gift to Life • Martin Carter – Looking at Your Hands • Mervyn Morris – Little Boy Crying 		CO2
3	Short Story <ul style="list-style-type: none"> • Karl Sealy – The Pieces of Silver • Jamaica Kincaid - Girl • Roger Mais – Black Out 		CO3
4	Drama Derek Walcott – Dream on Monkey Mountain		CO4
5	Fiction Jean Rhys – Wide Sargasso Sea		CO5

TEXT BOOKS:

1. Walcott, Derek. *Dream on Monkey Mountain*. Farrar, Straus and Giroux, 1971.
2. Rhys, Jean. *Wide Sargasso Sea*. Penguin UK, 2016.
3. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Macmillan India, 2007.

REFERENCE BOOKS:

1. McDonald, Ian and Stewart Brown (ed), *The Heinemann Book of Caribbean Poetry*, Heinemann, 1992.
2. Markham, Edward Archibald, *The Penguin Book of Caribbean Short Stories*, Penguin, 1982.
3. Donnel, Alison and Sarah Lawson Welsh. *The Routledge Reader in Caribbean Literature*. Routledge, 1996.

WEB RESOURCES:

1. <https://professorgarretraja.blogspot.com/2019/11/ananse-ananse-is-trickster-spider-which.html>
2. <https://www.litcharts.com/poetry/dennis-scott/marrysong>
3. <https://www.supersummary.com/dream-on-monkey-mountain/summary/>

FOURTH SEMESTER
GENERIC ELECTIVE - IV

Course Title: HISTORY OF ENGLISH LITERATURE & LITERARY FORMS - II

Course Code:	Credits : 3
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To distinguish the various types of plays and appraise the works of 17th century dramatists
- To analyze the works of 18th century to modern dramatists
- To identify the famous English novelists and their contribution to literature
- To familiarize the students with various forms of drama and to trace the evolution of genre
- To classify, analyze, interpret and understand the literary terms and forms of novels and short stories

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain insight into the history of English literature, various literary movements, genres and writers as representatives of the age.
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period
CO3	Identify the famous English novelists and their contribution to literature, trace the evolution of genre
CO4	Familiarize themselves with the form of drama, trace its development and growth
CO5	Discuss the various literary forms and examine its usage

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	2	3	3	3	2	3
CO2	3	3	2	2	1	2	3	3	3	2	3
CO3	3	2	2	2	1	2	3	2	3	2	3
CO4	3	3	3	2	1	2	3	3	3	2	3
CO5	3	2	2	3	1	2	3	2	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Early, Elizabethan & Seventeenth Century Dramatists Miracles, Mysteries, Morality Plays and Interludes, University Wits, William Shakespeare, John Webster, William Congreve, William Wycherley, John Dryden		CO1
2	Eighteenth Century to Modern Dramatists Oliver Goldsmith, Richard B. Sheridan, Oscar Wilde, George Bernard Shaw, T.S. Eliot, W. B. Yeats, J. M. Synge, Samuel Becket, Harold Pinter		CO2
3	English Novelists Daniel Defoe, Samuel Richardson, Jane Austen, Bronte Sisters, Walter Scott, Charles Dickens, George Eliot, Thomas Hardy, Agatha Christie, H.G. Wells		CO3
4	Literary Forms – Drama Tragedy, Comedy, Tragic-comedy, Farce, Masque		CO4
5	Literary Forms – Novels and Short Story Novel and its Types, Novella, Short Story		CO5

TEXT BOOKS:

1. Hudson W. H. *An Outline History of English Literature*. True Sign Publishing House, 2022.
2. Compton-Rickett, Arthur. *A History of English Literature*. Gyan, 2024.
3. Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2001.

REFERENCE BOOKS:

1. Albert, Edward and James Alfred Stone. *A History of English Literature*. Indiana University, 1955.
2. Daiches, David. *A Critical History of English Literature*. Allied Publishers Private, 1979.
3. Abrams, M H and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2009.

WEB RESOURCES:

1. <https://blog.podiumpro.in/7-different-types-of-drama-in-literature/>
2. <https://www.britannica.com/art/novel/Types-of-novel>
3. <https://www.blurb.com/blog/what-is-a-short-story/>

FIFTH SEMESTER

CORE COURSE XI

Course Title: WOMEN'S WRITING

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To identify the origin and development of feminism as a genre.
- To gain specialized knowledge of the works of national and international acclaimed authors.
- To familiarize with the style, diction and coherence of various authors and their works.
- To recognize feminism as a social movement and critical tool to express the unspoken female experiences
- To enhance their historical and analytical perspectives on culture, language, literature, and society.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Recognize the background, origin and special features of women's writing with reference to western society
CO2	Integrate knowledge of the cultural diversity through the works of various women writers
CO3	Analyse perspectives of various women issues expressed in the works of writers representing women's voices.
CO4	Identify the significant others of the society contributed to the clear understanding of womanhood
CO5	Analyse and examine the major socio cultural and economic constraints in defining women as equal human beings

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	2	2	3
CO2	3	2	3	2	3	3	3	3	2	2	3
CO3	3	2	3	2	3	3	3	3	2	2	3
CO4	3	2	3	2	3	3	3	3	2	2	3
CO5	3	2	3	2	3	3	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	The four waves of women's movement, types of feminism, gynocriticism, Écriture féminine Feminine, womanism, feminine- feminist -female - phases in women's writing		CO1
2	Poems <ul style="list-style-type: none"> • Kamala Das – Introduction • Imtiaz Dharkar – Purdah • Maya Angelou – Still I Rise • Sylvia Plath – Lady Lazarus • 5. Menka Shivdesani - Iron Woman 		CO2
3	Prose <ul style="list-style-type: none"> • Angela Davis – “The Meaning of Emancipation According to Black Women” – Chapter 5 in <i>Women, Race and Class</i> • Amy Tan – Mother Tongue 		CO3
4	Drama Ntozake Shange – For Colored Girls		CO4
5	Fiction Anita Nair – Ladies Coupe		CO5,

TEXT BOOKS:

1. Davis, Angela Y. *Women, Race and Class*. Penguin UK, 2019.
2. Dharker, Imtiaz. *Purdah and Other Poems*. 1988.
3. Nair, Anita. *Ladies Coupe*. Penguin UK, 2015.

