Regulations 2021 Curriculum and Syllabi
(Updated upto December 2023, as per 21ˢᵗ Academic Council)

B.A. (English)

REGULATIONS 2021

CURRICULUM AND SYLLABI

(Updated upto December 2023, as per 21st Academic Council)

B.A. ENGLISH

VISION AND MISSION OF THE INSTITUTION

VISION

B.S. Abdur Rahman Crescent Institute of Science and Technology aspires to be a leader in Education, Training and Research in multidisciplinary areas of importance and to play a vital role in the Socio-Economic progress of the Country in a sustainable manner.

MISSION

- To blossom into an internationally renowned Institute.
- To empower the youth through Quality and Value-Based Education.
- To promote Professional Leadership and Entrepreneurship.
- To achieve excellence in all its endeavors to face global challenges.
- To provide excellent teaching and research ambience.
- To network with global Institutions of Excellence, Business, Industry and Research Organizations.
- To contribute to the knowledge base through Scientific Enquiry, Applied Research and Innovation.

VISION AND MISSION OF
THE DEPARTMENT OF ENGLISH

VISION

- Aims to be a centre of excellence in higher education through academic and research programmes in English Language Teaching, Literature and its domains

MISSION

- To train the students of Engineering, Management and Arts and Science streams in written and oral communication using Information and Communication Technology tools
- To provide knowledge through post graduate programme focusing on English literature
- To undertake research in the area of English Language Teaching and Literature to improve the teaching-learning process
- To collaborate with other Universities and Institutions in conducting research and training programmes
- To disseminate the research outcomes through conferences and workshops for the benefit of English language teaching community

PROGRAMME EDUCATIONAL OBJECTIVES AND OUTCOMES

B.A. ENGLISH

POGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The programme aims to develop the student's knowledge and understanding of English literature. More specifically it aims

PEO1 To foster love for English literature and Language

PEO2 To help them understand major literary works, periods, genres, and critical approaches to English Literature

PEO3 To gain an understanding of the relations between culture, history and texts

PEO4 To use the creative resources of language-in fiction, poetry, nonfiction prose, and drama for exploring the entire range of human experience

PEO5 To expose them to India's literary and cultural tradition through Indian writing in English

PEO6 To help them emerge as prospective writers, editors, content developers, researchers and teachers

PROGRAM OUTCOMES (POs):

On completion of this programme the students will be able to

PO1 Demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

PO2 Exhibit coherent and systematic understanding of English literature and literatures in translation, showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

PO3 Display an ability to read and understand various literary genres and stylistic variations and write critically

PO4 Evaluate literary texts as a field of study and as part ofthe wider network of local and global culture

PO5 Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources

PO6 Display a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages

PO7 Apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing

PO8 Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

PO9 Channelize their interests and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme

PO10 Develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

REGULATIONS - 2021

B.A. / BBA/ B.Com. / BCA / B.Sc. DEGREE PROGRAMMES
(Under Choice Based Credit System)

1.0   PRELIMINARY DEFINITIONS & NOMENCLATURE

In these Regulations, unless the context otherwise requires:

i)   **"Programme"** means B.A. / BBA / BCA / B.Com. / B.Sc. Degree Programmes.

ii)   **"Course"** means theory / practical / laboratory integrated theory / seminar / internship / project and any other subject that is normally studied in a semester like English, Mathematics, Environmental Science, etc.,

iii)   **"Institution"** means B.S. Abdur Rahman Crescent Institute of Science and Technology.

iv)   **"Academic Council"** means the Academic Council, which is the apex body on all academic matters of this Institute.

v)   **"Dean (Academic Affairs)"** means the Dean (Academic Affairs) of the Institution who is responsible for the implementation of relevant rules and regulations for all the academic activities.

vi)   **"Dean (Student Affairs**)" means the Dean (Students Affairs) of of the Institution who is responsible for activities related to student welfare and discipline in the campus.

vii)   **"Controller of Examinations"** means the Controller of Examination of the Institution who is responsible for the conduct of examinations and declaration of results.

viii)   **"Dean of the School"** means the Dean of the School of the department concerned.

ix)   **"Head of the Department"** means the Head of the Department concerned.

2.0   PROGRAMMES OFFERED AND ELIGIBILITY CRITERIA FOR ADMISSION

2.1   UG Programmes Offered

Degree	Mode of Study

B.A.	Fulltime
BBA	
B.Com.	
BCA	
B.Sc.	

2.2 Eligibility Criteria

Students for admission to the first semester of the undergraduate degree programme must have passed the Higher Secondary Examination of the 10 +2 curriculum (Academic stream) or any other examination of any authority accepted by this Institution as equivalent thereto.

S.No.	Programme	Eligibility Criteria
1	BCA	10+2 (Higher Secondary) with Mathematics or equivalent subject
2	B.Sc. Computer Science	10+2 (Higher Secondary) with Mathematics or equivalent subject
3	B.Sc. Biotechnology	10+2 (Higher Secondary) with Chemistry and Biology as subjects
4	BBA (Financial Services)	10+2 (Higher Secondary)
5	BBA (General)	
6	B.Com. (General)	10+2 (Higher Secondary) with Mathematics, Physics and Chemistry / Physics, Chemistry, Botany and Zoology / Commerce / Statistics as subjects.
7	B.Com. (Accounts and Finance)	
8	B.Com. (Hons.)	
9	B.Com. (Professional Accounting)	
10	B.A. English (Hons.)	10 +2 (Higher Secondary)
11	B.A. Islamic Studies	
12	B.A. Public Policy	
13	B.A. English	

2.4 The eligibility criteria such as marks, number of attempts and

physical fitness shall be as prescribed by the Institution in adherence to the guidelines of regulatory / statutory authorities from time to time.

3.0 STREAMS / SPECIALISATION OF STUDY

The following are the details of specialization / streams offered in various programmes:

S. No.	Program	Streams / Specialisation of Study
1.	BCA	i. Cloud Technology and Information Security ii. Mobile Applications and Information Security iii. Data Science iv. Multimedia and Web Application Development v. Cyber Security vi. Artificial Intelligence
2.	B.Sc.	i. Computer Science ii. Biotechnology
3.	BBA	i. General ii. Financial Services
4.	B.Com.	i. General ii. Honours iii. Accounts and Finance iv. Professional Accounting
5.	B.A.	i. English (Honours) ii. Islamic Studies iii. Public Policy iv. English

4.0 STRUCTURE OF THE PROGRAMME

4.1 The curriculum of the UG programmes consists of the following components:

- Core Courses (CC)
- Allied Courses (AC)
- Ability Enhancement Courses (AEC)
- Skill Enhancement Courses (SEC)
- Elective Courses (EC)
- Laboratory Courses (LC)

- Laboratory Integrated Theory Courses (LITC)
- Value added courses
- Mandatory courses (MC)
- Generic Elective Courses (GEC)
- Discipline Specific Elective (DSE)
- Project - PROJ (Project work, seminar, and internship in industry or at appropriate workplace)

4.1.1 Personality and Character Development

All students shall enroll, on admission, in any of the following personality and character development programmes:

- National Cadet Corps (NCC)
- National Service Scheme (NSS)
- National Sports Organization (NSO)
- Youth Red Cross (YRC)
- Rotaract
- Crescent Indian Society Training Development (ISTD – C)
- Crescent Creative Strokes
- Crescent Technocrats Club

The training activities / events / camp shall normally be organized during the weekends / vacation period.

4.1.2 Online Courses for Credit Transfer

Students are permitted to undergo department approved online courses under SWAYAM up to 40% of credits of courses in a semester excluding project semester (if any) with the recommendation of the Head of the Department / Dean of School and with the prior approval of Dean Academic Affairs during his/ her period of study. The credits earned through online courses ratified by the respective Board of Studies shall be transferred following the due approval procedures. The online courses can be considered in lieu of core courses and elective courses.

4.1.3 Value Added Courses

The students are permitted to pursue department approved online courses (excluding courses registered for credit transfer) or courses offered / approved by the department as value added courses.

The details of the value added course viz., syllabus, schedule of classes and the course faculty shall be sent to Dean, Academic Affairs for approval. The students may also undergo the valued added course offered by other departments with the consent of the Head of the Department offering the course.

These value added courses shall be specified in the consolidated mark sheet as additional courses pursued by the student over and above the curriculum during the period of study.

4.1.4 Industry Internship

The students shall undergo training for a period as specified in the curriculum during the summer vacation in any industry relevant to the field study.

The students are also permitted to undergo internship at a research organization / eminent academic institution for the period prescribed in the curriculum during the summer vacation, in lieu of Industrial training.

In any case, the student shall obtain necessary approval from the Head of the Department / Dean of School and the training has to be taken up at a stretch.

4.1.5 Industrial Visit

The student shall undergo at least one industrial visit every year. The Heads of Departments / Deans of Schools shall ensure the same.

4.2 Each course is normally assigned certain number of credits:

- one credit per lecture period per week
- one credit per tutorial period per week
- one credit for two to three periods and two credits for four periods of laboratory or practical sessions per week
- one credit for two periods of seminar / project work per week
- one credit for two weeks of industrial training or 80 hours per semester.

4.3 Each semester curriculum shall normally have a blend of lecture courses, laboratory courses, laboratory integrated theory courses, etc.

4.4 For successful completion of the programme, a student must

earn a minimum total credit specified in the curriculum of the respective programme of study.

4.5 The medium of instruction, examinations and project report shall be English, except B.A. Islamic Studies (Arabic medium) and for courses in languages other than English.

5.0 DURATION OF THE PROGRAMME

5.1 A student is expected to complete the programme in 6 semesters but in any case not more than 10 continuous semesters reckoned from the date of first admission.

5.2 Each semester shall consist of a minimum of 90 working days including the days of examinations.

5.3 The maximum duration for completion of the programme as mentioned in clause 5.1 shall also include period of break of study vide clause 7.1 so that the student may be eligible for the award of the degree.

6.0 REGISTRATION AND ENROLLMENT

6.1 The students of first semester shall register and enroll for courses at the time of admission by paying the prescribed fees. For the subsequent semesters registration for the courses shall be done by the student one week before the last working day of the previous semester.

6.2 A student can enroll for a maximum of 32 credits during a semester including Redo / Predo Courses.

6.3 Change of Course

A student can change an enrolled course within 10 working days from the commencement of the course, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.

6.4 Withdrawal from a Course

A student can withdraw from an enrolled course at any time before the first continuous assessment test for genuine reasons, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.

7.0 BREAK OF STUDY FROM PROGRAMME

7.1 A student may be allowed / enforced to take a break of study for two semesters from the programme with the approval of Dean

(Academic Affairs) for the following reasons:

7.1.1 Medical or other valid grounds

7.1.2 Award of 'I' grade in all the courses in a semester due to lack of attendance

7.1.3 Debarred due to any act of indiscipline.

7.2 The total duration for completion of the programme shall not exceed the prescribed maximum number of semesters (vide clause 5.1).

7.3 A student who has availed break of study in the current semester (odd/even) can rejoin only in the subsequent corresponding (odd/even) semester in the next academic year on approval from Dean, Academic affairs.

7.4 During the break of study, the student shall not be allowed to attend any regular classes or participate in any activities of the institution. However he / she shall be permitted to enroll for the 'I' grade courses and appear for the arrear examinations.

8.0 CLASS ADVISOR AND FACULTY ADVISOR

8.1 Class Advisor

A faculty member will be nominated by the Head of the Department / Dean of School as class advisor for the class throughout the period of study.

The class advisor shall be responsible for maintaining the academic, curricular and co-curricular records of students of the class.

8.2 Faculty Advisor

To help the students in planning their courses of study and for general counselling, the Head of the Department / Dean of School of the students will attach a maximum of 20 students to a faculty member of the department who shall function as faculty advisor for the students throughout their period of study. Such faculty advisors shall guide the students in taking up the elective courses for registration and enrolment in every semester and also offer advice to the students on academic and related personal matters.

9.0 COURSE COMMITTEE

9.1 Each common theory course offered to more than one group of students shall have a "Course Committee" comprising all the

course faculty teaching the common course with one of them nominated as course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Dean (Academic Affairs) depending on whether all the course faculty teaching the common course belong to a single department or from several departments. The course committee shall ensure preparation of a common question paper and scheme of evaluation for the tests and semester end examination.

10.0 CLASS COMMITTEE

A class committee comprising faculty members handling the courses, student representatives and a senior faculty member not handling the courses as chairman will be constituted semester-wise by the Head of the Department.

10.1 The composition of the class committee will be as follows:

- One senior faculty member preferably not handling courses for the concerned semester, appointed as chairman by the Head of the Department.

- All the faculty members handling courses of the semester.

- Six student representatives (male and female) of each class nominated by the Head of the Department in consultation with the relevant faculty advisors.

- All faculty advisors and the class advisors

- Head of the Department - Ex-Officio Member

10.2 The class committee shall meet at least three times during the semester. The first meeting shall be held within two weeks from the date of commencement of classes, in which the components of continuous assessment for various courses and the weightages for each component of assessment shall be decided for the first and second assessment. The second meeting shall be held within a week after the date of first assessment report, to review the students' performance and for follow up action.

10.3 During these two meetings the student members shall meaningfully interact and express opinions and suggestions to improve the effectiveness of the teaching-learning process, curriculum, and syllabi, etc.

10.4 The third meeting of the class committee, excluding the student

members, shall meet after the semester end examinations to analyse the performance of the students in all the components of assessments and decide their grades in each course. The grades for a common course shall be decided by the concerned course committee and shall be presented to the class committee(s) by the course faculty concerned.

11.0 ASSESSMENT PROCEDURE AND PERCENTAGE WEIGHTAGE OF MARKS

11.1 Every theory course shall normally have a total of three assessments during a semester as given below:

Assessments	Course Coverage in Weeks	Duration	Weightage of Marks
Assessment 1	1 to 6	1.5 hours	25%
Assessment 2	7 to 12	1.5 hours	25%
Semester End Examination	Full course	3 hours	50%

11.2 Theory Course

Appearing for semester end theory examination for each course is mandatory and a student shall secure a minimum of 40% marks in each course in semester end examination for the successful completion of the course.

11.3 Laboratory Course

Every practical course shall have 60% weightage for continuous assessments and 40% for semester end examination. However, a student shall have secured a minimum of 50% marks in the semester end practical examination for the award of pass grade.

11.4 Laboratory integrated theory courses

For laboratory integrated theory courses, the theory and practical components shall be assessed separately for 100 marks each and consolidated by assigning a weightage of 75% for theory component and 25% for practical components. Grading shall be done for this consolidated mark. Assessment of theory components shall have a total of three assessments with two continuous assessments carrying 25% weightage each and semester end examination carrying 50% weightage. The student

shall secure a separate minimum of 40% in the semester end theory examination. The evaluation of practical components shall be through continuous assessment.

11.5 The components of continuous assessment for theory / practical / laboratory integrated theory courses shall be finalized in the first class committee meeting.

11.6 **Industry Internship**

In the case of industry internship, the student shall submit a report, which shall be evaluated along with an oral examination by a committee of faculty members constituted by the Head of the Department. The student shall also submit an internship completion certificate issued by the industry / research / academic organisation. The weightage of marks for industry internship report and viva voce examination shall be 60% and 40% respectively.

11.7 **Project Work**

In the case of project work, a committee of faculty members constituted by the Head of the Department / Dean of the School shall carry out three periodic reviews. Based on the project report submitted by the students, an oral examination (viva voce) shall be conducted as semester end examination by an external examiner approved by the Controller of Examinations. The weightage for periodic reviews shall be 50%. Of the remaining 50%, 20% shall be for the project report and 30% for the viva voce examination.

11.8 Assessment of seminars and comprehension shall be carried out by a committee of faculty members constituted by the Head of the Department.

11.9 For the first attempt of the arrear theory examination, the internal assessment marks scored for a course during first appearance shall be used for grading along with the marks scored in the arrear examination. From the subsequent appearance onwards, full weightage shall be assigned to the marks scored in the semester end examination and the internal assessment marks secured during course of study shall become invalid.

In case of laboratory integrated theory courses, after one regular and one arrear appearance, the internal mark of theory

component is invalid and full weightage shall be assigned to the marks scored in the semester end examination for theory component. There shall be no arrear or improvement examination for lab components.

12.0 SUBSTITUTE EXAMINATIONS

12.1 A student who is absent, for genuine reasons, may be permitted to write a substitute examination for any one of the two continuous assessment tests of a course by paying the prescribed substitute examination fee. However, permission to take up a substitute examination will be given under exceptional circumstances, such as accidents, admission to a hospital due to illness, etc. by a committee constituted by the Head of the Department / Dean of the School for that purpose. There is no substitute examination for semester end examination.

12.2 A student shall apply for a substitute exam in the prescribed form to the Head of the Department / Dean of the School within a week from the date of assessment test. However, the substitute examination will be conducted only after the last instructional day of the semester.

13.0 ATTENDANCE REQUIREMENT AND SEMESTER / COURSE REPETITION

13.1 A student shall earn 100% attendance in the contact periods of every course, subject to a maximum relaxation of 25% to become eligible to appear for the semester end examination in that course, failing which the student shall be awarded "I" grade in that course.

13.2 The faculty member of each course shall cumulate the attendance details for the semester and furnish the names of the students who have not earned the required attendance in the concerned course to the class advisor. The class advisor shall consolidate and furnish the list of students who have earned less than 75% attendance, in various courses, to the Dean (Academic Affairs) through the Head of the Department/ Dean of the School. Thereupon, the Dean (Academic Affairs) shall officially notify the names of such students prevented from writing the semester end examination in each course.

13.3 If a student secures attendance between 65% and less than

75% in any course in a semester, due to medical reasons (hospitalization / accident / specific illness) or due to participation in the institution approved events, the student shall be given exemption from the prescribed attendance requirement and the student shall be permitted to appear for the semester end examination of that course. In all such cases, the students shall submit the required documents immediately after joining the classes to the class advisor, which shall be approved by the Head of the Department / Dean of the School. The Vice Chancellor, based on the recommendation of the Dean (Academic Affairs) may approve the condonation of attendance.

13.4 A student who has obtained an "I" grade in all the courses in a semester is not permitted to move to the next higher semester. Such students shall repeat all the courses of the semester in the subsequent academic year.

13.5 The student awarded "I" grade, shall enroll and repeat the course when it is offered next. In case of "I" grade in an elective course either the same elective course may be repeated, or a new elective course may be taken with the approval of Head of the Department / Dean of the School.

13.6 A student who is awarded "U" grade in a course shall have the option to either write the semester end arrear examination at the end of the subsequent semesters, or to redo the course in the evening when the course is offered by the department. Marks scored in the continuous assessment in the redo course shall be considered for grading along with the marks scored in the semester end (redo) examination. If any student obtains "U" grade in the redo course, the marks scored in the continuous assessment test (redo) for that course shall be considered as internal mark for further appearance of arrear examination.

13.7 If a student with "U" grade, who prefers to redo any particular course, fails to earn the minimum 75% attendance while doing that course, then he / she is not permitted to write the semester end examination and his / her earlier "U" grade and continuous assessment marks shall continue.

14.0 REDO COURSES

14.1 A student can register for a maximum of three redo courses per

semester without affecting the regular semester classes, whenever such courses are offered by the concerned department, based on the availability of faculty members and subject to a specified minimum number of students registering for each of such courses.

14.2   The number of contact hours and the assessment procedure for any redo course shall be the same as regular courses, except there is no provision for any substitute examination and withdrawal from a redo course.

15.0   PASSING AND DECLARATION OF RESULTS AND GRADE SHEET

15.1   All assessments of a course shall be made on absolute marks basis. The class committee without the student members shall meet to analyse the performance of students in all assessments of a course and award letter grades following the relative grading system. The letter grades and the corresponding grade points are as follows:

Letter Grade	Grade Points
S	10
A	9
B	8
C	7
D	6
E	5
U	0
W	-
I	-

"W"   -   denotes withdrawal from the course.

"I"   -   denotes inadequate attendance in the course and prevention from appearance of semester end examination

"U"   -   denotes unsuccessful performance in the course.

15.2   A student who earns a minimum of five grade points ('E' grade) in a course is declared to have successfully completed the course. Such a course cannot be repeated by the student for improvement of grade.

15.3 Upon awarding grades, the results shall be endorsed by the chairman of the class committee and Head of the Department / Dean of the School. The Controller of Examination shall further approve and declare the results.

15.4 Within one week from the date of declaration of result, a student can apply for revaluation of his / her semester end theory examination answer scripts of one or more courses, on payment of prescribed fee, through proper application to the Controller of Examinations. Subsequently the Head of the Department/ Dean of the School offered the course shall constitute a revaluation committee consisting of chairman of the class committee as convener, the faculty member of the course and a senior faculty member having expertise in that course as members. The committee shall meet within a week to revalue the answer scripts and submit its report to the Controller of Examinations for consideration and decision.

15.5 After results are declared, grade sheets shall be issued to each student, which contains the following details: a) list of courses enrolled during the semester including redo courses / arrear courses, if any; b) grades scored; c) Grade Point Average (GPA) for the semester and d) Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards.

GPA is the ratio of the sum of the products of the number of credits of courses registered and the grade points corresponding to the grades scored in those courses, taken for all the courses, to the sum of the number of credits of all the courses in the semester.

If C_i, is the number of credits assigned for the ith course and GP_i is the Grade Point in the ith course,

$$GPA = \frac{\sum_{i=1}^{n}(C_i)(GPi)}{\sum_{i=1}^{n}C_i}$$

Where n = number of courses

The Cumulative Grade Point Average (CGPA) is calculated in a similar manner, considering all the courses enrolled from the first semester.

"I" and **"W"** grades are excluded for calculating GPA.

"U", **"I"** and **"W"** grades are excluded for calculating CGPA.

The formula for the conversion of CGPA to equivalent percentage of marks shall be as follows:

Percentage equivalent of marks = CGPA X 10

15.6 After successful completion of the programme, the degree shall be awarded to the students with the following classifications based on CGPA.

Classification	CGPA
First Class with Distinction	8.50 and above and passing all the courses in first appearance and completing the programme within the prescribed period of six semesters.
First Class	6.50 and above, having completed within a period of eight semesters.
Second Class	Others

15.6.1 Eligibility for First Class with Distinction

- A student should not have obtained "U" or "I" grade in any course during his/her study.
- A student should have completed the UG programme within the minimum prescribed period of study (except clause 7.1.1)

15.6.2 Eligibility for First Class

- A student should have passed the examination in all the courses not more than two semesters beyond the minimum prescribed period of study (except clause 7.1.1)

15.6.3 The students who do not satisfy clause 16.6.1 and clause 16.6.2 shall be classified as second class.

15.6.4 The CGPA shall be rounded to two decimal places for the purpose of classification. The CGPA shall be considered up to three decimal places for the purpose of comparison of performance of students and ranking.

16.0 SUPPLEMENTARY EXAMINATION

Final year students and passed out students can apply for supplementary examination for a maximum of three courses thus providing an opportunity to complete their degree programme. The students can apply for supplementary examination within three weeks of the declaration of results in

the even semester.

17.0 DISCIPLINE

17.1 Every student is expected to observe discipline and decorum both inside and outside the campus and not to indulge in any activity which tends to affect the reputation of the Institution.

17.2 Any act of indiscipline of a student, reported to the Dean (Student Affairs), through the Head of the Department / Dean of the School concerned shall be referred to a Discipline and Welfare Committee constituted by the Registrar for taking appropriate action. This committee shall also address the grievances related to the conduct of online classes.

18.0 ELIGIBILITY FOR THE AWARD OF DEGREE

18.1 A student shall be declared to be eligible for the award of B.A. / BBA / BCA / B.Com. / B.Sc. degree provided the student has:

i) Successfully earned the required number of total credits as specified in the curriculum of the programme of study within a maximum period of 10 semesters from the date of admission, including break of study.

ii) Successfully completed the requirements of the enrolled professional development activity.

iii) No dues to the Institution, Library, Hostel, etc.

iv) No disciplinary action pending against him/her.

18.2 The award of the degree must have been approved by the Institution.

19.0 POWER TO MODIFY

Notwithstanding all that has been stated above, the Academic Council has the right to modify the above regulations from time to time.

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B.S. ABDUR RAHMAN CRESCENT INSTITUTE OF SCIENCE AND TECHNOLOGY

CURRICULUM FRAMEWORK, REGULATIONS 2021
B.A. ENGLISH
(SIX SEMESTERS / FULL TIME)

SEMESTER I

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	AEC	END 1183	General English - I	3	0	0	3
2.	AEC	LND 1181	General Tamil – I	2	1	0	3
		LND 1182	German – I	2	1	0	3
		LND 1183	Arabic Language	3	0	0	3
3.	CC	END 1111	Social History of England	3	1	0	4
4.	CC	END 1112	Introduction to English Language	3	1	0	4
5.	CC	END 1113	British Literature: 14th to 16th Centuries	3	1	0	4
6.	AEC	CSD 1181	Basic Computer Skills	0	0	2	1
			Credits				**19**

SEMESTER II

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	AEC	END 1283	General English II	3	0	0	3
2.	AEC	LND 1281	General Tamil - II	2	1	0	3
		LND 1282	German - II	3	0	0	3
		LND 1283	Modern Communicative Arabic	3	0	0	3
3.	CC	END 1211	British Literature:17^{th}Century	3	1	0	4
4.	CC	END 1212	Introduction to Literary Forms	3	1	0	4
5.	CC	END 1213	American Literature	3	1	0	4
6.	GEC		Generic Elective – I	3	1	0	4
			Credits				**22**

SEMESTER III

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	CC	END 2111	British Literature: 18thand 19thCenturies	3	1	0	4
2.	CC	END 2112	Indian Writing in English	3	1	0	4
3.	CC	END 2113	Women's Writing	3	1	0	4
4.	DSE		Discipline Specific Elective – I	3	1	0	4
5.	AEC	GED 2103	Environmental Studies	2	0	0	2
6	SEC	GED 2102	Aptitude and Interpersonal Skills	0	0	2	1
			Credits				**19**

SEMESTER IV

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	CC	END 2211	British Literature: 20thCentury	3	1	0	4
2.	CC	END 2212	Literary Theory and Criticism	3	1	0	4
3.	CC	END 2213	South Asian Literature	3	1	0	4
4.	DSE		Discipline Specific Elective – II	3	1	0	4
5.	GEC		Generic Elective– II	3	1	0	4
6.	SEC	GED 2204	Aptitude and Workplace Skills	0	0	2	1
			Credits				**21**

SEMESTER V

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	CC	END 3111	Postcolonial Literatures	3	1	0	4
2.	CC	END 3112	Shakespeare Studies	3	1	0	4
3.	CC	END 3113	Comparative Literature	3	1	0	4
4.	DSE		Discipline Specific Elective – III	3	1	0	4
5.	GEC		Generic Elective – III	3	1	0	4
6.	AEC	COD 3103	National Service Scheme$	1	1	0	2
			Credits				**22**

SEMESTER VI

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	CC	END 3211	Culture Studies	3	1	0	4
2.	DSE		Discipline Specific Elective – IV	3	1	0	4
3.	GEC		Generic Elective – IV	3	1	0	4
4.	SEC		Skill Enhancement Elective	3	1	0	4
5.	AEC	END 3212	Value Education	1	1	0	2
6.	DSE	ENDX 35	Dissertation**	0	0	8	4
			Credits				**18 (+4)**

Overall Total Credit Range: 121 - 125

$ The course shall have two components of evaluation: a) Continuous Assessment of 60 marks, comprising of assignments/class activities/ field trip etc.,) Semester end examination of 40 marks.

