RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Rathinam Tech Zone, Eachanari, Coimbatore – 641021.

DEPARTMENT OF ENGLISH

Syllabus for

B.A English

(I and VI Semester)

2024 – 2025 Batch onwards

Vision and Mission of the Institution

Vision

To emerge as a world-renowned Institution that is integrated with industry to impart Knowledge, Skills, Research Culture and Values in youngsters who can accelerate the overall development of India

Mission

To provide quality education at affordable cost, build academic and research excellence, maintain eco-friendly and robust infrastructure, and to create a team of well qualified faculty who can build global competency and employability among the youth of India

Motto

Transform the youth into National Asset

Vision and Mission of the Department:

VISION

To enrich the young minds with great literary works and enhance the moral values of the students.

Envision an acclaimed department in the country, that aims to foster a dynamic learning environment, that cultivate critical thinking, communication prowess, and global citizenship, thereby empowering students to drive India's socio-cultural advancement on the global stage

MISSION

To impart education with the virtues of ethical values, sense of equality and peace in young minds and enable them to reach intellectual maturity to become inspired leaders nationally and globally.

To evolve as a globally competent department by committing to deliver exceptional education through innovative pedagogy, honing research acumen, nurturing sustainable practices and cultivate a diverse and inclusive learning community, empowering students with global competence and employability skills, at an accessible cost.

MOTTO

To train students to achieve Communicative Competency in English.

Program Educational Objectives (PEO)

PEO1:	Pursue a career as a globally competent and universally employable professional in core and related fields in diverse sectors who accelerates the overall development of India.
PEO2:	Pursue lifelong learning opportunities including graduate degrees to improve and expand domain specific and professional skills.
PEO3:	Advance personally and professionally by accepting professional and societal responsibilities, and pursuing leadership roles.

Mapping of Institute Mission to PEO

Institute Mission	PEO's
To provide quality education at affordable cost.	PEO4.
To maintain academic and research excellence with a keen focus.	PEO4, PEO5.
INDUSTRY-INTEGRATED RESEARCH AND EDUCATION.	PEO1, PEO2, PEO3

Mapping of Department Mission to PEO

Department Mission	PEO's
To impart education with the virtues of ethical values, sense of equality and peace in young minds	PEO4.
To enable them to reach intellectual maturity to become inspired leaders nationally and globally.	PEO4, PEO5.

Program Outcomes (PO):

PO1	**:**	Demonstrate knowledge competency in core discipline
PO2	**:**	Apply the appropriate knowledge and suitable skills in solving the complex problems
PO3	**:**	Conduct investigations of complex problems through various scientific approaches
PO4	**:**	Design solutions for complex and open ended real-life or real-time problems
PO5	**:**	Use appropriate and advanced tools for wide range of practices with an understanding on its associated limitations
PO6	**:**	Work effectively and responsibly as a member or a leader in a team
PO7	**:**	Express complex concepts within the profession and with society at large
PO8	**:**	Understand the professional roles and responsibilities
PO9	**:**	Analyze social and environmental aspects of the professional practices
PO10	**:**	Practice higher moral and ethical standards during the discharge of professional duties
PO11	**:**	Incorporate finer finance and business practices in all professional engagements
PO12	**:**	Identify and address their professional development through lifelong learning

Program Specific Outcomes (PSO)

PSO1	**:**	Demonstrate advanced linguistic skills in comprehension, analysis, and expression, enabling them to communicate effectively and proficiently across diverse cultural and professional contexts.
PSO2	**:**	Ability to critically evaluate literary texts, theories, and cultural phenomena, fostering analytical acumen and intellectual agility essential for engaging with complex societal issues and contributing meaningfully to scholarly discourse.
PSO3	**:**	Ability to gain insights of diverse literary traditions, cultural practices, and historical contexts, fostering intercultural sensitivity and global citizenship to navigate and thrive in an interconnected world.

Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4	PEO5
PO1	:				3	2
PO2	:		2	3	1	2
PO3	:		1		2	3
PO4	:	2	1			
PO5	:		2	2	1	2
PO6	:		2		3	
PO7	:				2	1
PO8	:		3		3	2
PO9	:			1	1	2
PSO1	:	3	2	2		
PSO2	:	3	3		1	
PSO3	:		2		2	3
PSO4	:			3	2	1

Components considered for Course Delivery is listed below:

1. Class room Lecture
2. Laboratory class and demo
3. Assignments
4. Mini Project
5. Project
6. Online Course
7. External Participation

8. Seminar

9. Internship

Mapping of POs with Course Delivery:

Program Outcomes	Course Delivery								
	1	2	3	4	5	6	7	8	9
PO1				3	1				3
PO2		2	2	1	1		2	2	1
PO3		3		1			3		1
PO4	1	1		1		1	1		1
PO5		3	3	1	2		3	3	1
PO6	1	3	1			1	3	1	
PO7				1	1				1
PO8				2	2				2
PO9		1	3	1	1		1	3	1
PSO1	1	1				1	1		
PSO2			3	3				3	3
PSO3		1		2			1		2
PSO4			3	1	1			3	1

Curriculum Structure - Regulation – 2024										
S.No.	**Sem**	**Part**	**Sub Type**	**Sub Code**	**Subject**	**Credit**	**Hours**	**INT**	**EXT**	**Total**
1	1	1	L1		Language – I	4	4	40	60	100
2	1	2	L2		English for Communication – I	4	4	40	60	100
3	1	3	Core		Core - The Elizabethan Age	4	4	40	60	100
4	1	3	Core Practical		Core Practical - The Elizabethan Age	2	4	20	30	50
5	1	3	DSC	DSC	DSC 1C	4	4	40	60	100
6	1	3	DSC Practical		DSC Practical - 1C	2	4	20	30	50
7	1	3	Allied-I	DSA	DSA 1A	4	4	40	60	100
8	1	4	AEC		Ability Enhancement Course I	2	2	50		50
9	1	6	VAC		Value Added Course - I%	2	-	50		50
						28	**30**			
1	2	1	L1		Language – II	4	4	40	60	100
2	2	2	L2		English for Communication – II	4	4	40	60	100
3	2	3	Core		Core - The Romantic Age	4	4	40	60	100
4	2	3	Core Practical		Core Practical - The Romantic Age	2	4	20	30	50
5	2	3	DSC	**DSC**	DSC 2C	4	4	40	60	100
6	2	3	DSC Practical		DSC Practical - 2C	2	4	20	30	50
7	2	3	Allied-II	**DSA**	DSA 2A	4	4	40	60	100
8	2	4	AEC		Ability Enhancement Course II	2	2	50		50
9	2	6	VAC		Value Added Course - II %	2	-	50		50
						28	**30**			
1	3	3	Core		Core - The Victorian Age	4	5	40	60	100
2	3	3	Core Practical		Core Practical - The Victorian Age	2	4	20	30	50
3	3	3	DSC		DSC 3C	4	5	40	60	100
4	3	3	DSC Practical		DSC Practical - 3C	2	4	20	30	50
5	3	3	Allied-III	DSA	DSA 3A	4	5	40	60	100

6	3	4	SEC	SEC-I	Skill Enhancement Courses – I	2	5	20	30	50
7	3	4	AEC		Ability Enhancement Course III	2	2	50		50
8	3	6	VAC		Value Added Course - III %	2	-	50		50
9	3	6	IDL		Inter Department Learning – I#	2	-	50		50
						24	**30**			
1	4	3	Core	19BEN4CA	Core – 20th Century British Literature	4	5	40	60	100
2	4	3	Core Practical	19BEN4CP	Core Practical - 20th Century British Literature	2	4	20	30	50
3	4	3	DSC	DSC	DSC 4C	4	5	40	60	100
4	4	3	DSC Practical		DSC Practical - 4C	2	4	20	30	50
5	4	3	Allied-IV	DSA	DSA 4A	4	5	40	60	100
6	4	4	SEC	SEC-II	Skill Enhancement Courses – II	2	5	20	30	50
7	4	4	AEC		Ability Enhancement Course IV	2	2	50		50
8	4	6	VAC		Value Added Course - IV %	2	-	50		50
9	4	6	IDL		Inter Department Learning – II#	2	-	50		50
						24	**30**			
1	5	3	Core	19BEN5CA	Core - The American Literature	4	4	40	60	100
2	5	3	Core Practical	19BEN5CP	Core Practical -The American Literature	2	4	20	30	50
3	5	3	DSC	DSC	DSC 5C	4	4	40	60	100
4	5	3	DSC Practical		DSC Practical - 5C	2	4	20	30	50
5	5	3	DSE	DSE – I	Elective - I – DSE 1E	4	5	40	60	100
6	5	3	DSE	DSE - II	Elective - II – DSE 2E	4	5	40	60	100
7	5	4	SEC	SEC-III	Skill Enhancement Courses – III	2	4	20	30	50
8	5	6	VAC		Value Added Course - V%	2	-	50		50
						24	**30**			
1	6	3	Core	19BEN6CA	Core - Shakespeare	4	6	40	60	100
2	6	3	Core Practical	19BEN6CP	Core Practical-Shakespeare	2	4	20	30	50

3	6	3	DSE	DSE – III	Elective – III – DSE 3E	4	6	40	60	100
4	6	3	DSE	DSE – IV	Elective – IV – DSE 4E	4	6	40	60	100
5	6	3	Core Course – XI	DSC	Core Project	8	4	80	120	200
6	6	4	SEC	SEC-IV	Skill Enhancement Courses – IV	2	4	20	30	50
7	6	5	EX		Extension Activity-EX %	2	-	50		50
						26	**30**	**1900**	**1950**	**3850**
					Total credit	**154**				

Discipline Specific Core					
S.No	**Course Code**	**Course**	**Pre-requisite**	**Offering Department**	**Mandatory**
1		Prose	-	English Literature	
2		Fiction	-	English Literature	
3		Indian Literature in English	-	English Literature	
4		Poetry	-	English Literature	
5		Eco centric literary studies	-	English Literature	
6		Afro American Literature	-	English Literature	
7		Drama	-	English Literature	
8		Commonwealth Literature	-	English Literature	
9		New Literature	-	English Literature	
10		Basics of Linguistics	-	English Literature	
11		The English Language Teaching	-	English Literature	
12		Research Methodology & IPR	-	English Literature	
Allied					
S.No	**Course Code**	**Course**	**Pre-requisite**	**Offering Department**	**Mandatory**
1		Social History of England	-	English Literature	
2		History of English Literature	-	English Literature	
3		Literary Forms and Terms	-	English Literature	
4		Literary Theories	-	English Literature	
5		Literature & Ethics	-	English Literature	
6		Prodigy literature	-	English Literature	NO
7		Literary Criticism	-	English Literature	
8		Entrepreneurial Development	-	Common	
Skill Based Subject					
S.No	**Course Code**	**Course**	**Pre-requisite**	**Offering Department**	**Mandatory**
1		Office Automation	-	Computer Science	NO
2		Effective writing	-	English Literature	NO
3		Digital Marketing	-	Computer Science	NO
4		Academic Writing	-	English Literature	NO
5		Modern English Language and Usage	-	English Literature	NO
6		Functional Writing in English and Enriching Vocabulary	-	English Literature	NO
7		The Art of Public Speaking	-	English Literature	NO
8		Basics of Phonetics	-	English Literature	NO

Discipline Specific Elective					
S.No	**Course Code**	**Course**	**Pre-requisite**	**Offering Department**	**Mandatory**
1		Literature and Theatre Studies	-	English Literature	NO
2		Writing for Media	-	Visual Communication	NO
3		Journalism	-	Visual Communication	NO
4		Creative Writing	-	English Literature	NO
5		Translation Studies	-	English Literature	NO
6		Indian Literature in English Translation	-	English Literature	NO
7		Professional Skills	-	English Literature	NO
8		Green Studies		English Literature	
9		African Literature		English Literature	
10		Feminist Literature		English Literature	
11		Contemporary literature		English Literature	
12		Postcolonial Literature			

Ability Enhancement Course					
S.No	**Course Code**	**Course**	**Pre-requisite**	**Offering Department**	**Mandatory**
1	19BCSAFC	Environmental Studies	-	CS	Yes
2	19BCMAFC	Women Studies	-	Commerce II	
3	19BCCAFC	Constitution of India	-	Commerce I	
4	19BPYAFC	Human Rights	-	Psychology	Yes
5	19BTAAFC	Yoga	-	Tamil	
6	19BVCAFC	NCC	-	Visual Communication	
7	19BENAFC	Communicative English	-	English	
8	19BMAAFC	Quantitative Aptitude	-	Mathematics	

Semester : I

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	ELIZABETHAN AGE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course introduces literature and culture of the Elizabethan period, allowing exploring peculiarly Elizabethan literary phenomena like sensation literature, city writing, and spiritualist writing and mourning poetry, and helping to draw connections between Elizabethan literary works and the culture and history of the period.

Course Outcome:

CO1:		Understand the basic terminology and practical elements of poetry.
CO2:		Familiarize with a range of both central and more obscure Elizabethan texts, and have an analytical knowledge of some aspects of Elizabethan literature and culture.
CO3:		Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO4:		Analyze the texts and understand the modernist techniques in the narratives.
CO5:		Demonstrate proficiency in oral communication.

Unit I (Poems)	**[12Periods]**

The Love Unfeigned – Geoffrey Chaucer

They flee from me – Thomas Wyatt

Sonnet -18 Shall I compare thee to a summer's day? – William Shakespeare

Unit II (Poems)	**[12Periods]**

Snake- John Dryden

On his Blindness- John Milton

Sonnet -39 "Come Sleep O Sleep" – Philip Sidney

Unit III (Poem)	**[12Periods]**

The Rape of the Lock – Alexander Pope (Non-Detail)

Unit IV	**[12Periods]**

Vicar of Wakefield – Oliver Goldsmith	
Unit V	**[12Periods]**
The Tempest – William Shakespeare	

Text Book

1. The Tempest –William Shakespeare Goodreads publication,2013.
2. Shakespeare's sonnets and poems : William - A Folger Shakespeare Library,2011.
3. Goldsmith, Oliver. Vicar of Wakefield. OUP Oxford (9 October 2008). ISBN-13 : 978- 0199537549. Print.
4. Pope, Alexander. The Rape of the Lock. ASIN : 1847497268.Publisher : Alma Classics (18 July 2018).ISBN-13 : 978-1847497260. Print.