REFERENCE BOOKS:

1. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford UP, USA, 2005.
2. Hooks, Bell. *Feminism Is for Everybody: Passionate Politics*. Routledge, 2014.
3. Gordon-Bramer, Julia. *Decoding Sylvia Plath's Lady Lazarus: Freedom's Feminine Fire*. Magi Press, 2017.

WEB RESOURCES:

1. <https://www.poemhunter.com/poem/an-introduction-2/>
2. [amy tan s mother tongue.pdf](#)
3. [\(DOC\) Ntozake Shange: For Colored Girls](#)

CORE COURSE XII

Course Title: CANADIAN LITERATURE

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours:3	ESE Marks : 50

LEARNING OBJECTIVES:

- To familiarize learners with the history of Canadian Literature and its contemporary trends
- To analyse the themes of multiculturalism in Canada.
- To appreciate the theme of survival and native literature in the critical texts.
- To examine the various themes of migration, displacement and discrimination in native literature.
- To analyse Canadian history through Asian-immigrant perspectives.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the dimensions of Canadian Literature in the universal literary context.
CO2	Examine the poems with relevant cultural diversities that exist in the Canadian society
CO3	Critically understand the values of native literature and post colonialism
CO4	Understand the discriminations that prevail in the Canadian society through the eyes of George Ryga
CO5	Evaluate the experiences of both settlers and immigrants during world war II

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	2	2	3
CO2	3	2	3	2	3	3	3	3	2	2	3
CO3	3	2	3	2	3	3	3	3	2	2	3
CO4	3	2	3	2	3	3	3	3	2	2	3
CO5	3	2	3	2	3	3	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Brief history of Canadian Literature in English Indigenous Literature of Canada Multiculturalism Anti-American Dream Contemporary trends in Canadian Literature		CO1
2	Poems <ul style="list-style-type: none"> • Margaret Atwood – Journey to the Interior • James Reany – Maps • Emily Paulin Johnson - The Cattle Thief • Michael Ondaatje - Speaking to You • Janet Marie Rogers - In Like a Lion 		CO2
3	Prose <ul style="list-style-type: none"> • Thomas King - Godzilla vs Postcolonialism • Margaret Atwood - From Survival – A Thematic Guide to Canadian Literature 		CO3
4	Drama George Ryga - The Ecstasy of Rita Joe		CO4
5	Fiction Joy Kogawa - Obasan		CO5,

TEXT BOOKS:

- 1 .Kogawa, Joy. *Obasan*, Lester & Orpen Dennys, 1981.
2. Ryga,George. *The Ecstasy of Rita Joe*, Falon books.
3. Atwood, Margaret Eleanor. *Survival: A Thematic Guide to Canadian Literature*. 1972.

REFERENCE BOOKS:

1. Brown, Russel, and Donna Bennett. *An Anthology of Canadian Literature in English*. 2, 1983. Oxford University Press, 1983.
2. Howells, Coral Ann, and Eva-Marie Kröller. *The Cambridge History of Canadian Literature*. Cambridge UP, 2013.
3. Helms, Gabriele. *Challenging Canada: Dialogism and Narrative Techniques in Canadian Novels*. McGill-Queen's Press - MQUP, 2003.

WEB RESOURCES:

[Canadian literature | History, Authors, Books, Classics, & Prizes | Britannica](#)

<https://www.halifaxpubliclibraries.ca/blogs/post/indigenous-life-in-poetry-and-prose/>

[Survival: a thematic guide to Canadian literature : Atwood, Margaret, 1939- : Free Download, Borrow, and Streaming : Internet Archive](#)

CORE COURSE XIII

Course Title: LITERARY CRITICISM AND THEORY

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES: To introduce various theoretical concepts from ancient to modern criticism

- To equip learners with ideas related to the theory and criticism of literary texts
- To familiarize learners with western literary theory and criticism
- To critically analyse literary theories
- To emphasize on the primary theoretical texts and its historical and social contexts.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Demonstrate familiarity with the history of literary theory
CO2	Develop an understanding of key concepts in literary Theory
CO3	Understand the meaning, significance, and value of specific literary theoretical works.
CO4	Analyze specific literary theories to identify the structure and logic of their arguments.
CO5	Use literary theoretical concepts to develop their interpretations of literary texts.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome

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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	2	3	3	2	2	3
CO2	3	2	3	3	3	2	3	3	2	2	3
CO3	3	2	3	3	3	2	3	3	2	2	3
CO4	3	2	3	3	3	2	3	3	2	2	3
CO5	3	2	3	3	3	2	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Plato – Allegory of the Cave (The Republic, Book VII) Aristotle – Six Elements of Tragedy (From Poetics)		CO1
2	Sir Philip Sidney – Apologie for Poetrie Dr. Johnson – Preface to Shakespeare		CO2
3	William Wordsworth – Preface to Lyrical Ballads S. T. Coleridge – Biographia Literaria – Chapter 14		CO3
4	T. S. Eliot – Tradition and Individual Talent D.H. Lawrence – Why the Novel Matters		CO4
5	Elaine Showalter – Towards Feminist Poetics Bill Ashcroft, Gareth Griffiths and Helen Tiffin- Introduction to The Empire Writes Back		CO5,

TEXT BOOKS:

1. Aristotle. *Poetics*, Trans. Gerald F. Else. Ann Arbor: U of Michigan P, 1967
2. Coleridge, Samuel Taylor. *Biographia Literaria*. 2014.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2002.

REFERENCE BOOKS:

1. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. 2006.
2. Habib, M. a. R. *Literary Criticism From Plato to the Present: An Introduction*. John Wiley and Sons, 2011.
3. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2003.

WEB RESOURCES:

1. [Plato](#)
2. [https://mseffie.com/assignments/heart_of_darkness/Purdue OWL Literary Theory.pdf](https://mseffie.com/assignments/heart_of_darkness/Purdue%20OWL%20Literary%20Theory.pdf)
3. MacKay, Marina. "Why The Novel Matters." *Cambridge University Press eBooks*, 2010, pp. 1–15. <https://doi.org/10.1017/cbo9780511781544.002>.