** Optional course to be taken up by interested students for extra credit

LIST OF ELECTIVES COURSES
SEMESTER II
Generic Electives - I

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	GEC	ENDX 51	Professional Ethics	3	1	0	4
2.	GEC	ENDX 52	English for Communicative Purposes	3	1	0	4

SEMESTER III
Discipline Specific Electives - I

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	DSE	ENDX 01	Travel Writing	3	1	0	4
3.	DSE	ENDX 03	Green Literature	3	1	0	4
4.	DSE	ENDX 04	Children's Literature	3	1	0	4

SEMESTER IV
Discipline Specific Electives - II

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	DSE	ENDX 11	Literature of Indian Diaspora	3	1	0	4
2.	DSE	ENDX 12	Literature &Adaptation	3	1	0	4
3.	DSE	ENDX 13	Introduction to Discourse Analysis	3	1	0	4
4.	DSE	ENDX 14	Introduction to Linguistics	3	1	0	4

Generic Electives - II

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	GEC	ENDX 56	Academic Writing and Composition	2	2	0	4
2.	GEC	ENDX 57	Virtual Communication	3	1	0	4

SEMESTER V
Discipline Specific Electives - III

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	DSE	ENDX 21	Translation Studies	3	1	0	4
2.	DSE	ENDX 22	Research Methodology	3	1	0	4
3.	DSE	ENDX 23	Partition Literature	3	1	0	4

| 4. | DSE | ENDX 24 | Popular Literature | 3 | 1 | 0 | 4 |

Generic Electives - III

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	GEC	ENDX 61	Business Communication	2	2	0	4
2.	GEC	ENDX 62	Literature and Reality	3	1	0	4

SEMESTER VI

Discipline Specific Electives - IV

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	DSE	ENDX 31	British Literature: Post World War II	3	1	0	4
2.	DSE	ENDX 32	World Literature	3	1	0	4
3.	DSE	ENDX 33	Autobiography	3	1	0	4
4.	DSE	ENDX 34	Marginal Literature	3	1	0	4

Generic Electives - IV

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	GEC	ENDX 66	English for Research Purposes	3	1	0	4
2.	GEC	ENDX 67	Content Writing	2	2	0	4

Skill Enhancement Electives

Sl. No.	Course Group	Course Code	Course Title	L	T	P	C
1.	SEC	ENDX41	Creative Writing	3	1	0	4
2.	SEC	ENDX42	Computer Assisted Language Learning	3	1	0	4
3.	SEC	ENDX 43	Public Speaking and Rhetoric	2	2	0	4
4.	SEC	ENDX 44	English for Career Examinations	3	1	0	4
5.	SEC	ENDX 45	English Language Teaching	2	2	0	4

SEMESTER - I

END 1183   **GENERAL ENGLISH - I**   L   T   P   C

SDG: 4   3   0   0   3

COURSE OBJECTIVES:
COB1: To enable students to read, comprehend and appreciate the value of literature to life
COB2: To help them acquire language skills through Literature
COB3: To develop LSRW skills through practice in variety of contexts
COB4: To improve their vocabulary and correct English usage.

MODULE I   9
Poetry: No Man is an Island – John Donne;

O Captain! My Captain! –Walt Whitman
Speaking: Introducing oneself and Introducing each other
Writing: Hints Development
Language: Articles, Adjectives & Adverbs (comparisons), Punctuation
Vocabulary: Homophones and homographs

MODULE II   9
Prose: "Spoken English and Broken English" – G.B.Shaw
Listening: Listening for gist (general meaning)

The Speech that made Obama President. (6.12 minutes)
Speaking: Conversations - formal and semi-formal contexts
Writing: Jumbled sentences
Language: Pronouns and Linking words, Conjunctions
Vocabulary: Register – Formal, semi-formal and Informal

MODULE III   9
Short story: "The Cherry Tree" - Ruskin Bond
Speaking: Asking questions (about companies. Products, Jobs)
Creative Writing: Open ended stories
Language: Question Forms – 'Wh' & Yes/No
Vocabulary: Prefixes and Suffixes, negative prefixes

MODULE IV   9
Short story: "The Last Leaf" - O. Henry

Speaking: Role play (Telephone call to a supplier, enquiry about products)

Writing: Letter of Enquiry, Replies to Enquiry

Language: Tenses

Vocabulary: Synonyms and Antonyms

MODULE V   **9**

Prose: "Voluntary Poverty" – Mahatma Gandhi

Listening: Listening for specific information - You must follow if you want success by Sundar Pichai. (8.42 minutes)

Speaking: Giving the summary of an article (from newspapers)

Writing: Order Letter, Complaint Letter

Language: Subject -Verb Agreement

Vocabulary: Business Vocabulary (marketing, air travel)

L – 45; Total Hours- 45

REFERENCES:
1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student's Book, CUP, 2006
2. Sriraman.T, Macmillan College Prose, Laksmi Publications, 2015
3. Whitby, Norman, Business Benchmark: Pre-intermediate to Intermediate, 2nd Edition, CUP, 2014.
4. Swan.M, Practical English Usage, OUP, 2005.
5. https://www.thehindu.com/opinion/open-page/it-has-done-more-harm-than-good/article5129459.ece
6. https://www.youtube.com/watch?v=OFPwDe22CoY
7. https://www.youtube.com/watch?v=iAlsg_orac8

COURSE OUTCOMES:

CO1: Respond to literary texts efficiently

CO2: Appreciate and critically analyze literary texts

CO3: Display effective LSRW skills in academic and professional contexts

CO4: Demonstrate a range of appropriate vocabulary in a variety of situations

CO5: Communicate effectively using grammatically correct language

Board of Studies (BoS) :
13th BoS of the Department of English held on 17.6.2021

Academic Council:
17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	H	H	M	H	H	L	L	M
CO2	H	H	H	H	H	M	H		L	M
CO3	M	H	H	L	M	H	H	M		L
CO4	H	H	H	H	H	H	H	H	L	
CO5	L	H	L	H	H	M	H			

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: The acquisition of LSRW skills of English language could help students in promoting lifelong learning opportunities.

LND 1181	பொதுத் தமிழ் - I	L	T	P	C
SDG 16	**GENERAL TAMIL -I**	2	1	0	3

நோக்கங்கள்

- சமூக மாற்றச்சிந்தனைகளை உள்ளடக்கிய தற்காலஇலக்கியங்களை அறிமுகம் செய்தல்
- இருபதாம் நூற்றாண்டு மரபுக்கவிதைகளை அறிமுகம் செய்தல்
- புதுக்கவிதை, சிறுகதை, உரைநடை ஆகிய இலக்கியங்களை நயம் பாராட்டுதல்
- புதுக்கவிதை மற்றும் சிறுகதையின் தோற்றம் வளர்ச்சி குறித்துஎடுத்துரைத்தல்.
- சந்திப் பிழையின்றி எழுத மாணவர்களைப் பயிற்றுவித்தல்
- கவிதை மற்றும் சிறுகதை எழுதமாணவர்களை ஊக்கப்படுத்துதல்

அலகு I	இருபதாம் நூற்றாண்டு மரபுக்கவிதைகள்	8

கவிமணி தேசிய விநாயகம் பிள்ளை - உடல் நலம் பேணல், பாரதியார்– செந்தமிழ் நாடு, பாரதிதாசன்– நீங்களே சொல்லுங்கள், கண்ணதாசன்– குடும்பம் ஒரு கதம்பம்.

அலகு II	புதுக்கவிதைகள்	8

இன்குலாப்– போராட்டம், அப்துல்ரகுமான்– மண், வைரமுத்து–விதைச் சோளம், நா.காமராசன்–அலிகள், ஆண்டாள் பிரியதர்சினி– தொலைந்த போனது, மு.மேத்தா–தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி, ஹைக்கூ கவிதைகள்.

அலகு III	சிறுகதைகள்	8

ஜெயகாந்தன்–நந்தவனத்தில் ஓர் ஆண்டி, கி.இராஜநாராயணன்– கதவு, சு.சமுத்திரம் - ஏழை-ஆப்பிள்-நட்சத்திரம், மாதவிக்குட்டி–நெய்ப்பாயாசம், தி.ஜானகிராமன்–முள்முடி.

அலகு IV	மொழிப்பயிற்சி	7

கலைச்சொல்லாக்கம், பிழைத்திருத்தம் (வருமை, ல-ள-ழகர, ர-ற-கர, ண-ந-னகரவேறுபாடுகள்), அயற்சொற்களைதல்.

அலகு V	இலக்கிய வரலாறு	7

பாடந்தழுவியது (இருபதாம் நூற்றாண்டு மரபுக் கவிதைகள், புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும், சிறுகதையின் தோற்றமும் வளர்ச்சியும்)

அலகு VI	படைப்பிலக்கியம்	7

கவிதை எழுதுதல், சிறுகதை வரைதல்

	L – 30 ; T – 15 ; TOTAL HOURS – 45

குறிப்புகள்

1. பொதுத் தமிழ்–செய்யுள் திரட்டு–தமிழ்த் துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு–சோம. இளவரசு
3. சிறுகதைத் தொகுப்பு (கட்டுரைக் களஞ்சியம்)

வெளிப்பாடு

- மாணவர்கள் சமூக மாற்றச்சிந்தனைகளை அறிந்து கொள்வர்
- இருபதாம்நூற்றாண்டு மரபுக்கவிதைகள் குறித்த அறிவினைப்பெறுவர்.
- சந்திப்பிழைகளைநீக்கிஎழுதும் திறன் பெறுவர்
- இருபதாம் நூற்றாண்டு தமிழ் இலக்கியத்தின் வரலாறு, வளர்ச்சி, பாடுபொருள் ஆகியவற்றை உணர்ந்து கொள்வர்.
- இருபதாம்நூற்றாண்டு தமிழ் இலக்கியப் படைப்பாளர்களைப் பற்றி அறிந்து கொள்வர்.
- புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும்பெறுவர்

Board of Studies (BoS):
15th BoS of the Department of Commerce held on 24.6.2021

Academic Council:
17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1							M	M	M	M		M				
CO2							L	L	L	M		M				
CO3							L	M	L	L		L				
CO4							L	L	M	L		L				
CO5							L	L	L	L		L				
CO6							M	M	M	M		L				

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 16: Peace, Justice and Strong Institutions

Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime through the Quranic, Vedic and Biblical literature.

LND 1182   **GERMAN – I**   L   T   P   C

SDG: 4   2   1   0   3

COURSE OBJECTIVES:

The objectives of this course are:

COB1: To improve the proficiency of students in German language.

COB2: To create awareness of using vocabulary among students.

COB3: To expose them to correct grammatical forms of the language.

COB4: To empower them for successful communication in the society.

COB5: To understand matters which are of daily usage

COB6: To understand them for describe the people need and their requirements.

MODULE I   GUTEN TAG!   7

Learn alphabet, introduction to German -greetings, identifying countries and their capital cities and languages, introducing oneself, read and write Cardinal numbers till 100, Read and write telephone numbers and e-mail addresses. Grammar - question words, sentence structure and formation, Regular verbs - Conjugation and personal pronouns.

MODULE II   FREUNDE, KOLLEGEN UND ICH   7

Introducing Others and Family Members, To speak about hobbies, jobs, learn Cardinal numbers from 101, Days, Months, Seasons, Colours, Day Timings, directions; Vocabulary: related to the topic; Grammar: Definite Articles, Irregular Verbs & Conjugations, Auxiliary verbs, ja/nein Fragenund Antworten, Nouns singular/plural.

MODULE III   IN DER STADT   8

To know places, buildings, know transport systems, understand international words, Shopping, talk to sales person while purchasing goods, return faulty goods at a shop, asking someone to repeat something, read and write Ordinal numbers till 100,; Vocabulary: related to the topic; Grammar: Indefinite articles, Negotiation, Imperative - Sie form.

MODULE IV   GUTEN APPETIT!   8

To speak about food, Daily routine, Going to the market – asking prices, filling up simple forms; Vocabulary: related to the topic; Grammar: Verb position, Simple Present Tense with regular and irregular verbs.

MODULE V   TAG FÜR TAG   7

To learn time related expressions and asking Time , speak about family, ask excuse; Vocabulary: related to the topic; Simple Conversation skills (pertaining chiefly to simple

dialogues in everyday situations), Grammar: Preposition – am, im, um, von bis, Modal verbs, Present perfect Tense with regular and irregular verbs

MODULE VI   ZEIT MIT FREUNDEN   8

To speak about birthdays, understand and write an invitation, converse in the restaurant and Pay; Vocabulary: related to the topic; Simple Text -Translation and Reading Comprehension Practice German Into English Vice versa: Grammar: Accusative personal pronouns, Possessive Pronomen, Verbs and prepositions, Gern - word Usage in Sentence formation.

L – 30; T – 15; Total Hours – 45

TEXT BOOKS:
1. Stefanie Dengler, "Netzwerk A1.1", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2015.

RACTICE BOOK:
1. Johannes Gerbes, "Fit fürs Goethe-Zertifikat A1", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2010.

REFERENCES:
1. Paul Rusch, "Einfach Grammatik", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2012.
2. Hermann Funk, "studio d A1", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2009. 15OH78 German Language.

COURSE OUTCOMES:
On successful completion of this course learners will be able to
CO1: Show their proficiency in German Language.
CO2: Use appropriate vocabulary in real life contexts.
CO3: Use appropriate grammatical forms while communicating with people.
CO4: Effectively use the language in social and academic contexts.
CO5: Comprehend matters which are of daily usage
CO6: Communicate as per people's need and requirement.

Board of Studies (BoS):   **Academic Council:**
14th BoS of the Department of Commerce   17th AC held on 15.07.2021
held on 22.04.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	H	M	H		H	H	H	M	H	M	H				
CO2				H		H	H	H	H	H		H				
CO3				H		H	H	H	H	H		H				
CO4				H		H	H	H		H		H				
CO5				H		H	H	H		H		H				
CO6				H		H	H	H		H		H				

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4 : Quality Education

The substantially improve the relevant skills which develop the confidence in young people, including technical and vocational skills, help for employment, decent work and entrepreneurship.

LND 1183   **ARABIC LANGUAGE**   L   T   P   C

SDG 4   3   0   0   3

COURSE OBJECTIVES:

The course aims to teach

COB1: Arabic alphabets, reading and writing and pronunciation.

COB2: Listening and writing of words related to market, doctor, parts of body, dining.

COB3: Arabic simple sentences using names of animals, birds, singular and plural.

COB4: Listening and writing of Countries' names, singular, dual and plural.

COB5: Arabic sentences using verbs, tenses and numbers.

MODULE I	INTRODUCTION TO ARABIC READING AND WRITING	9

Introduction to Arabic alphabets - reading from right to left - Listening to audio & video – practice correct pronunciation – Writing join letters from right to left - (lessons: 1 and 2): (حجرةالدراسة ، حجرةالدراسة 2، المرور) - introduction to Arabic words in and around the classroom – Transport - Vocabulary related to market - introduction of verbs   (lessons: 4 – 6).

MODULE II   LISTENING ARABIC COMMUNICATION   9

Reading skill: Lessons 4 – 6. Words related to doctor, parts of body, dining, fruits,   food   items,   family   members,   house   and   air   travel (أسماءأعضاءالجسموالمطعموالفواكهوغيرها) Vocabulary related to names of animals, birds (lessons: 7 – 12).

MODULE III   SIMPLE SENTENCES   9

Home – singular and plural - introduction to gender: irst person, second person and third person – inerrogatory sentences - arabic simple sentences – nominal sentence and verbal sentence (الجملةالاسميةوالفعلية) (lessons: 13 & 14) Words related to kitchen utensils – cooking (أسماءأوانيالمطبخوالطبخ)– introduction to gender: firt person, second person and third person (التذكيروالتأنيث) – singular and plural – vocabulary related to office – possession (الإضافة) -

(lessons: 15 – 17)

MODULE IV   COMMUNICATION PRACTICE   9

Countries names – world map - performing ablution – vocabulary related to prayer - singular, dual and plural - situational communication - emphasis on interrogation (المحادثةالعربية) (lessons: 18 – 20)

MODULE V   **TENS, SINGULAR & PLURAL**   **9**

Sentence making – words related to prayer – verbs and tenses – communication on dining – gender - singular and dual – numbers – discussion of evening – dining manners (المفردوالتثنيةوالجمعوالعدد) (lessons: 21 – 25)

L – 45; Total Hours – 45

TEXT BOOKS:

1. Al QirathulArabiyya Lil Mubtadiyeenالقراءةالعربيةللمبتدئين (UmmulQura University, Makkah), BukhariAalim Arabic College, 2005.

REFERENCES:

1. Al Arabiya Lin Nashiyeen (Education Ministry, K.S.A.), Bukhari Aalim Arabic College, 2005.
2. Dr. V. Abdur Raheem, Durus Al LugathilArabiyya Li Ghairin Natiqeen Biha, Islamic Foundation Trust, Chennai, 2002.

COURSE OUTCOMES:

At the end of the course, the student is expected to:

CO1: Vocabulary related to the market, doctor, parts of body, dining.

CO2: Identify Arabic names of animals, birds, singular and plural, interrogatory sentences.

CO3: Recognize Arabic alphabets, reading and writing and pronunciation.

CO4: Use countries names, singular, dual and plural.

CO5: Form Arabic sentences using verbs, tenses and numbers.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1						L									
CO2							M								
CO3							M								
CO4						L									
CO5							M								

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Developing Language skill

Statement: Arabic language enhances effective communication in the workplace.

END 1111   **SOCIAL HISTORY OF ENGLAND**   L   T   P   C

SDG: 16   3   1   0   4

COURSE OBJECTIVES:

COB1: To make students familiar with the social history of England

COB2: To make students informed about various significant events happened at different times in England

MODULE I   5TH CENTURY BC TO 17TH CENTURY   9+3

The Early History of England

Tudor England

The Renaissance

The Reformation

The Stuart Age

Puritanism

MODULE II   17TH TO 18TH CENTURY   9+3

Restoration England

Colonial Expansion

The Age of Queen Anne

The Agricultural Revolution

The Industrial Revolution

MODULE III   19TH CENTURY   9+3

Effects of French Revolution

England at the beginning of the 19th Century

Victorian age

Reform Bills

The Development of Transport and Communication

The Development of Education in Nineteenth Century

MODULE IV   20TH CENTURY – I   9+3

World Wars and their Effects

Social Security and Welfare State

Effects of Cold War

MODULE V   20TH CENTURY – II   9+3

Trade Unionism

The origin and Growth of Political Parties Contemporary life in England

L – 45; T – 15; Total Hours – 60

TEXT BOOKS:

1. G.M.Trevelyan, English Social History, A Survey of Six Centuries. Chaucer to Queen Victoria, Penguin (International Edition), UK, March 3,1987.
2. PadmajaAshok,The Social History of England, Orient BlackswanPvt. Ltd, 1st edition, New Delhi, India, 2011.

COURSE OUTCOMES:

CO1: Examine the important social and political events like Renaissance and Reformation in England

CO2: Interpret the social phenomena during the age of Queen Anne

CO3: Evaluate the social scenario and scientific developments happened uring the nineteenth century in England

CO4: Manipulate a clear perception about the effects of world wars in England

CO5: Analyse the contemporary life and political developments in England

Board of Studies (BoS) :
15thBoS of the Department of English held on
14.6.2022

Academic Council:
19th Academic Council held on
29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	H						L		
CO2	M	H						L		
CO3	M	H			H	M		L		
CO4	M	H			H	H		L		
CO5	M	H			H	L		L		

Note: L- Low Correlation   M - Medium Correlation   H -High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

This course offers insight into the social and political development into the History of England helping the students to learn about the issues and how to resolve them.

END 1112	INTRODUCTION TO ENGLISH	L	T	P	C
SDG: 4	LANGUAGE	3	1	0	4

COURSE OBJECTIVES:

COB1: To examine the origin ,evolution and growth of English Language

COB2: To analyze the Syntactic and Semantic structures of language

MODULE I   INTRODUCTION   9+ 3

Language: Language and Communication, Language Varieties: Standard and Non-standard language - Language change.

MODULE II   ORIGIN AND EVOLUTION   9+4

Old English –Anglo Saxon invasion –Viking invasion, Wessex Dialect Vocabulary, Inflection system, Word order, Norman invasion and the evolution of English, East Midland dialect, Modern English –The evolution of Modern English, Heterogeneous vocabulary, Intonation.

MODULE III   VARIOUS INFLUENCES   9+3

Syntax and Semantics –Morphology-Foreign influences-Latin & Greek, French, Scandinavian, German-Word makers-Spenser, Shakespeare, Milton-The growth of dictionaries.

MODULE IV   PHONETICS   9+3

Phonology, Phonetics, Standard English, Received Pronunciation.

MODULE V   ENGLISH IN THE DIGITAL ERA   9+2

English in the digital era-Phases in the development of language – oral/written phase – electronic/digital phase-Implications of digitalization-Language of e-mails.

L – 45; T – 15; Total Hours – 60

REFERENCES:

1. Baugh, A.C.A History of English Language. London: Taylor & Francis,2012.
2. Crystal David. The Cambridge Encyclopedia of the English Language. Cambridge: CUP,1995.
3. Jean ,F. Wallwork. Language and Linguistics: An Introduction to the study of English
4. Language. New Delhi: Heinemann Educational Books,1979.

5. Wood,F.T. An Outline History of English Language. India: Macmillan Publishers,2000.
6. Balasubramanian, T.A. Textbook of English Phonetics for Indian Students. New Delhi: Macmillan Publishers.

COURSE OUTCOMES:

CO1: Demonstrate their knowledge on the origin and the evolution of Language

CO2: Differentiate the major concepts associated with English such as Syntax and Semantics

CO3: Assess the impact of digitalization on English language

CO4: Explain the theories related to Phonetics, Phonetic transcription, etc.

CO5: Describe the transformation undergone by English over the years

Board of Studies (BoS) :
15thBoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H														
CO2															
CO3					L										
CO4															
CO5					M										

Note : L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG No.4 :

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course helps in providing quality education by improving their communicative competence and developing their life skills to enable them to compete in the global market.

| END 1113 | **BRITISH LITERATURE: 14TH TO 16TH CENTURIES** | L | T | P | C |
| SDG: 16 | | 3 | 1 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To familiarise the students with the tradition of English Literature from 14th to16th centuries

COB2: To develop analytical skills and critical thinking through reading, discussion, and written assignments

MODULE I POETRY I 12+4

Geoffrey Chaucer: "General Prologue" to The Canterbury Tales

MODULE II POETRY II 6+ 2

Edmund Spenser: Prothalamion

MODULE III PROSE 9+3

Francis Bacon: Of Discourse, Of Studies, Of Honour and Reputation, Of Expense

MODULE IV DRAMA I 9+3

Christopher Marlowe: Doctor Faustus

MODULE V DRAMA II 9+3

Thomas Dekker: The Shoemaker's Holiday

L – 45; T – 15; Total Hours – 60

TEXT BOOKS:

1. The Canterbury Tales.Geoffrey Chaucer (Penguin Coghill translation-- any edition)
2. https://www.poetryfoundation.org/poems/45217/prothalamion-56d224a0e2feb.
3. Marlowe, Christopher. Doctor Faustus. USA: Dover Publications. 1994
4. Dekker, Thomas. The Shoemaker's Holiday. New Mermaids: Bloomsbury Methuen. 2016.

REFERENCES:

1. The Norton Anthology of English Literature Volume I— Ed. Abrams (8th edition)
2. McCabe, Richard A. The Oxford Handbook of Edmund Spenser. OUP, 2014.

3. M.G Nayar. Ed. A Galaxy of English Essayists: From Bacon to Beerbohm, Vishakapatinam: Macmillan, 2007.

COURSE OUTCOMES:

CO1: Understand the representative British poets of the age and the spirit of the age which has shaped their intellect, outlook and creative output

CO2: Experience, interpret and evaluate poetry aesthetically

CO3: Interpret the nuances of prose

CO4: Inculcate artistic and ethical values inherent in the works

CO5: Formulate an insight into the political, social and intellectual background of the age through detailed study of the works as representative of the age

Board of Studies (BoS) :
15th BoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	M	H	M	L	M	L	L		
CO2	H	L	H	H	L		L			
CO3	H	L	H	H	L		L			
CO4						H				
CO5	H	M	M	H			M	L		

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

A comprehensive study of the British Literature during 14 - 16 centuries promotes an understanding and orientation towards peaceful and inclusive society.

| CSD 1181 | **BASIC COMPUTER SKILLS** | **L** | **T** | **P** | **C** |
| SDG: 8 | | 0 | 0 | 2 | 1 |

COURSE OBJECTIVES:

COB 1: To introduce fundamentals of computer hardware and operating system

COB 2: To provide hands-on fundamentals of office tools

COB 3: To give understanding of internet and search engines

MODULE I   PERIPHERALS AND OPERATING SYSTEM   08
                    CONTROLS

Peripherals: Components of Computer – Input and Output Devices – Memory – Connectivity.

Operating System: Basics – User Interface – Menus – Programs – Settings – user Account management – Basic Trouble Shooting for connections and errors - creating files and folders – using mouse and keyboard

MODULE II   OFFICE TOOLS   16

Word: Word Processing Basics - Creating and saving documents - Text creation and Manipulation - Formatting of text - Table handling.

Excel: Basics of Spreadsheet - Manipulation of cells - Basic Formulas and Functions - Editing of Spread Sheet.

Powerpoint: Basics of presentation -Slide Designs - Background and Text colors - Footnotes and slide numbering - Using the Slide Show - Printing the Slides and Handouts.

MODULE III   INTERNET AND SAFETY   06

World Wide Web – Modem – LAN – WIFI - Web Browsers – Safe Browsing – searching - Creating Email id – Sharing personal and banking details.

P - 30; Total Hours - 30

REFERENCES:

1. Michael Miller, "Computer Basics Absolute Beginner's Guide", Ninth edition, Pearson Education, 2019.
2. Douglas E Comer, "Networking and How the Internet Works", First edition, Pearson Education, 2015.
3. Jagoo Teens, "Cyber Safety for Everyone", 1st edition, BPB Publications, 2017.

COURSE OUTCOMES:

CO1: Identify the various hardware components and describe the functionalities of operating system

CO2: Create document, spreadsheet or presentation using any office tools

CO3: Find and evaluate information on the Web

Board of Studies (BoS) :

17th BoS held in the Department of CSE on 09.04.2021

Academic Council:

17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1					L					
CO2									L	
CO3									L	

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG No. 8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This Course offers the employability and creates decent working environment.

