



திருவள்ளுவர் பல்கலைக்கழகம்
THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE - 632 115

B.A. English

Under

Choice Based Credit System (CBCS)

&

Learning Outcomes Based Curriculum Framework (LOCF)

Effective from the Academic Year

2026 – 2027

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for all Under – Graduate Courses including Lab Hours

FIRST YEAR

	Part	Courses	Credits	Hours / Week
Semester I	Part I	Language – Tamil	3	6
	Part II	English	3	6
	Part III	Core Courses & Elective Courses	11	14
	Part IV	Skill Enhancement Course (SEC – I)	2	2
	Part IV	Disaster Management	2	2
	Total		21	30

	Part	Courses	Credits	Hours / Week
Semester II	Part I	Language – Tamil	3	6
	Part II	English	3	6
	Part III	Core Courses & Elective Courses	14	16
	Part IV	Skill Enhancement Course (SEC – I)	2	2
	Total		22	30

SECOND YEAR

	Part	Courses	Credits	Hours / Week
Semester III	Part I	Language – Tamil	3	6
	Part II	English	3	6
	Part III	Core Courses & Elective Courses	11	14
	Part IV	Non-Major / Basic Tamil / Advance Tamil	2	2
	Part IV	E.V.S.	2	2
	Total		21	30

	Part	Courses	Credits	Hours / Week
Semester IV	Part I	Language – Tamil	3	6
	Part II	English	3	6
	Part III	Core Courses & Elective Courses	14	16
	Part IV	Non-Major / Basic Tamil / Advance Tamil	2	2
	Total		22	30

THIRD YEAR

	Part	Courses	Credits	Hours / Week
Semester V	Part III	Core Courses & Elective Courses	24	26
	Part IV	Value Education	2	2
	Part IV	Value Added Courses -1 (Common for all UG)	2	2
	Part IV	Internship / Industrial Visit / Field Visit	2	-
	Total		30	30

	Part	Courses	Credits	Hours / Week
Semester VI	Part III	Core Courses & Elective Courses	21	28
	Part IV	Value Added Courses -2 (Discipline Specific)	2	2
	Part IV	Extension Activity	21	28
	Total		24	30

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	11	14	11	14	24	21	95
Part IV	4	2	4	2	6	2	20
Part V	-	-	-	-	-	1	1
Total	22	21	22	21	30	24	140

Part I, II and III components will be separately taken into account for CGPA calculation and classification for the Undergraduate Programme. Components IV and V must be completed during the duration of the programme as per University norms to become eligible for the award of the degree.

METHODS OF EVALUATION

Internal Evaluation Marks	
Continuous Internal Assessment Tests	20
Assignments, Seminars and Attendance	10
Total	30
External Evaluation Marks	
End Semester Examination	70
Total	100

METHODS OF ASSESSMENT

Knowledge Level	Description	Nature of Assessment
K1	Recall	Definitions, MCQ, Concept Identification
K2	Understanding	Short Notes, True/False, Explanations
K3	Application	Problem Solving, Illustration with Examples
K4	Analysis	Comparative Study, Interpretation, Mapping
K5	Evaluation	Critical Essays, Justification, Review
K6	Creation	Presentation, Discussion, Project Work

PROGRAMME OUTCOMES

Upon successful completion of the M.A. ENGLISH AND COMMUNICATION, graduates will be able to:

PROGRAMME OUTCOMES (Pos)

PO No.	Attributes	Programme Outcome
PO1	Disciplinary Knowledge: Possess comprehensive knowledge of English language, literature, linguistics, and literary criticism.	Literary Knowledge: Demonstrate comprehensive knowledge of English, American, Indian, British, World, Children's, Women's, Folk, and Translated Literatures across different periods and genres.
PO2	Critical and Analytical Ability: Evaluate literary texts, ideas, and cultural practices using logical reasoning and critical thinking.	Critical Thinking: Analyze, interpret, and evaluate literary texts using appropriate literary theories and critical approaches
PO3	Effective Communication: Communicate confidently and effectively in spoken, written, and digital forms.	Language Proficiency: Develop proficiency in English language skills, including grammar, phonetics, vocabulary, pronunciation, and effective communication.
PO4	Research and Inquiry: Demonstrate competence in research, project work, academic writing, and presentation skills.	Communication Skills: Communicate effectively through speaking, writing, public presentations, debates, and professional correspondence.
PO5	Digital Competence: Use information and communication technologies effectively for learning and professional development.	Historical and Cultural Awareness: Understand the historical, social, political, and cultural contexts influencing literature and language.
PO6	Cultural Awareness: Respect cultural diversity and appreciate regional, national, and global literary traditions.	Literary Appreciation: Appreciate the aesthetic, ethical, and cultural values reflected in literary works from diverse traditions.
PO7	Social Responsibility: Promote inclusiveness, gender sensitivity, environmental awareness, and ethical citizenship.	Research Competency: Undertake independent research, academic projects, and presentations using appropriate research methods and academic ethics.
PO8	Leadership and Teamwork: Work collaboratively while demonstrating leadership, responsibility, and interpersonal skills.	Media and Professional Skills: Apply knowledge of journalism, mass communication, and professional writing in academic and workplace settings.