MULTI-DISCIPLINARY ELECTIVE/OPEN ELECTIVE

Course Title: LITERATURE AND FILM ADAPTATION

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours:3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand the relation between film and literature.
- Introduce learners to the various ways in which literature and the moving image diverge.
- Help the learners understand how each form and theory makes their own claims to the narrative.
- Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
- Help learners gain perspective on literature's relationship with cinema through practical application

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain insight into literature and movies that correspond through the theory of narrative
CO2	Familiarize with the inter-dependence of the two art forms that collectively and individually re-present human creativity
CO3	Understand the theories and their own claims to the film narrative.
CO4	Analyse the politics and process of adaptation of literary forms into cinematic forms
CO5	Create film reviews by understanding the relationship between literature and film

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	2	3	3	2	2	3
CO2	3	2	3	3	3	2	3	3	3	2	3
CO3	3	2	3	3	3	2	3	3	2	2	3
CO4	3	2	3	3	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction to Literature and Film Adaptation, Visual language, Cinematography - Colour, Lighting, Camerawork, Film review Screenwriting: One-line plot, characterization, one-line scene order & treatment.		CO1
2	Film genres (Adapted from books) <ul style="list-style-type: none"> • Adventure- Avatar - I • Crime thriller – The Godfather 		CO2
3	Critical understanding of films- Formalist, Marxist, Feminist and Postcolonial perspectives Film Narrative: Title – story- plot- script- narration - duration – cause and effects – exposition – climax- point of view		CO3
4	Film genres (Adapted from books) <ul style="list-style-type: none"> • Epic/Classic – Lord of the Rings • Fantasy/Sci-fi – Journey to the Center of the Earth 		CO4
5	Practical Application - Write a film review.		CO5

TEXT BOOKS:

1. Mast, Gerald & Marshall Cohen. *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press, 1994.
2. Nichols, Bill. *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
3. Cartmell, Deborah. *A Companion to Literature, Film, and Adaptation*. John Wiley and Sons, 2014.

REFERENCE BOOKS:

1. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990.
2. Horton, Andrew. 'Film and Literature', *Encyclopedia of World Literature in the 20th Century Vol 2*, Leonard S Klein(ed), New York: Frederick Ungar, 1982, 93- 99.
3. Snyder, Mary H. *Analyzing Literature-to-Film Adaptations: A Novelist's Exploration and Guide*. A&C Black, 2011.

WEB RESOURCES:

1. Stam, Robert, and Alessandra Raengo. "Literature and Film: A Guide to the Theory and Practice of Film Adaptation." *Choice Reviews Online*, vol. 42, no. 11, July 2005, pp. 42–6390a. <https://doi.org/10.5860/choice.42-6390a>
2. McFarlane, Brian. "Novel to Film: An Introduction to the Theory of Adaptation." *Choice Reviews Online*, vol. 34, no. 06, Feb. 1997, pp. 34–3224. <https://doi.org/10.5860/choice.34-3224>.
3. "Film Adaptation in the Hollywood Studio Era." *Choice Reviews Online*, vol. 48, no. 05,

DISCIPLINE SPECIFIC ELECTIVE I EMPLOYABILITY COURSE I(A)

Course Title: TECHNICAL WRITING

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand Technical Writing, its fundamentals, functions, types, and structure for professional communication.
- To apply creative thinking and visualization techniques to develop effective writing skills.
- To create appropriate writing styles and effective written communication.
- To emphasise the principles of technical writings for professional communication.
- To impart professional writing skills based on the fundamental technical writings for documentations.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Apply the complete technical writing process to create structured and effective communication.
CO2	Develop various types of technical documents to meet specific communication objectives and audience needs.
CO3	Write professional business and job application letters with appropriate tone, structure, and content for formal communication.
CO4	Develop clear and effective memos and emails using appropriate strategies in technical communication.
CO5	Create real-world technical documents by applying writing techniques in practical scenarios.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	2	3	3	2
CO2	3	3	2	3	3	2	3	2	3	3	2
CO3	2	3	2	2	3	2	2	2	3	3	2
CO4	2	3	2	2	3	2	2	2	3	3	2
CO5	3	3	2	3	3	2	3	2	3	3	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Fundamentals of Technical Writing Characteristic features of Technical writing Technical writing process: planning and researching, drafting, revising, and rewriting, proofreading and publishing the document.		CO1
2	Designing brochures, manual writing, proposal writing, writing resumes and CVs.		CO2
3	Nature and scope of letters Business letter Job application letters.		CO3
4	Memos and Emails Strategies to write effective memos and emails. Ethical responsibilities of technical writers.		CO4
5	Practical Tasks: Create technical documents - Manuals, proposals, resumes, CVs reports and brochures.		CO5,

TEXT BOOKS:

Gerson, Sharon J., and Steven M. Gerson. *Technical Communication: Process and Product*. 9th ed., VanAlstyne, Judith S., and J. William Pfeiffer. *Technical Writing: A Practical Approach*. 8th ed., Pearson, 2016.

REFERENCE BOOKS:

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing*. 13th ed., Bedford/St. Martin's, 2023.