SEMESTER - II

END 1283   **GENERAL ENGLISH - II**   L   T   P   C

SDG: 4   3   0   0   3

COURSE OBJECTIVES:

COB1: To enable students to read, comprehend and appreciate the value of literature to life

COB2: To help them acquire language skills through Literature

COB3: To develop LSRW skills through practice in variety of contexts

COB4: To improve their vocabulary and correct English usage

MODULE I   9

Poetry: The Second Coming – W. B. Yeats

Speaking: Expressing one's opinion /Asking for others' opinion, agree, disagree

Writing: Movie / Book Review, Slogan Writing

Language: Modals, Prepositions

Vocabulary: Business Vocabulary (advertisements, sales)

MODULE II   9

Poetry: "Where the Mind is Without Fear" (Gitanjali 35) - Rabindranath Tagore

Listening: For understanding speaker's opinion

How books can open your mind by Lisa Bu. (6.16 minutes)

Reading: To understand the meaning and purpose of short texts (mails, memos)

Writing: Email Writing, Memo writing

Language: If Clause

Vocabulary: Finance vocabulary

MODULE III   9

Prose: "The Civilization of To-day" – C.E.M.Joad

Reading Comprehension: Digital habits across generations (learn English)

Speaking: Discussions

Writing: Fax

Language: Relative Clause

Vocabulary: Collocations – verb-noun collocations

MODULE IV   9

Short story: "The Sparrows" - K. A. Abbas

Speaking: Making small talk

Writing: Job Application Letter

Language: Voice

Vocabulary: Employment vocabulary

MODULE V   **9**

Short story: "First Confession"– Frank O' Connor

Listening: Listening and taking short notes - Inspirational lesson for lifetime- How to manage failure and success by Dr. APJ (8.21 minutes)

Writing: Report Writing – Survey Reports

Language: Reported Speech

Vocabulary: Collocation sets about time and money

L – 45; Total Hours - 45

REFERENCES:

1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student's Book, CUP, 2006.
2. S.Mythili, V.Kadambari. Ed. Plumes of Many Colours: A Collection of Short stories, Blackie Books, 1994.
3. Sriraman.T. Macmillan College Prose, Laksmi Publications, 2015.
4. Swan.M. Practical English Usage, OUP, 2005.
5. Whitby, Norman. Business Benchmark: Pre-intermediate to Intermediate, 2nd Edition, CUP, 2014.
6. https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/the-martian-a-book-review
7. https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/digital-habits-across-generations
8. https://www.youtube.com/watch?v=6ibCtsHgz3Y
9. https://www.youtube.com/watch?v=7E-cwdnsiow

COURSE OUTCOMES:

CO1: Respond to literary texts efficiently

CO2: Appreciate and critically analyse literary texts

CO3: Display effective LSRW skills in academic and professional contexts

CO4: Demonstrate a range of appropriate vocabulary in a variety of situations

CO5: Communicate effectively using grammatically correct language

Board of Studies (BoS):
13th BoS held in the Department of English on 17.6.2021

Academic Council:
17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO 10	PO 11	PO 12	PO13
CO1													M
CO2													M
CO3						M	H						
CO4						L	M						
CO5						M	H						

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

LND 1281	பொதுத் தமிழ் - II	L	T	P	C
SDG 16	GENERAL TAMIL - II	2	1	0	3

நோக்கங்கள்

- சங்க இலக்கியங்களையும் சங்கப் புலவர்களையும் அறிமுகம் செய்தல்.
- பழந்தமிழர்களின் அகப் புற வாழ்வினையும் பண்பாட்டினையும் எடுத்துரைத்தல்.
- அற இலக்கியங்கள், பக்தி இலக்கியங்கள், காப்பியங்களை அறிமுகம் செய்தல்
- பல்வேறு சமயக் கோட்பாடுகளையும் உண்மைகளையும் உணர்த்துதல்
- கட்டுரைகளை எழுத மாணவர்களைப் பயிற்றுவித்தல்
- சந்திப் பிழையின்றி எழுத மாணவர்களைப் பயிற்றுவித்தல்

அலகு I	சங்க / அற இலக்கியங்கள்	8

புறநானூறு - 143 - ஆவது பாடல், நற்றிணை - 19 - ஆவது பாடல், திருக்குறள் - நட்பு, காலமறிதல், நாலடியார் - அவையறிதல், பழமொழி நானூறு - இன்னா செய்யாமை (5 பாடல்கள்), இனியவை நாற்பது - முதலைந்து பாடல்கள்

அலகு II	பக்தி இலக்கியங்கள்	8

திருவாசகம் - எட்டாம் திருமுறை (5 பாடல்கள்), நம்மாழ்வார் - (5 பாடல்கள்,) திருமந்திரம் (தேர்ந்தெடுக்கப் பெற்ற 5 பாடல்கள்).

அலகு III	காப்பியங்கள்	8

சிலப்பதிகாரம் - வழக்குரை காதை 50-73 (23 அடிகள் மட்டும்), கம்பராமாயணம் - பாலகாண்டம்-நாட்டுப்படலம் (10 பாடல்கள்), இரட்சண்ய யாத்ரிகம் - சிலுவைப்பாடு (10 பாடல்கள்), சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம் (தேர்ந்தெடுக்கப் பெற்ற 5 பாடல்கள்

அலகு IV	கட்டுரைகள்	7

உ.வே.சாமிநாதையர் - தமிழ்நாட்டு வணிகம், மா.இராசமாணிக்கனார் -சித்தன்னவாசல், ம.லெ.தங்கப்பா - எது வாழ்க்கை, பி.எஸ்.அப்துர் ரஹ்மானின் வாழ்க்கை வரலாறு..

அலகு V	இலக்கிய வரலாறு	7

எட்டுத் தொகை, பத்துப்பாட்டு

அலகு VI	மொழிப்பயிற்சி	7

இலக்கணக் குறிப்புத் தருதல், வல்லினம் மிகுவிடங்களும் மிகாவிடங்களும், மொழிபெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழில் பெயர்த்தல்)கடிதங்களும் வகைகளும்

| | | | L – 30; T – 15; TOTAL HOURS – 45 |

குறிப்புகள்

1. பொதுத்தமிழ் - செய்யுள்திரட்டு - தமிழ்த்துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு - சோம.இளவரசு
3. சிறுகதைத் தொகுப்பு (கட்டுரைக் களஞ்சியம்)

வெளிப்பாடு

- சங்க இலக்கியங்கள் குறித்தும் சங்ககால மக்களின் வாழ்வு குறித்தும் உணர்ந்து கொள்வர்.
- சங்கப் புலவர்கள் பற்றிய தகவல்களையும் அவர்தம் படைப்பாளுமை பற்றியும் அறிந்து கொள்வர்.
- தமிழர்களின் ஆன்மீகச் சிந்தனைகளைப் பற்றியும் அறச்சிந்தனைகள் பற்றியும் அறிந்து கொள்வர்,
- மாணவர்கள் பல்வேறு சமயச் சிந்தனைகள் குறித்து தெரிந்து கொள்வர்.
- தமிழ் இலக்கணங்கள் பற்றி அறிந்து கொள்ளவும் மொழிபெயர்ப்பு செய்யும் திறனும் பெறுவர்.
- புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும் பெறுவர்

Board of Studies (BoS):
15th BoS of the Department of Commerce held on 24.6.2021

Academic Council:
17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO12
CO1							M	M	M	M		M
CO2							L	L	L	M		M
CO3							L	M	L	L		L
CO4							L	L	M	L		L
CO5							L	L	L	L		L
CO6							M	M	M	M		L

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 16: Peace, Justice and Strong Institutions

Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime through the Quranic, Vedic and Biblical literature.

LND 1282   **GERMAN – II**   **L   T   P   C**

SDG: 4   **3   0   0   3**

COURSE OBJECTIVES:

The objectives of this course are :

COB1: To enable the learners to listen and understand the spoken German language which uses the elementary spoken structures.

COB2: To enable the learners to speak and engage in simple dialogues in German.

COB3: To enable the learners to read and understand the elementary texts in German.

COB4: To enable the learners to write simple sentences and short paragraphs in German.

COB5: To demonstrate Proficiency in reading, writing, and speaking in basic German. Learning vocabulary related to profession, education, day-to-day activities, food, culture, sports and hobby, family set up, workplace, market and classroom activities are essential.

COB6: To make the students industry oriented and make them adapt in the German culture.

MODULE I   KONTAKTE   7

To arrange appointments, understand and give instructions, understand and reply letters, find information in the text, identify the situations and understand the conversation; Vocabulary: related to the topic; Grammar: Dative personal pronomen, Possessive Pronomen, verbs and Preposition.

MODULE II   MEINE WOHNUNG   7

To understand the advertisements related to flats/houses, describe a flat, write a text about a flat; Vocabulary: related to the topic; Grammar: Adjective with sein (sehr/zu), wechsel preposition with Dative.

MODULE III   ALLES ARBEIT?   7

To describe daily routine, talk about the past, speak about jobs, position, advertisements, prepare telephone conversation; Vocabulary: related to the topic; Grammar: Imperativ -Du form, Simple Past tense (regular & irregular verbs).

MODULE IV   KLEIDUNG UND MODE   8

KLEIDUNG UND MODE – LEARNING: To speak about clothes, understand the conversation at shopping centers, shopping for dresses, lead a discussion on

purchasing dresses, orient oneself about a shopping complex. Vocabulary: related to the topic; Grammar: Trennbare & Untrenn bareverben, Introduction to reflexive pronoun und Reflexive verbs.

MODULE V   GESUND UND MUNTER   8

To make personal statements, name body parts, understand sport activities, conversation with the doctor, get & give tips to healthy life, The prefix Lieblings - Sentence formation; Advanced Conversation skills (pertaining chiefly to simple dialogues in everyday situations), Vocabulary: related to the topic; Grammar: Simple Future Tense, Esgibt, Gibtes? -sentence formation.

MODULE VI   AB IN DEN URLAUB!   8

To suggest a city tour, describe the directions, write a Simple Email and reply, describe the weather, make a complaint in the hotel, speak about the trips; Advanced Text - Reading Comprehension And Translation Practice from German Into English Vice versa; Vocabulary: related to the topic and related to School, University, Professions; Grammar: Adverbs (time), Join sentences with "und", "oder", and "aber".

L - 45; Total Hours – 45

TEXT BOOKS:
1. Stefanie Dengler, "Netzwerk A1.2", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2015.

RACTICE BOOK:
1. Johannes Gerbes, "Fit fürs Goethe-Zertifikat A1", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2010.

REFERENCES:
1. Paul Rusch, "Einfach Grammatik", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2012.
2. Hermann Funk, "studio d A1", Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2009. 15OH78 German Language.

COURSE OUTCOMES:

On successful completion of this course learners will be able to

CO1: remember greeting people, introducing oneself and understanding basic expressions in German

CO2: read and describe basic German sentences relating to routine situations.

CO3: introduce him / her and others as well as ask others about themselves and communicate using simple sentences.

CO4: write simple sentences and short paragraphs in German.

CO5: identify and deal with social and cultural aspects of Germany and other German speaking countries.

CO6: listen and identify individual sounds of German and simple day-to-day conversations

CO7: speak simple sentences using basic sounds and words

CO8: read and understand short passages on familiar topics

CO9: apply basic sentence structures while writing

Board of Studies (BoS):   **Academic Council:**

14th BoS of the Department of Commerce   17th AC held on 15.07.2021
held on 22.04.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	H	M	H		H	H	H	M	H	M	H				
CO2				H		H	H	H	H	H		H				
CO3				H		H	H	H	H	H		H				
CO4				H		H	H	H		H		H				
CO5				H		H	H	H		H		H				
CO6				H		H	H	H		H		H				

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4 : Quality Education

The substantially improve the relevant skills which develop the confidence in young people, including technical and vocational skills, help for employment, decent work and entrepreneurship.

LND 1283   **MODERN COMMUNICATIVE ARABIC**   L   T   P   C

SDG 4   3   0   0   3

COURSE OBJECTIVES:

The course aims to teach:

COB1: communication in the situations of marketing clothes, food, etc.

COB2: vocabulary about the climates, seasons and hold telephonic conversations

COB3: vocabulary related to various games, students' associations.

COB4: communication in Work place like ticketing, booking, confirmation & passport procedures

COB5: vocabulary related to illness, numbers and communication with doctors.

MODULE I   **BUSINESS PLACE COMMUNICATION**   **9**

Reading and listening Lesson 9: marketing (التسويق) –vocabulary related to marketing clothes, food, different types of contracts- conversation in business place - price, marketing, subject and predicate (المبتدأوالخبر), using interrogating form of (بكم - أي)

MODULE II   **USAGE OF TENSES**   **9**

Situational conversation - Lesson 10: climate (الجوّ) – vocabulary related to climate, places& seasons, discussion question and answers – telephonic conversations – order (فعلالأمر) – interrogative form (كيف) - negative form of المضارع

Lesson 11: people and places (الناسوالأماكن) – vocabulary related to people and places, colours, feminine gender – place of work – transportation – question and answer – past tense – usage of articles (استخدامالحروف: في – إلى – من - مع)

MODULE III   **SENTENCES IN COMMUNICATION**   **9**

Lesson12 : hobby (الهوايات) - vocabulary related to various games, students' associations – adjectives and synonyms – (الفعلالمضارعالمسندإلىياءالمخاطبة – الإشارة)

MODULE IV   **CONVERSATION OF BUSINESS CONVERSATION**   **9**

Lesson:13 travel (السفر) - vocabulary related to ticket booking – confirmation – passport procedures – resident permits (الحجزوالتأكيدوالجوازاتوالإقامة)– lost luggages – four directions – conversation about services – seeking information of luggage lost.

Lesson:14 haj and umrah (الحجوالعمرة) - vocabulary related to haj and umrah – expression of arabic numbers – procedures of umrah and haj – (كيف – متى :الاستفهام) (أين - بم –)

MODULE V — SITUATIONAL CONVERSATION — 9

Lesson 15: health (الصحة) - vocabulary related to illness – numbers 100 and 1000 – doctor's visit – communication with doctor – (الاستفهام : لماذا)

Lesson 16: vacation (العطلة) - vocabulary related to holidays – festivals – travel – spending holidays – Arabic months – interrogative form (الاستفهام: كم – أين، (المضارعمعواولجماعة: ستقضون

L – 45 ; Total Hours – 45

TEXT BOOKS:

1. Al Lughathul Arabiya (اللغةالعربية ، الصفالأول ، الجزءالأول), Part I, BukhariAalim Arabic College, 2004.

REFERENCES:

1. Dr. F. Abdur Raheem, Durus Al LugathilArabiyya, Islamic Foundation Trust, Chennai, 2002.
2. Al QirathulArabiyya Lil Mubtadiyeen (UmmulQura University, Makkah), BukhariAalim Arabic College, 2005.

COURSE OUTCOMES:

At the end of the course, the student is expected to:

CO1: communicate in the situation of marketing clothes, food, etc.

CO2: discuss about the climates, seasons and hold telephonic conversations

CO3: discuss in the playground, students' gatherings

CO4: communicate in certain work places

CO5: recognize proper usage of sentences in communication.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1						L									
CO2							M								
CO3							M								
CO4						L									
CO5							H								

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Developing Language skill

Statement: Arabic language enhances effective communication in the workplace.

| END 1211 | BRITISH LITERATURE : | L | T | P | C |
| SDG: 4 & 8 | 17TH CENTURY | 3 | 1 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To familiarize students with prose, poetry and drama produced in the 17th century

COB2: To make them read, discuss and write about some of the key texts of 17th century writers

| **MODULE I** | **POETRY I** | **10+4** |

John Milton (1608-1674): Paradise Lost, Book IX (1667)

| **MODULE II** | **POETRY II** | **8+2** |

William Shakespeare (1564-1616): Sonnet 106, sonnet 98 (1609)
George Herbert (1593-1633): The Pulley (1633)
John Dryden (1631 - 1700): A Song for St. Cecilia's Day (1687)

| **MODULE III** | **PROSE** | **9+3** |

Sir Thomas Browne (1605-82): Religio Medici (1642)

| **MODULE IV** | **DRAMA I** | **9+4** |

John Webster: The Duchess Of Malfi (1612-1613)

| **MODULE V** | **DRAMA II** | **9+2** |

AphraBehn: The Rover

L - 45; T – 15; Total Hours – 60

TEXTBOOKS:

1. Baker and Scribner, 1851. Milton, John: The Paradise lost / by John Milton. With notes, explanatory and critical. Ed. by Rev. James Robert Boyd. New York
2. Shakespeare's Sonnets: Macmillan January 1964
3. Herbert, George: The Complete English Poems(Ed) John Tobin ,Penguin Books,1991,2004
4. https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687
5. Brown, Sir Thomas: Religio Medici, Oxford, Published by Vincent ,June 1831
6. Webster, John. *The Duchess of Malfi*. E-book (https://www.gutenberg.org/files/2232/2232-h/2232-h.htm

Behn, Aphra. *The Rover.*Ed.AnneRussel. Broadview editions. 1999

COURSE OUTCOMES:

CO1: Demonstrate their knowledge in prose, poetry and drama produced in the 17th century

CO2: Interpret some of the key texts of 17th century writers

CO3: Employ a range of interpretative methods to gain knowledge

CO4: Analyze the role of language in creating a national and cultural identity

CO5: Comprehend the relationship between culture, power, and history

Board of Studies (BoS):	**Academic Council:**
15thBoS of the Department of English held on 14.6.2022	19th Academic Council held on 29.09.2022

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO 10**
CO1			M							
CO2	H									
CO3							H			H
CO4										
CO5				L						

 Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 9: Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all

Statement :

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities and assisting the economic growth of the country as well as its citizens   .

END 1212   **INTRODUCTION TO LITERARY FORMS**   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To enable the students to recognise the different genres of literature.

COB2: To empower the students to understand the various genres of literature.

COB3: To help students to formulate and integrate technical skill and to have an insight into the craftsmanship of great masters of literature.

COB4: To exhibit the students how to review various forms of literature.

COB5: To expose students to appreciate several forms of literature.

MODULE I   POETRY   9+2

Nature and Elements of Poetry–Definitions; Classifications of Poetry–Subjective and Objective.
Stanza forms: The Heroic Couplet-The Blank Verse - The Spenserian Stanza-Terza Rima Ballad–Epic and Mock Epic–Dramatic Monologue–Limerick – Lyric – Ode – Elegy– Sonnet - Rhyme– Metre.

MODULE II   FIGURES OF SPEECH   9+2

Types of Verse–Figures of Speech-Imagery–Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Hyperbole – Oxymoron – Allegory –Allusion – Irony.

MODULE III   PROSE   9+3

The Essay, Short Story, Literary Criticism. Types of Prose and Prose Style: Autobiography/Biography, Formal Essay, Essay – Aphoristic, Personal, Critical, Periodical, Literary Journalism.

MODULE IV   DRAMA   9+4

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play.

MODULE V   FICTION   9+4

Elements of Fiction – Detective Fiction - Modernist novel - Short Story–Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction –Social and Proletarian – Petrofiction - Climate Change Fiction - "cli-fi".

                                                L – 45, P-15; TOTAL HOURS - 60

TEXT BOOKS & REFERENCES:

1. Abrams, M H., Harpham, Geoffrey Galt: *A Glossary of Literary Terms.* Heinle; 9thed (1 March 2008),
2. Abrams, M. H. and Geoffrey Galt. *A Glossary of Literary Terms.* Cengage Learning India Private Limited. 2013.
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms.* Oxford University Press, 2015.
4. Hudson, W.H. *An introduction to the study of literature.* A.I.T.B.S. Publishers, 2009.
5. Prasad, B. *A Background to the Study of English Literature.* Macmillan Publishers India Ltd. 2013.
6. ---. *An Introduction to English Criticism,* Paperback. 2014.
7. Rees, R J. *English Literature: An Introduction for Foreign Readers.* London: Macmillan, 1973.
8. Todorov, Tzvetan. "Origin of Genre*".* *Modern Genre Theory* edited by David Duff. Routledge, 2000.

COURSE OUTCOMES:

CO1: Understand and identify the genres of literature from various literary, cultural, social and historical aspects.

CO2: Remember the characteristic features of genre and to understand technical skills in order to gain language competence.

CO3: Demonstrate the ability to read literary texts closely and apply technical skills to review works of literature.

CO4: Analyze literary texts.

CO5: Appreciate the nuances of literature.

Board of Studies (BoS):	**Academic Council:**
15thBoS of the Department of English held on 14.6.2022	19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	L	H	H	H	L	H	M	H	H
CO2	H	H	H	H	H	L	H	L	L	L
CO3	H	H	H	H	H	L	H	L	M	M
CO4	M	L	H	H	H	L	H	L	H	L
CO5	H	H	H	H	H	H	H	L	H	L

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: The learning of literary terms shall enable the learners to understand and analyse all literary texts they come across in life.

END 1213 **AMERICAN LITERATURE** L T P C

SDG: 16 3 1 0 4

COURSE OBJECTIVES:

COB1: To help learners get acquainted with the richness of American literature through representative works of prose writers, poets, dramatists and novelists.

COB2: To introduce learners to important aspects in various genres of American literature

MODULE I INTRODUCTION 9+3

Puritanism, Transcendentalism, American War of Independence, Abolition of Slavery.

MODULE II PROSE 9+3

Martin Luther King: I Have a Dream

O'Henry: The Cop and the Anthem

MODULE III POETRY 9+3

Maya Angelou: Caged Bird

Robert Frost: The Road Not Taken

Joseph Brodsky: Folk Tune

MODULE IV DRAMA 9+3

Tennessee Williams: The Glass Menagerie

MODULE V NOVEL 9+3

Ernest Hemingway: The Old Man and the Sea

L - 45; T – 15; Total Hours – 60

REFERENCES:

1. Bennett,Cerf and Cartmell, Van H.(Ed) The Best Short Stories of O. Henry, Random House, New York.1994.

2. Hemingway, Ernest. The Old Man and the Sea: Cayo Blanco (Cuba), 1951.

3. James D. Hart. Phillip Leininger. The Oxford Companion to American Literature. Oxford: OUP, 1995.

4. Lenwood, Davis I Have a Dream: The Life and Times of Martin Luther King, Jr,Praeger Publications.1973.

5. Oliver, Egbert S. ed. American Literature (1890-1965): An Anthology. New Delhi: Eurasia, 1994

6. Robert, Spiller. E. et al. Eds. Literary History of the United States. III Vols.

7. Williams, Tennessee. The Glass Menagerie. New York: New Directions, 1999.

Relevant Videos on YouTube

1. American Puritanism
https://www.youtube.com/watch?v=12U-jOhakyg
2. American War of Independence
https://www.youtube.com/watch?v=gzALIXcY4pg

COURSE OUTCOMES:

CO1: Demonstrate comprehension of major literary movements, figures and works in American literature

CO2: Analyze the major early works of American writers

CO3: Interpret the literary works using appropriate literary forms and terminology

CO4: Apply the understanding of cultural and historical contexts of 20th century American literary texts

CO5: Demonstrate an awareness of the major themes in various genres of American Literature

Board of Studies (BoS) :
15thBoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on
29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	M	M	M		H				
CO2	H	H	M			L				
CO3	H	H	H	M		L				
CO4	M	M	M	M		L				
CO5	L	M	M	M		L				

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
This course promotes equity in terms of abolition of slavery, the ideology for democracy and eradication of injustice against human race.

SEMESTER III

| END 2111 | BRITISH LITERATURE: | L | T | P | C |
| SDG: 16 | 18TH AND 19TH CENTURIES | 3 | 1 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To make the students understand the period in British literature in terms of its social, philosophical, intellectual, literary backgrounds.

COB2: To familiarize them with prose, poetry and drama and novels produced in the 18th and 19th centuries.

COB3: To make them read, discuss and write about some of the key texts of 18th and 19th century writers.

MODULE I   BACKGROUND HISTORY   9+3

Overview of the 18th and 19th century literature, progress in science, commerce and trade and American and French Revolutions. The Enlightenment and Neoclassicism- The Novel and the Periodical Essays - Victorian Colonialism.

MODULE II   POETRY   9+3

Alexander pope (1688-1744): "*The Rape of the Lock*": Canto 1
John Keats (1795-1821):*"Ode to a Nightingale"*
Alfred, Lord Tennyson (1809-1892):*"Ulysses"*

MODULE III   PROSE   15+3

Joseph Addison **(**1672 – 1719): "Meditations in Westminster Abbey"
Charles Lamb (1775-1834): "Modern Gallantry"
William Hazlitt (1778-1830): "On Prejudice"

MODULE IV   DRAMA   9+2

Oliver Goldsmith (1728-1774): "She Stoops to Conquer"

MODULE V   NOVEL   9+4

Charles Dickens (1812-1870):*The Tale of Two Cities*

L – 45, T-15; Total Hours – 60

REFERENCES:

1. Ronald Carter and John McRae. *The Rutledge History of Literature in English*, 3rd edition. 2016.
2. Andrew Sanders. *The Short Oxford History of English Literature*, 3rd edition. 2004.

3. David Daiches. A Critical History Of English Literature.
4. Alfred Lord Tennyson. *Selected Poems: Tennyson.* Penguin Classics, 2007.
5. Donald F Bond. Ed. *Critical Essays from the Spectator by Joseph Addison: With Four Essays by Richard Steele*. Oxford Press. 1970.
6. PorschaFermanis. *John Keats and the Ideas of the Enlightenment.* 2009.
7. Chandler, James K. *England in 1819: The Politics of Literary Culture and the Case of Romantic Historicism*, 1998.
8. (Hillman General Collection). *The Cambridge History of Victorian Literature.* 2012.
9. Renwick, W. L. *English literature, 1789-1815*. Oxford, and Clarendon Press.1963.

COURSE OUTCOMES:

CO1: Identify and analyze the socio-economic-political contexts that inform the literature of the period.

CO2: Examine and analyze the form and function of satire in the eighteenth century.

CO3: Appreciate the canonical and representative poems and prose of the writers of the Romantic period.

CO4: Demonstrate their understanding in the drama produced in the 18th and 19th centuries.

CO5: Develop skills of critical analysis and interpretation of selected novels in order to understand the theme, language, and culture.

Board of Studies (BoS) :

15th BoS of the Department of English held on 14.6.2022

Academic Council:

19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		H								
CO2			H	M			L			
CO3			H	M			L			
CO4			H	M			L			
CO5			H	M			L			

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Statement: An in-depth learning of the history, background and the English literature of the 18th and 19th centuries widens the perspectives of the learners to effectuate inclusive societies.

END 2112   **INDIAN WRITING IN ENGLISH**   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To introduce students to the Indian writers who have written in English

COB2: To familiarize the students with the ethos of India

MODULE I   **POETRY**

9+2

Kamala Das-"Introduction"
Nissim Ezekiel-"A Poem of Dedication"
Sarojini Naidu-"A Soul's Prayer"
Toru Dutt-"Our Casuarina Tree"
A.K Ramanujan- "Anxiety"

MODULE II   **PROSE**   9+2
Rabindranath Tagore - "The Creative Ideal"
AmartyaSen -"The Argumentative Indian" (*The Indian Identity*
pg. nos: 334-356)

MODULE III   **DRAMA**   9+3
ManjulaPadmanabhan - Lights Out
Mahesh Dattani - Dance Like a Man

MODULE IV   **FICTION**   9+4
Mulk Raj Anand - Coolie
Bharati Mukherjee - Desirable Daughters

MODULE V   **SHORT STORIES**   9+4
R.K. Narayan - "The Astrologers Day"
Ruskin Bond - "The Cherry Tree"
JhumpaLahiri - "Interpreter of Maladies"
Anita Desai - "Scholar and Gypsy"

                                        L - 45; T – 15; Total Hours – 60

TEXT BOOKS:
   1. Anand, Mulk Raj. Coolie. Penguin Books India, 1994.
   2. Bond, Ruskin. Collected Short Stories: Paperback, 2016.
   3. Dattani, Mahesh. Collected Plays. Penguin Books India, 2000.
   4. Das, Kamala. Kamala Das-The Old Playhouse and Other

Poems. Orient Blackswan, 2004.