PO9	Professional Competence: Apply language and literary knowledge in education, media, publishing, journalism, translation, and related professions.	Environmental Awareness: Recognize environmental issues and sustainability through literature and environmental studies.
PO10	Creativity and Innovation: Demonstrate originality and creativity in literary analysis, communication, and problem-solving.	Social Responsibility: Demonstrate sensitivity towards gender equality, cultural diversity, social justice, and inclusive values.
PO11	Ethical Values: Practice honesty, integrity, accountability, and professional ethics in academic and workplace environments.	Creative and Analytical Skills: Develop creativity, logical reasoning, and problem-solving abilities through literary and language studies.
PO12	Environmental Consciousness: Recognize environmental concerns and contribute towards sustainable development.	Digital Literacy: Use digital tools, online resources, and information technology effectively for learning, research, and communication.
PO13	Lifelong Learning: Pursue continuous learning and adapt to changing academic, technological, and professional environments.	Employability Skills: Acquire professional competencies required for careers in teaching, publishing, media, content writing, civil services, translation, and corporate sectors.
PO14	Global Perspective: Develop an understanding of global cultures, literatures, and contemporary issues through interdisciplinary learning	Lifelong Learning: Develop intellectual curiosity, adaptability, and self-directed learning for continuous academic and professional growth.
PO15	Career Readiness: Demonstrate the confidence, competence, and adaptability required for higher education, competitive examinations, entrepreneurship, and diverse career opportunities.	Ethical and Professional Values: Demonstrate integrity, leadership, teamwork, and ethical responsibility in academic, professional, and social life.

PROGRAMME SPECIFIC OUTCOMES (PSOs)
(Minimum PSO2 and Maximum PSO4)

PSO No.	Attributes	Programme Specific Outcome
PSO1	Literary and Linguistic Competence Demonstrate a strong foundation in English language, literature, and linguistics, with the ability to critically appreciate diverse literary texts across cultures and historical periods.	Literary Knowledge and Critical Appreciation Demonstrate comprehensive knowledge of English, American, Indian, British, World, Children's, Women's, Folk, and Translated Literatures, and critically analyze literary texts using appropriate theoretical and historical perspectives.
PSO2	Communication and Professional Skills Exhibit effective oral and written communication, critical thinking, teamwork, leadership, and professional ethics required for academic, workplace, and social environments.	Language, Communication, and Professional Skills Develop proficiency in English language, grammar, phonetics, public speaking, journalism, and mass communication, enabling effective communication in academic, professional, and social contexts.
PSO3	Social, Cultural, and Ethical Responsibility Develop sensitivity towards cultural diversity, gender equality, environmental sustainability, social justice, and human values through literary and interdisciplinary studies.	Cultural, Historical, and Environmental Awareness Understand the historical, cultural, social, mythological, and environmental dimensions of literature, appreciating diversity, inclusivity, ethical values, and ecological consciousness through literary studies.
PSO4	Research, Innovation, and Lifelong Learning Apply research skills, digital literacy, and creative problem-solving to pursue higher education, professional careers, entrepreneurship, and continuous lifelong learning.	Research, Employability, and Lifelong Learning Apply literary knowledge, research methodology, critical thinking, and digital literacy to undertake independent projects, pursue higher education, succeed in competitive examinations, and build careers in teaching, media, publishing, translation, content writing, and related professions.