WEB RESOURCES:

<https://open.umn.edu/opentextbooks/textbooks/412>

DISCIPLINE SPECIFIC ELECTIVE I EMPLOYABILITY COURSE I(B)

Course Title: ENGLISH FOR CAREER

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours:3	ESE Marks : 50

LEARNING OBJECTIVES:

- To familiarize with resume writing and CV
- To develop communication and organisational skills
- To understand different types of letters
- To recognize privacy and security in the digital world
- To produce effective online content

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Gain an overview of resume writing
CO2	Understand organizational practices and develop right attitude
CO3	Critically examine the types of letters and acquire a distinct style of writing.
CO4	Comprehend effective methods of social networking and practice etiquette
CO5	Create online content and write blogs

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	2	2	3	3	2
CO2	3	3	2	2	3	3	2	2	2	3	2
CO3	3	3	2	2	3	2	3	2	3	3	2
CO4	2	3	3	2	3	3	2	2	3	3	3
CO5	3	3	3	2	3	3	3	2	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Resume writing, CV – Format and structure		CO1
2	Workplace communication skills – Organizational Skills – Making and keeping to a schedule		CO2
3	Official Correspondence – Formal and informal letters, emails, press release, minutes of the meeting		CO3
4	Social networking – Etiquette – Privacy and security		CO4
5	Online content writing, writing and creating blogs, writing for websites		CO5,

TEXT BOOKS:

1. Smith, Leila R. *English for Careers*. 1981.
2. ---. *English for Careers: Business, Professional, and Technical*. 1990.
3. Boros, Claudine L. *The Fundamentals of Business Writing: At Corporations and Governments (Volume II)*. Xlibris Corporation, 2012.

REFERENCE BOOKS:

1. Fitzgerald, Suzanne Sparks. *Manager's Guide to Business Writing*, NewDelhi, Mcgraw-Hill.
2. Strunk, William, and E. B White. *The Elements of Style*. 4th ed. Longman, 2000.

WEB RESOURCES:

1. https://www.hup.harvard.edu/file/feeds/PDF/9780674064485_sample.pdf
2. Sun, Jiandong, and Ken Hyland. "Disciplinary Discourses: Social Interactions in Academic Writing." *TESOL Quarterly*, vol. 35, no. 2, Jan. 2001, p. 344.
<https://doi.org/10.2307/3587657>.

DISCIPLINE SPECIFIC ELECTIVE I EMPLOYABILITY COURSE I(C)

Course Title: JOURNALISM AND MASS COMMUNICATION

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To introduce the students to the basic principles and practices in Journalism and Mass Communication
- To familiarize with news agencies and print media
- To enable them to acquire skills in editing and proofreading
- To understand the graphics in magazine editing
- To enhance their career options in the field of Journalism

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Introduce the basic principles of Journalism and mass communication
CO2	Analyse the news agencies in India and across the world
CO3	Evaluate principles of editing and proofreading
CO4	Compare and contrast the graphics and illustrations in various news magazines
CO5	Comprehend the role of reporters, correspondents, consider it as a career option

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome

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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3	2
CO4	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	History of Indian Journalism and the origin of Print Media in India		CO1
2	Development of news agencies Major print mediums		CO2
3	Principles of Editing - News editor - News coordinator, sub editors - Chief sub-editor - Headline, techniques of writing headline - Editing agency copies, copy testing - Page planning - Picture editing - Proofreading - Page Make-up - Cartoons - Page Lay-out - Principles of Page lay-out		CO3
4	Graphics and Illustrations, Typography, Magazine Editing, Use of Computer Softwares in Editing, Writing Editorial, Editing a News Story with Headline.		CO4
5	Reporters/Correspondents - Chief Reporter, News Beat, News Sources, Special Correspondent, Parliamentary Correspondent, Foreign Correspondent, District Correspondent, Feature, Photo Journalism. Specialisation in Reporting: Political Reporting, Crime and Legal affairs Reporting, Public affairs Reporting, Human Interest Stories, Business Reporting, Science Reporting, Sports Reporting, Film Reporting.		CO5,

TEXT BOOKS:

1. Parthasarathy Rangaswami.(1984). *Basic journalism*, India, Trinity press.
2. Roy, Baron.(2000). *Beginners Guide To Journalism and Mass Communication*, New Delhi, V and S Publishers.
3. Wahl-Jorgensen, Karin, and Thomas Hanitzsch. "The Handbook of Journalism Studies." *Routledge eBooks*, 2009.

REFERENCE BOOKS:

1. Williams, Kevin.(2003). *Understanding Media theory*, London, Bloomsbury publishing.
2. Smith, Angela and Higgins, Michael.(2013). *The language of journalism*, London, Bloomsbury publishing.

WEB RESOURCES:

1. Deuze, Mark. "What Is Journalism?" *Journalism*, vol. 6, no. 4, Sept. 2005, pp. 442–64. <https://doi.org/10.1177/1464884905056815>.
2. Kovach, Bill, and Tom Rosenstiel. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. 2001,**SIXTH SEMESTER**

CORE COURSE XIV

Course Title: **SHAKESPEARE**

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand the socio-cultural aspects of Elizabethan age.
- To facilitate learners with a understanding of Shakespeare's sonnets
- To provide knowledge on social, historical and political contexts in Shakespeare's play
- To appreciate Shakespeare's dramatic practice through close readings of the play
- To analyze plot, characters, themes and stagecraft of Shakespeare's plays

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Articulate ideas to identify and analyze concepts of Shakespeare's plays
CO2	Develop a deeper knowledge of Shakespeare's craftsmanship in his sonnets
CO3	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed
CO4	Understand the distinctiveness of Shakespeare's works with reference to his immortal characters and his intuitive understanding of human nature
CO5	Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	2	3	3
CO2	3	3	3	2	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	3	2	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	General Studies <ul style="list-style-type: none"> ● Shakespeare's Theatre and Audience ● Fools and Clowns of Shakespeare ● Comedies of Shakespeare ● Tragedies of Shakespeare ● Soliloquies of Shakespeare ● Heroines of Shakespeare ● Villains of Shakespeare ● Sonnets of Shakespeare 		CO1
2	Sonnet – 2,17,104,116 and 138		CO2
3	Othello – Detailed		CO3
4	The Merchant of Venice – Non detailed		CO4
5	Antony & Cleopatra – Non detailed		CO5,

TEXT BOOKS:

1. Shakespeare, William. *Othello*. Fingerprint Publishing, 2017.
2. ---. *The Merchant of Venice*. 1917.
3. ---. *Antony and Cleopatra*. 1868.

REFERENCE BOOKS:

1. Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. anaboco, 2016.
2. Frye, Northrop. *Northrop Frye's Writings on Shakespeare and the Renaissance*. University of Toronto Press, 2010.
3. Cerasano, S. P. *A Routledge Literary Sourcebook on William Shakespeare's the Merchant of Venice*. Psychology Press, 2004.
4. ---. *William Shakespeare's Othello: A Routledge Study Guide and Sourcebook*. Routledge, 2005.