5. Dutt, Toru. Toru Dutt: Collected Prose and Poetry. Oxford University Press, USA, 2006.

6. Ezekiel, Nissim. Collected poems 1952-1988.Oxford University Press, 1989.

7. Lahiri, Jhumpa. Interpreter of Maladies: Stories. Boston: Houghton Mifflin, 1999.

8. Mukherjee, Bharati. Desirable daughters. Bentang, 2008.

9. Padmanabhan, Manjula. "Lights Out." Body Blows: Women, Violence and Survival. Calcutta: Seagull Books 2000.

10. Sen, Amartya. The argumentative Indian: Writings on Indian history, culture, and identity. Macmillan, 2005.

REFERENCES:

1. Dheen, Ambala. "A Study of Indian English Poetry." Ghose, SisirKumar. Rabindranath Tagore. SahityaAkademi, 2007.

2. Paranjape, Makarand. Sarojini Naidu: Selected poetry and prose. New Delhi: Rupa, 2010.

3. Tagore, Rabindranath. "The Creative Ideal", *The Creative Ideal and Other Essays* E-Book). Open Education Project* OKFN, India, 2013. <https://in.okfn.org/files/2013/07/The-Creative-Ideal-and-Other-Essays-.pdf>

4. Trivedi, H. C., and N. C. Soni. "Short Stories of RK Narayan." Indian Literature, 1973.

COURSE OUTCOMES:

CO1: Demonstrate knowledge of major elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

CO2: Analyse the major prose texts within their historical and cultural contexts.

CO3: Identify and describe distinct works in dramatic literature

CO4: Interpret the fictional works with a focus upon cultural contexts, complexity, and aesthetic value.

CO5: Apply the knowledge of social, cultural, and historical contexts of Indian literary text

Board of Studies (BoS):	**Academic Council:**
15thBoS of the Department of English held on 14.6.2022	19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	M			L		L	L		
CO2	M	M	M	H		M		L		M
CO3	M	M	M					L		
CO4	M	M	M	H	L	L	M	L		L
CO5	M	M	L	M		M	L	L		H

+

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG: 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course offers knowledge pertinent to social, cultural, and historical contexts of Indian literary texts.

END 2113	**WOMEN'S WRITINGS**	L	T	P	C
SDG: 4 & 5		3	1	0	4

COURSE OBJECTIVES:

COB1: To sensitise the students about the problems women face in the patriarchal cultural milieu.

COB2: To employ literature to analyse issues and questions relating to women's experience and empowerment.

MODULE I   INTRODUCTION   9+3

Women's writing and the specific issues it deals with – gender aspects viz-a-viz society – theories and concepts of feminism (liberal, social, radical feminism) – patriarchy – stereotyping – difference between women's writing and feminism

MODULE II   POETRY   9+3

Christina Rossetti: "The Goblin Market"
Sylvia Plath: "Tulips"
Dunya Mikhail: "The Iraqi Nights"

MODULE III   PROSE   9+3

bell hooks: *Understanding Patriarchy*
Simone de Beauvoir: *The Second Sex*

MODULE IV   SHORT STORY - I   9+3

Katherine Mansfield: "The Fly"
D. H. Lawrence: "Tickets, Please!"
Charlotte Perkins Gilman: "The Yellow Wallpaper"

MODULE V   SHORT STORY - II   9+3

Githa Hariharan: "Remains of the Feast"
Jhumpa Lahiri: "A Temporary Matter"

L – 45, T - 15; TOTAL HOURS – 60

SUGGESTED READINGS:

1. Chandra Talapade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses", *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia, Arnold, New York, 1996, pp. 172–97.
2. Kumkum Sangari and Sudesh Vaid, eds., "Introduction", in *Recasting Women: Essays in Colonial History,* Kali for Women, New Delhi, 1989, pp. 1–25.
3. Simone de Beauvoir, 'Introduction', in *The Second Sex*, transl. Constance Borde and Shiela Malovany-Chevallier, Vintage, London, 2010, pp. 3–18.

4. Virginia Woolf, *A Room of One's Own,* Harcourt, New York*,* 1957 (chapters. 1 and 6)

COURSE OUTCOMES:

CO1: Identify the women's role in history, their commitments, persecutions and resistance.

CO2: Understand and appreciate the representation of female experience in literature.

CO3: Apply the background study as a context for reading literary texts.

CO4: Demonstrate a variety of analytical techniques to respond to the works of the course.

CO5: Critically analyse the literary texts through the perspective of women.

Board of Studies (BoS) :
15th BoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		H				M				L
CO2				L	L	M	M			L
CO3	M	H					H			
CO4		H					H			
CO5	M	H	H	H	H	H	L	L	L	H

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: The course on Women's writings will educate the students about marginalization of women and on how to appreciate their writing to understand their plight in reality.

SDG 5: Achieve gender equality and empower all women and girls

Statement: The study of the women's writings will provide the students an opportunity to have a clear understanding of the women's situations and ways to empower them.

| GED 2103 | **ENVIRONMENTAL STUDIES** | **L** | **T** | **P** | **C** |
| **SDG: All** | | **2** | **0** | **0** | **2** |

COURSE OBJECTIVES:

To make the student conversant with the

COB1: Various natural resources, availability, utilisation and its current scenario.

COB2: Diverse ecosystems and its function, importance of biodiversity, its values, threats and conservation.

COB3: Types of pollutants and its impacts on the environment and the effects of natural disasters.

COB4: Impacts of human population, human health, diseases and immunisation for a sustainable lifestyle.

| **MODULE I** | **MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES AND NATURAL RESOURCES** | **8** |

Definition, scope and importance, Need for public awareness.

Natural resources and associated problems(a) Land resources: Land as a resource, land degradation, soil erosion and desertification -(b) Forest resources: Use and over-exploitation, deforestation, dams and their effects on forest and tribal people -(c) Water resources: Use and over-utilization of surface and ground water, conflicts over water, dams-benefits and problems, Water conservation: rain water harvesting, watershed management -(d) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, mining -(e) Food resources: World food problems, changes caused by agriculture andovergrazing, effects of modern agriculture - (f) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

| **MODULE II** | **ECOSYSTEMS AND BIODIVERSITY** | **8** |

Ecosystems: Concept of an ecosystem; Structure and function of an ecosystem; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological succession; Food chains, food webs and ecological pyramids; Introduction, types, characteristic features, structure and function of the following ecosystem(a)Terrestrial Ecosystems: Forest ecosystem, Grassland ecosystem, Desert ecosystem (b) Aquatic fresh water ecosystems: Ponds and lakes, rivers and streams (c) Aquatic salt water ecosystems: oceans and estuaries.

Biodiversity: Classification: genetic, species and ecosystem diversity; Bio-geographical classification of India and India as a mega-diversity nation; Invasive, endangered, endemic and extinct species ; Hot sports of biodiversity and Red Data book; Values of biodiversity, Threats to biodiversity; Conservation of biodiversity.

MODULE III   ENVIRONMENTAL POLLUTION AND ITS CONTROL   8

Definition, Cause, effects and control measures of (a) Air pollution, (b) Water pollution, (c) Soil pollution, (d) Marine pollution, (e) Noise pollution, (f) Thermal pollution, (g) Nuclear hazards, (h) ill-effects of fireworks and upkeep of clean environment - El Nino and La Nina.

Solid waste Management - Causes, effects and control measures of urban, industrial wastes and e-waste -Disaster management: flood, drought, cyclone, landslide, avalanche, volcanic eruptions, earthquake and tsunami.

MODULE IV   HUMAN POPULATION, SOCIAL ISSUES AND HEALTH   6

Population, population growth, variation among nations; population explosion; Family Welfare Programme - Unsustainable to sustainable development - Resettlement and rehabilitation of people - Environment Protection Act - Public awareness -Human Rights - Value Education - Women and Child Welfare - HIV/AIDS - Environment and human health: air-borne, water borne, infectious diseases, contagious diseases and immunization (all types of vaccines from birth), risks due to chemicals in food and water, endocrine disrupting chemicals, cancer and environment.
Case studies related to current situation.

L – 30; Total Hours – 30

TEXT BOOKS:

1. ErachBharucha, Text Book for Environmental Studies - Environmental Studies for Undergraduate Courses, University Grants Commission, New Delhi and BharatiVidyapeeth Institute of Environmental Education and Research, Pune, 2004.
2. *Ravikrishnan A.,* Environmental Science and Engineering, Sri Krishna Hitech Publishing Company Pvt.Ltd. Chennai, 2017.

REFERENCES:

1. Clair N. Sawyer, Perry L. McCarthy and Gene F. Parkin, Chemistry for Environmental Engineering and Science, 5th Edition, Tata McGraw-Hill Education Pvt. Ltd, India, 2011.
2. J. Glynn Henry and Gary W. Heinke, Environmental Science and Engineering, 2nd Edition, Prentice Hall of India, 2004.
3. J. Jeffrey Peirce, P. AarneVesilind, Ruth F. Weiner, Environmental Pollution and Control, Butterworth-Heinemann, 1997.
4. Trivedi, R.K., Handbook of Environmental Law's, Rules, Guidelines, Compliances and Standards, Volume 1 and 1, Envio Media.
5. https://www.teriin.org/article/e-waste-management-india-challenges-and-opportunities.

6. https://green.harvard.edu/tools-resources/how/6-ways-minimize-your-e-waste.
7. https://www.aiims.edu/en/departments-and-centers/central-facilities/265-biomedical/7346-bio-medical-waste-management.html.
8. https://tspcb.cgg.gov.in/Shared%20Documents/Guidelines%20for%20Managem ent%20of%20Healthcare%20Waste%20Waste%20Management%20Rules,%20 2016%20by%20Health%20Care%20Facilities.pdf.

COURSE OUTCOMES:

The student will be able to

CO1: Analyse the current scenario of various natural resources and their depletion and suggest remedies to curb the exploitation.

CO2: Identify food chains and web and its function in the environment, assess the impacts on the biodiversity and propose solutions to conserve it.

CO3: Analyse the types and impacts of pollutants in the environment and propose suitable methods to alleviate the pollutants and the natural disasters.

CO4: Assess on the impact of human population and the health related issues and immunisation practices and sustainable developments for a healthy life

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Board of Studies (BoS) :

11th BoS of Chemistry held on 17.06.2021

Academic Council:

17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	L	M	-	-	L	M	-	-	-	-	-	-	-	-
CO2	-	-	-	M	H	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	M	M	-	-	L	-	M	-	-
CO4	-	-	-	-	-	M	M	M	-	-	-	L	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SDG All: No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable & Clean Energy, Decent Work and Economic Growth, Industry, Innovation & Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions, Partnerships for the Goals.

Statement: This course discuss about the environment, all the natural resources available, sharing of resources, effective utilization, effects of over utilisation, health and environmental issues pertained to that, global warming and related issues, climates, disasters, impact assessments, population, human rights, societal welfare, laws to conserve the environment and sustainability.

SEMESTER IV

END 2211   **BRITISH LITERATURE: 20ᵀᴴ CENTURY**   L   T   P   C

SDG: 16   3   1   0   4

COURSE OBJECTIVES:

COB1: To acquaint the students with the main trends in British literature during the twentieth century through the critical readings of representative literary works in the context of changing historical, social, intellectual and aesthetic concerns.

COB2: To enable them to understand the process of literary development during the turbulent twentieth century, when the literature became more complex as well as technically more refined.

MODULE I   BACKGROUND STUDY   9+3
Overview of modern period, the influence of Marx, Darwin, Freud, and Einstein, Economic Depression of 1930s – Two World Wars -modernization and the effects of urbanization and technology; the condition of modernity; various literary movements.

MODULE II   POETRY   9+3
W. B. Yeats - "Easter 1916"
Wilfred Owen - "Strange Meeting"
Ted Hughes - "The Thought-Fox"
Seamus Heaney- "Digging"

MODULE III   PROSE   9+3
E.V. Lucas – "A funeral"
Stephen Leacock – "With the Photographer"
Virginia Woolf - "Professions for Women"
David Lodge – "Showing and Telling"

MODULE IV   PLAY   9+3
John Osborne: *Look Back in Anger*

MODULE V   FICTION & SHORT STORY   9+3
George Orwell - *Animal Farm*

                                    L –45, T-15; TOTAL HOURS – 60

REFERENCES:

1. Bell, Michael, ed. *The Context of English Literature: 1900- 1930.* London: Methuen, 1980.
2. Brown, John Russel, ed. *Modern British Dramatists: A Collection of Critical Essays.* Engelwood Cliffs: Prentice- hall, 1968.
3. Childs, Peter: *The Twentieth Century in Poetry*
4. Corcoran, Neil. *English Poetry Since 1940.* Longman Literature in English Series. London: Longman, 1993.
5. Daiches, David: *A Critical History of English Literature* (vol. 4)
6. Ford, Boris: The *Pelican Guide to English Literature (vols. 7 & 8)* The Cambridge Companion series
7. Forster. E.M. *Aspects of the Novel.*
8. Kari, Frederick R. A. *Reader's Guide to the Contemporary English Novel.* London: Thames and Hudson, 1972.
9. Leavis, F.R.: *New Bearings in English Poetry*
10. Lodge, David. *The Art of Fiction.* Viking. 1992.(pp.121 – 124)
11. Muthiah,V.S. *Modern Prose Selections.* Madras: B.I. Publications,1976
12. Osborne, John. *Look Back in Anger* OUP. Rpt. 1992
13. Watson, G.J. *Drama: An Introduction.* London: Macmillan, 1983
14. https://www.poetryfoundation.org

COURSE OUTCOMES:

CO1: Trace the history of modernism in the socio-cultural and intellectual contexts of the 20th century.

CO2: Interpret new kind of poetry that introduced new forms and styles.

CO3: Analyze and interpret seminal prose works of the period with close reading.

CO4: Develop a multilayered understanding of the society, culture, political and artistic milieu of the play and playwright.

CO5: Discuss the realistic modern fiction and develop their critical thinking ability in relation to their socio-historic & cultural contexts.

Board of Studies (BoS):
15thBoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M								
CO2			H			L				
CO3			H							
CO4			H	L						
CO5				H						

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Statement: A thorough reading of the history, background and the English literature of the Twentieth century widens the perspectives of the learners to effectuate inclusive societies.

END 2212   **LITERARY THEORY AND CRITICISM**   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To understand the basics of literary theory, criticism and its application to literary texts.

COB2: To strengthen and deepen their interpretative skills.

MODULE I   INDIAN LITERARY CRITICISM & BACKGROUND TO   9+3
                LITERARY THEORY

Schools of Indian Literary Criticism: Rasa, Alamkar, Riti, Dhwani, Vakroti - What is literary theory? - What is its importance? - Theoretical Approaches to Literature - Text-oriented approach- Tolkappiyam - Persian Literary Theory

MODULE II   CLASSICAL LITERARY CRITICISM & LITERARY   9+3
                THEORY

Aristotle: from *Poetics*

Longinus: Excerpts from 'On the Sublime'

Terry Eagleton- Chapter 1, Rise of the English

MODULE III   PRACTICAL CRITICISM   9+3

I.A. Richards: Excerpts from Practical Criticism

Christopher Caudwell: Excerpts (from Illusion and Reality)

MODULE IV   POETIC CRITICISM   9+3

Victor Shklovsky: 'Art as Technique'

T.S. Eliot: 'The Use of Poetry and the Use of Criticism'

MODULE V   RHETORIC &FEMINIST CRITICISM   9+3

Northrop Frye: 'Rhetorical Criticism: Theory of Genres' (*Anatomy of Criticism: Four Essays*)

Elaine Showalter: Towards a Feminist Poetics

                                        L – 45, T - 15; TOTAL HOURS – 60

SUGGESTED TOPICS FOR BACKGROUND READING

1. Difference between literary criticism and theory
2. Indian Literary Tradition
3. Practical Criticism

TEXT BOOKS:

1. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucy: University Press of Kentucky, 1993.

2. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.

3. Jacques Derrida. Deconstruction in a Nutshell: A Conversation with Jacques Derrida, with a New Introduction. ISBN-10: 0823290298 ISBN-13: 978-0823290291, Fordham University Press, USA.

4. Showalter, Elaine. 'Toward a Feminist Poetics'. The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986. 125- 143

REFERENCES:

1. A.H. Gilbert, *Literary Criticism: Plato to Dryden.* Detroit: Wayne University Press, 1962.

2. Frye, Northrop. Anatomy of criticism: Four essays. Vol. 70. Princeton University Press, 2020

3. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader.* London & New York: Routledge, 2000.

4. Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory.* Manchester: Manchester University Press, 1984.

5. Devy, G. N. (Ed.). (2002). *Indian literary criticism: theory and interpretation.* Orient Blackswan

6. S.K. Dey, *History of Poetics.* New Delhi: MLBS, 1960.

7. Tolkappiyam- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/ P001455/M019972/ET/1519810010Paper11,Module06,EText.pdf.

8. The need for Persian Literary Theory, Shamsur, Aligarh

9. http://www.columbia.edu/itc/mealac/pritchett/00fwp/srf/srf_persianlittheor y_2009.pdf

COURSE OUTCOMES:

CO1: Understand the historical and philosophical contexts that led to the development of literary theory and criticism and its practice in different traditions and periods.

CO2: Explain fundamental literary and critical concepts and underlying distinctions amongst them (e.g.., difference between literary criticism and literary theory).

CO3: Identify a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory and criticism.

CO4: Evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments.

CO5: Apply various theoretical frameworks and concepts to literary and cultural texts.

Board of Studies (BoS):
15thBoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	H	H	H	H	H	L	H	L
CO2	H	H	H	H	H	H	H	L	H	L
CO3	H	H	H	H	H	H	H	L	H	L
CO4	H	H	H	H	H	H	H	L	H	L
CO5	H	H	H	H	H	H	H	L	H	L

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Providing affordable technical, vocational, and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy; and education for sustainable development and global citizenship.

END 2213   **SOUTH ASIAN LITERATURE**   **L   T   P   C**

SDG: 4   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To read and understand the contribution of different texts and authors to South Asian literary tradition.

COB2: To analyse issues and questions relating to South Asian writers and their experiences.

MODULE I   BACKGROUND HISTORY   **9+3**

Overview of South Asian history -Japanese, Pakistani & Korean-Why South Asian Studies- Difference between South Asian studies and post colonial Literature.

MODULE II   POETRY   **9+3**

Sai Lin Lip (Malaysia): A new interpretation of the twelve zodiacs.

DhirajRai (Nepali): About my Mother

ZehraNigah (Pakistani): Justice

Hah Jonggi (Korean): The World of the Wind

MODULE III   PROSE   **9+3**

Lafcadio Hearn (Japanese): Mosquitoes

J. Vijayatunga (Sri Lankan): The Village goes to town.

MODULE IV   DRAMA   **9+3**

Raine (South Korean): Roof Top Prince

ZeamiMotokiyo (Japanese): Hogoromo

MODULE V   FICTION   **9+3**

Shin Kyung- sook: *Please Look After My Mom*

Mohammed Hanif : *A Case of Exploring Mangoes*

Hiromi Kawakami:*Strange Weather in Tokyo*

L – 45, T - 15; TOTAL HOURS – 60

SUGGESTED TOPICS FOR BACKGROUND READING

1. A Brief History of South Asian Cultures
2. South Asian poetry and types
3. Overview of Japanese, Korean, Pakistani and South Asian Literature.

TEXT BOOKS:

1. Littrup, Lisbeth. *Identity in Asian literature*. Routledge, 2013.
2. Denton, Kirk A., Bruce Fulton, and SharalynOrbaugh. *The Columbia Companion to Modern East Asian Literature*. Columbia University Press, 2003.

REFERENCES:

1. Ganesan.S. *Asian Voices: An Anthology of Asian Writings in English*. Chennai: New Century Book House, 2015.
2. Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women*. N.p., 2008.
3. Tyler, Royall. Ed. & Trans. *Japanese No Dramas*. London: Penguin Books, 2004.
4. Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories*. New Delhi: National Book Trust, 2007.
5. Gregory. M.Pflugfelder and Brett.L. Walker. *History of Culture in Japan's Animal Life*. The University of Michigan, Ann Arbor 2005.
6. *Hogoromo* published by Danielle Broussard at Smashwords.

COURSE OUTCOMES:

CO1: Demonstrate the awareness of the wide range of South Asian cultures.
CO2: Analyse the significance of South Asian Literature.
CO3: Describe and analyse the pre-eminent literary texts of South Asia.
CO4: Critically analyse the literary texts based on South Asian culture.
CO5: Analyse South Asian cultures from a historical perspective.

Board of Studies (BoS):	Academic Council:
15thBoS of the Department of English held on 14.6.2022	19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1				H						
CO2				H						
CO3	L	H	H	H	H	H	L	L		
CO4	L	M	H	H	H	H	H			
CO5					H					

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: The course on Asian Literature will educate the students about Asian Culture and lifestyle and enable them to appreciate the ethical and moral values of Asians.

GED 2204   **APTITUDE AND WORKPLACE SKILL**   **L** **T** **P** **C**

SDG: 8   **0** **0** **2** **1**

COURSE OBJECTIVES:

COB1: To enlighten students with the basic logical reasoning concept

COB2: To prepare the students to face competitive examination

COB3: To efficiently make use of goal setting and to inculcate the elements of being a good leader and a team member

COB4: To prepare the students holistically to face the Personality Test

MODULE I   GENERAL MENTAL ABILITY   8

Probability- Permutations & Combinations - Allegations and mixture –Data interpretation.

MODULE II   ANALYTICAL AND LOGICAL REASONING   7

Order & Ranking – Seating Arrangements – Statement and Conclusions – Letter and alpha numeric series – Venn Diagram – Logical Puzzles – Coding and Decoding

MODULE III   MANAGEMENT SKILLS   7

Goal setting - Leadership styles – Team Building – Teamwork – Time Management – Stress Management

MODULE IV   INTERVIEW SKILLS   8

Interview Preparation – CV's and Resume building - Preparation of Self Introduction- Facing Personal Interview – Mock interview

P - 30; TOTAL HOURS – 30

REFERENCES:

1. Tyra .M, Magical Book on Quicker Maths, BSC Publishing Company Pvt. Limited, 2009.
2. R. S. Aggarwal, Quantitative Aptitude for Competitive Examinations, S. Chand Limited, 2017.
3. R. S. Aggarwal, A Modern Approach to Verbal & Non-Verbal Reasoning, S. Chand Limited, 2010.
4. Khattar Dinesh, The Pearson Guide to Quantitative Aptitude for Competitive Examinations, 3e, Pearson India, 2016.
5. Rajesh Verma, Fast Track Objective Arithmetic Paperback, Arihant Publications (India) Limited, 2018.

6. Arun Sharma Teach Yourself Quantitative Aptitude Useful for All Competitive Examinations, McGraw Hill Education (India) Pvt. Limited, 2019.
7. Bhattacharya. Indrajit, An Approach to Communication Skills, Dhanpat Rai & Co., (Pvt.) Ltd. New Delhi, 2008.
8. Swan, Michael, Practical English Usage, Oxford University Press, 2005.
9. P.A. Anand, Wiley's Quantitative Aptitude, 1st Edition,Wiley,2015.
10. InduSijwali, A New Approach to Reasoning Verbal & Non-Verbal, Arihant Publications India limited, 2018.
11. Disha Experts, Shortcuts in Reasoning (Verbal, Non-Verbal, Analytical & Critical) for Competitive Exams 2nd Edition, Disha Publication, 2018.
12. Jaikishan, Premkishan, How to Crack Test of Reasoning, Arihant Publications India limited, 2018.

COURSE OUTCOMES:

CO1: Apply and solve the difficult problems of logical reasoning

CO2: Solve aptitude problems efficiently

CO3: Become a Leader or an effective team member and manage time and stress effectively

CO4: Face the Personality Test / Interview with confidence

Board of Studies (BoS):

13th BoS of Department of English held on 17.6.2021

Academic Council:

17th AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1							L		M	
CO2					H					
CO3								L		
CO4								H		

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This course helps to learn the skills such as active listening, collaboration, presenting ideas, effective communication and employability skills which are highly valued in the modern workplace.

SEMESTER V

END 3111   POSTCOLONIAL LITERATURES   **L   T   P   C**

SDG: 4 ,16   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To introduce a cross-section of writings in English from the colonized nations to illustrate their   similarities and differences and their richness and variety.

COB2: To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent they interrogate Eurocentric conceptions of culture and language

MODULE I   KEY TERMS   8+3

Colonization – Orientalism – decolonization – hybridity – appropriation – mimicry – negritude – othering – third world – aboriginality – transnationalism – multiculturalism – diaspora

MODULE II   AFRICA   12+3

Poetry: "An African Elegy" - Ben Okri

Drama: *The Lion and the Jewel* - Wole Soyinka

Novel: *Things Fall Apart* - Chinua Achebe

MODULE III   AUSTRALIA   9+3

Poetry: "Waltzing Matilda" – Banjo Patterson

Novel: *Seven Little Australians* – Ethel Turner

MODULE IV   CANADA   8+3

Poetry:i) "First Neighbours"- P K Page

        ii) "Indian Reservation: Caughnawaga" A M Klein

Short Story: "Face"- Alice Munro

MODULE V   INDIA & PAKISTAN   8+3

Novel:i): "Foreword" to Kanthapura- Raja Rao

        ii) *Home Fire* - Kamila Shamsie

                              L –45, T-15; TOTAL HOURS - 60

REFERENCES:

1. A.B.Patterson: 1991. *Waltzing Matilda*, Harper Collins – AU.

2. Achebe, Chinua. 1986. *Things Fall Apart.* Heinemann in 1958. Reading, UK: Heinemann

3. Arnold ,1996. *Anthology of Post- Colonial Literatures by Arnold Thieme*. OUP

4. Mansfield Katherine, 1922. *The Garden Party, and other stories*, Constable & Co., London.

5. Okri Ben, 2015. *An African Elegy*, Random House.

6. Rao Raja, 2014. *Kantapura.* Penguin. ISBN-10: 0143422340; ISBN-13: 978-0143422341

7. Shamsie Kamila, 2017. *Home Fire.* Bloomsbury India, ISBN-10: 9386606658; ISBN-13: 978-9386606655

8. Soyinka, Wole. 1963. *The Lion and the Jewel.* Oxford: Oxford University Press.

9. Turner, Ethel: 1894. *Seven Little Australians*, Ward, Lock and Bowden.

COURSE OUTCOMES:

CO1: Define the problems and consequences of colonization

CO2: Identify key authors, and literary forms in postcolonial literature

CO3: Understand how ancestry, race, class, gender, history, and identity are presented in the literary texts

CO4: Examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes'

CO5: Think critically about the contexts of exploration and colonialism in relation to postcolonial societies

Board of Studies (BoS):
15th BoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		L								
CO2							L			
CO3		M								
CO4						L				
CO5					M					

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: The study of Postcolonial literature will enable students to learn about colonialism of any age or country.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Statement: Postcolonial literature will provide a very subtle platform for the students to debate on the socio-political issues of the current times as well.