Reference Book

1. Drama of the English Renaissance: Volume 1, the Tudor Period by Russell A. Fraser, Norman Rabkin.

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BEN1CP	**ELIZABETHAN AGE**	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making

8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	3	1	1	3	1	2	1	3	2	2	1
CO2	3	3	2	1	3	3	1	1	1	2	1	1	3
CO3	3	3	1	1	3	3	2	1	2	3	2	1	1
CO4	3	3	3	3	1	3	3	1	3	2	1	1	3
CO5	1	2	1	2	1	1	1	1	1	1	3	1	2

Semester : II

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Romantic Age	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course introduces literature and culture of romantic period, allowing to explore peculiarly romantic literary phenomena like sensation literature, city writing, and spiritualist writing and mourning poetry, and helping to draw connections between romantic literary works and the culture and history of the period.

Course Outcome:

CO1	:	Recognizes the significant features of the Romanticism.
CO2	:	Discusses the significance of the historical period on the poem by analyzing the effects of the major events in that period
CO3	:	Determines the importance of the poem in its historical and social context.
CO4	:	Analyze a variety of genres, including novels, poetry, drama
CO5	:	Recognizes both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture

Unit I	**[12Periods]**

Ode On a Grecian Urn – John Keats

Ode to the West Wind – P.B.Shelley

Ode to Dejection – S.T. Coleridge

Unit II	**[12Periods]**

A Poison Tree – William Blake

Resolution and Independence – William Wordsworth

She Walks in Beauty – Lord Byron

Unit III	**[12Periods]**

The Rime of the Ancient Mariner – S.T.Coleridge (Non Detail)

Unit IV (Fiction)	**[12Periods]**

Charles Lamb's Essays (Collections from Essays of Elia)

1. My Relations
2. Dream Children: A Reverie

Unit V (Fiction)	**[12Periods]**

Pride and Prejudice – Jane Austen

Text Books

1. Pride and Prejudice –Jane Austen- Penguin publishers, 2015
2. Ode on a Grecian Urn – John Keats, E-Artnow (14 April 2019)
3. Ode to the West Wind – P.B.Shelley, Dover Publications Inc.; New edition (1 December 1993)
4. Resolution and Independence – William Wordsworth, Dover Publications Inc.; New edition (5 February 1992)
5. The Rime of the Ancient Mariner – S.T.Coleridge, Palgrave Macmillan (2 June 1999)

Reference Books

1. A companion to romantic poetry / edited by Charles Mahoney,2010
2. The Cambridge Companion to British Romantic poetry Ed.by James Chandler,2008

Mapping of Course Outcomes with Program Outcomes

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BEN2CP	**Romantic Age**	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

	Program Outcomes	**Program Specific Outcomes**

Course Outcomes	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	3	1	1	3	1	2	1	3	2	2	1
CO2	3	3	2	1	3	3	1	1	1	2	1	1	3
CO3	3	3	1	1	3	3	2	1	2	3	2	1	1
CO4	3	3	3	3	1	3	3	1	3	2	1	1	3
CO5	1	2	1	2	1	1	1	1	1	1	3	1	2

Semester : III

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	VICTORIAN AGE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course introduces the Victorian Age period of immense change, innovation, and societal evolution, leaving a lasting impact on literature, culture, politics, and the global landscape. Studying this era provides valuable insights into the complexities of modernization, colonialism, and the enduring legacy of Victorian values.

Course Outcome:

CO1	:	Understand and interpret key Victorian texts.
CO2	:	Explain key aspects of Victorian literary genres, including the novel and poetry.
CO3	:	Evaluate critical arguments about Victorian realism and incorporate into their own arguments
CO4	:	Trends and movement in Victorian age, the study of the prose and poetry of the works
CO5	:	Literary texts that reflect the literary characteristics of the Victorian period such as dramatic monologue, the love poem, pre-Raphaelite experiment etc.

Unit I (Poetry Detailed)	**[12Periods]**
Alfred Tennyson – Ulysses	
Unit II (Non- detailed Poetry)	**[12Periods]**
Robert Browning - My Last Duchess	
Unit III (Drama)	**[12Periods]**
John Millington Barrie - Peter Pan	
Unit IV (Prose)	**[12Periods]**
Lytton Strachey - Eminent Victorians – Florence Nightingale	
Unit V (Fiction)	**[12Periods]**
Thomas Hardy – The Mayor of Casterbridge George Eliot – Adam Bede	

Text Books

1. Nineteenth Century English Literature English, Paperback, Jeffares A. Norman,1983.
2. Alfred Tennyson – Ulysses, Gale, Study Guides (25 July 2017).
3. Robert Browning - My Last Duchess, Gale, Study Guides (25 July 2017).

Reference Books

1. The Cambridge Companion to the Victorian Novel (Cambridge Companions to Literature) Kindle Edition by Deirdre David, 2000.
2. Peter Pan in Kensington Gardens. First Edition (1906).
3. Emily Bronte - The Wuthering Heights, Published 2002 by Norton.
4. George Eliot – Middlemarch, Published August 1st 2004 by Chancellor Press.
5. Adam Bede. (Book) ; Author: Eliot, George, 1819-1880

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	3	1	1	3	1	2	1	2	1	1	2
CO2	3	3	2	1	3	3	1	1	1	1	2	2	3
CO3	3	3	1	1	3	3	2	1	3	1	1	2	2
CO4	3	3	3	2	1	3	3	1	3	2	3	2	2
CO5	1	2	1	2	1	1	2	1	1	3	2	2	1

Semester : IV						
Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	20TH CENTURY BRITISH LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course introduces literature and culture of modern period, allowing to explore peculiarly modern literary phenomena like sensation literature, city writing, and spiritualist writing and mourning poetry, and helping to draw connections between modern literary works and the culture and history of the period.

Course Outcome:

CO1:		Literary circumstances that shape the processes of literary production from the twentieth century to the present.
CO2:		Literary trends, cultural movements and significant figures and events of the period
CO3:		Poetic and fictional texts of the modern and postmodern eras which are representative of the important trends, critical shifts and formal experimentation.
CO4:		To instill in the students the ability to analyses these works from the political, historical and sociological perspectives
CO5:		Approach and appreciate 20th Century literature in English and explore its uniqueness and its place among the literatures in English

Unit I (Poetry)	**[12Periods]**

T.S. Eliot – Miranda
W.H Auden – The Unknown Citizen
Wilfred Owen – Strange Meeting

Unit II (Non- detailed Poetry)	**[12Periods]**

G.M. Hopkins - Gods Grandeur, Pied Beauty
Louis MacNeice - Prayer Before Birth
Dylan Thomas - Poem in October

Unit III (Drama)	**[12Periods]**

G.B Shaw - Saint Joan

Unit IV (Prose and Criticism)	**[12Periods]**

D.H. Lawrence - Why The Novel Matters

Unit V (Fiction)	**[12Periods]**

Somerset Maugham - The Moon and Sixpence

Text Books

1. The Love Song of J. Alfred Prufrock and Other Poems by T.S. Eliot.
2. God's Grandeur and Other Poems (Dover Thrift) Mass Market Paperback – Import, 25 Mar 1996 by Gerard Manley Hopkins.
3. W.B.Yeats - The Wild Swans at Coole. Cornell University Press; Revised ed. edition (15 November 1994).

Reference Books

1. Saint Joan - G.B. Shaw (Text, notes with Hindi) Paperback – 2018 by P.S. Avasthi

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	3	1	1	3	1	2	1	3	2	1	3
CO2	3	3	2	1	3	3	1	1	1	1	2	1	1
CO3	3	3	1	1	3	3	2	1	3	2	2	3	1
CO4	3	3	3	2	1	3	3	1	3	3	1	2	2
CO5	1	2	1	2	1	1	2	1	1	1	2	1	3

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	20TH CENTURY BRITISH LITERATURE	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

SEMSTER V

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	AMERICAN LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

Demonstrate familiarity and facility with fundamental terminology and concepts relevant to the analysis of early American literature. Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of the various literary approaches and techniques employed by writers from the colonial, early national, and antebellum periods. Describe how various American writers' use of language is related to contemporary ways of thinking, cultural heritage, and cultural values. Demonstrate the ability to formulate a thesis related to early American literature and to support the thesis with evidence and argumentation.

Course Outcome:

CO1	:	To familiarize students with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17th and mid19th centuries
CO2	:	To enable students to comprehend some of the major literary genres and modes employed by writers of the period
CO3	:	To provide the students to examine some recurring themes in the literature of the period
CO4	:	To help understand the relevance of the literature of past to the modern world
CO5	:	To Enable practice in analyzing, discussing, and writing about the literature

Unit I (Poetry)	**[12Periods]**

The Raven by Edgar Allan Poe

The Emperor of Ice Cream – Wallace Stevens

The Road not taken – Robert Frost

Hamatreya – Ralph Waldo Emerson

Unit II (Prose)	**[12Periods]**

Self-Reliance by Emerson

Unit III (Drama)	**[12Periods]**

Death of a Salesman by Arthur Miller.

Unit IV (Fiction)	**[12Periods]**

The Old man and the sea by Ernest Hemingway	
Unit V	**[12Periods]**
The Figure a Poem makes by Robert Frost The Man of Letters in the Modern World by Allan Tate	

Text Books

1. An Anthology of American Poems edited by C Subbian-Emarald American Literature, 2010
2. An Anthology of Prose edited by P Maruthanayagam-Emarald 1987

Reference Book

1. Undergraduate's Companion to American Writers and Their Websites - Humanities Reference PS 88 .X1 B73 2001 James K. Bracken, Larry G. Hinman. Englewood, Colo.: Libraries Unlimited, 2001

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	AMERICAN LITERATURE	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Semester: VI

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	SHAKESPEARE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theatre.

Course Outcome:

CO1	:	To know the characters, plots, and themes of four representative Shakespearean plays.
CO2	:	To understand the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy, and history.
CO3	:	To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
CO4	:	To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's works
CO5	:	To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.

Unit I	**[12Periods]**
King Lear	
Unit II	**[12Periods]**
Macbeth	
Unit III	**[12Periods]**
Othello	
Unit IV	**[12Periods]**
As you Like It (1599)	
Unit V	**[12Periods]**
Sonnet – VIII(8), XXIV(24), XL(40), XLVI (46), CXLII (142)	

Text Books

1. Shakespeare, William. Shakespeare's Sonnets. Oxford: Oxford University Press, 2004.
2. Othello Paperback – 1 September 2013by William Shakespeare
3. As You Like It Paperback – 1 August 2012by William Shakespeare
4. Macbeth Paperback – 1 September 2014 by William Shakespeare
5. William Shakespeare : King Lear 2/e (Code- 5.4.1) PB Paperback – 1 January 2014by Sen S (Author)

Reference Books

1. Critical Companion to William Shakespeare: A Literary Reference to His Life and Work: 2 (Critical Companion Series) Hardcover – Import, 31 March 2005
2. Stories from Shakespeare Paperback – 1 October 1959 by Marchette Chute (Author)

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	2	1	1	1	1	3	1	3	2	1	3
CO2	1	3	3	1	1	1	3	3	1	1	2	1	1
CO3	1	2	1	3	3	3	3	1	3	2	2	3	1
CO4	3	1	3	1	3	3	3	3	1	3	1	2	2
CO5	1	1	1	3	3	3	1	1	3	1	2	1	3

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BEN6CP	**SHAKESPEARE**	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Discipline Specific Core Papers

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	PROSE	**4**	**0**	**0**	**4**	**Theory**

Introduction

This course aims to introduce representative models of English prose for students to critically examine a wide variety of prose styles. The essays compiled under Prose –I range from Francis Bacon to George Orwell. The selection includes different types of essays viz didactic, informative, imaginative and journalistic.

Course Outcome

CO1:	Evaluate the growth of Prose writing in English literature
CO2:	Familiarize with the writing style of various authors
CO3:	Be able to differentiate and appreciate the types of prose texts
CO4:	To be Familiarize with the English-language terminology connected to Literary prose.
CO5:	Proficient enough to read literary prose texts critically and independently.

Unit I	**[12Periods]**
Bacon: Of Friendship Bacon: Of Revenge	
Unit II	**[12Periods]**
John Bunyan - Pilgrim's Progress Dickens: Journey to Niagara	
Unit III	**[12Periods]**
Charles Lamb: A Dissertation upon Roast Pig Charles Lamb: The South Sea House	
Unit IV	**[12Periods]**
The best investment I ever made A snake in the grass	
Unit V	**[12Periods]**
Cinderella Vivekandha's world vision	

Text Books

1. Current Prose for Better Learning – Ed Vimala Rama Rao, Macmillan.
2. The Works of Charles Lamb: Elia. The Last essays of Elia. Vol. 3, (W.J. Widdleton)
3. Prose and Poetry for the Young Reader. Ed. D.K. Sebastian and A.G. Xavier (Macmillan)
4. Fish, Stanley (ed) Seventeenth Century Prose: Modern Essay in Criticism. London, OUP.Pinto, Vivian de Sola

Reference Books

1. Boulton, Majorie. The Anatomy of Prose. New Delhi: Kalyani Publishers, 1993.
2. Thomson, Sarah L. Cinderella. Two Lions; Reprint edition (18 September 2012)ISBN-13: 978-0761461708.Print.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BENCP2	**PROSE**	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	FICTION	**4**	**0**	**0**	**4**	**Theory**

Introduction

The Novel started to develop as a literary form during the 18th century. Fiction I, the first of the three sequential courses, will canvas the origin and development of the modern novel in England. In this course students will read early fiction that shaped the emerging genre.