B.A. ENGLISH - CURRICULUM DESIGN

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
I	I	LC – I	Language – I	6	3	30	70	100
I	II	ELC – I	English – I	6	3	30	70	100
I	III	CC- I	Introduction to Literature	4	4	30	70	100
I	III	CC- II	Indian Writing in English	4	3	30	70	100
I	III	EC-I	Social History of England I	6	4	30	70	100
I	IV	SEC-I	Public Speaking Skills	2	2	30	70	100
I	IV		Disaster Management ***	2	2	30	70	100
Total				30	21			

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
II	I	LC – II	Language – II	6	3	30	70	100
II	II	ELC – II	English - II	6	3	30	70	100
II	III	CC- III	British Literature I	5	5	30	70	100
II	III	CC- IV	American Literature	5	5	30	70	100
II	III	EC-II	Social History of England II	6	4	30	70	100
II	IV	SEC-II	English for Career	2	2	30	70	100
II	IV	NM-I	SKILLS	-	2	30	70	100
Total				30	24			

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
III	I	LC – III	Language – III	6	3	30	70	100
III	II	ELC – III	English - III	6	3	30	70	100
III	III	CC- V	British Literature II	4	4	30	70	100
III	III	CC- VI	Children Literature	4	3	30	70	100
III	III	EC-III	History of English Literature I	6	4	30	70	100
III	IV	NME-I	Journalism and Mass Communication	2	2	30	70	100
III	IV		Environmental Studies ***	2	2	30	70	100
III	IV	NM-II	SKILLS	-	2	30	70	100
Total				30	23			

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
IV	I	LC – IV	Language – IV	6	3	30	70	100
IV	II	ELC – IV	English - IV	6	3	30	70	100

IV	III	CC- VII	World Classics in Translation	5	5	30	70	100
IV	III	CC- VIII	Introduction to Phonetics	5	5	30	70	100
IV	III	EC-IV	History of English Literature II	6	4	30	70	100
IV	IV	NME-II	Literature and Environment	2	2	30	70	100
IV	IV	NM-III	SKILLS	-	2	30	70	100
Total				30	24			

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
V	III	CC- IX	Women's Writings	6	6	30	70	100
V	III	CC- X	Introduction to Folk Literature	6	5	30	70	100
V	III	CC- XI	Indian Writing in Translation	5	5	30	70	100
V	III	CC- XII	Myth and Literature	5	5	30	70	100
V	III	EC-V	Mastering in English	4	3	30	70	100
V	IV	VED ***	Valued Education	2	2	30	70	100
V	IV		Internship @	2	-	30	70	100
V	IV	CVAC ***	Common Value-Added Courses	2	2	30	70	100
V	IV	NM-IV	SKILLS	-	2	30	70	100
Total				30	32			

Sem	Part	Course No.	Course Title	Hours / Week	Credits	Internal	External	Total
VI	III	CC- XIII	Literary Criticism	5	5	30	70	100
VI	III	CC- XIV	New Literatures in English	5	4	30	70	100
VI	III	CC- XV	Shakespeare	5	4	30	70	100
VI	III	CC- XVI	Project with Viva Voce	6	4	30	70	100
VI	III	EC-VI	Applied English Grammar	7	4	30	70	100
VI	IV	DSVAC	English for Competitive Examinations	2	2	30	70	100
VI	V	EA	Extension Activity	0	1	-	-	100
VI	IV	NM-V	SKILLS	0	2	30	70	100
Total				30	26			

*** Common Paper

@ Internship - Summer vacation at the end of IV semester activity (30 Hrs /2 Weeks)

SEMESTER – I

Paper No.		Title of the Course	INTRODUCTION TO LITERATURE		
Category	CORE I	Year / Sem	I/I	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1 To understand the definition, nature, functions, and major genres of literature, including poetry, drama, fiction, and non-fiction.

LO2 To Identify and explain the essential elements and forms of poetry, such as rhythm, rhyme, meter, imagery, and figures of speech.

LO3 To analyse the fundamental features of drama and fiction, including plot, characterization, setting, narration, and dramatic techniques.

LO4 To examine essays, autobiographical writings, and other non-fictional forms to understand their literary and cultural significance.

LO5 To apply basic literary concepts and critical approaches to interpret and evaluate literary texts effectively.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate an understanding of the nature, functions, and major genres of literature.
CO2	Identify and analyse the key elements of poetry, drama, fiction, and non-fiction.
CO3	Interpret prescribed literary texts through close reading and critical analysis.
CO4	Apply literary terminology and concepts in the study of various literary genres.
CO5	Develop academic reading, writing, and critical thinking skills through literary engagement
CO6	Evaluate and appreciate literary texts by relating them to their historical, cultural, and contemporary contexts.

Units

Unit I:	Understanding Literature Definition, Nature, and Functions of Literature Major Genres: Poetry, Drama, Fiction, and Non-Fiction Text: Terry Eagleton – What is Literature? (excerpt)
Unit II:	Poetry Elements of Poetry: Rhythm, Rhyme, Meter, Imagery, Figures of Speech Types of Poetry: Lyric, Sonnet, Ode, Elegy Texts: William Shakespeare – Sonnet 18 (Shall I Compare Thee to a Summer's Day?)