END 3112   **SHAKESPEARE STUDIES**   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To introduce learners to the dramatic and theatrical conventions of Shakespeare

COB2: To enhance learners' appreciation and enjoyment of select plays of Shakespeare

COB3: To help learners understand the evolution of drama with special reference to the features of Shakespearean theatre

COB4: To expose the students to the types of Shakespearean plays – Tragedy, Comedy and History

COB5: To enable students to gain knowledge of the socio-political scenario as manifested in the plays

COB6: To sensitize the students on Shakespeare's contribution to the realm of English language

MODULE I   RELEVANCE OF SHAKESPEARE   **9+3**

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

MODULE II   PASTORAL COMEDY   **9+3**

As you Like it

MODULE III   TRAGICOMEDY   **9+3**

The Merchant of Venice

MODULE IV   TRAGEDY   **9+3**

Macbeth

MODULE V   SONNETS   **9+3**

Sonnets - 7, 22, 34, 40, 64, 70, 95, 130, 140, and 154

                                        L - 45,T - 15; TOTAL HOURS - 60

REFERENCES

1. Bate, Jonathan. *How the Classics Made Shakespeare.* Princeton University Press, Edition1, 2019.   https://1lib.in/book/5223672/4091a3
2. Cooper, Helen. *Shakespeare and the Medieval World*, 1st Edition, Bloomsbury Group, UK. 2010.
3. Greenblatt, Stephen. *Tyrant: Shakespeare on Politics*, W. W. Norton & Company; 1st Edition, 2018.
4. Smith, Emma. *The Cambridge Shakespeare Guide*, Cambridge University Press, 2012.
5. Rowse, A.L. *Shakespeare's Sonnets*. Macmillan, 1964.

COURSE OUTCOMES:

CO1: Obtain and display knowledge of literary terminology

CO2: Assess the style, theme, properties, and effectiveness of Shakespeare's works

CO3: Articulate an informed response to Shakespeare by reading examples of his works and by applying a critical approach

CO4: Develop an aesthetic appreciation for Shakespeare by reading highly regarded examples as measured by class discussions and written assignments

CO5: Understand Shakespeare's works as expressions of individual and human values in historical and social contexts

Board of Studies (BoS):   **Academic Council:**

15th BoS of the Department of   19th Academic Council held on

English held on 14.6.2022   29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M									
CO2			M							
CO3			M							
CO4						H				
CO5							M			
CO6						H				

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: This course will educate students to learn the timeless works of Shakespeare and understand the human psyche than the work of any other writer.

END 3113   **COMPARATIVE LITERATURE**   **L**   **T**   **P**   **C**

SDG: 4   **3**   **1**   **0**   **4**

COURSE OBJECTIVES:

COB1: To equip the students with methodologies of reading and train them in the application of these methodologies to cultural texts.

COB2: To develop their critical thinking skills and have an understanding of cultural differences and diversity of various texts.

MODULE I   INTRODUCTION   8+3

Definitions - Origin and scope of Comparative Literature - Comparative Literature in the world - Comparative Literature in India Definition - Concepts of Comparative Literature - How Comparative Literature Came into Being.

MODULE II   LITERATURE   8+3

Literature and other Disciplines

Literature and Sociology

Literature and Philosophy

Literature and other Arts

MODULE III   GENRES   10+3

The Study of Genres - Theory of Genres in Indian Literature - Introduction to Literary Theory - Eastern and Western Comparative Literature.

MODULE IV   INFLUENCE STUDY   9+3

Analogy - Parallelism - Conditions facilitating Influences across Language

MODULE V   RECEPTION STUDY   10+3

Reception of one Literature /Movement/Author/Work into another Study of

Susan Bassnett – Decoding and recoding – Problems of equivalence

Wellek, Rene -The Crisis of Comparative Literature

Ulrich Weisstein-Comparative literature and literary theory: Survey and Introduction chapter-1

L – 45, T-15; TOTAL HOURS – 60

REFERENCES:

1. Bassnett, *Susan. Comparative Literature. A Critical Introduction*, Blackwell Publishers: Oxford, UK and Cambridge, USA, 1993

.https://www.pdfdrive.com/comparative-literature-a-critical-introduction-d189236804.html

2. Bassnett, Susan. Translation Studies. 4th Edition. Routledge, London and New York. 2014.

3. Marudanayagam. *Ancient Tamil Poetry and Poetics: New Perspectives.* CICT, Chennai,2010.

4. Satchinanandam, *Oppilakkiam: An Introduction to Comparative Literature*, Madras: Oxford University Press,1985.

5. Subramanian. N, Padma Srinivasan and G.R.Balakrishnan. *Introduction to the Study of Comparative Literature: Theory and Practice*, Madurai: Teesi,1997.

6. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*, Oxford University, 1973.

7. Wellek, Rene and Austin Warren. *Theory of Literature*, Middlesex: Penguin, 1973.

8. Wellek, Rene-The Princeton Source Book in Comparative Literature-Princeton-1983

COURSE OUTCOMES:

CO1: Understand the concepts of comparative literature.

CO2: Establish relationship between literature and other disciplines.

CO3: Discuss various genres of Indian, eastern and western literature.

CO4: Establish the conditions facilitating influence in literature

CO5: Realize the issues involved in the comparative tradition.

Board of Studies (BoS):	Academic Council:
15th BoS of the Department of English held on 14.6.2022	19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	H	H	H	H	H	H	L	M
CO2	H	H	H	H	H	H	H	H	L	M
CO3			H	H	H					H
CO4	H	H	H	H	H	H	H	H	L	M
CO5			H	H	H					H

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Students studying Comparative Literature will be able to trace the transformations and travels of literary genres and texts across time and space.

| COD 3103 | **NATIONAL SERVICE SCHEME** | **L** | **T** | **P** | **C** |
| SDG: 10 | | **1** | **1** | **0** | **2** |

COURSE OBJECTIVES:

COB1: To make the students understand the basic concepts of NSS.

COB2: To familiarise the students about the needs and problems of the community and involve them in problem-solving.

COB3: To familiarise the youth development programmes under the government of India.

COB4: To develop the student's capacity to meet emergencies and natural disasters.

COB5: To make awareness to the students about the importance of health and hygienic in day to day life.

MODULE I   INTRODUCTION AND BASIC CONCEPTS OF NSS   6

Introduction, History, aims and objectives of NSS, Emblem, Flag, Motto, Song, Organizational structure, Roles and responsibilities of NSS functionaries.

MODULE II   NSS PROGRAMMES AND ACTIVITIES   6

Concept of regular activities, special camping, Basis of adoption of village/slums, Methodology of conducting survey, Financial pattern of the scheme, Coordination with different agencies, Maintenance of dairy.

MODULE III   YOUTH DEVELOPMENT PROGRAMME IN INDIA   6

National Youth Policy, Youth Development Programme at the National level, State level and voluntary sector, Youth-focused and Youth–lead organizations.

MODULE IV   DISASTER MANAGEMENT   6

Introduction to Disaster Management, classification of disaster, Role of youth in Disaster Management, National Disaster Response Force and Civil Defense, organization and functions

MODULE V   HEALTH, HYGIENE AND SANITATION   6

Definition, need and scope of health education, Food and nutrition, Safe drinking water, water borne diseases and sanitation (Swatch Bharat Abhiyan), National Health Programme.

L – 15;T- 15; TOTAL HOURS – 30

TEXT BOOK:

1. J.D.S.Panwar, Amit Kumar Jain &Brijesh Kumar, "National Service Scheme, A Youth Volunteers Programme", Daya Publishing House, New Delhi, 2020

REFERENCES:

1. National Service Scheme Manual, Government of India.
2. Training Programme on National Programme scheme, TISS.
3. Orientation Courses for N.S.S. Programme officers, TISS.
4. Social service opportunities in Hospitals, Kapil K.Krishan,TISS

COURSE OUTCOMES:

On successful completion of this course students are able to

CO1: Explain the basic concepts of NSS

CO2: Demonstrate the clear picture on NSS activities and the organization structure of NSS.

CO3: Practically show the social responsibility by doing the campus activities.

CO4: Describe the disaster management and rescue operations of the country.

CO5: Illustrate the importance of health education and hygienic in our community.

Board of Studies (BoS) :
16th BoS of Department of Commerce held on 11.12.2021 & 13.12.2021

Academic Council:
18th AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1				H		H	H	H	H			H				
CO2				H		H	H	H	H			H				
CO3				H		H	H	H	H			H				
CO4				H		H	H	H	H			H				
CO5				H		H	H	H	H			H				

Note: L - Low Correlation   M -Medium Correlation   H -High Correlation

SDG 10 : Reduce inequality within and among countries

This course enable the learners to understand what are the social and emotional causes of poverty and it helps to end the inequalities, and create awareness that social welfare programs are the best support through activism, votes, time and talent that can help make a difference in the society.

SDG 10 : Reduce inequality within and among countries

SEMESTER VI

END 3211	CULTURE STUDIES	L	T	P	C
SDG: 4		3	1	0	4

COURSE OBJECTIVES:

COB1: To introduce the students to the basic concepts and theoretical development within cultural studies

COB2: To enable them to comprehend the impact of gender, class, caste, race and literature in the context of cultural studies.

MODULE I   INTRODUCTION TO CULTURAL STUDIES   8+3

Introduction to cultural studies

Understanding Cultural Studies

Evolution and culture.

MODULE II   LITERATURE AND CULTURE   12+3

Culture is ordinary - Raymond Williams

Culture and Anarchy: Sweetness and Light - Doing as one likes - Barbarians, Philistine, Populace – Matthew Arnold

Mass Civilization and Minority Culture 1933 – F.R. Leavis

MODULE III   GENDER AND CULTURE   10+3

Theoretical Perspectives on Gender and Development: Theories – Gender Development

Life on the Margins: Social Distinctions of caste and class

MODULE IV   POEMS ON POPULAR CULTURE   6+3

Joy and Pleasure –William Henry Davies

Humanity and Culture – HasmukhAmathalal

MODULE V   MEDIA AND CULTURE   7+3

Media and Culture

Cyber culture

Visual Design

L - 45; T - 15; TOTAL HOURS – 60

REFERENCES:

1. "Simon During Introduction" The Cultural Studies Reader (ed). Routledge, 1993, pg1-25.
2. Stuart Hall: Race, Culture and Communications: Looking backward and forward at Cultural Studies.
3. Mathew Arnold -.Culture and Anarchy- (1869) Smith, Elder & Company Original from: Oxford University
4. F.R. Leavis (1895–1978) from *Mass Civilization and Minority Culture* (1933). Palgrave Macmillan, New York. https://doi.org/10.1007/978-1-137-04916-2_8
5. Barker, Chris- Cultural Studies: Theory and Practice 3rd ed. Sage, 2008.
6. Storey, John. An Introduction to Cultural Theory and Popular Culture. Pretence Hall, 1997.
7. Jane L. Parpart, M. Patricia Connelly, and V. EudineBarriteau- Theoretical Perspectives on Gender and Development.

COURSE OUTCOMES:

CO1: Synthesis the various elements in culture studies.

CO2: Apply the knowledge of cultural contexts in literature.

CO3: Analyse the major works in Gender and Culture.

CO4: Understand the depth of thought necessary for popularculture.

CO5: Analyse the significance of Media and culture.

Board of Studies (BoS) :

15thBoS of the Department of English held on 14.6.2022

Academic Council:

19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	H								
CO2	L	L								
CO3	M		M			L				
CO4			M							
CO5			M	H	H	L	M	H	M	L

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course helps in promoting the understanding of various cultural aspects along with its pros and cons.

END 3212   **VALUE EDUCATION**   L   T   P   C

SDG: 5, 10 & 16   1   1   0   2

COURSE OBJECTIVES:

COB1: To enable the students to understand the social realities.

COB2: To impart citizenship values among the student

COB3: To impart citizenship values among the student

COB4: To inculcate an essential value system towards building a health society.

MODULE I   VALUES AND INDIVIDUAL   3+3

Values meaning – the significance of values – classification of values –needs of value education – values and the individual – self-discipline, self-confidence, self-initiative, empathy, compassion, forgiveness, honesty and courage.

MODULE II   SALIENT VALUES FOR LIFE   3+3

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self-esteem and self-confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

MODULE III   PROFESSIONAL VALUES & ROLE OF SOCIAL   3+3
INSTITUTIONS IN VALUE FORMATION

Definition – accountability –willingness to learn – team sprit- competence development – honesty – transparency – respecting others – democratic functioning –integrity and commitment.
Role of family – peer group – society – educational institutions – role models and mass media in value formation.

MODULE IV   SOCIAL EVILS & MEASURES TO TACKLE   3+3

Corruption, Cybercrime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

MODULE V   HUMAN RIGHTS   3+3

Concept of Human Rights – Classifications – Human Rights of Women and Children – Rights of the Minorities – Rights of all Genders – Violation and

Redressal – Mutual respect for different cultures, people in India and across the globe

L – 15; T – 15; TOTAL HOURS – 30

REFERENCES:

1. M.G. Chitakra. 2003. *Education and Human Values*. A.P.H. Publishing Corporation, New Delhi.

2. Chakravarthy, S.K. 1999. *Values and Ethics for Organizations: Theory and Practice*. Oxford University Press, New Delhi.

3. Satchidananda, M.K. 1991. *Ethics, Education, Indian Unity and Culture.* Ajantha Publications, Delhi.

4. Das, M.S. & Gupta, V.K. 1995. *Social Values among Young adults: A Changing Scenario.* M.D. Publications, New Delhi.

5. Bandiste, D.D. 1999. *Humanist Values: A Source Book*. B.R. Publishing Corporation, Delhi.

6. Ruhela, S.P. 1986. *Human Values and Education*. Sterling Publications, New Delhi.

COURSE OUTCOMES:

On successful completion of this course, students will be able to

CO1: Demonstrate individual values in life.

CO2: Identify salient values for leading a better life

CO3: Apply personal values at the institutional level

CO4: Suggest solutions to social evils through values.

CO5: Recommend measures for issues of human rights.

Board of Studies (BoS) :
15th BoS of the Department of English held on 14.6.2022

Academic Council:
19th Academic Council held on 29.09.2022

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

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG5: Achieve gender equality and empower all women and girls

SDG10: Reduce inequality within and among countries

SDG16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Statement: This course enable the learners to understand values of individuals and society thereby empower them to strive for a world of equality and equity.

ENDX 35	DISSERTATION	L	T	P	C
SDG: 4		0	0	8	4

COURSE OBJECTIVES:

COB1: To provide opportunity for the students to exhibit their capacity in executing a research work related to English language / literature / linguistics.

GENERAL GUIDELINES:

Each student is assigned with a research supervisor. The students will have to get the guidance and carryout the following steps and complete the dissertation within a semester:

1. Selection of Topic, Defining terms, Finalization of Objectives of Study.
2. Feasibility Study, Pilot Visit to the Field of Study
3. Detailed Research Proposal
4. Finalization of Research tool
5. Review of Literature and Bibliography
6. Finalization of Methodology Chapter
7. Analysis and Interpretation
8. Main Findings and Suggestions
9. Summary and Conclusion
10. Submission of Bound Copy

The Internal Guide/supervisor evaluates the work of the student out of 50 marks for above components considering the quality, punctuality and regularity of consultation and correction.

The students who do not submit the bound copy to the department by the deadline fixed by the department will not be permitted to sit for the viva.
The student submits the approved chapters as a bound volume.

The Viva- voce examination will be conducted by both the external examiner appointed by the department and the internal examiner/guide/teacher concerned. The total marks awarded in the viva voce by the external examiner and the internal examiner will be the marks obtained by the candidate in the Dissertation.

The total weightage for all periodic reviews will be 50%. Of the remaining 50%, 20% will be for the project report and 30% for the Viva Voce examination.

COURSE OUTCOMES:

CO1: Gain understanding of research methodology by undertaking a research topic.

CO2: Understand the steps of research by its application

CO3: Acquire the skills of undertaking a research work.

CO4: Practice the nuances of academic writing.

CO5: Compose a dissertation following the guidelines provided.

Board of Studies (BoS):

15th BoS of the Department of English held on 14.6.2022

Academic Council:

19th Academic Council held on 29.09.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	H	H	H	H	M	H	L	H	H
CO2	H	H	H	H	H	M	H	L	H	H
CO3	H	H	H	H	H	M	H	L	H	H
CO4	H	H	H	H	H	M	H	L	H	H
CO5	H	H	H	H	H	M	H	L	H	H

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Opportunity is provided to the students to utilize the knowledge and skills thus ensuring lifelong learning.

SEMESTER II

GENERIC ELECTIVES – I

ENDX 51	**PROFESSIONAL ETHICS**	L	T	P	C
SDG: 8		3	1	0	4

COURSE OBJECTIVES:

COB1: To help students regulate their behaviour in a professional environment as employees

COB2: To make students aware of the impact of taking non-ethical Decisions

COB3: To understand that mind and desire control is needed for being ethical

COB4: To understand organizational culture and to adapt to varying cultures without compromising ethical values

MODULE I   INTRODUCTION TO TERMINOLOGY IN ETHICS   10+2

Integrity, Honesty, Courage, Empathy, Personality, Character, Self-Confidence, Respect for Others – Work culture, Social responsibility, Responsibilities as a citizen, Cooperation and commitment – Religion vs. Spirituality, Philosophy, Customs and practices – Self-interest, Fear, Deception, Ignorance, Ego, Uncritical acceptance of authority

MODULE II   MIND AND ITS MYSTERIES   10+2

What is Mind? Mind and body, Mind and food – Mental faculties – Theory of perception, Memory, Imagination, Thought-Culture, Desires – Cultivation of Virtues, Control of Senses and Mind – Concentration, Meditation and Enlightenment.

MODULE III   RISK AND SAFETY   10+2

Estimating risk – What is acceptable risk? – Liability, Changing legal rights of the employees by non-participation, by protest – Environmental laws and judicial intervention in related matters

MODULE IV   NON-ETHICAL PRACTICES IN VOGUE   10+2

Conflict of Interest, Occupational crime – How multinational corporations influence government decisions, public policy – as managers, advisors and experts as moral leaders – Problem of bribery, extortion, grease payments, nepotism – Nexus between politicians and industrialist.

**MODULE V   CASE STUDIES – VARIETY OF MORAL ISSUES   10+2
IN PROFESSION**

Nestle 'unhealthy' food controversy: Looking back at the magi, Fukushima reactor meltdown, Challenger blowup, Ford Pinto design, Highway safety, Kingfisher Airlines financial misappropriation.

L – 50, P - 10 ; Total Hours - 60

REFERENCES:

1. Charles E Harris, Micheal J Rabins, Engineering Ethics, 4th Edition. Cengage Learning Publication, 2012.
2. Mike Martin and Roland Schinzinger, Ethics in Engineering, 4th Edition. McGraw Hill Publication, 2017.
3. Swami Sivananda, Mind, Its Mysteries and Control, Divine Life Society Publication, 1994.

COURSE OUTCOMES:

CO1: Realize the importance of human values

CO2: Understand that excessive desires of the mind make a person unethical and restless, while fewer desires lead to peace and professional progress

CO3: Assess different types of risks involved in unethical practices. Know various means of protesting against unethical practices.

Board of Studies (BoS):   **Academic Council:**
13th BoS of Department of English held on   17th AC held on 15.07.2021
17.6.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1								M		
CO2						L				
CO3							L			
CO4										M
CO5										

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This course offers an insight to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour in the society.

ENDX 52	ENGLISH FOR COMMUNICATIVE	L	T	P	C
SDG: 4 and 8	PURPOSES	3	1	0	4

COURSE OBJECTIVES:

COB1: To train and prepare the students to seek and find employment in the corporate, media, English language teaching and content writing sectors.

COB2: To expose the students to the employment opportunities, challenges and job roles.

COB3: To guide the students to establish self-employment strategies

MODULE I   NUANCES OF ORAL COMMUNICATION   10+3

Intonation

Stress- pitch

Rhythm

Style

Slang

Jargon

Verities of English: British, American, Australian, Indian

MODULE II   LISTENING AND SPEAKING COMPETENCE   15+3

Listen to a text and identify specific and global information

Enact a dialogue on a specific situation with proper contextual language markers and turn taking

Speak independently on a given topic

Listening and feedback: listening distinction, stages of listening process, types of listening, variables affecting listening

Developing Listening Skills: understanding gist, main points,Listening for specific information Listening to a conversation

speech and lecture

Listening for global information

Situational Conversation

Extempore

MODULE III   ENGLISH COMPREHENSION AND COMPOSITION   10+3

Reading Comprehension

Skimming and Scanning

Identifying Main Ideas

Precis

Reports

Article Writing

Expansion Writing

Composition

Reflective, Descriptive, Narrative and Argumentative

MODULE IV   COPY EDITING   10+3

Various types of scripts

 Qualities and duties of a copy writer

 Steps of copy editing

 Interaction with the author

Title and cover description

 Main features Incorporating illustrations

Copy rights, Proof reading and editing

MODULE V   NEWS READING AND WRITING, PUBLIC   15+3
**   SERVICE ANNOUNCEMENT, COMMENTARY AND**
**   COMPERING**

Prepare and present news for radio and television

Present and market commercial products Design and present radio or television talk shows and discussions.

News writing and reading- radio and television.

Making commentary or demonstration (with visual aids).

Compering (in given situations).

Making a speech or radio/ T.V panel discussion.

                                                L – 60; T – 15; Total Hours – 75

TEXT BOOKS:

1. Peter Trudgill. *A Glossary of Sociolinguistics*. Oxford University Press, 2003.
2. T. Balasubhramanian. *A Textbook of English Phonetics for Indian Students.* Macmillan Publications,1981.
3. D Thakur. *The Phonetics and Phonology of English: A Handbook*. BharatiBhawan Publication, 2017.
4. J.D. Connor. *Better English Pronunciation*. Cambridge University Press,1980.
5. Daniel Jones. *An Outline of English Phonetics*. Cambridge University Press, 1976.
6. Josh Sreedharan. *The Four Skills for Communication*. Foundation Books, 2014.
7. E. Sureshkumar and P. Sreehari. *Communicative English*. Orient Blackswan, 2007.
8. Jeremy Comfort. *Speaking Effectively*. Cambridge University Press, 1994.

9. Goodith White. *Listening (Resource Books for Teachers).* OUP, 2010.

10. Rob Nolasco. *Conversation (Resource Books for Teachers).*OUP, 1987.

11. Gillian Porter. *Role Play (Resource Books for Teachers).*Ladousse, OUP, 1987.

12. Alan Barker. *Improve Your Communication Skills.*Kogan Page, London, 2010.

13. 13.GeethaRajeevan. *Write Rightly: A Course for Sharpening Your Writing Skills.* CUP, 2011.

14. C. Tickoo and J. Sasikumar. Writing with a Purpose. OUP, 2015.

15. 15.Sudarshan and C. Savitha. *English for Technical Communication.* Cambridge University Press, 2018.

16. David Bonamy. *Technical English 2 Course Book.* Pearson Publication, 2008.

17. Nick Caramella and Elizabeth Lee. *Cambridge English for the Media.* Cambridge University Press, 2016.

COURSE OUTCOMES:

CO1: To assist the students in learning the concepts of register, style and jargon as well as the various varieties of English.

CO2: Listen to a text and identify specific and global information.

CO3: Appreciate and critically analyse reading and writing texts.

CO4: Write descriptions of gadgets and prepare technical reports, prepare a content, proof read and edit it appropriately.

CO5: Present and market commercial products, Design and present radio or television talk shows and discussions.

Board of Studies (BoS) :
13th BoS of Department of English held on 17.6.2021

Academic Council:
17th AC held on15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	H						H		
CO2	L	L						L		
CO3	M		M			L		H		
CO4			M				H	H		
CO5			M	H	H	L	M	H	M	L

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This course offers insight into the quality education and learning opportunities for the growth and effective employment opportunities.

SEMESTER III DISCIPLINE SPECIFIC ELECTIVES – I

ENDX 01	TRAVEL WRITING	L	T	P	C
SDG: 15		3	1	0	4

COURSE OBJECTIVES:

COB1: To enable the students to gain knowledge about the essentials of travelwriting.

COB2: To help them to analyze travel literature from literary perspectives.

MODULE I	INTRODUCTION TO TRAVEL LITERATURE	9+3

Travel Literature – Travelogue - Travel narrative – Mobility in Travel Literature.

MODULE II	POETRY	9+4

William Butler Yeats: Sailing to Byzantium
Walt Whitman - " Song of the Road
Robert Louis Stevenson ─ " Travel

MODULE III	SHORT STORY	9+4

Washington Irving - Rip Van Winkle
Jean Giono -   The Man Who Planted Trees

MODULE IV	FICTION I	9+2

Jonathan Swift- Gulliver's Travels
Robert Louis Stevenson: Treasure Island

MODULE V	FICTION II	9+2

Paulo Coelho -"The Alchemist"
William Dalrymple -" The dance of Kannur
Jules Gabriel Verne: Around the World in Eighty Days

L - 45; T-15; TOTAL HOURS –60

REFERENCES:

1. Coelho, Paulo. The *Alchemist*. San Francisco: Harper San Francisco, 1998.
2. Kummings, Donald. *"Song of the Open Road". Salem Press Encyclopedia ofLiterature.*RetrievedJanuary25,2018*.
3. Kreidler, Michele. "Literary Contexts in Poetry: Walt Whitman's 'Song of the Open Road'". Understanding Literature--Literary Contexts in Poetry & Short Stories. Retrieved January 25, 2018.
4. Duncan, James and Derek Gregory. *Writes of Passage: Reading Travel*

*Writing.*London and NewYork: Routledge,1999.

5. Goblin Market and Other Poems : By Christina Rossetti

6. https://www.amazon.in/Goblin-Market-Other-Poems-Illustrated-ebook/dp/B074P9PF1Z

7. Fussell, Paul. *Abroad: British Literary Travelling between the Wars.* NewYork:Oxford University Press,1980.

8. Pratt, Mary-Louis. *Imperial Eyes: Travel Writing and Transculturation.* London&NewYork: Routledge,1992.

9. Complete Poems (Penguin Classics) Paperback – Illustrated, 5 August 2010

10. JonathanSwift: Gulliver's *Travels.* NewYork:Harper,1950.

11. Stevenson, Robert Louis, *Treasure Island.* New York, London, The Macmillan Company,1902.

12. Jeffares, Alexander Norman, *A Commentary on the Collected Poems of W.B. Yeats* (Stanford: Stanford University Press 1968)

13. Irving, Washington. Rip Van Winkle. Frank T Merrill, and Samuel EdsonCassino, NewYork, 1819.

14. Giono Jean. The Man Who Planted Trees. Montreal: Société Radio-Canada, 1987.

15. Stevenson, Robert Louis, Songs of travel and other verses. London: Chatto & Windus, Piccadilly, 1896. Print

16. https://www.supersummary.com/requiem/summary/
https://ardhendude.blogspot.com/2014/04/critical-analysis-of-robert-louis.html

COURSE OUTCOMES:

CO1: Respond to literary texts of Travel literature effectively.

CO2: Appreciate and critically analyze literary texts of Travel writing.

CO3: Practice a range of travel writing genres.

CO4: Read and enjoy various types of Travel literature.

CO5: Understand the themes of culture, history, self and travel.

Board of Studies (BoS) :
14th meeting of BoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1				H						
CO2					M					
CO3			H							
CO4			M							H
CO5				M						

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Statement: By understanding the use of ecosystems, managing forests, and combating desertification will bring quality to education which is essential to develop the culture of protecting nature.