Course Outcome

CO1	:	To understand how the context of early 20th century shaped the literary texts
CO2	:	To define main trends and avant-garde movements in the 20th century: Symbolism, impressionism, Cubism, Dadaism, Surrealism, Expressionism
CO3	:	To identify themes such as fragmentation, alienation, gender and sexuality, empire, war, art and problem of perception, human psyche, the double, the nature of evil
CO4	:	To analyse the texts and understand the modernist techniques in the narratives
CO5	:	To develop critical thinking and close reading of texts

Unit I	**[12Periods]**

Jane Eyre - Charlotte Bronte

Unit II	**[12Periods]**

Adventures of Tom Sawyer – Mark Twain

Unit III	**[12Periods]**

Oliver Twist - Charles Dickens

Unit IV	**[12Periods]**

Emma - Jane Austen

Unit V	**[12Periods]**

Cry the Peacock - Anita Desai

Text Books

1. Jane Eyre by Charlotte Bronte, 2017
2. Wuthering Heights by Emily Bronte, 2017
3. Oliver Twist by Charles Dickens, 2016
4. Pride and Prejudice by Jane Austen, 2014
5. Cry the Peacock by Anita Desai, 2014

Reference Book

1.The Elements of Style by William Strunk Jr. and E. B. White

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	1	1	3	1	3	1	1	1	2	2	1	1
CO2	1	1	3	1	1	1	1	3	1	1	2	3	2
CO3	3	1	1	3	3	1	1	1	1	2	3	3	1
CO4	1	3	1	3	1	1	3	2	3	1	2	2	3
CO5	1	1	3	3	1	3	1	1	1	3	1	1	2

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BENCP3	**FICTION**	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	INDIAN LITERATURE IN ENGLISH	**4**	**0**	**0**	**4**	**Theory**

Introduction

Through this course the students can learn the body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India.

Course Outcome

CO1	:	To enable students to form an overview of literatures in Indian Literature in English.
CO2	:	To enhance the aspects of the English at a common level.
CO3	:	To help students capture the tenor and manner of expression in writings by non-native user of English.
CO4	:	To instil values and development of human concern.
CO5	:	To criticize the learners on Indian sensibility in the representative works.

Unit I	**[12Periods]**
Rabindranath Tagore: Songs from Gitanjali (1- 15 songs)	
Unit II	**[12Periods]**
Rajagopalachari - The Tree Speaks Sri Aurobindo: I have a Hundred Lives	
Unit III	**[12Periods]**
Pearl.S.Buck: The Refugee A. K. Ramanujan: Looking for a Cousin on a Swing Rabindranath Tagore: Leave this chanting and singing	
Unit IV	**[12Periods]**
NissimEzekiel: Poet, Lover, Bird Watcher Meena Alexander: Natural Difficulties Vikram Seth: A Little Distance	

Unit V	**[12Periods]**

Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters)
The Dance of Shiva – Ananda Coomaraswamy

Text Books

1. Rabindranath Tagore - Gitanjali (Song Offerings), Published By Dover Publications (2011) ISBN 13: 9780486414171. Print.
2. A.K.Ramanujan - Journeys: A Poet's Diary. Penguin Hamish Hamilton (25 April 2019).ISBN-13: 978-0670092086. Print.
3. Ananda Coomaraswamy - The Dance of Shiva.Rupa Publications India (1 March 2013).
4. Jawaharlal Nehru - Letters from a Father to his Daughter. Penguin Random House India; 3rd Edition (2016). ISBN-13**:** 978-0670058167. Print.
5. Post coloniality and Indian English Poetry: A Study of the Poems of Nissim Ezekiel, Kamala Das, JayantaMahapatra and A.K.Ramanujan. Partridge India (16 September 2015)

Reference Books

1**.** Indian Writing in English: A Critical Study Paperback – 1 January 2003 by Ed. K.A. Agrawal
2. Indian Writing in English (English, Paperback, Iyengar K.R.Srinivasa)
3. Ranbir Vohra, The making of India: A Historical Survey (Amonk: M.E. Sharpe, Inc, 1997), 120
4. Singh R. S. : Indian Novel in English. New Delhi: Arnold Heinemann, 1977.
5. Walsh William Indian Literature in English. London: Longman, 1990.

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	INDIAN LITERATURE IN ENGLISH	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	POETRY	**4**	**0**	**0**	**4**	**Theory**

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry.

Course Outcome

CO1	:	Analyse the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO2	:	Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
CO3	:	Comprehend and appreciate poetry as a literary art form
CO4	:	Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	:	Develop critical thinking skills

Unit I **[12Periods]**

1. Night of the Scorpion – Nissim Ezekiel.
2. F.R Scott – The Canadian Authors Meet
3. Toru Dutt : Our Casuarina Tree

Unit II **[12Periods]**

1. Shiv K. Kumar: Indian Women
2. Rudyard Kipling:The Female of the Species

Unit III **[12Periods]**

1. Gabriel Okara: The Mystic Drum
2. A.D. Hope: Australia

Unit IV **[12Periods]**

1. Charles Baudelaire: The Enemy
2. Kabir: Illusion and Reality
3. Piano and drums by Gabriel Okara

Unit V **[12Periods]**

1. Derek Walcott: Sea Grapes
2. Wole Soyinka: Telephone conversation
3. Mervin Morris: Little Boy Crying

Text Books

1. English Poetry I: From Chaucer to Gray. Vol. XL. The Harvard Classics. New York:
2. Six centuries of English Poetry: Tennyson to Chaucer, typical selections from the great poets. Baldwin, James, Boston; New York [etc.] : Silver, Burdett & company 320 Pages.

Reference Book

1. Spearing, A.C. Medieval to Renaissance in English Poetry. Cambridge UP, 1985. 380. Print.
2. The Poetry Dictionary by John Drury; Dana Gioia.
3. The Dictionary of Poetic Terms by Jack Elliott Myers; Don c. Wukasch; Jack Elliott Myers.
4. Gibson, J. (ed). (1976) The Complete Poems of Thomas Hardy, Macmillan.
5. Warner, v. (ED.) (1981) Charlotte Mew: Collected Poems and Prose, Virago Press. Yeats, W.B. (1936) The Oxford Book of Modern Verse 1892-1935, Clarendon Press.

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	POETRY	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	ECO – CENTRIC LITERATURE STUDIES	**5**	**0**	**0**	**4**	**Theory**

Introduction

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

Course Outcome

CO1	:	Identify and understand environmental literary studies as a genre
CO2	:	Apply environmental ethics in literature
CO3	:	Locate deep ecology in nature writing
CO4	:	Connect women with nature
CO5	:	Read texts eco-critically

Unit I	**[12Periods]**

The Selfish Giant – Oscar Wilde
The Water of Life – A Tale from the brothers grimm

Unit II	**[12Periods]**

Gieve Patel – On killing a tree

A.D.Hope – Moschus Mochiferous

Unit III	**[12Periods]**

Aldo Leopold's The Land Ethic

Unit IV	**[12Periods]**

Amitav Ghosh – The Hungry Tide	
Unit V	**[12Periods]**
Rabindranath Tagore – Mukthadhara.	

Text Books

1. Bharucha, Erach. Environmental Studies for Undergraduate Courses.Hyderabad: UGC Universities Press,2005.
2. Garrard, Greg. Ecocriticism (New Critical Idiom). New York: Routledge,2004.
3. Glotfelty, Cheryll and Harold Fromm (ed.) TheEcocriticism Reader: Landmarks in Literary Ecology. London: University of Georgia Press,1996.

Reference Books

1. Graham Jr., Frank. Since Silent Spring. Boston: Houghton Mifflin Co.,1960.
2. Green, Mary. The Living Planet: A Collection of Writing on the Environment. Cambridge: CUP, 2011.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	1	1	3	1	1	3	2	1
CO2	1	3	3	1	1	1	3	2	1	2	1	3	1
CO3	1	3	1	3	3	3	3	1	3	2	3	1	2
CO4	3	3	H	L	L	H	H	H	L	3	3	3	1
CO5	L	L	L	H	H	H	L	L	H	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	AFRO AMERICAN LITERATURE	**5**	**0**	**0**	**4**	**Theory**

Introduction

This course will examine the significance of a specifically African American literary tradition in shaping both the identities and the histories of the myriad people of African descent in the United States. We will begin by positioning African American literature within an American literary history. Specifically, we will be considering the ways in which the models of storytelling that shape African American narratives. We will closely consider verbal and literary modes, including: African retentions, oral traditions, signifying, folklore, and music, have created a unique African American literary voice, and have affected both African Americans' understandings of themselves, as well as the ways in which they have historically been understood in the American popular imagination. In an effort to critically map the genealogies of this tradition we will be interrogating not only the historical and political contexts of the works, but also the ways in which issues of gender, sexuality, and class specifically inform the works.

Course Outcome

CO1:	To develop an understanding of an African American literary tradition as a syncretic ally shaped artistic form.
CO2:	To begin to understand the critical uses of the narrative forms of oral traditions, signifying, folklore, and music in making African American literature a unique literary model
CO3:	To understand the theoretical concepts of race, racism and racialization as they inform the creation of an ethnic literature.
CO4:	To examine the critical connections between historical eras and events and the formation of narrative.
CO5:	To begin to understand the unique aspects of African American literary theory.

Unit I	**[12Periods]**

Lorraine Hansberry, A Raisin in the Sun	
Unit II	**[12Periods]**
Kimberly Ezabia Artis, Mulatto Blues	
Unit III	**[12Periods]**
Lois Tyson, "African American Criticism,"	
Unit IV	**[12Periods]**
Houston A. Baker Jr., Long Black Song: Essays in Black American Literature and Culture	
Unit V	**[12Periods]**
Zora Neale Hurston, Their Eyes Were Watching God	

Text Books

1. A Raisin in the Sun, Lorraine Hansberry.
2. Mulatto Blues, Kimberly Ezabia Artis.

Tyson, Lois. "African American Criticism." Critical Theory Today. 2nd ed. New York: Routledge, 2006. Available at Dorigny.

4. Long Black Song: Essays in Black American Literature and Culture, Houston A. Baker Jr.
2. Their Eyes Were Watching God, Zora Neale Hurston.

Reference Book

1. Black Fire: An Anthology of Afro-American Writing, edited by Amiri Baraka and Larry Neal.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	CORE - VI – DRAMA	**5**	**0**	**0**	**4**	**Theory**

Introduction

The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights. It will enable them to understand and analyze the nuances of dialogues and the handling of it by different playwrights of Elizabethan and Augustan periods.

Course Outcome

CO1	:	Drama and Theatre Arts Majors will demonstrate proficiency in oral communication
CO2	:	Students will read with comprehension and learn to critically and aesthetically analyze works in dramatic literature and the performing arts.
CO3	:	Students will learn to comprehend and analyze historical movements in dramatic literature and practice.
CO4	:	Drama and Theatre Arts majors will demonstrate a proficiency in dramatic literature, stage history, and theatre aesthetics.
CO5	:	Theater Arts Production students in Stage Management, Directing, and Design tracks will prepare a professional resume and portfolio or appropriate support materials according to their discipline.

Unit I	**[12Periods]**
Pygmalion – Bernard Shaw	
Unit II	**[12Periods]**
Hayavadana – Girish Karnad	
Unit III	**[12Periods]**
A Doll's House - Henrik Ibsen	
Unit IV	**[12Periods]**
Murder in the Cathedral – T.S. Eliot	
Unit V	**[12Periods]**

All my sons – Arthur Miller

Text Books

1. Hayavadana by GirishKarnad
2. A Doll's House by HenrikIbsen
3. Pygmalion by BernardShaw
4. Murder in the Cathedral by T.S.Eliot
5. All my sons – Arthur Miller

Reference Book

1. World Drama An Anthology, Barrett Harper Clark, ISBN 13 : UOM:39015013514867

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	2	1	3	1	3	2	2	1	3	3	2	1
CO2	1	1	3	1	1	2	1	1	3	3	1	1	3
CO3	2	1	2	3	3	1	2	1	1	2	2	2	3
CO4	1	2	1	2	3	2	3	3	2	1	1	3	2
CO5	3	3	1	1	2	1	1	2	2	1	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	COMMON WEALTH LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact

with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry. The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights.

Course Outcome

CO1	:	The students shall have familiarity with a selection of important works within English-language prose literature.
CO2	:	Drama and Theatre Arts Majors Shall demonstrate proficiency in oral communication
CO3	:	Students will be able to excel in comprehension and learn to critically and aesthetically analyze works in dramatic literature and the performing arts.
CO4	:	Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	:	Develop critical thinking skills

Unit I (Poetry)	**[12Periods]**

Razia Khan - My Daughter's Boyfriend

Allen Curnow - House and Land

E.J Pratt - The Dying Eagle

Unit II (Prose)	**[12Periods]**

The Female Eunuch - Germaine Greer

Unit III (Drama)	**[12Periods]**

Wole Soyinka - The Road

Unit IV (Fiction)	**[12Periods]**

Chinua Achebe - Things Fall Apart

Unit V (Criticism)	**[12Periods]**

A room for one's own by Virginia Woolf

Text Books

1. Narasimhaiah, C. D. An Anthology of Commonwealth Poetry. India: Macmillan, 1990.
2. GirishKarnad, Oxford University Press, Edition: Second, 2017.
3. Achebe Chinua, Penguin, Edition: 2006.
4. O'Neill Eugene Gladstone, Publisher: Digireads.com.

5. Laurence Margaret, The University of Chicago Press.

Reference Books

1. Commonwealth literature Macmillan, – January 1, 1979 William Walsh.

2. Studies in Commonwealth Literature Mohit Kumar Ray Atlantic Publishers & Dist, 2003 - Commonwealth literature (English) - 216 pages.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	COMMON WEALTH LITERATURE	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	NEW LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction:

The course aims to aim introduce the learner to the growth and development of literatures outside Britain. It also envisages acquainting the learner with the richness and diversity of literary creativity.