WEB RESOURCES:

1. [A. C. Bradley and Shakespearean Tragedy on JSTOR](#)
2. MATZ, ROBERT. "THE SCANDALS OF SHAKESPEARE'S SONNETS." *ELH*, vol. 77, no. 2, 2010, pp. 477–508. *JSTOR*, <http://www.jstor.org/stable/40664640>. Accessed 11 Apr. 2025.
3. <https://www.britannica.com/biography/William-Shakespeare>

CORE COURSE XV

Course Title: NEW LITERATURES IN ENGLISH

Course Code:	Credits :4
4L:T:P:S:	CIA Marks : 50
Exam Hours:3	ESE Marks : 50

LEARNING OBJECTIVES:

- To appreciate writing and literature from global and personal perspectives
- To cultivate an understanding of linguistic practices in other cultures
- To explore significant texts from diverse cultures in history
- To engage in critical inquiry through aboriginal narratives
- To understand how an author's own ideology shapes reality in the literary text

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies
CO2	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention
CO3	Critically evaluate arguments and assumptions about postcolonial literature.
CO4	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts
CO5	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Poems <ul style="list-style-type: none"> • Derek Walcott (African) – A Far Cry from Africa • Yasmin Goonaratne (South Asia / Sri Lanka) – Big Match • Judith Wright (Australian) – The Company of Lovers • E.J. Pratt (Canadian) – The Dying Eagle • Allen Curnow (New Zealand) – House and Land 		CO1
2	Prose <ul style="list-style-type: none"> • Chinua Achebe (Nigerian) – Novelist as a Teacher • Aung San Suukyi (Burmese) – Freedom from Fear (essay from <i>Freedom from Fear</i>) 		CO2
3	Short Stories <ul style="list-style-type: none"> • Gao Xingjian (Chinese) - The Temple • Katherine Mansfield (New Zealand) - A Suburban Fairytale 		CO3
4	Drama <ul style="list-style-type: none"> • Jack Davis (Australia) – No Sugar 		CO4
5	Fiction <ul style="list-style-type: none"> • Guan Moye / Mo Yan (Chinese) – Red Sorghum 		CO5,

TEXT BOOKS:

1. Kyi, Aung San Suu. *Freedom from Fear: And Other Writings*. Penguin, 2010
2. Yan, Mo. *Red Sorghum*. Random House, 2012
3. Walsh, William. *Commonwealth Literature*. OUP, UK, 1973

REFERENCE BOOKS:

1. Kumar, Bishun. *Major voices in New Literature in English*, Atlantic Publishers & Distributors Pvt Ltd, 2018.
2. J. O'Donnell, Margaret. *An Anthology of Commonwealth Verse*, Blackie, 1963.
3. Rutherford, Anna and Donald Hannah, *Commonwealth Short Stories*,
4. Macmillan: UK, 1979

WEB RESOURCES:

1. [No Sugar Play Jack Davis | PDF](#)
2. <https://www.newyorker.com/magazine/2003/02/17/the-temple>
3. <https://fleursdumal.nl/mag/a-suburban-fairy-tale-by-katherine-mansfield>

CORE COURSE XVI

Course Title: ENGLISH LANGUAGE TEACHING

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours:3	ESE Marks : 50

LEARNING OBJECTIVES:

- To comprehend the origin and development of ELT(region and nation specific)
- To cultivate a understanding of curriculum and syllabus
- To explore significant challenges in ELT
- To analyse techniques and strategies in ELT
- To interpret the role of technologies in ELT

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Outline the development of ELT in Tamil Nadu and India
CO2	Examine the different teaching methods
CO3	Examine the principles and challenges in teaching English as a second language.
CO4	Identify different approaches and methods to teach grammar and the genres of poetry and prose
CO5	Classify various teachings aids and techniques used in English language Teaching

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	2	3	3	2	3	3
CO2	3	3	2	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	2	3	3	2	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<ul style="list-style-type: none"> ● Origins and Development of ELT in India ● Growth of English Language Teaching in Tamil Nadu ● English as Second Language & English as Foreign Language. 		CO1
2	<ul style="list-style-type: none"> ● Understanding Curriculum, Syllabus, and Course Design ● Examination of Teaching Methods: ● Grammar-Translation Method (GTM) ● Direct Method ● Communicative Language Teaching (CLT) ● Audio-Lingual Method (ALM) ● Approaches and Techniques in ELT 		CO2
3	<ul style="list-style-type: none"> ● Principles and Challenges of Teaching English as a Second Language ● Preparing a lesson Plan ● Assessment & Evaluation ● Development of Language Skills: Listening, Speaking, Reading, and Writing (LSRW) 		CO3
4	<ul style="list-style-type: none"> ● Teaching Grammar: Inductive vs. Deductive ● Techniques for Teaching Vocabulary Effectively ● Instructional Strategies for Teaching Poetry and Prose 		CO4
5	<ul style="list-style-type: none"> ● Use of Teaching Aids in Language Instruction ● Role of Technology in English Language Teaching ● Computer-Assisted Language Learning (CALL) ● Integration of AI and Digital Tools in ELT 		CO5,

TEXT BOOKS:

1. Scrovemer, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan. 2011.
2. Arora, Navita. *English Language Teaching: Approaches and Methodologies*. Tata Mcgraw Hill Education, India, 2012.

REFERENCE BOOKS:

1. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2012.
2. Kumar, Ashok. *Swiftly Shifting Paradigms of English Language Teaching in India*. Authors Press, India, 2010.