ENDX 03 **GREEN LITERATURE** L T P C

SDG: 4, 6, 13,15 3 1 0 4

COURSE OBJECTIVES:

COB1: To give awareness to the students on the role of literature in addressing contemporary issues such as environmental concerns**.**

COB2: To expose care and concern for the environment.

COB3: To advocate a more thoughtful and ecologically sensitive relationship of man to nature.

COB4: To explore the social, political, and literary issues raised by many contemporary works of children's literature.

MODULE I **ECOCRITICISM** 8+3

Cherryl Glotfelty: Literary Studies in an Age of Environmental Crisis
William Howarth: Ecocriticism in Context
Karren J. Warren: "What are the Ecofeminists saying?"

MODULE II **POETRY** 10+3

Gieve Patel: On Killing a Tree
A.D. Hope: Moschus Mochiferous
W.S Merwin : End of the Day
Margaret Atwood: Red Fox
Gary Snyder: From "Turtle Island

MODULE III **PROSE** 10+3

Selections from Aldo Leopold's Sand Country Almanac (The Land Ethic)
Selections from Edward Abbey's Desert Solitaire (Water, and Serpents of Paradise)

MODULE IV **FICTION I** 8+3

Amitav Ghosh : The Hungry Tide

MODULE V **FICTION II** 9+3

Rabindranath Tagore : Muktha Dhara

L –45; T-15; TOTAL HOURS –60

TEXT BOOKS:

1. The Hungry Tide, Amitav Gosh, Haeper Collins, 2011.
2. Muktha Dhara, Rabindranath Tagore, Sasta Sahitya Mandal, 2012.

REFERENCES:

1. Beginning Theory, Peter Barry, Vinod Vasishtha, 2010, 3rd edition
2. Ecofeminism, Maria Mies & Vandana Shiva, Rawat Publications 1993, 1stEdition The Oxford Handbook of Ecocriticism, Greg Garrard, Oxford University Press 2014.
3. The Green Studies Reader: From Romanticism to Ecocriticism, Laurence Coupe Routledge (3 August 2000) 1Edition Gieve Patel: On Killing a Tree

COURSE OUTCOMES:

CO1: Create awareness of the Ecosystem and the problems which the world is facing now.

CO2: Establish the relationship between Literature and Ecosystem.

CO3: Examine the history and characteristics of the various genres of Green literature

CO4: Describe possible uses of Green literature in the ordinary life.

CO5: Explore environmental issues via historical narratives

Board of Studies (BoS) :   **Academic Council:**

14thmeeting of BoS of the Department of   18thAC held on 24.02.2022
English held on 07.12.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1			H	H	H	H	H		M	
CO2			H	H	H	H	H			L
CO3			H	H	H	H	H			L
CO4			H	H	H	H	H			
CO5			H	H	H	H	H	L	M	

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 6: Ensure availability and sustainable management of water and sanitation for all

SDG 13: Take urgent action to combat climate change and its impacts

SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems,

sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Statement: This course will provide an overview of Green literature from its origins as oral literature intended for adults to a written literature encompassing all major genres.

ENDX 04 **CHILDREN'S LITERATURE** L T P C

SDG 4 3 1 0 4

COURSE OBJECTIVES:

COB1: To enable the students to evaluate the literary qualities and the popular appeal of Children's Literature

COB2: To help the students to explore the category of Children's Literature and its impact on children

COB3: To show how different purposes are related to different ways of viewing childhood

MODULE I **OVERVIEW** **8+3**

An Introduction to Children's Literature

MODULE II **POETRY** **10+3**

William Wordsworth: To the Cuckoo
Edward Lear : The Owl and the Pussy
CatTheodore Roethke : My Papa's Waltz
Coventry Patmore : Toys

MODULE III **PROSE** **9+3**

Leo Tolstoy : The Little Girl and the Mushrooms

MODULE IV **DRAMA** **8+3**

J.M. Barrie: Peter Pan

MODULE V **SHORT STORY** **10+3**

Panchatantra Stories: The Greedy Cobra and the King of Frogs
              The Story of the
              PotterThe
              Carpenter's Wife
Hans Anderson : The Little Mermaid Ruskin Bond : The Tiger in the Tunnel
C.S. Lewis : The Tale of Narnia : The Lion, The Witch and The Wardrobe
Rudyard Kipling : The Jungle Book

L – 45, T-15; TOTAL HOURS –60

TEXT BOOKS:

1. Peter Hunt. An Introduction to Children's. Literature. Oxford: Oxford UP, 1994.
2. The Owl and the Pussycat and Other Poems by Edward Lear Paperback byEdward Lear (Author), William Foster (Author)
3. A Study Guide for Theodore Roethke's "My Papa's Waltz" (Poetry for Students) Kindle Edition y Cengage Learning Gale (Author)

4. Leo Tolstoy : The Little Girl and the Mushroomshttps://www.yeyebook.com/en/leo-tolstoy-the-girl-and-the-mushrooms-short-stories-eng/

5. C.S. Lewis : The Tale of Narnia : The Lion, The Witch and The Wardrobe https://www.amazon.in/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/0007363664

6. Rudyard Kipling : The Jungle Book: https://www.amazon.in/Jungle-Book-Rudyard-Kipling/dp/8172344228

7. Roald Dahl : Matilda 51 https://www.amazon.in/Roald-Dahl-Matilda/dp/B07BNPX51V

REFERENCES:

1. Tiwari, Shubha – Children and Literature – New Delhi: Atlantic Publishers andDistributors, 2006

2. Winbott S.E. – English Poetry for the Young – Blackie and Sons.

3. Hans Anderson — Hans Anderson Fairy Tales: India: Wilco Publishing House,2005.

4. Barrie. J. M., Peter Pan (Illustrated with Interactive Elements) (Harper Design Classics)

COURSE OUTCOMES:

CO1: Examine their flair for children's literature.

CO2: Appreciate the literary qualities and educational value of children's literature.

CO3: Examine the history and characteristics of the various genres of children's literature;

CO4: Describe possible uses of children's literature in classroom.

CO5: Analyse the support provided by children's books in children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development

Board of Studies (BoS) :
14thBoS of the Department of English
held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1			H	H	H	H	H			M
CO2			H	H	H	H	H		M	
CO3			H	H	H	H	H			M
CO4			H	H	H	H	H			
CO5			H	H	H	H	H		M	M

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course will provide an overview of children's literature from its origins as oral literature intended for adults to a written literature encompassing all major genres.

SEMESTER IV DISCIPLINE SPECIFIC ELECTIVES – II

ENDX 11	LITERATURE OF INDIAN DIASPORA	L	T	P	C
SDG 16		3	1	0	4

COURSE OBJECTIVES:

COB1: To create awareness about the upcoming multidisciplinary field of Diaspora Studies.

COB2: To acquaint students with general/technical aspects of issues / Concepts / Approaches to Diaspora Studies

COB3: To specifically acquaint students with various historical / Economic / Sociological / Literary / Ethnic and other related aspects of selected Indian Diaspora

MODULE I   INTRODUCTION   9+3

Meaning and Theory: Diaspora Concepts, Issues and Approaches

Dynamics of Migration: Definition, Types of Migration, Patterns of Migration, Domestic Global Migration, Impact of Migration

Diaspora: Society and culture (Cultural identity Versus Cultural Assimilation)

MODULE II   FICTION   10+3

Jhumpa Lahiri – Name sake Anita Desai – Voices in the
CityPia Padukone – "Where Earth Meets Water"

MODULE III   POETRY   8+3

Reetika Vazirani – Independence
Meena Alexander - Birthplace with Buried Stones
Pramila Venkateswaran - Our Little Lives

MODULE IV   SHORT STORY   8+3

Chitra Banerjee Divakaruni - Clothes
Anjana Appchana-   Incantations
Padma Hejmadi-   Birthday Death Day

MODULE V   PROSE   10+3

Sashi Tharoor - Indian identity is forged in diversity. Every one of us is in a minority
Ranjani Rao - My Problem with Indian Diasporic Writing

L – 45, T-15; TOTAL HOURS –60

TEXT BOOKS:

1. The Namesake (English, Paperback, Jhumpa Lahiri) Harper Publications Jhumpa Lahiri–Name sake (Houghton Mifflin,2003)
2. Pia Padukone–Where Earth Meets Water (Mira Publications 2014)

REFERENCES:

1. Jana Evans Braziel, Theorizing Diaspora: A Reader, Wiley-Blackwell,1st Edition, Oxford ,2003
2. Narayana Jayaram, The Indian Diaspora: Dynamics of Migration, SAGE Publications, 1st edition India, 2004.
3. Ghosh, Amitav. "The Diaspora in Indian Culture Diasporic Imagination" from Journal of the Department of English, Volume XXXII, Numbers 1 & 2 Eds. Kolkata:Calcutta University, 2005- 2006.
4. JhumpaLahiri, Between Two Cultures", The Washington Post, October 8, 2003.
5. Rediff. Women Writers of Indian Diaspora Create a Big Impact".14 August 2014.
6. Padma Perera. Birthday Death Day and Other Stories: Acknowledgements. The Women's Press
7. Vijay Mishra, Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary Avtar Brahe, Cartographies of Diaspora: Contesting Identities.

COURSE OUTCOMES:

CO1: Appreciate a range of literary texts in English engaging with issues such as human mobility, migration, and diaspora.

CO2: Develop familiarity with contemporary critical debates on migration and diaspora, and their relation to literature.

CO3: Analyze the transnational approaches to the study of literature.

CO4: Evaluate the process of critical material.

CO5: Demonstrate proficiency in the use of critical material in a written literary analysis.

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	H							
CO2	M	M	M							
CO3	M	M	M							
CO4	L	L	L							
CO5	M	M	M							
CO6	M	M	M							

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

Statement: The course is relevant because this is a course where one has to assert his/her identity to new place and try to assimilate with new culture while also battling alienation, rootlessness, marginalization, and dislocation.

ENDX12   **LITERATURE AND ADAPTATION**   **L   T   P   C**

SDG: 4 & 8   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To familiarize the students with the brief history and impact of literature and film as art.

COB2: To be able to understand and express orally and in writing the complex interplay between literature and film

COB3: Analyze works of fiction and drama for plot structure, setting, characterization, theme, and narrative point of view.

COB4: Enhance their ability to understand, appreciate, and discuss works of literature through extensive reading and discussion of plays and novels.

MODULE I   INTRODUCTION   15+3

The Prehistory of Film and Literature
Theories of Adaptation
Transformation and Transposition
Adaptations as Interpretations

MODULE II   BRITISH DRAMA   15+3

William Shakespeare – The Tempest

MODULE III   BRITISH NOVEL   15+3

Emile Bronte – Wuthering Heights

MODULE IV   AMERICAN NOVEL   15+3

Charles Dickinson – Great Expectation

MODULE V   INDIAN NOVEL   15+3

Tagore – Gora

                              L –45, T- 15 ; TOTAL HOURS –60

TEXT BOOKS:

1. A Companion to Literature, Film, and Adaptation edited by Deborah Cartmell, Willey ─ Blackwell Publication
2. Linda Hutcheon : A Theory of Adaptations, Routledge Publication.

REFERENCES:

1. Robert Stam; Literature and Film: A Guide to the Theory and Practice of Film Adaptation.

2. Mario Cano;Jane Austen and William Shakespeare: A Love Affair inLiterature, Film and Performance
3. Deborah Cartmell; The Cambridge Companion to Literature on Screen; Cambridge University Press.

COURSE OUTCOMES:

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

CO1:understand literature and film as art

CO2: Appraise sensibility with the writing in complex interplay.

CO3: Evaluate the technique of drama as well as novel with visual impact.

CO4: Employ the technique of extensive reading

CO5: Distinguish the difference between plays and novel.

Board of Studies (BoS) :	**Academic Council:**
14thBoS of the Department of English held on 07.12.2021	18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1				H						
CO2				H				M		
CO3				M				M		
CO4				M						
CO5								M		

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course provides an opportunity for the students to analyse literature and art as forms of entertainment as well as learning.

| ENDX13
SDG: 4 | **INTRODUCTION TO DISCOURSE
ANALYSIS** | L T P C
3 1 0 4 |

COURSE OBJECTIVES:

COB1: To understand the concepts of 'Discourse' and three perspectives to its analysis.

COB2: To understand cohesion and coherence of text/discourse.

COB3: To know how to analyze the genres.

COB4: To understand discourse in relation to ideology, power and identity.

COB5: To analyze conversation and contexts.

MODULE I   DISCOURSE ANALYSIS-BASICS   11+4

Introduction to discourse analysis-difference between pragmatics & discourse analysis - Language as action and affiliation - Ways of looking at discourse - First steps in discourse analysis - Differences between written and spoken discourse.

MODULE II   WRITTEN DISCOURSE   8+2

Text and texture - Cohesion and coherence - Analyzing texture -Perspectives on texture - Discourses and social languages.

MODULE III   FUNCTIONS OF DISCOURSE ANALYSIS   7+3

Texts and their social functions - Analyzing genres - Discourse and Ideology-Social languages and Discourses as tools of inquiry.

MODULE IV   ORAL DISCOURSE   11+4

Spoken discourse-The texture of talk - Analyzing speech acts-perspectives on conversation - Strategic interaction - Negotiating relationships and activities-Analyzing conversational strategies-Introduction to rhetoric.

MODULE V   MODELS OF DISCOURSE ANALYSIS   8+2

Context, culture, and communication-The speaking model - Analyzing contexts - Ethnography of communication-Multimodal discourse analysis- sample discourse analysis in English for Academic purposes- Discourse Analysis of Short Story 'The Man of the House'

L – 45, T - 15; TOTAL HOURS – 60

TEXT BOOKS:

1. Rodney H. Jones, *Discourse Analysis*: *a resource book for students*, Routledge, London and New York, 2012.
2. Gee, James Paul. *An introduction to discourse analysis: Theory and method.* Routledge, 2014.

REFERENCES:

1. Cutting, J. *Pragmatics and Discourse: A Resource Book for Students*, 2nd edition. Abingdon: Routledge, 2007.
2. Gee, James Paul. *How to do discourse analysis*, A Tool Kit, 2010. <www.routledge.com/linguistics>
3. Gee, James Paul and Michael Handford, *Handbook of discourse Analysis*, Routledge, 2011.
4. Gee, J. P. Introduction to Discourse Analysis: Theory and Method, 3rd edition, London: Routledge, 2010.
5. Hyland, K. 'Disciplinary Discourses: Writer Stance in Research Articles', in C. Candlin and K. Hyland (eds) *Writing: Texts: Processes and Practices*. London: Longman.1999. pp. 99–121.
6. Hyland, K. *Disciplinary Discourses: Social Interactions in Academic Writing*. London: Longman. 2000.
7. Hyland, Ken. "English for academic purposes and discourse analysis." *The Routledge Handbook of Discourse Analysis* (Routledge Handbooks in Applied Linguistics).1st ed., *Ed.* Gee, James Paul, and Michael Handford. Routledge, 2013. pp. 412-423.
8. Sinclair. J. Corpus, Concordance and Collocation. Oxford: OUP (B10), 1991. Simpson, P. and Mayr, A. *Language and Power: A resource book for students*. Abingdon: Routledge, 2009.
9. Stoddard, S. *Text and Texture: Patterns of Cohesion*. Norwood, N J: Ablex, 1991.
10. Jones. Rodney H. *Discourse Analysis, A resource book for students*, Routledge. London and New York, 2012.
11. Kandiah, T. *The Media and the Ethnic Conflict in Sri Lanka, Marga Institute*, Colombo. 2001.
12. Matheson, Donald. *Media Discourses (Issues in Cultural and Media Studies (Paperback))*. 1st ed., Open University Press, 2005.
13. Page, Ruth, et al. *Rethinking Language, Text and Context: Interdisciplinary Research in Stylistics in Honour of Michael Toolan (Routledge Studies in Rhetoric and Stylistics)*. 1st ed., Routledge, 2018.
14. Toolan, Michael J. Ed. Critical Discourse Analysis: Critical Concepts

in Linguistics. Routledge, 2002.

15. Toolan, Michael. Ed. *Language, Text and Context: Essays in stylistics,* Routledge, 2018.

16. Van Dijk. "Power and the news media*. "Political Communication and Action. Cresskill*, Ed. D. Paletz, NJ: Hampton Press, 1995.

17. Van Leeuwen, Theo. *Discourse and Practice: New Tools for Critical Discourse Analysis*. New York, Oxford University Press, 2008. Al-Khattabee, S. A. H., & Ibrahim, W. J. I. (2020). Discourse Analysis of Short Story' The Man of the House'. College Of Basic Education Researches Journal, 16(3), 954-975.

COURSE OUTCOMES:

CO1: Understand the concepts of 'Discourse' and three perspectives to analysis.

CO2: Employ the concepts of 'Discourse' and distinguish between cohesion and coherence of text/discourse.

CO3: Examine and analyze the text's function across a range of genres.

CO4: Make use of discourse in relation to ideology power and identity

CO5: Analyze the difference between spoken and written discourse.

Board of Studies (BoS) :
14thBoS of the Department of Englishheld on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	H	H	H	L	H	L	L	H
CO2	H	H	H	H	H	L	H	L	L	H
CO3	H	H	H	H	H	L	H	L	L	H
CO4	H	H	H	H	H	L	H	L	L	H
CO5	H	H	H	H	H		H	L	L	H

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course will provide an analytical input for the learners to critically evaluate the texts on the basis of the concepts learned.

ENDX14   **INTRODUCTION TO LINGUISTICS**   **L   T   P   C**

SDG: 4   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To examine the Sociological, Phonological & Lexical features of English Language

COB2: To investigate the sociolinguistic features of English Language.

MODULE I   **PHONOLOGY**   **9+3**

Introduction to phonological features- Importance-types and branches - Classification of sounds: Major classes: vowels & consonants- Introduction to morphology- Introduction to syntax.

MODULE II   **UNDERSTANDING HUMAN LANGUAGE**   **9+3**

Language and its nature as a system; spoken and written forms; speech production- language, identity and ethnicity- Gender-based and stylistic variations- Importance of Semantics.

MODULE III   **BASICS OF SOCIOLINGUISTICS**   **10+3**

Language, culture and society -Speech communities; language and culture- Language, dialect and idiolect- sociolinguistic variation; bi/multilingualism.

MODULE IV   **COMPUTATIONAL LINGUISTICS**   **9+3**

Introduction to Computational linguistics- Parsing and generation- computer-aided translation and language teaching.

MODULE V   **LEXICOGRAPHY**   **8+3**

Structure and function of lexeme- types of dictionaries, dictionary-making, Collection, selection and organization of materials- problems in dictionary making

L –45, T - 15; TOTAL HOURS –60

SUGGESTED TOPICS FOR BACKGROUND READING

- Introduction to Language
- Structure of Language
- Structure of Language
- Language and Society
- Multilingualism and Language Learning
- First Language Acquisition
- Second Language Acquisition
- Language and Cognition

SUGGESTED READINGS

1. Selinker, L (1975) An Introduction to Linguistics, London, Longman
2. Fromkin and Rodman. (1975) Human and Animal Communication. London, Pergamon. Syal, Puspinder et.al. (2009). An Introduction to Linguistics: Language, Grammar and Semantics, New Delhi, PHI
3. Mohanraj, Jayashree. (2014) Let's Hear them Speak, New Delhi, Sage

REFERENCES:

1. Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
2. Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001): Linguistics: An Introduction to Language and Communication , MIT, Cambridge, USA
3. Grishman, Ralph. 1987. Computational linguistics: An introduction, Cambridge: Cambridge University Press.
4. Hudson, R. A. 1996. Sociolinguistics. Cambridge: Cambridge University Press (2ndedn.)
5. Lyons, John (2003) Language and Linguistics. Cambridge University Press
6. Verma, S. K and Krishnaswamy, N. 1989. Modem linguistics: An introduction. New Delhi: Oxford University Press
7. Zgusta,L. 1971. Manual of Lexicography. The Hague: Mouton.

COURSE OUTCOMES:

CO1: recognize/understand the structure and various parts of the language

CO2: understand the existence of language in the form of different dialects based on a set of established factors

CO3: identify the various functions a language performs and the roles assigned to it

CO5: understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		L		L	M		M	L	L	
CO2		L		L	L					
CO3			L			L		L	L	
CO4						M	L			L
CO5			L							

Note: L - Low Correlation   M -Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Learning of linguistics helps in improving the language, thus promotes lifelong learning

GENERIC ELECTIVES – II

| ENDX 56 | ACADEMIC WRITING AND | L | T | P | C |
| SDG: 4 | COMPOSITION | 2 | 2 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To identify and use the stages of the writing process

COB2: To summarize, analyze, question, and evaluate written and visual texts

COB3: To argue and support a position

COB4: To write different types of academic writing like notes, summaries, paragraphs and essays.

MODULE I   INTRODUCTION   5+5

Introduction to the Writing Process; Introduction to the Conventions of Academic Writing; Remedial Grammar; The grammar of academic discourse.

MODULE II   SUMMARISING   7+7

Writing in one's own words: Summarizing and Paraphrasing; Study Skills including note making, note taking, information transfer, reviewing; Preparing essays for exams.

MODULE III   STRUCTURING   7+7

Structuring an Argument: Introduction, Interjection, and Conclusion; language of classification, comparison and contrast, describing processes and products, coherence and connection.

MODULE IV   CRITICAL EVALUATION   7+7

Critical Thinking: Syntheses, Analyses, organising – inductive/deductive; and Evaluation; Book and Media Review.

MODULE V   DOCUMENTATION   4+4

Documenting sources; Citing Resources; Plagiarism and how to avoid it; Editing

L – 30, T-30; TOTAL HOURS –60

REFERENCES:

1. Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes Cambridge: CUP, 2006.
2. Renu Gupta, A Course in Academic Writing, New Delhi: Orient BlackSwan, 2010.

3. Ilona Leki, Academic Writing: Exploring Processes and Strategies, New York: CUP, 2nd edn, 1998.
4. Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves ThatMatter in Academic Writing, New York: Norton, 2009.
5. Eastwood, John. Oxford Practice Grammar. Oxford, OUP, 2005
6. Wallace, Michael. Study Skills. Cambridge, CUP. 2004.

COURSE OUTCOMES:

CO1: Convey their ideas in English using simple and acceptable English in writing

CO2: Understand to recognize and draft different types of writing like classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating, etc.

CO3: Write a review of a book or a movie.

CO4: Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

CO5: Apply proper citation practices.

Board of Studies (BoS) :	**Academic Council:**
14thBoS of the Department of English held on 7.12.2021	18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M						M			
CO2							M			
CO3							H	H		
CO4								M		
CO5							M			

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Knowledge and application of writing academic discourse ensures quality education.

ENDX 57   **VIRTUAL COMMUNICATION**   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To enhance the digital skills for better and effective virtual communication.

COB2: To provide skills to build high performance virtual team to communicate and collaborate across borders.

COB3: To provide strategies to make the meetings more interactive.

MODULE I   INTRODUCTION   9+2

Introduction to virtual communication — Challenges and solutions of virtual communication.

MODULE II   TEAM   9+3

Virtual Team – Building the high performance team – Leadership essentials for the virtual teams – Team simulation.

MODULE III   COLLABORATION   9+4

Virtual Collaboration – Popular collaborative and communication Tools – Influence and questioning strategies in virtual collaboration.

MODULE IV   MEETINGS   9+4

Virtual Meetings – Speaking and presenting in a virtual context – Etiquettes of virtual communication – Etiquettes in a virtual workplace.

MODULE V   NEGOTIATING   9+2

Negotiating in a virtual context - Digital Literacy and Digital Poverty.

L – 45, T – 15; TOTAL HOURS – 60

REFERENCES:

1. Ileana Cristina Rotaru. *Virtual Communication: The Impact of the New Informational and Communicational Technologies in Contemporary Educational Space*. Peter Lang GmbH, Romania, 2014.

2. Terri R. Kurtzberg. *Virtual Teams: Mastering Communication and Collaboration in the Digital Age*, Praeger, India, 2014.

3. https://www.classcentral.com/course/communication-strategies-virtual-age-11654

4. https://www.managementstudyguide.com/virtual-teams- advantages-and-disadvantages.htm

5. https://www.clariantcreative.com/blog/online-collaboration-tools-for-virtual-teams

6. https://www.educationcorner.com/importance-digital-literacy-k-12.html

   https://unctad.org/news/digital-poverty-needs-be-development- priority

COURSE OUTCOMES:

CO1: Exhibit the competence to work in a remote environment.

CO2: Utilize virtual collaborative communication tools like slack, zoom, google drive etc.

CO3: Make use of effective virtual communication mechanisms for presentations

CO4: Work with and manage the diversified teams with different culture, language irrespective of the social status

CO5: Make effective decisions about leading and participating in virtual work structure

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1				L						
CO2							L			
CO3								M		
CO4										M
CO5								M		

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: By providing quality education to improve their communicative competence and to develop their life skills to enable them to compete in the global market.

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVES – III

| ENDX 21 | TRANSLATION STUDIES | L | T | P | C |
| SDG: 4 | | 3 | 1 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To familiarize students with the concepts and theories of translation.

COB2: To introduce to them the translated short stories.

COB3: To make students acquainted with the translated fiction.

COB4: To facilitate students to analyze a translated text.

COB5: To enable them to translate by giving practice.

MODULE I   INTRODUCTION TO TRANSLATION   10+3

Definition of Translation

A brief history of translation in West - A brief history of translation in Tamil and significance of translation in a multi linguistic and multicultural society like India.

Theories of translation – linguistic – communicative - Philological, Socio semiotic

Types of translation – Literary – Non-Literary – Technology aided translation.
Key Concepts:

Source language – Target language – equivalence – Translatability-
Adaptation – Transcreation – Interpretation

MODULE II   SHORT STORIES   5+3

D Jayakanthan - *The Heroine and Other Stories* (*translated* from Tamil *by* Deepalakshmi J.*–* First two short stories from this collection of short stories).

MODULE III   FICTION   6+3

Perumal Murugan - *Poonachi: Or The Story of a Black Goat (*translated from Tamil by N. Kalyan Raman)

MODULE IV   ANALYSIS   5+3

1. Reading Translation: Cultural Difference, Contexts and Language.
2. Analysis of a translated Text:
a. From Tamil to English (A short story/ A poem)
b. From English to Tamil (A short story/ A poem)

MODULE V   TRANSLATION PRACTICE   4+3

1. Translating a literary passage from Tamil into English and English into Tamil (about 100 words)

2. Non-Literary (Equivalent technical terms – idioms, phrases, proverbs in English and Tamil (Translation of sentences and passages from English to Tamil and vice–versa)

L – 45, T - 15; TOTAL HOURS –60

REFERENCES:

1. Baker, M. ed. *Routledge Encyclopedia of Translation Studies*, Routledge, 1998.

2. Barlingay, S. S. *A Modern Introduction to Indian Aesthetic Theory*. DK Printworld, 2007.

3. Bassnett, Susan. ed. *Translation Studies*, Routledge, 2002

4. Susan and Harish Trivedi, eds. *Post-colonial Translation: Theory and Practice.*Routledge, 1999.

5. Giuseppe, Palumbo. *Key Terms in Translation Studies.* Continuum, 2009.

6. Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book.* London: Routledge, 2004.