Course Outcome:

CO1	:	To expose the students to diverse cultures and modes of expression
CO2	:	To enable them to explore issues of cultural plurality and hybridity
CO3	:	To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and soon.
CO4	:	To know a wide range of writing across continents.
CO5	:	To identify different theoretical assumptions and practices in literature.

Unit I (Australian Literature) **[12Periods]**

POEMS
Bell –Birds - Henry Kendall
My Country - Dorothea Mackellar
Sun Arise - Rolf Harris / Harry Butler

Unit II (Canadian Literature) **[12Periods]**

NOVEL - The Stone Angel : Margaret Laurence
POEM - Journey to the Interior- Margaret Atwood
Two Headed Poems - Margaret Atwood

Unit III (American Literature) **[12Periods]**

DRAMA - Hairy Ape - Eugene O'Neill

Unit IV (African Literature) **[12Periods]**

NOVEL - Things Fall Apart – Chinua Achebe

Unit V (Indian Literature) **[12Periods]**

DRAMA - Nāga-mandala- GirishKarnad
POEM - Hope - SiddharthAnand

Text Books

1. Girish Karnad, Oxford University Press, Edition: Second, 2017.
2. Achebe Chinua, Penguin, Edition: 2006.
3. O'Neill Eugene Gladstone, Publisher: Digireads.com.
4. Laurence Margaret, The University of Chicago Press.

Reference Book

1.The Reader's Companion to World Literature, Lillian Herlands Hornstein,Calvin S.,Brown, G.D. Percy (Editors).

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

.

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	New Literature	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	BASICS OF LINGUISTICS	**4**	**0**	**0**	**4**	**Theory**

Introduction

This course offers a broad overview of language and the social and psychological phenomena associated with its use. Our aim is to identify elements that are shared by all languages, as well as the range of devices and strategies that different languages use to perform the same function.

Course Outcome

CO1	:	learn the theories of language studies
CO2	:	Gain knowledge in various function of languages
CO3	:	Recognize the acceptable system of sound and pronunciation
CO4	:	Learn the acquisition of language
CO5	:	Understand the concepts of scientific study of language

Unit I **[12Periods]**

The nature of language and World languages

What is language? What is linguistics? - Typologies of world languages - Language diversity, language similarity - Writing systems of various world languages

Unit II **[12Periods]**

Linguistic structures and functions of languages

Phonemes –Syntax - Morphemes -Lexicon

Unit III **[12Periods]**

Sociolinguistics

Language vs. dialect - Regional & social variation and language change - Languages in contact & bilingualism - Language and culture

Unit IV **[12Periods]**

Pragmatics

Appropriate use of language according to situation and social factors

Unit V	**[12Periods]**

Language learning/acquisition
Theories of language acquisition

Text Books

1. Finegan, E. 2008 Fifth Edition. Language: Its Structure and Use. Harcourt Brace
2. Frommer, E. and Finegan, E. 2004. Looking at Languages (Workbook) Fourth Edition.

Reference Book

1.An Introduction to Linguistics and Language Studies (Equinox Textbooks and Surveys in Linguistics).

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
19BENE03	**ENGLISH LANGUAGE TEACHING**	**5**	**0**	**0**	**4**	**Theory**

Introduction

'Communication' is one of the primary purposes behind language teaching which greatly influenced ELT. The English language has been one of the potent factors in the development of unity in the country. English is the only means of preventing our isolation from the world.

Course Outcome

CO1	:	Significant learning takes place when the subject matter is relevant to the personal interests of the student.
CO2	:	Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum.
CO3	:	Learning proceeds faster when the threat to the self is low.
CO4	:	Self-initiated learning is the most lasting and pervasive.
CO5	:	Important developments in ELT throughout history.

Unit I	**[12Periods]**

A Brief History of Language Teaching, The Oral Approach and Situational Language Teaching

Unit II	**[12Periods]**

The Audio-Lingual Method, Community Language Learning

Unit III	**[12Periods]**

The Lexical Approach, Competency Based Language Teaching

Unit IV	**[12Periods]**

Communicative Language Teaching, The Natural Approach.

Unit V	**[12Periods]**

Content – Based Instruction, Text – Based Language Teaching

Text Book

1. Jack.C.Richards and Theodore S.Rodgers. Approaches and Methods in language Teaching, Cambridge: Cup 2002.

Reference Books

1. A Basic Introduction to English Language Teaching By Ray Mackay, Oxford Press – 2015
2. English Language: Teaching Techniques Hardcover – Import, by Gail Benson - 2017

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	Research Methodology & IPR	**4**	**0**	**0**	**4**	**Theory**

Introduction

The subject introduces students to contemporary perspectives in educational research, and in particular focuses on developing a range of skills involved in formulating a research proposal; including framing research questions, reviewing the literature and choosing appropriate methodologies for different types of study.

Course Outcome

CO1	**:**	Prepare a literature review
CO2	**:**	Formulate and evaluate research questions
CO3	**:**	Develop a research proposal or industry project plan
CO4	**:**	Gain experience with instrument development and data collection methods
CO5	**:**	Gain experience with ethics proposals

Unit I	**[12Periods]**

The fundamentals of Research
Types of Research
Literary Research and Research in Science

Unit II	**[12Periods]**

Choosing the Topic
Data Collection
Primary & Secondary Sources

Unit III	**[12Periods]**

Organization of Materials
Thesis Format
Foot notes, bibliography, parenthetical documentation
Conventions: abbreviation, punctuation, margin, spacing and quotation

Unit IV	**[12Periods]**

Jargon, terminology, Slang, Colloquialism, Vogue and Concrete Words
Denotation and Connotation
Sentence Structure
Hypothesis

Unit V	**[12Periods]**

Content Writing
Copy writing
Blog Writing

Text Book

1.MLA VIII edition to be followed; VII to be referred
2. Content Writing Step-By-Step: Learn How To Write Content That Converts And Become A Successful Entertainer Of Online Audiences Kindle Edition
by Joseph Robinson (Author) Format: Kindle Edition

Reference Books

1.C.J. Parsons - Thesis Writing
2.Kothari – Educational Research
3.Anderson – Thesis and Assignment Writing
4.Amalraj D – Research Methodology

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Allied

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	SOCIAL HISTORY OF ENGLAND	**4**	**0**	**0**	**4**	**Theory**

Introduction

The Course aims at enabling students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods. In other words, students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more important major authors.

Course Outcome

CO1:	To learn historical and political milestones of English History
CO2:	To comprehend the impact of literature on English society.
CO3:	To know the themes of political, religious, economic and intellectual histories of the period.
CO4:	To correlate socio-political and socio-religious events and literary works.
CO5:	To comprehend the full breath of English life and society.

Unit I **[12Periods]**

1. A Brief Outline of British History
2. The Renaissance
3. The Reformation
4. The Dissolution of the Monasteries
5. The Religion of England

Unit II **[12Periods]**

1. The Tudor Navy and the Armada
2. The Elizabethan Theatre
3. The East India Company
4. Colonial Expansion
5. The Civil War and its Social Significance

Unit III **[12Periods]**

1. Puritanism
2. Restoration England
3. The Origin and Growth of Political Parties in England
4. Age of Queen Anne
5. The Union of England and Scotland

Unit IV	**[12Periods]**

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement
4. Other Humanitarian movements
5. The War of American Independence

Unit V	**[12Periods]**

1. England and Ireland
2. Effects of French Revolution
3. The Reform Bills
4. The Victorian Age
5. The World war I and II and Trade Unionism in England

Text Book

1. Xavier, A.G. Introduction to the Social History of England. S Viswanathan (Printers & Publishers), Madras, Revised Fourth Edition, 1982.

Reference Books

1. Trevelyan, G.M. English Social History: A Survey of Six Centuries Chaucer to Queen Victoria. Longmans, Green and Co., London,1944.
2. Long, William J. English Literature: Its History and its Significance for the life of the English -Speaking World, Ginn and Company, Boston, 1909.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	HISTORY OF ENGLISH LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction

The Course aims at enabling students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods. In other words, students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more important major authors.

Course Outcome

CO1:	Fix each major author in a particular social background.
CO2:	Compare and contrast the literary texts and genres of different periods
CO3:	Comprehend both major and minor literary movements.
CO4:	Students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more import ant major authors.
CO5:	Enable students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods.

Unit I **[12Periods]**

1. The Age of Shakespeare – Verse, Drama and Prose.
2. The Age of Milton – Milton

Unit II **[12Periods]**

1. The Age of Dryden - Verse, Drama and Prose
2. The Age of Pope - Verse, Drama and Prose

Unit III **[12Periods]**

1. The Age of Johnson - General Prose and the Novel
2. The Age of Wordsworth - General Prose and the Novel

Unit IV **[12Periods]**

1. The Age of Wordsworth - The Older Poets, the Younger Poets.
2. The Age of Tennyson - Verse, General Prose and the Novel.

Unit V **[12Periods]**

1. The Age of Hardy
2. The Present Age

Text Book

1.An Outline History of English Literature by William Henry Hudson (B.I Publications), 2017.

Reference Books

1. Edward, Albert. History of English Literature. 5th Ed, New Delhi: OUP.22 June 2017.
2. Long, W.J. 2014. English Literature. New Delhi: Createspace.1 Sep 2012.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									Program Specific Outcomes			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERARY FORMS AND TERMS	**4**	**0**	**0**	**4**	**Theory**

Introduction

The Course is intended for the novice of English literature. Students familiarize themselves with the importance and uniqueness of literature as a major subject. They are introduced to major genres of English literature and the vocabulary of literature.

Course Outcome

CO1	:	Understand the purpose of literary studies
CO2	:	Demonstrate their understanding of the features of the major literary genres
CO3	:	Discuss the reading theories
CO4	:	Use effectively the vocabulary to discuss the various literary forms
CO5	:	Learn theoretical terms and concepts

Unit I **[12Periods]**

Poetry
Definition, Types- Subjective and Objective Poetry - the Lyric - - the Ode - the Sonnet - the Elegy- the Idyll - the Epic-the Ballad - the Satire.

Unit II **[12Periods]**

Stanza forms
The Heroic Couplet, The Terza Rima, The Chaucerian stanza of Rhyme Royal, The Ottava Rima, The Spenserian stanza.

Unit III **[12Periods]**

Dramatic Art and Types
The dramatic Art, Tragedy, Comedy, Tragi-comedy, Farce, Melodrama, The Masque, The One Act Play, The Dramatic Monologue, Interludes, Legend, Heroic Tragedy.

Unit IV **[12Periods]**

Dramatic Devices
Dramatic Irony, Aside, Soliloquy, Flat and Round Characters, Catastrophe, Catharsis Climax, comic Relief.

Unit V **[12Periods]**

Fiction
The Essay, The novel, The Short Story, Biography, Autobiography, Criticism, Style.

Text Book

1. Prasad, B. A Background to the study of English Literature for Indian Students. New Delhi: Macmillan, 1999.

Reference Book

1. Hudson, William Henry. An Introduction to the study of Literature. Chennai: Atlantic, 2006.
2. V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.
3. Abrams, M.H *A Glossary of Literary Terms.* Banglore: Prism Books Pvt, Ltd., 1993.
4. Hepple, N. *Lyrical Forms in English*. Cambridge (Eng): Cambridge Univ. Press, 1911.
5. Karl, Fredrick. *The Contemporary English Novel*, New York: Farrar, Strarus& Cudlay,1962.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes	**Program Specific Outcomes**

Course Outcomes	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERARY THEORIES	**4**	**0**	**0**	**4**	**Theory**

Introduction

This paper intends to give an overview of the critical trends starting from Aristotle's classical criticism to the post-structural and post-colonial theories. Classical, New-classical, Romantic critics are represented to familiarize the students with aesthetic concepts.

Course Outcome

CO1	:	Critically view literary artifacts with the help of concepts offered by Classical and Renaissance thinkers.
CO2	:	Acknowledge restraint as a virtue under Neoclassicism and reason giving way to emotion under Romanticism

	CO3	:	Apply 'high seriousness' and disinterestedness as guiding principles in appreciating literature as during Victorian and Modern periods
	CO4	:	Analyse psychologically works of art through Freud's theories
	CO5	:	Appreciate myths and archetypes while reading literary works through Jungian principles

Unit I	**[12Periods]**
Classical, Neo – Classical Sir Philip Sidney Apologie for Poetry	
Unit II	**[12Periods]**
Romantic Criticism William Wordsworth Preface to Lyrical Ballads	
Unit III	**[12Periods]**
Humanistic Criticism T.S. Eliot Tradition and the Individual Talent	
Unit IV	**[12Periods]**
Formalism and Structuralism Northrop Frye The Archetypes of Literature	
Unit V	**[12Periods]**
Post Structuralism Roland Barthes Death of the Author	

Text Book

1.David Lodge, ed., 1989, Modern Literary Theory, Longman, London.

Reference Books

1. T.S. Dorsch. Tr., 1965, Classical Literary Criticism Penguin Books. Chapters 1 to 3, 6 to 12 and 14.
2. S. Ramaswamyand V.S. Seturaman, 1976,1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1

CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERARY CRITICISM	**2**	**0**	**0**	**2**	

Introduction

This course aims at familiarizing students with literary criticism helping them to identify a prescriptive grammar for literary works based on the expressed opinions of author-critics starting from Plato up to T.S. Eliot. This course further deals with some critical approaches and their application to literary texts.