WEB RESOURCES:

1. [ijsell_1.pdf](#)
2. [Top 10 Effective Methods of Teaching English - Getmyuni](#)

CORE COURSE XVII

Course Title: FOLK LITERATURE

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To familiarize with different theories and forms of folk literature
- To analyze the role of oral tradition in literature
- To appreciate traditional knowledge and beliefs in folk arts
- To examine the various themes and narratives in contemporary literary text
- To create folk tales, songs or ballads of their own

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify the characteristics and functions of folklore
CO2	Understand the significance of folk songs and ballads in preserving culture
CO3	Enhance knowledge of various folk forms
CO4	Recognize the theories and methodologies in folklore studies and its adaptation in famous literary works
CO5	Create folk literature of their own

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	1	1	2	1	3	1	1	3
CO2	1	1	3	1	1	2	1	3	1	1	3
CO3	1	1	3	1	1	1	1	3	1	1	3
CO4	3	1	1	2	1	1	3	1	1	1	1
CO5	1	2	1	1	1	1	1	1	3	1	1

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Definition, Origin and Development: <ul style="list-style-type: none"> ● Characteristics of Folk Literature ● Techniques of Folk Literature Major Forms of Folk Literature 		CO1

	<ul style="list-style-type: none"> ● Myths, Legends, Ballads, Folk Songs, Folk Drama, Folk Tales, Folk Arts, Proverbs and Riddles 		
2	Folk Song: <ul style="list-style-type: none"> ● John Keats -La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) ● Song 1 from The Djanggawul Song Cycle (from <i>Djanggawul</i> by Ronald M.Berndt) 		CO2
3	<ul style="list-style-type: none"> ● Fables of Aesop: The Fox and the grapes ● Tell Me Why -Pourquoi Tales “Why the Sun and Moon live in the Sky?” by Julius Lester ● A.K. Ramanujam - “Brother’s Day” (Bhai Dooj) ● Ruskin Bond - Tales and Legends from India Who’ll buy my Mangoes (Tales from Jataka) The Wicked Guru (Regional Tales and Legends) ● The Panchatantra [Translated from Sanskrit by Arthur W. Ryder] “Loss of Friends” [Book 1- Story 1] “Cat’s Judgment” [Book 3] 		CO3
4	Folk Drama Girish Karnad – <i>Nagamandala</i>		CO4
5	Apply the techniques of Folk Literature & create a folk tale/song of your own		CO5,

TEXT BOOKS:

1. Karnad, Girish. *Nagamandala*, Oxford,1997.
2. Pañchatantra. *The Panchatantra*, Translated from the Sanskrit by Arthur W. Ryder. 1925.
3. Bond, Ruskin. *Tales and Legends from India*, Rupa Publications India.

REFERENCE BOOKS:

1. Mieder, Wolfgang. *Tradition and Innovation in Folk Literature*. Routledge, 2015.
2. Aarne, Antti. *The Types of the Folktale: A Classification and Bibliography*. 1961.
3. Dundes, Alan. *Interpreting Folklore*. Indiana UP, 1980.

WEB RESOURCES:

1. [Tales of the Sun: Or, Folklore of Southern India \(gutenberg.org\)](http://www.gutenberg.org/files/37002/37002-h/37002-h.htm)
2. <https://www.gutenberg.org/files/37002/37002-h/37002-h.htm>
3. [Folk literature | Definition, Characteristics, Examples, Significance, & Facts | Britannica](#)
[Folk literature - Oral Tradition, Legends, Myths | Britannica](#)
4. https://archive.org/download/AesopsFables_389/AFABLES.pdf
5. <https://read.gov/aesop/001.html>

DISCIPLINE SPECIFIC ELECTIVE II - ENTREPRENEURSHIP COURSE I (A)

Course Title: **ENTREPRENEURIAL SKILLS**

Course Code:	Credits :4
L:T:P:S:	CIA Marks :50
Exam Hours:3	ESE Marks :50

LEARNING OBJECTIVES:

- To determine various qualities and skills required for an entrepreneur
- To discuss highly successful traits of entrepreneurship
- To analyse essential characteristics of entrepreneurship, its creativity and innovativeness
- To understand various schemes supporting entrepreneurship
- To acquire knowledge about the new trends in entrepreneurship and venture development

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the foundation of Entrepreneurship Development and its theories
CO2	Explore entrepreneurial skills and management function of a company.
CO3	Identify the type of entrepreneurship and the steps involved in an entrepreneurial venture.
CO4	Understand various steps involved in starting a venture.
CO5	Explore marketing methods & new trends in entrepreneurship.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	2	1	1	1	1	1	2	1
CO2	1	2	1	2	1	1	1	1	1	2	1
CO3	1	2	1	2	1	1	1	1	1	2	1
CO4	1	2	1	2	1	1	1	1	1	2	1
CO5	1	2	1	2	1	1	1	1	1	2	1

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship		CO1
2	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, financial skills, Analytical and problem-solving skills, Critical thinking skills.		CO2
3	Introduction to various types of entrepreneurships, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding		CO3
4	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export		CO4
5	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.		CO5,

TEXT BOOKS:

1. Allen, K. R. (1999) *Launching New Ventures and Entrepreneurial Approach*, 2nd ed., Houghton Mifflin Company, New York.
2. Nieuwenhuizen, Cecile. *Entrepreneurial Skills*. Juta and Company Ltd, 2008.
3. VS, Manjunath. *Entrepreneurship and Management*. Pearson Education India, 2010.

REFERENCE BOOKS:

1. Aulet, Bill. *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*. John Wiley and Sons, 2013.
2. Lyons, Thomas S., et al. *Entrepreneurship Skill Building: Focusing Entrepreneurship Education on Skills Assessment and Development*. Springer Nature, 2021.
3. Tvede, Lars, and Mads Faurholt. *Entrepreneur: Building Your Business From Start to Success*. John Wiley and Sons, 2018.

WEB RESOURCES:

1. [6 Must-Have Entrepreneurial Skills | HBS Online](#)
2. [MindTools | Home](#)
3. Baum, J. Robert, and Edwin A. Locke. "The Relationship of Entrepreneurial Traits, Skill, and Motivation to Subsequent Venture Growth." *Journal of Applied Psychology*, vol. 89, no. 4, Jan. 2004, pp. 587–98. <https://doi.org/10.1037/0021-9010.89.4.587>.