7. Shanti.R. *Towards Translation.* Emerald Publishers.2009.

8. Jayakanthan, D. *The Heroine and Other Stories*. Translated by Deepalakshmi J, Niyogi Books, 2017.

9. Murugan, Perumal.*Poonachi: Or [The Story of a Black Goat](#)*. Translated by N. Kalyan Raman, Kindle Edition, 2018.

10. Munday, Jeremy. *Introducing Translation Studies: Theories and Application*. Routledge, 2012.

11. Newmark, Peter. *A Text Book of Translation*. Prentke Hall International, 1988.

12. Nida, Eugene. *The Theory and Practice of Translation*. Brill Archive, 1982.

13. Venuti, L. ed. *The Translation Studies Reader*. Routledge, 2000.

14. Sharma, Rekha. ed. *Translation: Theory and Practice*. Delhi: Authors press, 2015.

15. St-Pierre, Paul and Prafulla C. Kar, eds. *Reflection, Refraction, Transformation*. Pencraft, 2005.

COURSE OUTCOMES:

CO1: Explain the concepts and theories of translation.

CO2: Use different methods of translation depending on the contents of the short stories.

CO3: Elucidate different approaches to translated fiction.

CO4: Analyze various strategies used in translated texts

CO5: Demonstrate their ability in translating.

Board of Studies (BoS) :

14th BoS of the Department of English held on 07.12.2021

Academic Council:

18th AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		H								
CO2				M						L
CO3				M						L
CO4							M			
CO5								H		

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Knowledge and application of translation strategies ensures lifelong learning.

ENDX 22   **RESEARCH METHODOLOGY**   L   T   P   C

SDG: 4   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To introduce the students to the methods in research writing

COB2: To familiarize them with various stages of writing research paper

COB3: To train them in using appropriate language in writing research projects

COB4: To enable the students to read and review the literary texts and language topics

COB5: To familiarize them with the analysis and interpretation

MODULE I   LITERATURE REVIEW   8+3

Review of Literature- Types- strategies for writing a review - Planning and Preparation: Language of Research-Learning and Developing Basic concepts in research.

MODULE II   BACKGROUND STUDY   9+3

Formulation of Research Topics for projects and Documentation: Identifying Problem statement- Formulating-thesis statement research question and hypothesis. planning the argument of the research paper; distinction between-the background to the study and the study problem; formulating the outline of a research paper.

MODULE III   FORMAT OF ARESEARCH PAPER   8+3

Sections of a Research Paper / Projects: Titles, abstracts, introduction, review of the literature methods, results, discussion and conclusions.

MODULE IV   ANALYSIS OF RESEARCH PAPERS   10+3

Analyzing Research Papers - Analyzing the organization of ideas in good as well as bad writing-the rhetorical aspects of a passage- the introductory and closing paragraphs of samples of research papers; linguistic aspects of sample research papers.

MODULE V   WRITING CONVENTIONS AND   10+3
                    BIBLIOGRAPHY

Writing Research Papers: Drafting, Proof-reading, Editing and Evaluating Research papers Developing and applying different Perspectives in research- Documentation: Bibliography and Webliography conventions (in- text citation, end citation, etc.)

L - 45, T - 15;Total Hours - 60

TEXTBOOKS:

1. Adam Sirjohn. Research Methodology: Methods & Techniques. Delhi: New AgeInternational Ltd,2004.
2. Ahuja, Ram. Research Methods. Rawat Publications, 2001.
3. Altick, R. D. The Art of Literary Research. New York : Norton, 1963.
4. Barker, Nancy and Nancy Hulig. A Research Guide for Under Graduate Students:English and American Literature. New York : MLA of America, 2000
5. Bateson, F.W. The Scholar Critic: An Introduction to Literary Research. London: Routledge, 1972.
6. Bawarshi, Anis S. and Reiff, Mary Jo. Genre: An Introduction to History, Theory,Research, and Pedagogy. Parlor Press, 2010.
7. Bateson, F.W. The Scholar Critic: An Introduction to Literary Research. London: Routledge, 1972.
8. Bawarshi, Anis S. and Reiff, Mary Jo. Genre: An Introduction to History, Theory,Research, and Pedagogy. Parlor Press, 2010.

REFERENCES:

1. Lapp, D., & Fisher, D. (Eds.). (2011). Handbook of research on teaching the English language arts: Co-sponsored by the International Reading Association and the National Council of Teachers of English. Routledge.
2. Howe, S., & Henriksson, K. (2007). *PhraseBook for writing papers and research in English*. The Whole World Company.
3. Wallwork, A. (2016). English for writing research papers. Springer.
4. Lipson, C. (2018). How to write a BA thesis: A practical guide from your first ideas to your finished paper. University of Chicago Press.

COURSE OUTCOMES: By the end of the course the students will be able to

CO1: explain key research concepts
CO2: read, comprehend, and explain research articles in their academic discipline.
CO3: identify and discuss the role and importance of research in the social sciences.
CO4: demonstrate how to identify a suitable research topic
CO 5: write a background related to their research area
CO 6: critically review research papers

Board of Studies (BoS) :
14thBoS of the Department of Englishheld on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		M			M		H			
CO2								L		
CO3			L				M			
CO4			L				L			
CO5					M			L	L	
CO6		M			M		H			

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The course on research methodology will educate the students about the different methods of research writing

| ENDX 23 | PARTITION LITERATURE | L | T | P | C |
| SDG: 16 | | 3 | 1 | 0 | 4 |

COURSE OBJECTIVES:

COB1: To develop a good understanding of the complex politics and the histories of nationalist and imperial politics that are held to account for the partition of British India.

COB2: To develop a basic familiarity with the history of the subcontinent and examine the experience of partition beyond its politics.

COB3: To provide critical interpretations and literary readings of the trauma, guilt, silences and sufferings evoked by Partition.

COB4: To understand if partition creates more conflicts than it solves.

MODULE I   OVERVIEW   8+3

Partition, Colonialism and Nationalism
Communalism and Violence
Homelessness and Exile
Women in Partition Literature

MODULE II   POETRY   9+3

Amitav Ghosh: The Shadow Lines

MODULE III   NON-FICTION   9+3

Urvashi Butalia: The Other Side of Silence: Voices from the Partition of India (Chapters 4,6 & 7)
Susie Tharu: Rendering Account of the Nation: Partition Narratives and Other Genres of the Passive Revolution.

MODULE IV   FICTION   9+3

Amitav Ghosh: The Shadow Lines
Khuswhwant Singh: Train to Pakistan

MODULE V   SHORT STORY   10+3

Manik Bandhopadhya: The Final Solution
Dibyendu Palit: Alam's Own House

                                        L – 45, T-15; TOTAL HOURS –60

Films Recommended:
1. Garam Hawa (dir. M.S. Sathyu,1973)
2. KhamoshPaani: Silent Waters (dir. Sabina Kumar, 2003)
3. Mr. and Mrs. Iyer (dir. Aparna Sen, 2002)

TEXT BOOKS:

1. Singh, Khushwant. Train to Pakistan. Penguin, 2016.
2. Ghosh Amitav, The Shadow Line. Penguin, 2009
3. Bandhopadhya Manik tr. Rani Ray, Mapmaking: Partition Stories from Two Bengals, ed. Debjani Sengupta, New Delhi: Srishti, 2003

REFERENCES:

1. Menon, Ritu and Bhasin, Kamla. Borders & Boundaries: Women in India's Partition. New Delhi: Kali for Women, 1998.Print.
2. Kumar, Sukrita. Narrating Partition: Texts, Interpretations, Ideas. Delhi: Indialog, 2004.Print.
3. Butalia, Urvashi. The Other Side of Silence: Voices from the Partition of India. Delhi: Kali for Women, 2000.Print.
4. Sukrita P. Kumar, Narrating Partition (Delhi: Indialog,2004)
5. Susie Tharu: Rendering Account of the Nation: Partition Narratives and Other Genres of the Passive Revolution, Oxford Literary Review, Vol. 16, No. 1/2, On India: Writing History, Culture, Post-Coloniality (1994), pp. 69-91.
6. Ritu Menon and Kamala Vasin, 'Introduction', in Borders and Boundaries (New Delhi: Kalifor Women,1998)
7. Partition Literature: An Anthology edited by Debjani Sengupta (Delhi: Worldview, 2018).
8. Sukrita P. Kumar, Narrating Partition (Delhi: Indialog,2004)

COURSE OUTCOMES:

CO1: Analyze the impact of events that led to the Partition and its aftermath.

CO2: Understand the sensibility with which the writers have chalked out the predicament of those suffering as a result of this traumatic national event.

CO3: Appreciate the historic relationship between India and Pakistan.

CO4: Interpret texts and experience and relate it to their contexts and experiences.

CO5: Summarize and contextualize the events and opinions surrounding the Partition of India.

Board of Studies (BoS) :
14th BoS of the Department of English held on 07.12.2021

Academic Council:
18th AC held on 24.02.2022

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

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Statement: This course will help the students to learn about the history of the Partition of India. They will also be introduced to various perspectives of this moment and appreciate the historic relationship between India and Pakistan

ENDX 24	POPULAR LITERATURE	L	T	P	C
SDG: 4 & 8		3	1	0	4

COURSE OBJECTIVES:

COB1: To make the students understand the definitions, evolution, and purpose of the science-fiction and detective genre

COB2: To develop a broad understanding of the nature and variety of sciencefiction, detective novels and short stories.

MODULE I   BACKGROUND STUDY   2+2

Defining Popular Literature
Genres of Popular Literature
What is Science fiction and Detective literature?

MODULE II   SCIENCE FICTION   14+3

H.G. Wells	: *Time Machine*
Neal Stephenson	: *Snow Crash*
Dan Simmons	: Hyperion

MODULE III   SCI-FI – SHORT STORY   9+3

Ray Bradbury	: A Sound of Thunder
E.M. Forster	: The Machine Stops

MODULE IV   DETECTIVE NOVEL   10+3

Sir Arthur Conan Doyle	: Sherlock Holmes
Agatha Christie	: Death on the Nile

MODULE V   DETECTIVE SHORT STORY   11+3

G.K. Chesterton	: The Innocence of Father Brown
Edgar Allan Poe	: The Murders in the Rue Morgue

L – 45, T – 15 ; TOTAL HOURS –60

TEXT BOOKS:

1. Allan Poe, Edgar. The Murders in the Rue Morgue, Vintage Classics, UK,2009.
2. Bradbury, Ray. A Sound of Thunder, William Morrow Paperbacks, New YorkCity, 2005.
3. Chesterton, G.K. The Innocence of Father Brown, Warbler Classics, India,2021.
4. Christie, Agatha. Death on the Nile, Harper Collins, India, 2014.
5. Doyle, Sir Arthur Conan. Sherlock Holmes, Fingerprint Publishing, New Delhi,

2016.

6. Forster, E.M. The Machine Stops, Martino Fine Books, USA, 2017.
7. Simmons, Dan. Hyperion, Orion Publishing Group, London, 2011.
8. Stephenson, Neal. Snow Crash, Penguin Books, England, 1992.
9. Wells, H.G. Time Machine, The Spartan Press Ltd., Lymington, 1895.

REFERENCES:

1. What is Popular Literature
https://egyankosh.ac.in/bitstream/123456789/69468/1/Unit-1.pdf
2. Genres of Popular Literature
https://www.masterclass.com/articles/a-guide-to-popular-literary-genres#8-popular-literary-genres
3. https://www.masterclass.com/articles/what-is-science-fiction-writing-definition-and-characteristics-of-science-fiction-literature
4. https://www.litgalaxy2019.com/2021/03/detective-novel-English-literature.html

COURSE OUTCOMES:

CO1: Understand specific literary works, genres, terminology, techniques, and periods.
CO2: Analyze common science fiction and fantasy themes, tropes, and modes of expression.
CO3: Deal with futuristic concepts, ideas, speculations, space travel, time travel, and more.
CO4: Analyse detective novels in order to appreciate and interpret the text
CO5: Enjoy the setting, the action of detective story and know how stories arelinked to the time and place.

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1				H						
CO2				M						
CO3				M						
CO4								M		
CO5				M						

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Statement: The learning opportunities and the quality education system help the learners to empower in their field.

GENERIC ELECTIVES – III

ENDX 61	BUSINESS COMMUNICATION	L	T	P	C
SDG: 4 & 8		2	2	0	4

COURSE OBJECTIVES:

COB1: To develop a comprehensive understanding of the theoretical and practical aspects of business communication

COB2: To demonstrate through their speech and writing, appropriate business communication

MODULE I   INTRODUCTION   6+3

Introduction to the Essentials of Business Communication: Theory and practice

MODULE II   WRITING - I   6+6

Writing minutes of meetings; Letters and E-correspondence

MODULE III   SPEAKING - I   6+7

Spoken English for business communication – discussions and meetings

MODULE IV   WRITING - II   6+7

Writing various reports - field work/visits to industries, annual report, project report

MODULE V   SPEAKING - II   6+7

Making oral (business) presentations, poster presentations

L – 30, T – 30; TOTAL HOURS – 60

REFERENCES:

1. Raymond Lesikar and Marie Flately, *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd., 10th Edition, New Delhi, 2004.
2. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi, 2009.
3. Ron Ludlow and Fergus Panton, *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi, 1993.
4. Scott Ober, *Contemporary Business Communication*, Dreamtech Press India Pvt. Ltd, 5th Edition, India, 2004. (ISBN: 9788177225228)

COURSE OUTCOMES:

CO1: Understand the theoretical aspects of business communication

CO2: Draft business correspondences effectively.

CO3: Participate in general and business discussions productively.

CO4: Write various reports skillfully.

CO5: Make effective presentations.

Board of Studies (BoS) :	**Academic Council:**
14th Meeting of BoS of Department of English held on 07.12.2021	18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M						H	H	M	
CO2	L		L				H	M		
CO3	M				L					
CO4	M		M				M	M		
CO5	M							M		

Note: L- Low Correlation   M - Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: Learning of business communication helps in better performance in the profession.

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Statement: Productive employment is made possible with learning the basics of business communication, in turn leading to economic growth of the individual and the society.

ENDX 62   **LITERATURE AND REALITY**   **L   T   P   C**

SDG: 4 & 8   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To learn and understand literature

COB2: To read and comprehend the contribution of different texts about life

COB3: To understand the reality of practical life even then know the skill of enjoying life.

MODULE I   PROSE   7+3

Thoreau: Where I lived and what I lived for (an Extract)

MODULE II   POETRY   10+3

Robert Frost: Birches
Emily Dickinson: Because I Could not stops for Death
William Wordsworth: Daffodils
Sarojini Naidu: Summer Woods

MODULE III   DRAMA   10+3

William Shakespeare: Twelfth Night

MODULE IV   SHORT STORY   10+3

Ambai: In a Forest, a deer
Alice Munro: Run Away

MODULE V   FICTION   8+3

bell hooks: All about love

                                    L –45 T- 15; TOTAL HOURS –60

TEXT BOOKS:

1. Alice Munro: Run Away, Vintage Books, London.
2. Ambai: In a Forest, a Deer, Oxford Press
3. bell hooks: All about Love, Harper Collins Publisher Inc
4. Thoreau: Where I Lived and What I Lived For, Penguin Books, Great Ideas
5. William Shakespeare: A Twelfth Night, Maple Press

REFERENCES:

https://www.sparknotes.com/lit/walden/section2/
https://www.successcds.net/learn-english/class-9/the-road-not-taken-class-9-cbse-

english.html

https://www.litcharts.com/poetry/robert-frost/the-road-not-taken

https://www.litcharts.com/poetry/emily-dickinson/because-i-could-not-stop-for-death

https://www.litcharts.com/poetry/william-wordsworth/the-solitary-reaper

https://www.youtube.com/watch?v=8HQL7MfIsNQ

https://www.sparknotes.com/shakespeare/twelfthnight/summary/

https://www.cliffsnotes.com/literature/t/twelfth-night/play-summary

https://www.insaneowl.com/in-a-forest-a-deer-by-ambai-short-story-analysis/

https://www.youtube.com/watch?v=74lzWwoNEeE

https://wtf.tw/ref/hooks.pdf (Text Book)

COURSE OUTCOMES:

CO1: Demonstrate the knowledge of the discipline of Literature.

CO2: Display the awareness of the wide range of reality.

CO3: Appreciate the skill of art of living

CO4: Interpret different text and understand about life.

CO5: Appraise life skill through literature

Board of Studies (BoS) :	**Academic Council:**
14thBoS of the Department of English held on 07.12.2021	18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1				H						
CO2								M		
CO3								M		
CO4				L						
CO5								M		

Note: L- Low Correlation   M - Medium Correlation H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: The holistic understanding of equitable quality education leads them to promote good employability.

SEMESTER VI DISCIPLINE SPECIFIC ELECTIVES – IV

ENDX 31 **BRITISH LITERATURE POST WORLD WAR II** **L T P C**

SDG: 4 3 1 0 4

COURSE OBJECTIVES:

CO1: To understand the political, religious, social and cultural trends of the Modernist andthe Postmodernist periods

CO2: To appreciate the ways in which authors achieve their effects and to develop skills

necessary for literary study

CO3: To develop the ability to construct and convey meaning in speech and writing matching style to audience and purpose.

MODULE I **LITERARY MOVEMENTS** **8+3**

Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement poetry, Epic Theatre, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

MODULE II **POETRY** **8+3**

Yeats : Easter 1916
Eliot : The Waste
Land
Auden : The Unknown
CitizenLarkin : Next Please

MODULE III **NOVEL** **8+3**

The Return of the Native-Thomas Hardy

MODULE IV **FICTION** **10+3**

The French Lieutenant's Woman-Fowler

MODULE V **DRAMA** **11+3**

Arms and the Man – G. B. Shaw
My Beautiful Launderette-Hanif Kureshi

L – 45;T-15; TOTAL HOURS –60

REFERENCES:

1. Alan Sinfield, 'Literature and Cultural Production', in Literature, Politics, and Culture In Postwar Britain (Berkley and Los Angeles: University of California Press, 1989), pp. 23–38.

2. Seamus Heaney, 'The Redress of Poetry', in The Redress of Poetry (London: Faber,1995),pp. 1–16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', in The Harvest of The Sixties:English Literature And Its Background, 1960-1990 (Oxford: OUP, 1997)
4. Bardbury, Malcom and James McFarlan Hassocks: Modernism: A Guide to European Literature 1890- 1930. Harvester, 1978.
5. Martin Esslin The Theatre of the Absurd. Harmonds worth: Penguin
6. Ronald Tamplin: A Preface to Eliot .Delhi: Pearson

COURSE OUTCOMES:

CO1: Understand the relationship between World War II and the end of colonialism

CO2: Identify the social-historical-political changes in England after World War II

CO3: Analyse a corpus of representative texts, the rise of multiculturalism in England in the wake of migrations of people from colonial territories

CO4: Critically appreciate the genres of literature in view of literary movement of the period

CO 5: Engage with the idea of the postmodernism and the rise of the postmodernist aesthetics

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

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

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: The learners are made aware of the political and social issues surrounding war and learn to appreciate the outcomes that promotes peace.

ENDX 32   **WORLD LITERATURE**   **L   T   P   C**

SDG: 4 & 8   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To understand and respond to literary texts in different forms and from different countries and cultures

COB2: To experience literature's contribution to aesthetic, imaginative and intellectual growth

COB3: To understand the human condition through the study of world classics

COB4: To explore the contribution of literature to an understanding of areas of human concern

COB5: To relate classical literature to the present

MODULE I   **Poetry**   **10+3**

Introduction   : What is World Literature?
Allen Curnow   : You Will Know When You Get
ThereSeamus Heaney: Death of a Naturalist
Percy Bysshe Shelley : Song to the Men of England
Charles Lamb   : The Old Familiar Faces
Ted Hughes   : Full Moon and Little Frieda

MODULE II   **Prose**   **8+3**

James Baldwin   : Letter from a Region in My Mind
H.D. Thoreau   : Where I Lived, and What I Lived For

MODULE III   **Drama**   **9+3**

Henrik Ibsen   : A Doll's House
Bertolt Brecht   : Mother Courage and Her Children

MODULE IV   **Short Story**   **7+3**

R K Narayan   : A Horse and Two
GoatsRaymond Carver   : Elephant'

MODULE V   **Novel**   **11+3**

Tim O'Brien   : The Things They Carried
Toni Morrison   : Beloved
J.M. Coetzee   : Disgrace

L – 45, T – 15; TOTAL HOURS – 45

TEXT BOOKS:

1. Batra, Shakti. Bertolt Brecht's Mother Courage and Her Children. Surjeet Publications, India. 2018.
2. Coetzee, J.M. Disgrace, Vintage Books, London. 2000.
3. David, Damrosch. *What Is World Literature?* (Princeton, NJ: Princeton U.P., 2003)
4. Ibsen, Henrik. *A Doll's House*: Sahitya Sarowar, 2021.
5. Markandaya, Kamala. *Nectar in a Sieve*, Penguin Publication. India, 2009.
6. Morrison, Toni. Beloved, Vintage Books, London. 2005.
7. Narayan, R.K. A Horse and Two Goats. Viking Press. India. 2016.
8. O'Brien, Tim. The Things They Carried. Boston: Mariner Books, 2009.
9. Puchner, Martin, Gen Ed. The Norton Anthology of World Literature. ShorterThird Ed. Vol 2. NY: Norton, 2013.
10. Theo D'haen et co, *World Literature: A Reader* (London: Routledge, 2012)

REFERENCES:

1. Allen Curnow's *You Will Know When You Get There*
Lines: https://poetryprof.com/you-will-know-when-you-get-there/
2. Seamus Heaney's *Death of a Naturalist*
Lines: https://www.poetryfoundation.org/poems/57040/death-of-a-naturalist
3. Percy Bysshe Shelley's *Song to the Men of England*
Lines: https://www.poetryfoundation.org/poems/52304/a-song-men-of-england
4. Charles Lamb's *The Old Familiar Faces*
Lines: https://www.poetryfoundation.org/poems/44519/the-old-familiar-faces
5. Ted Hughes's *Full Moon and Little Frieda*
Lines: https://allpoetry.com/Full-Moon-and-Little-Frieda
6. James Baldwin's *Letter from a Region in My Mind*
Text: https://laurenralpert.files.wordpress.com/2019/10/baldwin-letter-from-a-region-in-my-mind.pdf
7. H.D. Thoreau's Where I Lived, and What I Lived
ForText:
https://bcs.bedfordstmartins.com/webpub/english/bedguide8e/Public%20Domain%20Readings/Thoreau%20Where%20I%20Lived%20and%20What%20I%20Lived%20For.pdf

COURSE OUTCOMES:

CO1: Demonstrate knowledge of literature from diverse cultures and regions of the world.

CO2: Recognize specific literary works, genres, terminology, techniques, and periods.

CO3: Develop methods and strategies for analyzing and interpreting texts.

CO4: Write with clarity to communicate effectively, employing proper grammar, spelling, and punctuation in writing.

CO5: Increase their vocabulary through the study of literature.

Board of Studies (BoS) :   **Academic Council:**
14th BoS of the Department of English   18th AC held on 24.02.2022
held on 07.12.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	H	M	H	L	M	L	L	M
CO2	L	L	H	H	H	L	M			
CO3	M	L	H	H	H	M	H	M		
CO4	H	H	H	H	H	H	H	L	H	L
CO5	H	H	M	M	L			L		H

Note: L - Low Correlation   M -Medium Correlation   H -High Correlation

SDG - 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG - 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Statement: The quality education and learning opportunities for the learners lead decent employment for all.

ENDX 33   **AUTOBIOGRAPHY**   **L   T   P   C**
SDG: 4   **3   1   0   4**

COURSE OBJECTIVES:

COB1: To make the students comprehend the genre of autobiography in its innumerable shades evident across the world spanning from the 18th Century to the 21st Century.

COB2: To make the students appreciate the role of memory in the writing of an autobiography.

COB3: To make the students understand that autobiographies serve as the fulcrum between the self and the society.

COB4: To make the students know about autobiography-writing as an act of resistance and rewriting.

MODULE I   INTRODUCTION   8+3

Autobiography – Definition, Purpose and structure (Style, Diction and Tone)
Analyzing an Autobiography or a Biography, The emergence of autobiography, Types of autobiography, Difference between Autobiography and Memoir.

MODULE II   EDUCATION   9+3

Jean-Jacques Rousseau, Emilie or on Education

MODULE III   RELIGION IN SOCIETY   9+3

Annie Besant's Autobiography, Atheism As I Knew and Taught It (Chapter VII)

MODULE IV   LIFE AND DEATH   10+3

Dr. B. R. Ambedkar, Waiting for a Visa
Paul Kalanithi, When Breath Becomes Air: Part 2 (Cease Not Till Death)

MODULE V   GENDER   9+3
A. Revathi, Truth About Me: A Hijra Life Story. Translated by V. Geetha (Chapters 1 to 4)

                              L – 45; T - 15; TOTAL HOURS – 60

TEXT BOOKS:

1. Revathi, A (2010). The Truth about Me: A Hijra Life Story. Translated by V. Geetha, New Delhi: Penguin Books
2. Rousseau, Jean-Jacques Rousseau. Emile, or On Education. Trans. Allan Bloom. New York: Basic Books, 1979.

3. Annie Besant's Autobiography , Chapter VII, Atheism As I Knew and Taught It, pp. 141- 175 (London: T. Fisher Unwin, 1917).
4. Ambedkar, Dr. B.R. "Waiting for a Visa". columbia.edu. ColumbiaUniversity. Retrieved 15 April 2015.
5. Kalanithi, Paul. When Breath Becomes Air. Publisher   Random   House (US) Bodley Head (UK) 12, 2016.

REFERENCES:

1. https://www.britannica.com/art/autobiography-literature
2. http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_waiting.html
3. https://literarydevices.net/autobiography/
4. Abrams, M.H. Glossary of Literary Terms. 5th ed. New York: Holt, Rinehart, and Winston, 1988.
5. Murali, N. and Revathi, A. A Life in Trans Activism. India: Zubaan, 2016. Suhrud, T. An Autobiography or The Story of My Experiments — A Critical Edition. USA: Yale U P, 2018.
6. Rousseau, Jean-Jacques. 1762 (1914). Emile, or Education. London: J.M. Dent& Sons Ltd. pp. 6, 81, 80–81, 126, 131.

COURSE OUTCOMES:

CO1: Identify the characteristics of autobiography as distinct genre of literature.

CO2: Appreciate various styles of writing autobiographies prescribed in texts and the authors.

CO3: Connect autobiographical texts to their historical and cultural contexts.

CO4: Compare and contrast the ways in which a perceiving, living individual is treated in biography and in autobiography.

CO5: Examine the roles that argument, rhetoric, fiction, photography, aesthetics and evidence play in the composing process of biography and autobiography.

Board of Studies (BoS) :	**Academic Council:**
14ᵗʰBoS of the Department of English held on 07.12.2021	18ᵗʰAC held on 24.02.2022

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

Note L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote life long learning opportunities for all.

Statement: This course will help the students to analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

ENDX 34   **MARGINAL LITERATURE**   **L   T   P   C**

SDG: 4&16   **3   1   0   4**

COURSE OBJECTIVES:

COB1: Understand the notions of sub alternity, gender, race, caste, etc.

COB2: Acquaint them with the intricacies of caste as a social institution and practice

COB3: Acquaint them with the aesthetics of subaltern writing

COB4: Read literature against the backdrop of gender, race and caste-based discrimination.