Course Outcome

CO1	:	Critically view literary artifacts with the help of concepts offered by Classical and Renaissance thinkers.
CO2	:	Acknowledge restraint as a virtue under Neoclassicism and reason giving way to emotion under Romanticism
CO3	:	Apply 'high seriousness' and disinterestedness as guiding principles in appreciating literature as during Victorian and Modern periods
CO4	:	Analyse psychologically works of art through Freud's theories
CO5	:	Appreciate myths and archetypes while reading literary works through Jungian principles

Unit I **[12Periods]**

Classical & Renaissance Criticism – Plato, Aristotle, Sidney, Ben Johnson

Unit II	**[12Periods]**
Neoclassical and Romantic Criticism – John Dryden, Samuel Johnson, William wordsworth and S.T. Coleridge	
Unit III	**[12Periods]**
Victorian & Modern Criticism – Mathew Arnold& T.S. Eliot	
Unit IV	**[12Periods]**
Psychological Approach – Uses, abuses and misunderstandings of the psychological approach and Freud's theories (Application: The Oedipus Complex: Id vs. Super Ego)	
Unit V	**[12Periods]**
Touchstone Method, Objective Correlative, Archetypal Approach.	

Text Book

1. Enright, D.J. and Ernst De Chickera, (eds.). English Critical Texts, Delhi: OUP, 2005.

Reference Book

1. Bloom, Herold. The Western Canon: The Books and School of the Ages, London: Papermac, 1995.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERATURE AND ETHICS	**4**	**0**	**0**	**4**	**Theory**

Introduction

The objective of the course is to introduce the students to few ethical values through literature to inculcate the competency for conscious decisions and actions within a given responsibility situation; to feel obliged to one's own moral principles and to act responsibly taking into account legal standards as well as economical, ecological, and social consequences.

Course Outcome

CO1:	Identify and analyze an ethical issue in the subject matter under investigation or in a relevant field
CO2:	Identify the multiple ethical interests at stake in a real-world situation or practice
CO3:	Articulate what makes a particular course of action ethically defensible
CO4:	Assess their own ethical values and the social context of problems
CO5:	Identify ethical concerns in research and intellectual contexts, including academic integrity, use and citation of sources, the objective presentation of data, and the treatment of human

Unit I Empathy	**[12Periods]**
Definition of empathy and Characteristics of Empathy Poems: Empathy by Pete Crowther Human Family by Maya Angelou	
Unit II Altruism	**[12Periods]**
Definition of Altruism and Characteristics of Altruism A Christmas Carrol by Charles Dickens	
Unit III Perseverance	**[12Periods]**
Definition and meaning of perseverance Poems: Can't by Edgar Guest	

Success by Henry Longfellow

	Program Outcomes	**Program Specific Outcomes**

Unit IV Problem Solving and Decision making	**[12Periods]**
Definition; Barriers to problem solving; Strategies of problem solving Poems: Problems by Langston Hughes Life with Problems by Hasmukh Amathalal	
Unit V Fortitude in Leadership	**[12Periods]**
Definition of Fortitude Poems: If by Rudyard Kipling The Man in the Arena by Theodore Roosevelt	

Text Books

1. Clark, G.L., and E.P. Jonson (eds.). 1995. Management Ethics. Pymble, New South Wales, Australia: Harper Educational.
2. Cooper, T. (ed.). 1994. Handbook of Administrative Ethics. New York: Marcel Dekker.
3. Fraenkel, J.R. 1977. How to Teach About Values. Englewood Cliffs, NJ: PrenticeHall.
4. Gawthrop, L. 1998. Public Service and Democracy: Ethical Imperatives for the 21st Century. London: Chatham House.

Reference Books

1. Ethics, Literature, and Theory: An Introductory Reader – Import, 7 September 2005.
2. Practical Ethics – 21 February 2011 by Peter Singer.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	PRODIGY LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction

This course relies on critical engagement with the texts we examine, whether discussing them in class or writing about them for assignments. All evaluation is based on the depth and clarity of student engagement with the texts and ideas presented in the course, as demonstrated by a student's ability to create and defend a critical argument. By the end of the course, students should be able to do the following:

Course Outcome

CO1	understand the historical and literary development of children's literature since the eighteenth century, using representative samples of both critical/theoretical approaches and literary texts from Britain, Canada, and the United States
CO2	understand the international development of the folk and fairy tale in relation to children's literature
CO3	understand the cultural concept of "the child" since the eighteenth century
CO4	analyse picture books via the complex dynamics between text and illustration
CO5	discuss literary representations of identity, gender, class, age, race, colonialism, survival and disability in a wide swathe of children's literature

Unit I	**[12Periods]**

Hans Christian Anderson: Thumbelina, Ugly Duckling Grimms Brothers' Rapunzel, Cinderella

Unit II	**[12Periods]**

Lewis Carrol: Alice in Wonderland

Unit III	**[12Periods]**

Ruskin Bond: The Ruskin Bond Omnibus

Unit IV	**[12Periods]**

R K Narayan: Swami and Friends.

Unit V	**[12Periods]**
Tales from Panchatantra	

Text Books

1. Carroll, Lewis Alice's Adventures in Wonderland Mahaveer Publishers 2007
2. Bond, Ruskin The Ruskin Bond Omnibus Rupa 2004
3. Narayan, R.K. Swami and Friends Indian Thought Publications 2008
4. Tales from the Panchatantra (3 in 1) (English) Amar Chitra Katha 1994

Reference Books

1. I Marks, Diana F Children's Book Award Handbook Libraries Unlimited Inc. 2006
2. Hans Christian Anderson: Thumbelina, Ugly Duckling ,C A Reitzel, 1843
3. Grimms Brothers' Rapunzel, Cinderella,1812

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Skill Based Courses

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BCSS11	**OFFICE AUTOMATION**	**0**	**0**	**5**	**2**	**Practical**

Introduction:

To know the fundamentals of Microsoft Word, MS Excel and MS PowerPoint for their office automation.

Course Outcome:

CO1	:	Ability to understand basic level knowledge in MS Word.
CO2	:	To gain basic documentation works in MS Work.
CO3	:	Able to working real time documentation process.
CO4	:	Shall to identify and analyze worksheet in MS Excel.

	CO5: Ability to understand diagnostic procedures and troubleshooting techniques to office automation.	

Unit I	**[12Periods]**

MS word: Create a new document - Open, save and print a document - Edit and format text -Change the page layout, background and borders - Insert headers and footers - Insert and edit tables - Insert clip art and pictures to documents - Perform a mail merge - Share and review shared document files.
Outline: Word Basics - Work with Text - Format Documents.

Unit II	**[12Periods]**

MS Excel: Create, open and view a workbook - Save and print workbooks - Enter and edit data - Modify a worksheet and workbook - Work with cell references - Learn to use functions and formulas - Create and edit charts and graphics - Filter and sort table data.

Unit III	**[12Periods]**

MS power point: Create a new presentation - Modify presentation themes - Add and edit text to slides - Add new slides to a presentation - Insert clipart images and shapes to slides - Insert and modify tables and charts - Add sound and video to a slide presentation - Insert and edit animations and slide transitions - Display a speaker-lead and self-running presentation

Unit IV	**[12Periods]**

Outline: PowerPoint Basics - Create Presentations - Insert and Modify Text - Work with Graphics and Media - Final Preparations -Deliver a Presentation.

Unit V	**[12Periods]**

Creating tables in a desktop database: Exploring the access 2013 desktop database interface - designing tables in a desktop database - modifying your tables design

Text Book

1. Joyce Cox and Joan Prepernau, " Step by Step, Microsoft Office Work 2007", Microsoft Press, 2007.

Reference Books

1. Pradeep K Sinha and PritiSinha, "Computer Fundamentals ", BPB Publications, 2004.
2. Jeff Conrad, "Microsoft Access 2013 Inside Out", Microsoft Corporation by O'Reilly Media, Inc. 2013.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2

CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	EFFECTIVE WRITING	**5**	**0**	**0**	**4**	**Theory**

Introduction

Determine specific reading and writing strategies that work best for you individually. Understand and apply general strategies to complete post-secondary-level reading assignments efficiently and effectively.

Course Outcome

CO1	:	Understand and effectively apply the steps in the writing process.
CO2	:	Write coherent and grammatically correct sentences.
CO3	:	Write unified, coherent, adequately developed paragraphs.
CO4	:	Adapt writing goals and styles to various audiences to achieve appropriate writing style and content.
CO5	:	Understand and apply the principles of organization to effectively outline information

Unit I **[12Periods]**

Reading general text, Reading techniques, Skimming, Scanning, Question & Answering, Graphic organizers, Note–Making, Precise Writing and Summarizing

Unit II **[12Periods]**

Topic sentences, generating ideas, Mind mapping, Linking words, Sequencing of ideas, Paragraph writing, Essay Writing, Autobiographical Essays, Narrative Essays, Descriptive Essays and Persuasive Essays

Unit III **[12Periods]**

Informal Letters, Formal Letters, Positive, Negative and Neutral Messages, Structure of a Letter, Internal & External Communication, conducting meetings, Usage of Language in Letters, Usage of Punctuations in Letters, Letter of Enquiry, Letter for Providing Information, Letters to newspapers and Magazines.

Unit IV **[12Periods]**

Types of Reports, Structure of Reports, Technical Reports, Business Reports, Progress Reports, Special Reports, Different Stages of Writing Reports, Writing Proposals and the structure of a Proposal.

Unit V	**[12Periods]**

GRAMMAR USAGE FOR ACADEMIC WRITING PROCESS

Subject – Verb agreement, Active & Passive, Fragments & Run o ns, Prepositions, Framing Questions, Abbreviations, Acronyms, Connectives, Jumbled Sentences and One – word Substitutes.

Text Book

1. Effective English for Technical Communication – Emerald Publishers.

Reference Books

1. English Basics (a companion to grammar and writing) –Cambridge.
2. A communicative grammar of English, III Ed. –Pearson.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	DIGITAL MARKETING	**2**	**0**	**0**	**2**	**Theory**

Introduction

The Introduction to Digital Marketing module enables to understand the power of Digital Marketing as a core driver of the marketing strategy for organizations.

Course Outcome

CO1	:	To provide a basic understanding of digital marketing.
CO2	:	To understand principles of Digital Marketing.
CO3	:	To provide issues related to the external Environment and acquire knowledge of the Principles of Digital marketing.
CO4	:	To understand principles of Web Marketing.
CO5	:	To understand principles of online Advertising etc.

Unit I **[12Periods]**

roduction to Digital Marketing – Digital Marketing Vs Traditional Marketing – Benefits of Digital Marketing – roduction to Online Marketing Environment - Business in Modern Economy - Integrating E-Business to an sting Business Model - Online Marketing Mix.

Unit II **[12Periods]**

rchase Behavior of Consumers in Digital Marketing - Online Customer Expectations - Online B2C Buying ocess - Online B2B Buying Behavior–Search Engines - Forms of Search Engines – Working of Search Engines - venue Models in Search Engine Positioning – Search Engine Optimization (SEO) - Display Advertising

Unit III **[12Periods]**

oduct Attributes and Web Marketing Implications - Customizing the Offering - Dimensions of Branding Online - ernet Pricing Influences - Price and Customer Value - Online Pricing Strategies and Tactics – Time-based line Pricing - Personalized Pricing - Bundle Pricing.

Unit IV **[12Periods]**

ernet Enabled Retailing - Turning Experience Goods into Search Goods -Personalization through Mass stomization - Choice Assistance - Personalized Messaging - Selling through Online Intermediaries - Direct to stomer Interaction - Online Channel Design for B2C and B2B Marketing.

Unit V **[12Periods]**

Online Advertising – Email Marketing - Viral Marketing - Affiliate Marketing –Mobile Marketing Participatory Communication Networks - Social Media Communities - Consumer Engagement - Co-Created Content Management-Interactive Digital Networks - Customer – Led Marketing Campaigns- Legal and Ethical aspects related to Digital Marketing.

Text Book

1. Smith P R Chaffey Dave, E-Marketing Excellence: The Heart of E-Business, Butterworth Heinemann, USA 2. Strauss Judy, E-Marketing, Prentice Hall, India.

Reference Book

1. Marketing Management - Philip Kotler- Kevin Lane Kella - 14th edition.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO**	**PSO**	**PSO**	**PSO**

										1	**2**	**3**	**4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	ACADEMIC WRITING	**5**	**0**	**0**	**2**	**Theory**

Introduction:

Determine specific reading and writing strategies that work best for you individually. Understand and apply general strategies to complete post-secondary-level reading assignments efficiently and effectively.

Course Outcome:

CO1	:	Understand and effectively apply the steps in the writing process.
CO2	:	Write coherent and grammatically correct sentences.
CO3	:	Write unified, coherent, adequately developed paragraphs.
CO4	:	Adapt writing goals and styles to various audiences to achieve appropriate writing style and content.
CO5	:	Understand and apply the principles of organization to effectively outline information

Unit I	**[12Periods]**
READING STRATEGIES Reading general text, Reading techniques, Skimming, Scanning, Question & Answering, Graphic organizers, Note – Making, Precise Writing and Summarizing	
Unit II	**[12Periods]**
WRITING SKILLS: Topic sentences, Generating ideas, Mind mapping, Linking words, Sequencing of ideas, Paragraph writing, Essay Writing, Auto-biographical Essays, Narrative Essays, Descriptive Essays and Persuasive Essays.	
Unit III	**[12Periods]**
LETTER WRITING Informal Letters, Formal Letters, Positive, Negative and Neutral Messages, Structure of a Letter, Internal & External Communication, Conducting meetings, Usage of Language in Letters, Usage of Punctuations in Letters, Letter of Enquiry, Letter for Providing Information, Letters to newspapers and Magazines.	
Unit IV	**[12Periods]**
REPORT WRITING Types of Reports, Structure of Reports, Technical Reports, Business Reports, Progress Reports, Special Reports, Different Stages of Writing Reports, Writing Proposals and the structure of a Proposal.	
Unit V	**[12Periods]**
GRAMMAR USAGE FOR ACADEMIC WRITING PROCESS Subject – Verb agreement, Active & Passive, Fragments & Run o ns, Prepositions, Framing Questions, Abbreviations, Acronyms, Connectives, Jumbled Sentences and One – word Substitutes.	
Text Books 1. English for students of Science – Orient Longmans 2. English Basics (a companion to grammar and writing) – Cambridge **Reference Book** 1. Academic Writing for Graduate Students: Essential Tasks and Skills (Michigan Series in English for Academic & Professional Purposes), 1994, John swales & Christine B. Feak.	