DISCIPLINE SPECIFIC ELECTIVE II - ENTREPRENEURSHIP COURSE II (B)

Course Title: TRAVEL WRITING

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- Introduce students to a range of travel writing practices and genres
- To understand contemporary travel writing
- To create awareness of the nexus between reading and writing works of travel writing
- To evaluate different types of travel writing
- Develop students' ability to produce travel writing

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Express their ideas on travel writing and its features
CO2	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)
CO3	Gain awareness of the nexus between reading and writing works of travel writing
CO4	Critically evaluate different types of travel writing
CO5	Reflect upon their own work in the context of travel writing by established writers

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	1	2	1	2	1	1	2	1
CO2	3	2	3	2	2	2	2	3	2	2	3
CO3	2	2	2	1	2	1	2	2	2	2	1
CO4	3	2	2	1	2	2	3	2	1	2	2
CO5	2	2	1	1	2	1	2	1	2	2	1

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Introduction to Travel Writing - features and types of Travel Writing - Travelogues		CO1
2	Nine Lives - William Dalrymple		CO2
3	Dancing in Cambodia and at Large in Burma - Amitav Ghosh		CO3
4	The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara (1-5 chapters) From Volga To Ganga (Section 1 & 2) – Rahul Sankrityayan		CO4
5	Practical Application - Create a travel blog		CO5,

TEXT BOOKS:

1. Ghosh, Amitav. *Dancing in Cambodia, at Large in Burma*. Orient Blackswan, 1998.
2. Dalrymple, William. *Nine Lives: In Search of the Sacred in Modern India*. Vintage, 2010.
3. Sankrityayan, Rahul. *From Volga to Ganga*. Leftword Books, 2021.

REFERENCE BOOKS:

1. Thompson, Carl. *The Routledge Companion to Travel Writing*. Routledge, 2015.
2. Clarke, Robert. *The Cambridge Companion to Postcolonial Travel Writing*. Cambridge UP, 2018.
3. George, Don. *Travel Writing*. 2009.

WEB RESOURCES:

1. [The Motorcycle Diaries. Guevara.pdf | DocDroid](#)
2. [VOLGA TO GANGA - ENGLISH : RAHUL SANKRITYAYAN : Free Download, Borrow, and Streaming : Internet Archive](#)
3. Youngs, Tim. "Interview With William Dalrymple." *Studies in Travel Writing*, vol. 9, no. 1, Mar. 2005, pp. 37–63. <https://doi.org/10.1080/13645145.2005.9634966>.

DISCIPLINE SPECIFIC ELECTIVE II - ENTREPRENEURSHIP COURSE III (C)

Course Title: LITERATURE AND ENVIRONMENT

Course Code:	Credits :4
L:T:P:S:	CIA Marks : 50
Exam Hours: 3	ESE Marks : 50

LEARNING OBJECTIVES:

- To understand the connection between ecology, culture and literature.
- To introduce concepts and principles of Ecocriticism.
- To explore the environment through literature and to sensitize the learners on ecological concerns.
- To apply Eco-critical concepts to literary texts.
- To examine recent critical literary theories on the environment.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Recognize the connection between ecology and literature
CO2	Acknowledge the various perspectives of human-nature connection represented in the literary works
CO3	Discuss the strategies for representing ecological conservation
CO4	Critique the environmental crisis and its representations with reference to contemporary theoretical concepts.
CO5	Analyze the ideological dimensions of nature in literature.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	1	2	3	2	3	1	2	1
CO2	2	2	2	1	2	3	2	3	1	2	2
CO3	2	2	1	1	2	3	2	2	2	2	1
CO4	3	2	2	2	2	3	3	3	1	2	2
CO5	3	2	1	2	2	3	3	3	1	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oikopoetics		CO1
2	<p>Poetry</p> <ul style="list-style-type: none"> • Wordsworth – Nutting • Keats - On Grasshopper and Cricket • D H Lawrence – Snake • Gary Snyder – Second Shaman Song • Wislawa Szymborska – Conversation with a Stone 		CO2
3	<p>Prose</p> <ul style="list-style-type: none"> • Vandhana Shiva – Women’s Indigenous Knowledge and Biodiversity Conservation • Rachel Carson – A Fable for Tomorrow 		CO3
4	<p>Short Stories</p> <ul style="list-style-type: none"> • Ramanujan’s – A Flowering Tree • Mamang Dai – River Woman 		CO4
5	<p>Fiction</p> <ul style="list-style-type: none"> • Amitav Ghosh – The Hungry Tide 		CO5,

TEXT BOOKS:

1. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
2. Carson, Rachel. *Silent Spring*, Penguin UK, 2000.
3. Dai, Mamang. *The Legends of Pensam*. Penguin Books India, 2006.

REFERENCE BOOKS:

1. Mies, Maria, and Vandana Shiva. *Ecofeminism*. Zed Books, 1993.
2. Garrard, Greg. *The Oxford Handbook of Ecocriticism*. 2014.

WEB RESOURCES:

1. What is Deep Ecology?: <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
2. Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwIKw Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
3. Rachel Carson Video Silent Spring Chapter I <https://www.youtube.com/watch?v=32Lj2DHaT4I> Walden
4. A Documentary: <https://www.youtube.com/watch?v=ZpS5yxy8O0w>

APPENDIX

OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience each student should have achieved the goal. There is no specified style of teaching or assessment in OBE; instead classes, opportunities, and assessments should all help students achieve the specified outcomes.

There are three educational Outcomes as defined by the National Board of Accreditation.

Program Educational Objectives (PEOs)

The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.