MODULE I   **PROSE**   **9+3**

Antonio Gramsci "Hegemony (Civil Society) and Separation of Powers"
Dipesh Chakrabarty "A Small History of Subaltern Studies"
Sharankumar Limbale "About Dalit Literature" (trans. Marathi)
Raj Gauthaman "Dalith Culture" (trans. Tamil)

MODULE II   **POETRY**   **9+3**

Mari Evans	I am a Black Woman
Maya Angelou	Still I Rise
D.S.Dudhalkar	Wall
Namdeo Dhasal	Hunger
Sukirtharani	Gigantic Trees
Meena Kandasamy	Apologies for Living On

MODULE III   **DRAMA**   **9+3**

Mahaswetadevi *The Mother of 1084*
K. Gunashekaran *Touch*

MODULE IV   **FICTION**   **12+4**

Bama *Karukku*
James Baldwin *Go Tell it on the Mountain*

MODULE V   **SHORT STORIES**   **6+2**

Bandhumadhav	"The Poisoned Bread" (Trans. Marathi)
Anna Bhau Sathe	"Gold from the Grave" (Trans. Marathi)
Abhimani	"The Show" (Trans. Tamil)

L –; TOTAL HOURS – 45 + 15 = 60

REFERENCES:

1. Quintin Hoare and Geoffrey Nowell Smith. Ed. and trans. *Selections* from the Prison Notebooks of Antonio Gramsci. London: Lawrence and Wishart, 1971.
2. Dipesh Chakrabarty, "A Small history of Subaltern studies" Habitation of modernity: Essays in the wake of subaltern studies. Chicago: University of Chicago p, 2002
3. Arjun Dangle. Poisoned Bread Orient Longman 1992, rpt. 1994
4. Sharankumar Limbale: Towards an Aesthetic of Dalit Literature trans. By Alok Mukherjee, Orient Longman, 2004.
5. https://www.poemhunter.com/poem/i-am-a-black-woman/
6. https://www.poetryfoundation.org/poems/46446/still-i-rise
7. Mahaswetadevi, Mother of 1084. Trans. Samik Bandyopadhyay. Seagulbooks.2008
8. K. Gunashekaran. Touch. Ravikumar and Azhagarasan, eds. The Oxford Anthology of Tamil Dalit Writing. Oxford UP, 2012.
9. Ravikumar and Azhagarasan, eds. The Oxford Anthology of Tamil Dalit Writing. Oxford UP, 2012.
10. James Baldwin. Go Tell it on the Mountain. Vintage Publisher. 2013.
11. Bama. Karukku. Trans.Lakshmi Holmstrom. OUP. 2014.
12. Guha, Ranajit, et al. Subaltern Studies: Writings on South Asian History and Society. Oxford University Press, 1983.
13. Guha, Ranajit. Selected Subaltern studies: selection of essays from 5 published collections of Subaltern studies between 1982 and 1987. Oxford University Press, 2011.

COURSE OUTCOMES:

CO1: Demonstrate their knowledge in general definition, nature and growth of the Subaltern history.

CO2: Comprehend how a particular phenomenon relates to matters of ideology, race, social class, and/or gender.

CO3: To describe the recent trends and concepts concerning sub alternity and literature

CO4: Interpret some of the key texts of writers like Bama, Mahaswetadevi, Maya Angelou on sub alternity.

CO5: Analyse the role of literature in creating a national and cultural identity.

Board of Studies (BoS) :

14thBoS of the Department of English held on 07.12.2021

Academic Council:

18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	H	H	M	H	L	L	L	L		
CO2		L	M	H		M		L		M
CO3	M	H	M	M		M		L		M
CO4	L	M	L	M		L		L		L
CO5		M	M	M		M		L		M

Note: L- Low Correlation   M - Medium Correlation   H -High Correlation

SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course offers knowledge related to social, cultural, and historical contexts of subaltern literary texts worldwide.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

This course also provides knowledge pertinent to exploitation and all forms of violence and torture against the people belonging to the lower social classes and the other social groups displaced to the margins of a society.

GENERIC ELECTIVES – IV

ENDX 66	ENGLISH FOR RESEARCH PURPOSES	L	T	P	C
SDG: 4		3	1	0	4

COURSE OBJECTIVES:

COB1: To introduce students to the principles of research

COB2: To train students in using appropriate language in writing research papers and projects

MODULE I   FUNDAMENTALS OF RESEARCH   8+3

Research – Meaning – Principles of research – Challenges and Problems of research

– Inductive and Deductive reasoning – Topic selection.

MODULE II   LANGUAGE OF RESEARCH   8+3

Nouns — Plurals, Genitive –Use of possessive forms of nouns –Use of articles —Quantifiers , Relative Pronouns, Tenses, Conditional forms.

MODULE III   CORRECTNESS OF LANGUAGE   8+3

Active versus Passive, Impersonal and Imperative forms, Modal verbs, Link words (Adverbs and Conjunctions) Adverbs, Prepositions.

MODULE IV   STRUCTURE OF SENTENCES IN LANGUAGE   10+3

Sentence length, Conciseness ,Clarity, Word order- Nouns and Verbs, Word-order – Adverbs, Adjectives and Past Participles-Comparative and Superlatives, Numerals, Acronyms, Abbreviations, Paragraph writing –Topic sentence, Supporting sentence, Concluding sentence Unity, Development, Coherence, Organization.

MODULE V   WRITING A RESEARCH PAPER   11+3

Planning and Preparation, Structuring of Sentences and Paragraphs, Writing an Abstract, Formulating thesis statement, Introduction, Review of Literature, Results, Discussion Conclusion, Bibliography, Proofreading, Editing for grammar, Usage of words, spelling, Punctuation, revising.

L – 45, T - 15; TOTAL HOURS –60

SUGGESTED TOPICS FOR BACKGROUND READING

- Finding a suitable research topic
- Criteria for a good research topic
- Research questions

SUGGESTED READINGS

1. Adrian Wallwork. English for Writing Research Papers, Springer, New York: Heidelberg, London, 2011
2. Altik, R.D. The Art of Research, New York: Norton,1963.

REFERENCES:

1. Adrian Wallwork. English for Research Usage, Style and Grammar, Springer,N ewYork: Heidelberg, London, 2013
2. Bateson.F.W. The Scholar Critic: An Introduction to Literary Research, London: Routledge, 1972.
3. Gibaldi, J,Troyka,L.Q, Springfield. Land Plans and P.,MLA 8th edition ,2017

COURSE OUTCOMES:

CO1: Comprehend the key research concepts.

CO2: Understand and demonstrate the fundamental aspects of English grammar and its usage to write a good research project.

CO3: Demonstrate better coherence and cohesion in writing.

CO4: Write sentences flawlessly, using appropriate sentence structures.

CO5: Write research / analytical papers using the format.

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1		M			M		H			
CO2								L		
CO3			L				M			
CO4			L				L			
CO5					M			L	L	

Note: L - Low Correlation   M - Medium Correlation   H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: The course will educate the students about the different aspects of research writing.

ENDX 67   **CONTENT WRITING**   **L   T   P   C**

SDG: 4   **2   2   0   4**

COURSE OBJECTIVES:

COB1: To enable the students to gain an understanding of the essentials of content writing.

COB2: To enable the students to write clear, consistent, and relevant content that delivers an engaging experience to the target audience.

MODULE I   INTRODUCTION TO CONTENT WRITING   4+2

Types of Content Writing

Movie content – sports content – social media post -copywriting

Content Writing Skills and Tools -Grammarly – Correctica Mind Meister

Content Writing as a Career Option

MODULE II   PROCESSES   AND   PRINCIPLES   OF   CONTENT   7+8
**   WRITING**

Content Writing Principles for Effective Digital Communication

 Techniques, and Devices in Creative Nonfiction

Storytelling Techniques to Engage Your Audience

MODULE III   INFOGRAPHICS: AN   INTRODUCTION   TO   DATA   7+8
**   VISUALIZATION**

Types of infographics Examples, Templates & Design

Putting Infographics to Work in the Classroom —

 Using Software. Canva- Adobe Spark and Venn gage etc.

MODULE IV   INTRODUCTION TO BLOGGING   7+8

Hosting – Blog Names- Blog Platforms - Blog Vs. Website

Types of Blogs: Using Blogs in the Classroom — Sharing Instructor Generated

Exercises or Prompts, Class Blogs, and Individual student Blogs

MODULE V   SEO (SEARCH ENGINE OPTIMIZATION)   5+4

Process of Optimizing a website – Key Word Optimization

Types of SEO Content – Product Pages -Slideshows – Glossaries

Search Engine Optimization on Page Vs. of Page

Building your Content Strategy

L - 30, T - 30;Total Hours - 60

TEXTBOOKS:

1. Abhishek Tiwari. SEO Content Writing: The Ultimate Guide (Search Engine Optimization Book 2) Kindle Edition 2020 (Amazon)
2. Tushar Mangl. The Ultimate Guide to Content Writing: Everything you need to know about content writing Kindle Edition 2020 (Amazon)

REFERENCES:

1. Ajayi. *The Ultimate Beginner's Guide to Content Writing*: 12 August 2020
2. *All About Content Writing*: Tampa, Florida https://www.copypress.com/kb/copy/all-about-content-writing/
3. All About SEO Content Writing: *On the Map*, Alvaro Hernandez https://www.onthemapmarketing.com/content-writing/what-is-content-writing/
4. Backlinco. *What is content writing*? Next-level SEO training and link building strategies https://backlinko.com/hub/content/writing
5. *Five Skills You Need to Become a Content Writer*: https://www.entrepreneur.com/article/247908
6. Joseph Robinson. *Content Writing Step-By-Step*: Jan 2019 (Amazon)
7. Mark Schaefer. *The Content Code: Six Essential Strategies for Igniting Your Content 2015*
8. Melanie Diezel. *The Content Fuel Framework: How to Generate Unlimited Story Ideas* Marketers and Creators) ed. 2020.

COURSE OUTCOMES:

At the end of the semester the students will be able to

CO1: learn the core concepts of Content Marketing, Copywriting & Content Writing

CO2: identify your target audience & create a buyer persona

CO3: learn to write blog posts that would rank better in search engines

CO4: optimize the content for SEO

CO5: develop the qualities that will make the learner a successful writer

Board of Studies (BoS) :
14thBoS of the Department of English held on 07.12.2021

Academic Council:
18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H				H			H	M	
CO2		L						L		
CO3		H	M							
CO4		M	M							
CO5		H						M		

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Statement: Providing affordable technical, vocational, and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy; and education for sustainable development and global citizenship.

SKILL ENHANCEMENT ELECTIVES

ENDX 41   **CREATIVE WRITING**   **L T P C**

SDG: 4   **3 1 0 4**

COURSE OBJECTIVES:

COB1: Explore the creative process through writing about varied techniques of fiction, non-fiction& poetry

COB2: Learn how to critique (and be critiqued) constructively.

MODULE I   INTRODUCTION CREATIVE FORMS OF WRITING   8+3

Genre Writing (Mystery, Science Fiction, Fantasy, Romance) - Qualities of Great Writing - Aspects of Drama - Short Fiction

MODULE II   EXPLORING THE CREATIVE PROCESS THROUGH   8+3 POETRY

There Is No Word" - Tony Hoagland

"Adolescence II" - Rita Dove

"Wild Geese" - Mary Oliver

"The Deep-Sea Cables" - Rudyard Kipling

"Next to of course God" - E.E Cummings

"Mother to Son" - Langston Hughes

MODULE III   EXPLORING THE CREATIVE PROCESS THROUGH   10+3 FICTION

"Kindred" - Octavia Butler

"Beloved" - Toni Morrison

"One for the Road" - Harold Pinter

"The Hanging Garden" - Patrick White

MODULE IV   REVIEWING CREATIVE WRITING   9+3

Autobiographical Writing: Virginia Woolf excerpt from "Moments of Being"

Critic Writing: Critiquing pieces by professional writers - Critiquing pieces by fellow writers

Travel Writing: Writing for journals/articles - Reviewing books and movies

MODULE V   CREATIVE WRITING FOR DIGITAL MEDIA   10+3

Digital Storytelling: Graphic Novels "Brazen: Rebel Ladies Who Rocked the World" by Penelope Bagieu and Fred Fordham

Writing for Media (Radio, Television), Writing for social media - Memes development - Creation of memes - Spread and virality of memes –Internet Phenomena

Blogs: The Art of Blogging: Learning How to Write and Think in the Age of Self-Publishing

L-45, T-15;Total Hours - 60

TEXTBOOKS:

1. Creative Writing: How to Develop Successful Writing Skills for Fiction andNon-Fiction Publication
2. Writing for Media Wendy Bowler - La Trobe University, Media & Cinema Studies Program, 2000.

REFERENCES:

1. Creative Writing, Judy McGraw – Macmillan
2. The World of Memes e-text (2017) by Leroy Jenkins
3. Johnson, Burges, and Syracuse University. "Creative Writing",
4. Creative Writing - UEA". www.uea.ac.uk. Archived from the original on 2014-05-22. Retrieved 2014-05-14.Creative Writing Guide - The University of Vermont
5. Writing in the disciplines: Creative Writing - Kelsey Shields, Writing Center, University of Richmond

COURSE OUTCOMES:

At the end of the semester the students will be able to

CO1: understand the depth of thought necessary for effective writing

CO2: employ the concepts of literature to analyze the mentor texts of selected authors to craft original stories, poems, and plays

CO3: examine how texts function across a range of genres, contexts, and cultures.

CO4: use strategies such as free-writing, clustering, and collaborative dialogue to develop original works in poetic and prose forms.

CO5: write creatively on any genre for publication in print or digital media.

Board of Studies (BoS) :	**Academic Council:**
14thBoS of the Department of English held on 07.12.2021	18thAC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H									
CO2	H									
CO3		H								
CO4		M								
CO5		L								

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: The course equips students to appreciate the beauty of great literature and learn what it has to teach. It also teaches to use literature to critique society from a certain political standpoint.

ENDX 42   **COMPUTER ASSISTED LANGUAGE LEARNING**   L   T   P   C
SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To enable the students to integrate educational technology into language learning and teaching, and critically evaluate language learning software and websites.

COB2: To enable the students to design and produce simple computer-assisted language learning activities.

MODULE I   INTRODUCTION   8+3

A brief history of CALL - Emergence of CALL- (CALL) Concepts, Methods & Terminologies
Phases of CALL Programs-Paradigms of CALL assessment tools -Assistive Technology for students with disabilities - Demonstration and application of assistive technologies software & apps in the classroom.

MODULE II   DIVERSE ROLES OF COMPUTERS IN LANGUAGE 7+3   LEARNING

Computer as teacher - Computer as an appraiser -. Computer as a tool -Computer asa data source.

MODULE III   COMPUTER-MEDIATED COMMUNICATION (CMC)   10+3

The paradigm of -CMC -Highly Interactive Communication-Multi-Way Communication-Synchronous or Asynchronous Communication.

MODULE IV   INTEGRATING CALL TECHNOLOGY IN THE CLASSROOM   10+3

Reading App: Readlang: https://readlang.com, https://www.beelinguapp.com/
Writing App: Ludwig: https://ludwig.guru,https://techcrunch.com
Listening APP: Woodpecker Android / iOS, https://www.blinkist.com/
Speaking& Vocabulary App Fluent U https://www.fluentu.com/
Grammar App: Go Correct: https://www.gocorrect.me, Grammarly – Pro writing aid

MODULE V   FORMATION OF AN E-PORTFOLIO USING AUTHORING   10+3   SOFTWARE

Formation of an e-portfolio using authoring software:
https://hot-potatoes.en.uptodown.com/windows
https://www.lectoraonline.com/

Creating language exercises for the web - multiple-choice & true/false quizzes/ gap-filling/ matching/ re-ordering/sequencing etc.

Submission of e-portfolio for assessment.

L - 45; T - 15;Total hours - 60

TEXTBOOKS:

1. E. Suresh Kumar. Computer-Assisted Language Learning (CALL) Part -1: Foundation Books 2009
2. Ranita Gopal. Computer Assisted Language Learning, Shipra Publications (2019) Flip cart.
3. Stock well. Computer-Assisted Language Learning: Cambridge University Press. (2 February 2012)

REFERENCES:

1. Erben, T., Ban, R. & Castaneda, M. Teaching English Language Learners through technology. New York: Routledge. (2009).
2. Erben, T &Saraiva, I. CALL - All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom. Larchmont, NY: Education.2017
3. Language Learning & Technology www.lit.msu.edu
4. Levy, Michael. Computer Assisted Language Learning: Context and Conceptualization. Oxford: Oxford University Press. (1997).
5. Michael Thomas, Hayo Reinders, Mark Warschauer: Contemporary Computer-Assisted Language Learning – Bloomsbury ed 2014
6. War Schauer, Mark, and Richard Kern, Network-based Language Teaching: Concepts and Practice. Cambridge: Cambridge University Press.eds 2000
7. https://elt.fandom.com/wiki/Computer_assisted_language_learning
8. http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm
9. https://www.cambridge.org/core/books/handbook
10. https://www.readingrockets.org/article/computer-assisted-instruction

COURSE OUTCOMES:

At the end of the semester the students will be able to

CO1: become familiar with a range of CALL applications

CO2: understand how particular technologies can be used to support learning in different situations

CO3: use technology in teaching/learning with confidence

CO4: become aware of the social and cultural aspects of CALL

CO5: evaluate technologies and implementations

 CO6: create (simple) multimedia or web-based language lessons and quizzes.

Board of Studies (BoS) :   **Academic Council:**

14thBoS of the Department of English held on   18thAC held on 24.02.2022

07.12.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H									
CO2	M									
CO3		H								
CO4	H									
CO5		L								
CO6		M								

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: Providing affordable technical, vocational, and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy; and education for sustainable development and global citizenship

ENDX 43   **PUBLIC SPEAKING AND RHETORIC**   L   T   P   C

SDG 4   2   2   0   4

COURSE OBJECTIVES:

COB1: To develop the diverse array of skills needed to Speak effectively and persuasively

COB2: To practice and develop critical thinking, discussion, and analysis using rhetorical models of discourse

MODULE I   **INTRODUCTION**   **6+3**

What is rhetoric? - Rhetorical situations - Difference between speaking and writing - Howdo we talk? - The art of rhetoric - Aristotle's Rhetoric Triangle

MODULE II   **RHETORICAL DEVICES**   **6+7**

Rhetorical devices in speaking- Story telling strategies - Audience Analysis - Preparingyour speech- Managing Anxiety-Structuring a presentation

MODULE III   **DISCOURSE ANALYSIS**   **6+7**

Analyzing informative and persuasive speeches - Understanding presentation rubrics

MODULE IV   **DELIVERY TECHNIQUES**   **6+6**

Methods of Delivery - Vocal dynamics - Body language in Delivery

MODULE V   **DESIGNING PRESENTATIONS**   **6+7**

Use of PowerPoint - Strategies for designing slides - Use of visuals and infographics

L –30, T - 30; TOTAL HOURS – 60

SUGGESTED TOPICS FOR BACKGROUND READING

Public Speaking
Developing a dramatic
narrative Body language for
public speakingProsody

SUGGESTED READINGS

1. O'Hair, D., Rubenstein, H., & Stewart, R. A. (2007). *A pocket guide to publicspeaking* (p. 336). Bedford/St. Martin's.

2. Gregory, H. (2010). *Public speaking for college and career* (p. 476). McGraw-Hill
Higher Education.

REFERENCES:

1. American Rhetoric Speech Bank (available at www.americanrhetoric.com)
2. Carnegie, Dale & Mitch Horowitz (2018). *Public Speaking to Win*. Gildan Media LLC.
3. O'Hair, Dan, Rob Stewart, and Hannah Rubenstein (2007). *Speaker's Guidebook: Text and Reference*. 3rd edition. New York: Bedford/St. Martin's.
4. Kennerly, Michele. *The Stoic Nature of Early Dramatistic Theory*. Advances in the History of Rhetoric 14, no. 1 (2011): 33-48.
5. Lucas, Stephen E. (2012). *The Art of Public Speaking.* 11th edition. McGraw Hill.
6. The International Society for the History of Rhetoric-Online Resources (available at http://ishr.cua.edu/resources.cfm)

COURSE OUTCOMES:

CO1: Plan and prepare speeches that inform, persuade, or fulfill the needs of a special occasion.

CO2: Use presentation aids to enhance speeches

CO3: Outline your speeches in a logical and thorough fashion.

CO4: Analyze the audience and design speeches to reflect the analysis.

CO5: Deliver effective speeches depending on the occasion and need.

Board of Studies (BoS) :

14th meeting of BoS of the Department of English held on 07.12.2021

Academic Council:

18th AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H							M		
CO2	L						L			
CO3	L	L			M					
CO4					M					
CO5								M	L	

Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelonglearning opportunities for all.

Statement: The course on rhetoric and public speaking will educate the studentsabout the art of public speaking and apply it in real life and workplace situations.

ENDX 44   ENGLISH FOR CAREER EXAMINATIONS   L   T   P   C

SDG: 4   3   1   0   4

COURSE OBJECTIVES:

COB1: To demonstrate the range of vocabulary and communicate effectively using grammatically correct language.

COB2: To exhibit the effective use of the four skills of communication

COB3: To help students learn how to write business letter, SWOT, & resume

COB4: To practice and develop critical thinking, discussion, speak publically, Interview Skills and analysis skills through application of course concepts to a diversity of rhetorical artifacts

COB5: To expose students to general knowledge & current affairs.

MODULE I   DETECTING USAGE ERRORS   9+2

Articles and Preposition
Linking words
Phrases and Clauses
Subject-Verb agreement
Tag Questions
Tense
Reported Speech
Active and Passive
Sentence Completion

MODULE II   READING   9+2

Comprehension
Transcoding a given chart, Table or Statistics into a report
Business Letter
Email writing
Dialogue Writing (Situational)

MODULE III   WRITING   9+3

Expansion of Proverbs
Idiomatic Expressions
Essay Writing
SWOT & Resume

MODULE IV   SPEAKING   9+4

Pronunciation, Stress & Intonation

Fluency

Etiquette

Group Discussion Skills

Public Speaking Skills

Interview Skills

MODULE V   GENERAL KNOWLEDGE & CURRENT AFFAIRS   9+4

General Knowledge: UNO, Countries and Capitals, Currencies, Current Affairs; National Issues, International Developments, Social Issues, and Systems of Government.

L - 45, T-15; TOTAL HOURS – 60

TEXT BOOKS:

1. Crystal, David. *Language and the Internet*. University of Wales, Bangor, 2006.
2. Gangal, J.K. *Competitive English for Professional Courses*, S. Chand Publications. 2008.
3. Hashem, Abdul. *'Interview Manual – Interview Techniques and Model Interviews'*. Ramesh Publishing House, 12- H, New Daryaganj Road, New Delhi — 110 002.
4. Kishore, B.R. *'Group Discussion'*. Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi — 110 008.
5. Sijwal, B.S and Indu Sijwal *'The art and Techniques of Interviews'.* Arihant Publications, Kalindi Transport Nagar, Meerut -2 (U.P) — 250 003.
6. Thompson, Walter. *'Better speeches made easy'*. W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi–110 007.

COURSE OUTCOMES:

CO1: Use vocabulary and grammatical expressions effectively

CO2: Use the four skills of the language

CO3: Write business letter, SWOT & resume effectively

CO4: Think critically, take part in discussion, speak publically in an effective manner, use interview skills and analysis skills,

CO5: Use general knowledge & the knowledge of current affairs

Board of Studies (BoS) :   **Academic Council:**
14thBoS of the Department of English   18thAC held on 24.02.2022
held on 07.12.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1								M		
CO2								M		
CO3								M		
CO4					M			H		L
CO5								M		

Note: L- Low Correlation   M - Medium Correlation H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: This course offers knowledge of the usage of vocabulary, grammatical expressions, four skills of the language and enable the learners to think critically.

ENDX 45   **ENGLISH LANGUAGE TEACHING**   **L**   **T**   **P**   **C**

SDG: 4   **2**   **2**   **0**   **4**

COURSE OBJECTIVES:

COB1: To train the learners in the various approaches and methods in language teaching

COB2: To impart knowledge about the fundamentals of language acquisition.

MODULE I   **LEARNING THEORIES**   **6+6**

Acquisition vs. learning; theories of learning; cognitive theories; Constructivists theory; implications for language teaching; second/foreign language learning; Stephen Krashen's hypothesis.

MODULE II   **LEARNER**   **6+6**

Innate potential of the learner; learner creativity; social psychological aspects such as aptitude, intelligence, attitudes, stereotypes and motivation.

MODULE III   **LEARNER OUTPUT**   **6+5**

Language interference; mistakes and errors, errors as learning strategies; error correction, inter language.

MODULE IV   **METHODS**   **6+7**

Approach, method and technique; Grammar-Translation method; Direct method; Audio-lingual approach; Cognitive approaches; Communicative approaches; the silent way; suggest opaedia; systems of evaluation; integrated approaches for teaching and evaluation; translation, dictation and cloze; innovative materials for language teaching.

MODULE V   **TEACHING AND LEARNING OF ENGLISH**   **6+6**

Teaching and learning of English as a second language in India; course design, lesson plan, teaching of language skills, contrastive analysis, error analysis, programmed instruction, audio-visual aids & language testing.

L-30, T-30; TOTAL HOURS –60

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (ed.) 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.
2. Brumfit. C. J. and Roberts, J.T. 1983. Language and Language Teaching.

London: Batsford Academic and Educational.

3. Bell, R. T. 1981. An Introduction to Applied Linguistics. London: Batsford Academic and Educational Ltd.

4. Carrol, B. J. & Hall, P. 1985. Make your own Language Tests: A PracticalGuideto Writing Language Performance Tests. Oxford: Pergamon.

5. Cook, V. 1993. Linguistics and Second Language Acquisition. London: Macmillan.

6. Davies, A. 1990. Principles of Language Testing. Cambridge: CUP.

7. Dulay, B., Burt, M. and Krashen, S. 1982. Language Two. New York: OxfordUniversity Press.

8. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.

9. Halliday,M. A. K. et al. 1964. The Linguistic Science and Language Teaching .London: Longman.

10. 10.Hughes, A. 1989. Testing for Language Teachers. Cambridge: CUP.

11. Klein, W. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.

12. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.

13. Richards, J. C. 1974. Error Analysis: Perspectives on Second Language Acquisition. Essex: Longman.

14. Stern, H. H. 1983. Fundamental Concepts of Language Teaching. Oxford: OUP.

15. Subbiah, P. 1997. Evaluation and Testing: A Descriptive Bibliography. Mysore: Central Institute of Indian Languages.

16. Weir, C. 1990. Communicative Language Testing. London: Prentice Hall.

17. Weir, C. 1993. Understanding and Developing Language Tests. London: Prentice Hall.

COURSE OUTCOMES:

CO1: Understand the difference between ESL and EFL instruction

CO2: Enlist the principles and pedagogical practices associated with different methods of language teaching

CO3:Apply strategies of error correction and expose them to different dialects

CO4: Apply motivational theories in the learning process

CO5: Design lesson plans and implement language tests

Board of Studies (BoS) :

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Note: L- Low Correlation   M -Medium Correlation   H -High Correlation

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1			L							
CO2	H									
CO3				L						
CO4							L			
CO5								H		

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Statement: The course on English Language Teaching will give students a chance to study a foreign language or to undertake a work placement.