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**

CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	MODERN ENGLISH LANGUAGE AND USAGE	**5**	**0**	**0**	**2**	**Theory**

Introduction

Determine specific reading and writing strategies that work best for you individually. Understand and apply general strategies to complete post-secondary-level reading assignments efficiently and effectively.

Course Outcome

CO1	:	Understand and effectively apply the steps in the writing process.
CO2	:	Write coherent and grammatically correct sentences.
CO3	:	Write unified, coherent, adequately developed paragraphs.
CO4	:	Adapt writing goals and styles to various audiences to achieve appropriate writing style and content.
CO5	:	Understand and apply the principles of organization to effectively outline information

Unit I **[12Periods]**

Introduction: The evolution of Standard English.

Unit II **[12Periods]**

Language and Regional Variation: The Standard Language, Accent and Dialect, Dialectology, Regional Dialects, Style, Slang and Jargon.

Unit III **[12Periods]**

Areas of Difficulty in the Usage of English Language for the II Language Users: Parts of Speech.

Unit IV **[12Periods]**

Language for specific Speech events: Drafting an invitation, Drafting the minutes of a meeting, Addressing a gathering (welcome address), Proposing vote of thanks.

Unit V **[12Periods]**

English in the Internet Era

Text Book

1. A Dictionary of Modern English Usage, Henry Watson Fowler.
2. Fowler's Modern English Usage Revised Edition by the late R. W. Burchfield (Author)

Reference Books

1. The Oxford companion to the English Language, Tom McAruthur.
2. The language wars: The history of proper English, Henry hitchings.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	FUNCTIONAL ENGLISH IN GLOBAL SOCIETY	**5**	**0**	**0**	**2**	**Theory**

Introduction

Success in the goal of making our students globally competitive in the language will only be achieved if this module is complemented with creative activities that could give the students wider opportunities to USE the language.

Course Outcome

CO1	:	To use the vocabulary perfectly.
CO2	:	Write coherent and grammatically correct sentences.
CO3	:	Write unified, coherent, adequately developed paragraphs.
CO4	:	Show awareness in the significance of context clues in being a successful professional.
CO5	:	Understand and apply the principles of organization to effectively outline information

Unit I	**[12Periods]**

Introducing Oneself, Enriching Vocabulary through Structural Analysis, Word Formation Techniques.

Unit II	**[12Periods]**

Contextual Guessing Strategies, Direct Explanation, Through Comparison and Contrast, Denotation and Connotation.

Unit III	**[12Periods]**

Asking for and Giving Directions, Imperative Sentences, Giving Information, Gathering Information, Summarizing, Generalizing, Parallel Structure, Conjunction.

Unit IV	**[12Periods]**

Narrating, Describing Events and Experience, Active Voice, Verb System, Asking Questions/ Interviewing, Preparing for an Interview, Conditional Sentences.

Unit V	**[12Periods]**

Reporting Process, Events, Scientific Developments, Voice, Adverbials.

Text Book

1. Functional English in a Global Society I, Vocabulary Building and Communicative Grammar, Nicanor L. Guinto & Brian D. Villaverde, MC, 2014.

Reference Books

1. Speak English : Beginner's Guide to Everyday Conversation, 2019, Yogesh Vermani.

2. Enriching English, Rashi Ravi Ganguly.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	ART OF PUBLIC SPEAKING	**4**	**0**	**0**	**4**	**Theory**

Introduction:

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to

prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

Course Outcome:

CO1:	Students will become aware of the importance of communication in personal and professional environments
CO2:	Students Shall gain experience in interpersonal, group, and public communication.
CO3:	Students will develop strategies for overcoming speech anxiety.
CO4:	Students will practice delivery of professional and personal speeches using visual aids where appropriate to enhance presentation.
CO5:	To Evolve a reliable model for preparing and delivering effective presentations.

Unit I	**[12Periods]**

Introductory Speech: This is a speech of Self-Introduction based on a national newspaper or magazine article (such as The New York Times, Washington Post, Time, and Newsweek).

Unit II	**[12Periods]**

Informative Speech: The purpose of this extemporaneous speech is to inform the audience about some person, object, process, concept or event. A full-sentence outline and bibliography are required. The use of an audience analysis survey and visual aid is optional, but recommended, except for PowerPoint.

Unit III	**[12Periods]**

Persuasive Speech: This extemporaneous speech assignment is to persuade the audience for or against a question of policy. In addition to a full-sentence outline, audience analysis and bibliography, the use of a visual aid is highly recommended. Note: PowerPoint is mandatory for either the persuasive or final speech

Unit IV	**[12Periods]**

Special Occasion Speech: A speech designed to fulfill the objectives of a designated special occasion. Speakers may choose from the following options: (1) an “after-dinner” speech, using an imaginary professional career as the basis for the speech; (2) a commemorative speech honoring a famous historical person or event; or (3) a “grand narrative” speech – using a narrative to tell a family story that has been passed down to you which contains a particular moral or cultural insight.

Unit V	**[12Periods]**

Final Speech: The student may choose either a speech to inform or to persuade. An outline (speaker's choice), audience analysis, bibliography and visual aid are required. Note: PowerPoint is mandatory for at least one speech - either the persuasive or final speech.

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters

Text Book

O'Hair, Dan, Rob Stewart, and Hannah Rubenstein. Speaker's Guidebook: Text and Reference. 3rd ed. New York: Bedford/St. Martin's, 2007.

Reference Books

The Quick and Easy Way to Effective Speaking Paperback – 20 May 2016 by Dale Carnegie

Public Speaking by Dale Carnegie (the author of How to Win Friends & Influence People) & Pleasing Personality by Napoleon Hill (the author of Think and Grow Rich) Paperback – 11 September 2006

9	V	Enacting of play
10		Group Discussion

Mapping of Course Outcomes with Program Outcomes

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	BASICS OF PHONETICS	**5**	**0**	**0**	**4**	**Theory**

Introduction

The course aims at offering students a set of basic tools and a framework which will enable them to understand the basic concepts in language and Linguistics. It also aims at introducing various branches of Applied Linguistics.

Course Outcome

CO1	:	Learn the major theories of human speech
CO2	:	Gain knowledge in various branches of sounds
CO3	:	Recognize the acceptable system of sound and pronunciation
CO4	:	Differentiate the patterns of sounds
CO5	:	Understand the concepts of Phonetic Symbols

Unit I	**[12Periods]**

Problems in pronunciation

Unit II	**[12Periods]**

How the speech organs work in English

Unit III	**[12Periods]**

The Consonant of English

Unit IV	**[12Periods]**

The vowels of English

Unit V	**[12Periods]**

Intonation

Text Book

1.Better English Pronunciation by T. Balakrishnan.

Reference Books

1. A Handbook of Phonetics (English, Paperback, Sweet Henry).
2. Elementary Phonetics (English, Paperback, Smith G).
3. Better English Pronunciation (English, Paperback, J.D.O' Connor).
4. A Course in Phonetics and Spoken English (English, Paperback, J. Sethi and P.V. Dhamija).
5. An Introduction to Linguistics and Phonetics (English, Paperback, C.B. Karki).

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Elective Papers

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERATURE & THEATER STUDIES	**4**	**0**	**0**	**4**	**Theory**

Introduction

The ability to identify and interpret several forms of drama from various times and places; a basic understanding of the historical contexts that shaped these plays; the ability to close-read drama, understanding how playwrights create meaning and also leave interpretive choices for actors and audiences; and enhanced public speaking and interpretive skills gained through performing in an assigned scene.

Course Outcome

CO1	:	Identify several types of drama from across the globe and from a span of thousands of years, as well as the people, places, and events that shaped the worlds in which these plays were written.
CO2	:	Appreciate the aesthetic qualities and ethical complexities of these plays, and appreciate the genre of drama itself
CO3	:	Empathize with historical, geographic and cultural diversity by reading plays written across time and space that deal with social issues, political problems, and the depths of human emotions.
CO4	:	Interpret drama through both literary and dramatic lenses, with due sensitivity to both textual and contextual cues.
CO5	:	Perform scene from these plays, enhancing public speaking, collaboration and interpretation skills.

Unit I	**[12Periods]**

Communication: Analyzing several plays as forms of communication communicating responses to this drama to the class and faculty member; developing public speaking skills through performance.

Presentation: For this assignment you will adapt your written argument for Paper 2 into a visual/oral argument that you will share with the class in an 8-10-minute presentation.	
Unit II	**[12Periods]**
Aesthetic understanding: appreciating the unique qualities of various kinds of drama, despite or perhaps because of their difference to students' own historical and geographic contexts and previous understanding of entertainment and theater. **Performance:** Perform a scene with a group, and write a short reflection (at least one but no longer than two double-spaced pages) on the experience of performing.	
Unit III	**[12Periods]**
Creativity: appreciating the creativity of world playwrights by reading several plays in detail and appreciating the creativity of directors, actors, and designers who have produced these plays; responding creatively to that work through writing and in a performance project.	
Unit IV	**[12Periods]**
Appreciation of diverse perspectives in both global and community contexts – learning the historical and geographic context of several playwrights from the Eastern and Western world, different as they are from our own.	
Unit V	**[12Periods]**
Performing a play or Drama with a group – Rehearsing it for perfection. **End Project**: Enacting the play/Drama in front of the Selected Audience/Externals.	
Text Book 1.The Wardsworth Anthology of Drama. Revised Edition, 6th Edition. Ed. W.B. Worthen, 2004. **Reference Book** 1.The Cambridge Introduction to Theatre Studies (Cambridge Introductions to Literature), 2008 by Christopher B. Balme.	

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	LITERATURE & THEATER STUDIES	**0**	**0**	**4**	**2**	**Practical**

S.no	Unit Numbers	Name of the Activity
1	I	Mind Mapping
2		Concept Map
3	II	Group Presentation
4		Individual Presentation
5	III	Role Play
6		Reading Aloud
7	IV	Collage making
8		Word building on characters
9	V	Enacting of play
10		Group Discussion

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Creative Writing	**2**	**0**	**0**	**2**	**Theory**

Introduction

Through writing exercises, readings, lectures and live Q&As with professional writers, this course will provide the beginning writer with a toolkit of essential skills. The contents of this toolkit: giving and receiving critical feedback, reading with a writer's eye, navigating professional and educational pathways as a writer and generating, revising and editing material that is strong, original and imaginative. Students will study literary technique within fiction, poetry and the personal essay, culminating in a revised final project of their choice. Students will leave the course with a practical understanding of the creative process and will be prepared to critique and write at a university level.

Course Outcome

CO1	:	Improve creative and academic writing skills.
CO2	:	Engage critically with creative texts across multiple genres.
CO3	:	Gain an understanding of core elements of the writer's craft.
CO4	:	Practice performance skills to present a live reading of their work.
CO5	:	Generate a revised piece of original writing in genre of their choice.

Unit I	**[12Periods]**

Various Kinds of Writing - The creative impulse, creative ability - Tools and Techniques - Genies Talent

Unit II	**[12Periods]**

Poetry - Prose - Features and non-features - Writing for the media

Unit III	**[12Periods]**

Practice - Sketching the plot, conflict, climax, resolution - Character sketch - Action Description

Unit IV	**[12Periods]**

Practice - Point of View - Dialogue - Setting an atmosphere

Unit V	**[12Periods]**
Film Review - Book Review	

Text Book

1.Skills for Technical Professionals: Achieving Excellence (Soft Skills for IT Professionals) Paperback – 23 Sep 2010 by Naomi Karten.

Reference Book

1. Elements of Style, The Paperback – 31 August 1999 by William Strunk Jr. & E. White.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	TRANSLATION STUDIES	**5**	**0**	**0**	**4**	**Theory**

Introduction

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

Course Outcome

CO1	:	To enable students to engage in advanced study and research with scholars in the field of Translation Studies
CO2	:	Understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	To foster original and scholarly research that contributes to this field
CO4	:	To enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters
CO5	:	Interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism.

Unit I **[12Periods]**

History of translation: The rise and development of translation -How is translation defined? - Linguistic definition of translation - Philological definition of translation - Communicative definition of translation.

Unit II **[12Periods]**

Translation Studies: What is translation? Trends and Theories- History of translation, Translation Studies - Translation of Poetry and Translation of Prose and Drama Translation as a form of communication - Information and message - Communication channel - The sender and the receiver of the message.

Unit III **[12Periods]**

Forms and types of translation: Human translation - Translation of written texts- Translation of speech or interpreting- Simultaneous translation.

Unit IV **[12Periods]**

What is translation competence?: Second language proficiency and translation competence - Inter language and translation competence Text linguistics and translation competence - Language competence and

translation competence - A model of translation .

Unit V	**[12Periods]**

Literary and non-literary translation: Gain and loss in translation; Accommodation in translation Machine translation; Computer-assisted translation

Text Books

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge.
2. Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991.
3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998.
4. Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID.

Reference Books

1.Introducing Translation Studies Theories and Applications by Jeremy Munday

2**.** A Handbook of Translation Studies Bijay Kumar Das Atlantic Publishers & Dist, 2005 - Translating and interpreting.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	INDIAN LITERATURE IN ENGLISH TRANSLATION	**4**	**0**	**0**	**4**	**Theory**

Introduction

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

Course Outcome

CO1	:	To enable students, engage in advanced study and research with scholars in the field of Translation Studies
CO2	:	Understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	To foster original and scholarly research that contributes to this field
CO4	:	To enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters
CO5	:	Interact productively with people from diverse backgrounds both as leaders and team members with integrity and High Desire of professionalism.

Unit I (Poetry)	**[12Periods]**

'I COULD FORGET ALL THIS…' Lakshmi Holmström
'What she said' The Interior Landscape: Love Poems from a Classical Tamil Anthology by AK Ramanujan.