Programme Outcomes (POs)

Program outcomes are finer statements that designate what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

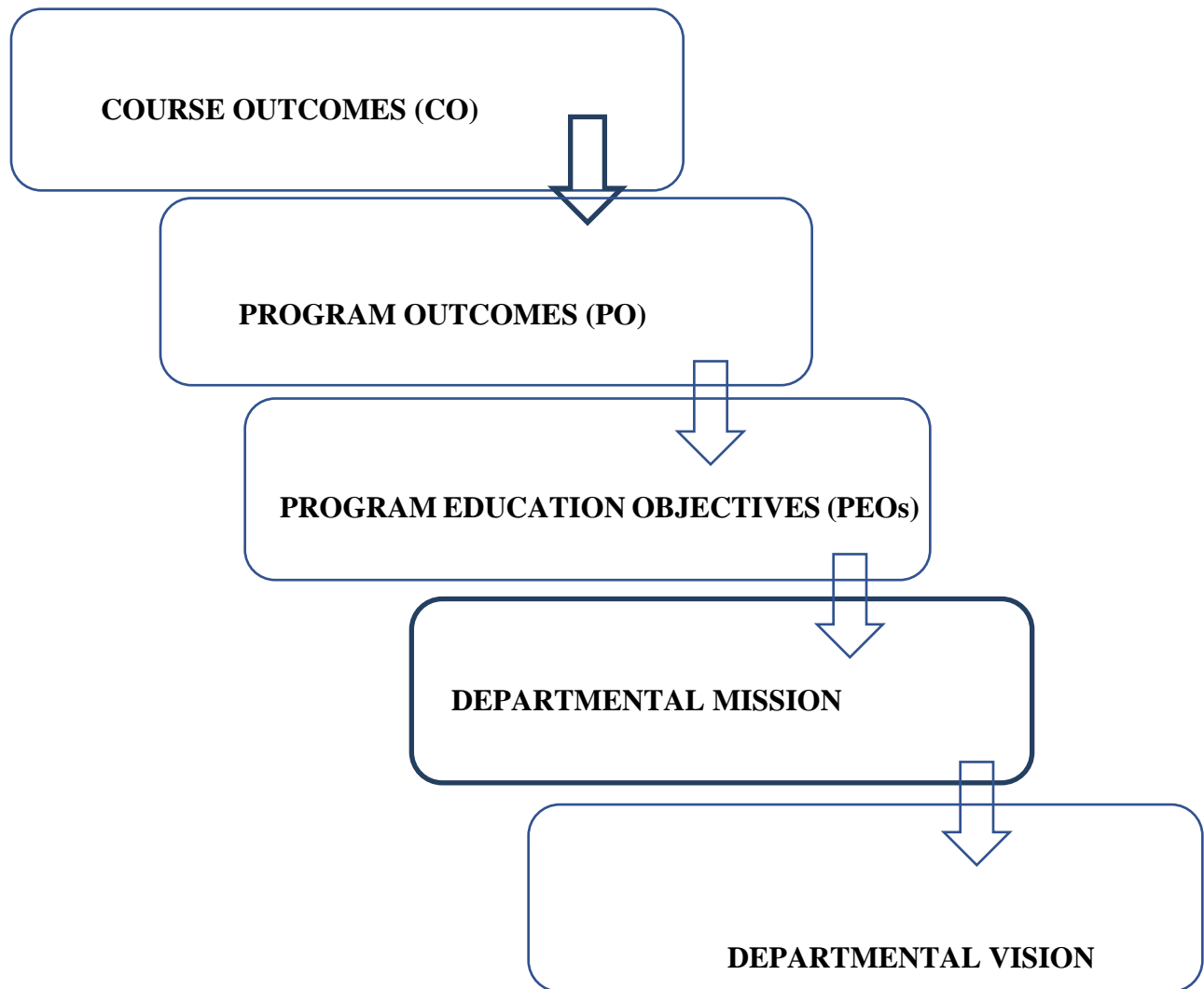
Programme Specific Outcomes (PSO)

Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline.

Course Outcome (CO)

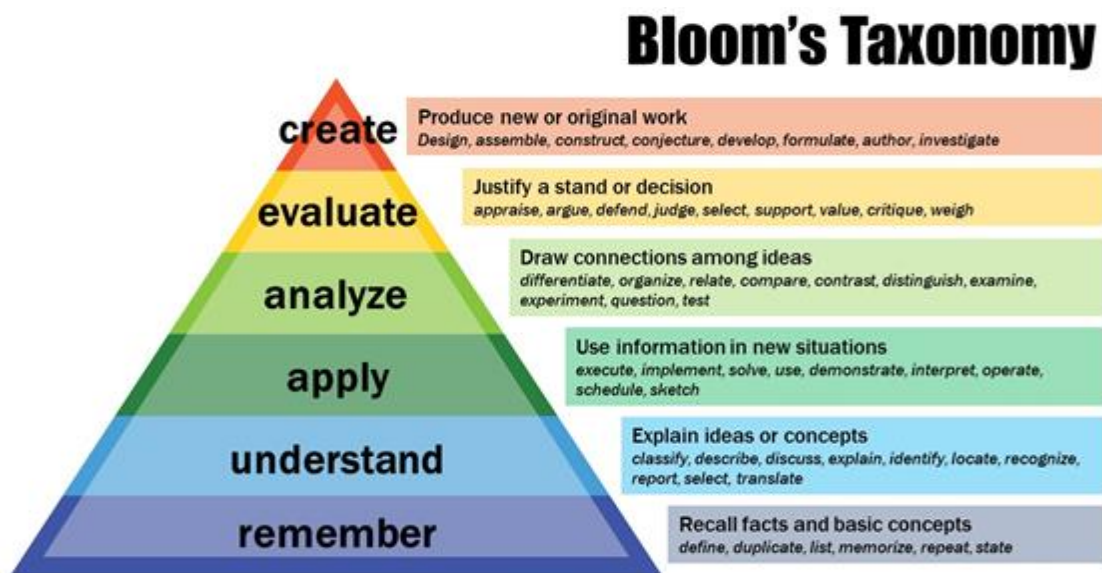
Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.

MAPPING OF OUTCOMES



BLOOM'S TAXONOMY

Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessments (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies. [eduglosarry.org]



Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

Level	Parameter	Description
K1	Knowledge	It is the ability to remember the previously learned material/information
K2	Comprehension	It is the ability to grasp the meaning of material
K3	Application	It is the ability to use learned material in new and concrete situations
K4	Analysis	It is the ability to break down material/concept into its component parts/subsections so that its organizational structure may be understood
K5	Synthesis	It is the ability to put parts/subsections together to form a new whole material/idea/concept/information
K6	Evaluation	It is the ability to judge the value of material/concept/statement/creative material /research report) for a given purpose