Unit II (Novel)	**[12Periods]**

The Home and the World, Rabindranath Tagore. (1916) Intro Sanjukta Das Gupta.
Sage, 2013.

Unit III (Drama)	**[12Periods]**

Aurangzeb, Indira Parthasarthi.

Unit IV Short stories (contemporary period)	**[12Periods]**

Silence! The Court Is in Session, Vijay Tendulkar.	
Unit V (Prose)	**[12Periods]**
Titu Mir, Mahasweta Devi.	

Text Books

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge.
2. The Interior Landscape: Love Poems from a Classical Tamil Anthology by A.K. Ramanujan (Translation) Published October 27th 1994 by Oxford University Press, USA
3. Rabindranath Tagore, Adventure of Ideas and Innovative Practices in Education Kumkum Bhattacharya
4. Silence! The Court is in Session By Vijay Tendulkar

Reference Book

1.Indian Fiction in English Translation Hardcover – 1 December 2005 by Shubha Tiwari (Author)

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	3	1	1	1	2	3	2	2	3	1	2	2
CO2	1	3	3	1	2	1	3	1	2	1	2	1	1
CO3	2	3	1	3	3	2	2	3	1	2	2	3	1
CO4	2	3	3	1	3	1	2	1	2	1	3	1	3
CO5	1	2	1	3	3	3	1	2	1	2	2	3	2

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Professional Skills	**4**	**0**	**0**	**4**	**Theory**

Introduction

To make students realize how group decision making is better than decisions made individually. And to help students better understand basic leadership qualities and personality traits. To insist stress management upon students, and the importance of time management. These also facilitate critical thinking and analysis of activities and attitudes that support organizational success.

Course Outcome

CO1	:	Enable students to understand different aspects of leadership and evaluate their own strengths.
CO2	:	Speak with clarity and confidence, thereby enhancing their employability skills.
CO3	:	Identify his/her creative self, and express effectively the same in writing.
CO4	:	Speak with clarity and confidence, thereby enhancing their employability skills.
CO5	:	Be more organized and disciplined.

Unit I	**[12Periods]**
Decision making - Problem Solving - Critical Thinking	
Unit II	**[12Periods]**
Team Skills - Team Work	
Unit III	**[12Periods]**
Writing for different purposes	
Unit IV	**[12Periods]**
Presentation Skills	
Unit V	**[12Periods]**

Group Discussion

Text Book

1.Presentation Skills for Technical Professionals: Achieving Excellence (Soft Skills for IT Professionals) Paperback – 23 Sep 2010 by Naomi Karten.

Reference Books

1. Communication Skills for Professionals" by Konar N.
2. Professional Communication Skills by Jain A K.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	GREEN STUDIES	**4**	**0**	**0**	**4**	**Theory**

Introduction

This course aims to create and promote environmental awareness in students. It defines the scope and

importance of the discipline. The course material will help students understand the basic concepts relating to renewable/non-renewable resources, ecosystems, environmental pollution, and biodiversity. The course also focuses on people in the environment, social issues relating to development, environmental degradation, control measures and ethics.

Literary texts are introduced to sensitize the students to the urgent ecological concerns that threaten everyday life. The course would stress the role of an individual in the conservation of natural resources.

Course Outcome

CO1	:	Identify and understand environmental literary studies as a genre
CO2	:	Apply environmental ethics in literature
CO3	:	Locate deep ecology in nature writing
CO4	:	Connect women with nature
CO5	:	Read and interpret texts eco-critically

Unit I	**[12Periods]**

The Selfish Giant – Oscar Wilde
The Water of Life – A Tale from the brothers grimm

Unit II	**[12Periods]**

Gieve Patel – On killina a tree
A.D.Hope – MoschusMochiferous

Unit III	**[12Periods]**

Aldo Leopold's The Land Ethic

Unit IV	**[12Periods]**

AmitavGhosh – The Hungry Tide

Unit V	**[12Periods]**

Rabindranath Tagore – Mukthadhara.

Text Books

1. Bharucha, Erach. Environmental Studies for Undergraduate Courses. Hyderabad: UGC Universities Press, 2005.
2. Garrard, Greg. Eco criticism (New Critical Idiom). New York: Routledge, 2004.
3. Glotfelty, Cheryll and Harold Fromm (ed.) The Ecocriticism Reader: Landmarks in Literary Ecology. London: University of Georgia Press, 1996.

Reference Books

1. Graham Jr., Frank. Since Silent Spring. Boston: Houghton Mifflin Co., 1960.
2. Green, Mary. The Living Planet: A Collection of Writing on the Environment. Cambridge: CUP, 2011.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	AFRICAN LITERATURE	**4**	**0**	**0**	**4**	**Theory**

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with different genres of African and American English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry. The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights.

Course Outcome

CO1	:	understand Africa through specific forms of literary expression from the continent and the Diaspora
CO2	:	understand African and Diaspora literary responses to slavery and colonialism.
CO3	:	gain awareness about African contemporary thought and forms of literary expression.

CO4:	gain a deeper understanding of the intricate and diverse cultures, societies, and economies of the African continent
CO5:	gain knowledge about the impact of colonization

Unit I (POEMS)	**[12Periods]**

1. Telephone Conversation- Wole Soyinka

2. Eve Remembering - Toni Morrison

3. The Casualties -J.P. Clark

4. Poets in Africa -Roy Lampbell

5. A Far Cry from Africa- Derek Walcott

Unit II (NOVEL)	**[12Periods]**

The Bluest Eye – Toni Morrison

Unit III (PROSE)	**[12Periods]**

The Novelist as Teacher - Chinua Achebe

Unit IV (DRAMA)	**[12Periods]**

The Lion and the Jewel - Wole Soyinka

Unit V (CRITICISM)	**[12Periods]**

Novels of Disillusion - Arthur Ravens croft

Text Books

1. A Study Guide for Wole Soyinka's "telephone Conversation" by Cengage Learning Gale,2017.
2. Remembering the Past in Contemporary African American Fiction by Keith Eldon Byerman, 2005.
3. A Study Guide for Derek Walcott's "a Far Cry from Africa" by Cengage Learning Gale.2016.
4. The Bluest Eye Paperback, 1999 by Toni Morrison.
5. Provenance: A new novel set in the world of the Hugo, Nebula and Arthur C. Clarke Award-Winning ANCILLARY JUSTICE Kindle Edition by Ann Leckie, 2017.

Reference Books

1. The Undergraduate's Companion to African Writers and Their Web Sites –byMiriam E Conteh-Morgan.

2. Contemporary Black American Playwrights and Their Plays: A Biographical Directory and Dramatic Index by Bernard L. Peterson Jr.

3. https://fliphtml5.com/qtevf/hdrr/basic/201-221
4. https://www.scribd.com/doc/296828841/Wole-Soyinka-s-the-Lion-and-the-Jewel
5. https://www.hhrc.ac.in/ePortal/English/II%20MA%20ENG-18PEL9-Dr.C.Ayyavu.pdf

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	**Subject Title**	**Lecture**	**Tutorial**	**Practical**	**Credit**	**Type**
	Feminist Literature	**5**	**0**	**0**	**4**	**Theory**

Introduction

The course introduces students to Women's Writing, through the study of various literary genres written by women of different nationalities such as poetry, prose, essay and drama. The paper is designed to equip students with the knowledge and skills to read and comprehend texts written by women.

Course Outcome

CO1:	Acquire knowledge about the various genres written by women of different nationalities**.**
CO2:	Identify and describe distinct literary characteristics of women's writing.
CO3:	Effectively understand and communicate ideas related to the literary works during class and in group activities.
CO4:	Critically analyze the structure and meaning of various literary works.
CO5:	To know the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

Unit I **[12Periods]**

Sarojini Naidu: Coromandel Fishers, Kamala Das: An Introduction Spoiling the Name, ImtiazDharker : Another Woman, Elizabeth Bishop: A Miracle for Breakfast. Amy Lowell: A Fairy Tale, WillaCather: London Roses.

Unit II	**[12Periods]**
Virginia Woolf : A Room of One's Own, Amn't I a woman? - Sojourner Truth (Speech) Indira Gandhi: The Message of Viswa-Bharati, Aung San SuuKyi : Courage, Thy Name is.	
Unit III	**[12Periods]**
Persephone, Falling - Rita Dove, Journey to the Interior - Margaret Atwood, Request to a Year - Judith Wright, Medusa - Sylvia Plath, A Sunset of the City - Gwendolyn Brooks, Words for father- Shirley Lim.	
Unit IV	**[12Periods]**
Trifles - Susan Glaspell, Lorraine Hansberry: A Raisin in the Sun	
Unit V	**[12Periods]**
Draupathi - Mahasweta Devi,The Yellow Wallpaper - Charlotte Perkins Gilmar ,Forest – Ambai, Elaine Showalter: Towards Feminist Poetics.	

Text Books

1. Trifles - Susan Glaspell. Baker's Plays, 2010
2. Haneefa, S., P.Rajendran, The Verbal Mirror- Writings on Contemporary Issues, Macmillan Publishers-2010

Reference Books

1. Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.
2. The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	1	3	1	1	1	3	1	2	1	1	3	2	1
CO2	3	1	3	1	2	3	1	1	1	2	1	3	1
CO3	3	3	3	3	1	1	3	1	3	2	3	1	2
CO4	1	3	1	1	1	1	3	1	2	3	3	3	1
CO5	3	3	3	1	1	3	3	3	1	2	3	3	1

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	CONTEMPORARY LITERATURE	**5**	**0**	**0**	**4**	**Theory**

Introduction

This course will develop their critical ability in close reading, textual analysis and critical appreciation of the prescribed works. Multiculturalism, diasporic writing, displacement and alienation and identity crisis, theme of acculturation, assimilation, globalization.

Course Outcome

CO1	:	Understand the environmental crisis through the study of literary texts and have a broad knowledge of the theory of Ecocriticism and related concepts.
CO2	:	Analyze and evaluate the works for content, style, structure.
CO3	:	Appreciate socio cultural diversity in a globalized setting.
CO4	:	Compare and contrast the writers from around the world and their unique styles.
CO5	:	Effectively understand and communicate ideas related to the literary works during class and in group activities

Unit I	**[12Periods]**

Richard Bach: Bridge across Forever, Joseph Anton: A Memoir - Salman Rushdie (an extract)
The Bomb and I - Arundati Roy (an Extract).

Unit II	**[12Periods]**

Black Berry Picking - Seamus Heaney , A Far Cry from Africa - Derek Walcott, Hamlet - Wole Soyinka
I know Why The Caged Bird Sings - Maya Angelou, Salman Rushdie : Midnight's Children.

Unit III	**[12Periods]**
Harvest- Manjula Padmanabhan Hannah : The Nightingale	
Unit IV	**[12Periods]**
Through the Tunnel - Doris Lessing, The Eye - Alice Munro, The Medicine Bag - Virginia Driving Hawk Sneve , The Handsomest Drowned Man in the World - Gabriel Garcia Marquez. ,Unaccustomed Earth - Jhumpa Lahiri.	
Unit V	**[12Periods]**
Life of Pi - Yann Martel Markus Zusak : The Book Thief	

Text Books

1. Harvest - Manjula Padmanabhan - Aurora Metro, 2003.
2. Joseph Anton: A Memoir - Salman Rushdie - Knopf Canada, 2012.
3. Life of Pi - Yann Martel - Houghton Mifflin Harcourt, 2003
4. Hannah, K. The nightingale. First edition. New York, St. Martin's Press, 2015.
5. Angelou, M., I Know Why the Caged Birds Sing; Ballantine Books: New York, 2009.

Reference Books

1.Robert ConDavis andRonald Schleifer, Contemporary Literary Criticism, Literary and Cultural Studies Longman Inc 1989.

2. Diasporas. Stéphane Dufoix. Trans. William Rodarmor. University of California Press: London, 2008

3. Zusak, Markus, The Book Thief, Black Swan2013.

4.Collections of short stories by Alice Munro. 1Dance of the Happy Shades, Toronto, Ryerson Press, 1968.

5. The Medicine Bag. Salt Lake City, Utah :Salt Lake Indian Health Center, 1985

Mapping of Course Outcomes with Program Outcomes

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2

CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Semester :

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Postcolonial Literature	**4**	**0**	**0**	**4**	**Theory**

Introduction

The aim of this course is to introduce what is colonization and what are its impacts on the colonized countries across the globe. The course also aims to acquaint the students about the literature written in different countries during the period of colonization and also after the post colonial period when these countries were liberated from the foreign yoke. It aims to introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.

Course Outcome

CO1	Identify key questions, authors, and literary forms in postcolonial literature.
CO2	Think critically about these texts in relation to postcolonial theory.
CO3	Situate these works in their larger cultural contexts.
CO4	Develop interpretative skills of close reading.
CO5	Understanding the interpretations, articulate coherent arguments, and develop research skills through your written essays.

Unit I	**[12Periods]**
Theory of Colonialism and Postcolonalism	
Unit II	**[12Periods]**
E. M. Forster - A Passage to India	
Unit III	**[12Periods]**
Chinua Achebe-Things Fall Apart	
Unit IV	**[12Periods]**
V. S. Naipaul-The Mimic men	

Unit V	**[12Periods]**
Ayi Kwei Armah-The Beautiful Ones are not yet Born	

Text Books

1. Colonial and Postcolonial Literature (Oxford: Oxford University Press, 1995)
2. Boehmer Elleke, Empire Writing: An Anthology of colonial Literature, 1870-1918. (Oxford University Press, 1999).
3. Chinua Achebe-Things Fall Apart, William Heinemann ltd publisher, 1958.
4. V. S. Naipaul-The Mimic men published by Andre Deutsch in 1967.

Reference Books

1. Ahmad, Aijaz, In theory: Classes, Nations, Literatures (Delhi: Oxford University Press,1994).
2. Ashcraft, Bill, et al, The Empire Writes Back London: Routledge,1989.
3. The Post-Colonial Studies Reader. (London:Routledge,2003).

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes									**Program Specific Outcomes**			
Course Outcomes	**P01**	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**	**P09**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	2	1	1	3	2	1	3	3	1	1	1	2	3
CO2	1	1	2	1	3	1	1	3	3	1	2	1	3
CO3	1	3	2	3	1	2	2	3	1	3	3	2	2
CO4	1	2	3	3	3	1	2	3	3	1	3	1	2
CO5	3	1	2	3	3	1	1	2	1	3	3	3	1

Ability Enhancement Courses

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Environmental Studies	**2**	**0**	**0**	**2**	**FC**

Unit I	**[12Periods]**
A Multidisciplinary Subject – Natural Resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.	
Unit II	**[12Periods]**
Ecosystem – Concepts of Ecosystem – Characteristics – Food Chains – Food Web – Ecological Pyramids – Energy Flow in an Ecosystem – Nutrient Cycling – Primary Production – Ecosystem Regulation – Ecological Succession – Major Ecosystem Types.	
Unit III	**[12Periods]**
Biodiversity and its Conservation – Diversity – Biogeographically Classification of India – Value of Biodiversity – Global Biodiversity – Biodiversity: National, Regional or Local – Hot Spots of Bio Diversity – Threats to Biodiversity – Loss of Habitat – Poaching – Man-wildlife Conflicts – Endangered Species of India – Endemic Species of India – Conservation of Biodiversity.	
Unit IV	**[12Periods]**
Environmental Pollution – Air pollution – Noise Pollution – Water Pollution – Thermal Pollution – Marine Pollution – Soil Pollution – Nuclear Hazards – Solid Waste Management – Role of an Individual in Prevention of Pollution – disaster Management.	
Unit V	**[12Periods]**
Social Issues and the Environment – From unsustainable to sustainable development – Urban problems related to energy – Water Conservation – Rainwater Harvesting – Watershed Management – Resettlement and Rehabilitation Issues – Environmental Ethics – Climate change – Global Warming – Acid Rain – Ozone Layer Depletion – Environmental Legislation.	

Text Books

1. Perspectives in Environmental Studies – AubhaKaushik, C. P. Kaushik, New Age International Publishers, Second Edition, 2004.
2. Basics of Environmental Science – Michael Allaby, Routledge – London, 2nd Edition, 1996.

Reference Book

1.Principles of Environmental Science and Technology – K. Saravanan, S. Ramachandran and R.

Baskar, New Age International Publishers, 2005.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Women Studies	**2**	**0**	**0**	**2**	**FC**

Unit I	**[12Periods]**

Laws, Legal Systems and Change
Definition - Constitutional law, CEDAW and International Human Rights – Laws and Norms – Laws and Social Context – Constitutional and Legal Framework.

Unit II	**[12Periods]**

Politics of land and gender in India
Introduction – Faces of Poverty – Land as Productive Resources – Locating Identities – Women's Claims to Land – Right to Property - Case Studies.

Unit III	**[12Periods]**

Women's Rights: Access to Justice
Introduction – Criminal Law – Crime Against Women – Domestic Violence – Dowry Related Harassment and Dowry Deaths – Molestation – Sexual Abuse and Rape – Loopholes in Practice – Law Enforcement Agency.

Unit IV	**[12Periods]**

Women's Rights
Violence Against Women – Domestic Violence - The Protection of Women from Domestic Violence Act, 2005 - The Marriage Validation Act, 1982 - The Hindu Widow Re-marriage Act, 1856 - The Dowry Prohibition Act, 1961

Unit V	**[12Periods]**

Special Women Welfare Laws
Sexual Harassment at Work Places – Rape and Indecent Representation – The Indecedent Representation (Prohibition) Act, 1986 - Immoral Trafficking – The Immoral Traffic (Prevention) Act, 1956 - Acts Enacted for Women Development and Empowerment - Role of Rape Crisis Centers.

Text Books

1. International Solidarity Network "Knowing Our Rights" An imprint of Kali for Women 2006
2. P.D.Kaushik "Women Rights" Bookwell Publication 2007

Reference Books

1. Aruna Goal "Violence Protective Measures for Women Development and Empowerment" Deep and Deep Publications Pvt 2004.
2. Monica Chawla "Gender Justice" Deep and Deep Publications Pvt Ltd.2006.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BCCAFC	**Constitution of India**	**2**	**0**	**0**	**2**	**FC**

Unit I	**[12Periods]**
Making of Constitution - Constituent Assembly - Dr.RajendraPrasath - Dr.B.R.Ambedkar - Salient features - Fundamental Rights.	
Unit II	**[12Periods]**
Union Executive - President of India - Vice-President - Prime Minister - Cabinet - Functions	
Unit III	**[12Periods]**
Union Legislature - RajiyaSabha - LokSabha - Functions and Powers	
Unit IV	**[12Periods]**
Union Judiciary - Supreme Court - Functions - Rule of law	
Unit V	**[12Periods]**
State - Executive - Legislature - Judiciary	

Text Book

1. Agharwal.R.C. - National Moment and Constitutional Development – New Delhi, 1977

Reference Books

1. Rao B.V., Modern Indian Constitution, Hyderabad, 1975.
2. NaniPalkhivala - Constitution of India, New Delhi, 1970.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BPYAFC	**HUMAN RIGHTS**	**2**	**0**	**0**	**2**	**FC**

Unit I	**[12Periods]**

Concepts of human values, Value education Towards Personal Development- Aim of education and value education; Evolution of value-oriented education; Concept of Human values, types of values; Components of value education. Personal Development: Self-analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenge. Respect to- age, experience, maturity, family members, neighbors, co-workers. Character Formation towards Positive personality: Truthfulness. Constructively, Sacrifice, sincerity, self-control, altruism, tolerance, scientific vision.

Unit II	**[12Periods]**

Value Education towards National and Global Development - National and international Values. Constitutional or national values – Democracy, socialism, secularism, equality, Justice, liberty, freedom and fraternity. Social values-Pity and probity, self-control, universal brotherhood. Professional values- Knowledge thirst, Sincerity in profession, regularity, punctuality and faith. Religious Value's – Tolerance, wisdom, character. Aesthetic values - Love and appreciation of literature and fine arts and respect for the same. National Integration and international understanding.

Unit III	**[12Periods]**

Impact of global Development on Ethics and Values – Conflict of cross-cultural influences, mass media. Cross-border education, materialistic values, professional challenges and compromise. Modern Challenges of adolescent Emotions and behavior: Sex and spirituality: Comparison and competition, positive and negative thoughts. Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance.

Unit IV	**[12Periods]**

Introduction- Law- Functioning of Court - Hierarchy of Courts - Seeking Justice- dragged into the net- Help thy Neighbor - You snooze. You Lose - Crime & Punishment- Introduction to Criminal Law - Encounter with Criminal Law - Limitation and other restrictions for prosecution - Major offences and punishments - Guardianship and Minority – Civil Marriage- Compulsory Registration of Marriages - Relief through Family Court - Writing a Will.

Unit V	**[12Periods]**

Protection of Women under Civil Law - Protection of Women under Criminal law - Protection of Child under Civil and Criminal Law - Protection of Workmen - Consumer Protection- Consumer friendly forums - Detective and Hazardous Good - Deficiency in Service – Unfair and Restrictive trade practices Quality of Goods - Right to Information Act - Cyber Crimes

Text Book

1. Value Education- Human Rights - Learning Material, Bharathiar University, 2009.

Reference Books

1. Introduction to Human Rights and Duties – Dr. T. S. N. Sastry. University of Pune, 2014.
2. Human Rights Education for Beginners- KWIRC, NHRC, 2005.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BTAAFC	**Yoga**	**2**	**0**	**0**	**2**	**FC**

Unit I (Yoga and Physical Health) **[12Periods]**

1.1 Physical Structure - Three bodies - Five limitations
1.2 Simplified Physical Exercises - Hand Exercises -Leg Exercises – Breathing Exercises - Eye Exercises – Kapalapathi
1.3 Maharasanas 1-2 - Massages - Acu-puncture – Relaxation
1.4 Yogasanas - Padmasana- Vajrasanas- Chakrasanas. (Side)- Viruchasanas- Yoga muthra- Patchimothasanas – Ustrasanas - Vakkarasanas - Salabasanas

Unit II (Art of Nurturing the life force and Mind) **[12Periods]**

2.1. Maintaining the youthfulness - Postponing the ageing process
2.2. Sex and Spirituality - Significance of sexual vital fluid - Married life - Chastity
2.3. Ten stages of Mind
2.4 Mental frequency - Methods for concentration

Unit III (Sublimation) **[12Periods]**

3.1. Purpose and Philosophy of life
3.2. Introspection - Analysis of Thought
3.3. Moralization of Desires
3.4. Neutralization of Anger

Unit IV (Human Resources Development) **[12Periods]**

4.1. Eradication of worries
4.2. Benefits of Blessings
4.3. Greatness of Friendship
4.4. Individual Peace and World Peace

Unit V (Law of Nature) **[12Periods]**

5.1. Unified force- Cause and Effect system
5.2. Purity of Thought and Deed and Genetic Centre
5:3. Love and Compassion
5.4. Cultural Education- Fivefold Culture

Text Book

1. Health, Physical Education and Yoga, Dr. Neeraj Pratap Singh, 2019.

Reference Books

1. Yoga, Health & Physical Education, Dr. T. Krishnammal , Dr. D. Grace Nirmala Priyakamal Pathipagam.

2. Health & Physical Education, Biranchi Narayan Dash Neelkamai Publications Pvt. Ltd.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
19BVCAFC	**NCC**	**2**	**0**	**0**	**2**	**FC**

Unit I (INTRODUCTION TO NCC)	**[12Periods]**
Introduction to NCC, NCC Motto, Flag, Aims, Cardinal points of NCC, Organization of defense forces in general, Organizational structure of Indian Army, Organizational structure of NCC, Ranks in Army, Navy and Air Force, Honors and Awards.	
Unit II (MILITARY HISTORY)	**[12Periods]**
World war I & World war II Famous Battles / Wars of India: Battle of the Ten Kings - 14th century BCE, Kalinga War - 262 BC, Battle of Takkolam – 949, Battle of Saragarhi -12 September 1897, Indo – Pak War 1971, Kargil War 3 May–26 July 1999.	
Unit III (NATIONAL INTEGRATION)	**[12Periods]**
Meaning and Importance, Unity in Diversity, Indian History and culture, Religion and customs of India, India and its Neighbors, contribution of Youth in National Building.	
Unit IV (LEADERSHIP)	**[12Periods]**
Meaning, Leadership Traits, Types of Leadership, Discipline & Duty of an Indian Citizen, Motivation, Code of Ethics, Perception, Communication, Importance of Team Work. Biography of Successful Leaders: Vijayalaya Chola, Rajaraja Chola I, Rajendra Chola I, Jalal ud din Muhammad Akbar (Akbar the Great) (1556–1605), Muhiuddin Muhammad Aurangzeb Alamgir (1658–1707), ChattrapatiShivaji Maharaj, Peshwa Bajirao I (17 April 1720 – 28 April 1740), Field Marshal Cariappa, Field Marshal Sam Maneksha,	
Unit V (CIVIL DEFENCE AND DISASTER MANAGEMENT)	**[12Periods]**
Civil Defense: Meaning, Organization and its Duties, Civil Defense Services, Fire Fighting: Meaning, Mode of Fire, Fire Fighting Parties, Fire Fighting Equipment's. Introduction, Classification of Disaster: Natural Disaster & Manmade Disaster, Disaster Management During Flood, Cyclone and Earth Quake, Assistance in Removal of Debris, Collection and Distribution of Aid Material, Message Services.	

Text Book

1. Cadet's Hand Book- Common Subject, All Wings, by DG NCC, New Delhi.

Reference Book

1.Cadet's Hand Book -Specialized Subject, Army, by DG NCC, New Delhi.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Communicative	**2**	**0**	**0**	**2**	**FC**

	English					

Unit I	**[12Periods]**
Vocabulary building – Puzzle	
Unit II	**[12Periods]**
Common error in English - Role Play	
Unit III	**[12Periods]**
Advertising - Newspaper Reading	
Unit IV	**[12Periods]**
Write the missing Verbs - Question Framing	
Unit V	**[12Periods]**
Description - Letter writing	

Text Book

1. Communicative English, Dr.M.Gopalakrishnan & Dr.T.Mekala

Reference Books

1.Technical Communication, Meenakshi Raman & Sangeetha Sharma, Oxford University Press.
2. Developing Communication Skills, Krishna Mohan, Macmillan.

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Quantitative Aptitude	**2**	**0**	**0**	**2**	**FC**
Unit I						**[12Periods]**
Introduction: Competitive Exams – Types- Eligibility and Criteria - Public and Private sectors.						
Unit II						**[12Periods]**
Number Series – Simplifications – Average – Percentage - Profit and Loss - Partnership						
Unit III						**[12Periods]**
Time and Work - Time and Distance - Permutations and Combinations - Probability						
Unit IV						**[12Periods]**
Problems on Ages - Coding and Decoding - Blood Relation						
Unit V						**[12Periods]**
Direction Sense test - Sitting Arrangements - Syllogism						

Text Book

1. Quantitative Aptitude for Competitive Examination, Dr R.S. Aggarwal.

Reference Books

1. Quantitative Aptitude, S.K.Shrivastava.
2. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma, 2016.

Value Added Courses

Book Review of Inspired talks of Swami Vivekananda

Course Outcome:

CO1:	Improve the ability to select and engaging in appropriate resources and texts.
CO2:	To identify the central idea of the **book**, the author's style, approach, or techniques.
CO3:	To criticize the ideas and writing style of an author
CO4:	To enhance the reading ability and analyze the text independently
CO5:	To familiarize with the English language terminology and writing skills

Unit I	
House at Thousand Island Park	
Unit II	
Introductory Narrative	
Unit III	
The Master	
Unit IV	
Inspired Talk	
Unit V	
The Song of the Sannyàsin	