	William Wordsworth – Daffodils Robert Frost – Stopping by Woods on a Snowy Evening
Unit III:	Drama Elements of Drama: Tragedy and Comedy Dramatic Techniques: Soliloquy, Aside, Dialogue Text: William Shakespeare The Merchant of Venice (Act IV Scene I)
Unit IV:	Fiction Elements of Fiction: Plot, Characterization, Narration, Setting Features and Differences between Short Story and Novel Texts: O. Henry-The Gift of the Magi Oscar Wilde-The Happy Prince
Unit V:	Non-Fiction and Literary Criticism Essay as a Literary Form Autobiography and Biography Introduction to Literary Criticism Texts: Francis Bacon- Of Studies Mahatma Gandhi- My Experiments with Truth (Part I Caste)

Text Book:

1. Eagleton, Terry. *Literary Theory: An Introduction*. Anniversary Edition, University of Minnesota Press, 2008.
2. William Wordsworth. *"I Wandered Lonely as a Cloud (Daffodils)"*. Poems, in Two Volumes. London: Longman, Hurst, Rees, and Orme, 1807.
3. The Merchant of Venice. Edited by John Drakakis, Arden Shakespeare, 3rd Series, Bloomsbury Academic, 2010.
4. The Happy Prince and Other Tales. By Oscar Wilde, David Nutt, 1888.
5. Gandhi, M. K. *An Autobiography: The Story of My Experiments with Truth*. Translated by Mahadev Desai, Penguin Books, 2001.

Reference Book:

1. Frost, Robert. *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged*. Edited by Edward Connery Lathem, Updated Edition, Holt, Rinehart and Winston, 2013.
2. Henry, O. *The Gift of the Magi and Other Short Stories*. Penguin Classics, 2023.
3. The Norton Anthology of English Literature. Edited by Stephen Greenblatt et al., W. W. Norton & Company, 2024.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3

Marks	50	50	100	10	10	10	200	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10				(A) + (B) =30	

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	2	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	INDIAN WRITING IN ENGLISH		
Category	CORE II	Year / Sem	I/I	Credits	4
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		4	-	-	4
Prerequisites					

Objectives of the course:

LO1- To familiarize the students with the emergence, development, and major trends of Indian Writing in English through poetry, prose, fiction, and non-fiction.

LO2- To help learners understand issues concerning Indian Writing in English such as caste, nationalism, identity, social reform, cultural values, regional consciousness, and gender perspectives.

LO3- To create literary sensibility and critical appreciation of literary texts written in English by Indian writers from diverse social and cultural backgrounds.

LO4 - To closely examine the themes, narrative techniques, poetic expressions, and socio-political concerns reflected in the prescribed literary texts.

LO5 - To help learners interpret Indian literary and aesthetic traditions and apply critical perspectives to the study of Indian English literature.
Course Outcomes (COs)

Course Outcomes	Description
CO1	To familiarize the students with the emergence, development, and major trends of Indian Writing in English through poetry, prose, fiction, and non-fiction.
CO2	To help learners understand issues concerning Indian Writing in English such as caste, nationalism, identity, social reform, cultural values, regional consciousness, and gender perspectives.
CO3	To create literary sensibility and critical appreciation of literary texts written in English by Indian writers from diverse social and cultural backgrounds.
CO4	To closely examine the themes, narrative techniques, poetic expressions, and socio-political concerns reflected in the prescribed literary texts.
CO5	To help learners interpret Indian literary and aesthetic traditions and apply critical perspectives to the study of Indian English literature.
CO6	To develop effective communication, analytical, and critical writing skills through the interpretation and evaluation of Indian Writing in English.

Units

Unit I:	M. K. Naik – A History of Indian English Literature Chapter 1: The Literary Landscape: The Nature and Scope of Indian English Literature
Unit II:	Toru Dutt – Our Casuarina Tree Jayanta Mahapatra – Hunger Dom Moraes – Absences Keki N. Daruwalla – Fish Eunice de Souza – Advice to Women

Unit III:	Dr. B. R. Ambedkar – Annihilation of Caste (Passage VI) A. P. J. Abdul Kalam – Wings of Fire (Chapter 1 – Orientation) Jawaharlal Nehru – Letters from a Father to His Daughter (Letter 1 – The Book of Nature)
Unit IV:	Ruskin Bond – The Tiger in the Tunnel Rabindranath Tagore – The Homecoming
Unit V:	RK Narayan – The Guide

Text Book:

1. Naik, M. K. A History of Indian English Literature. Sahitya Akademi, 2004.
2. Moraes, Dom. Absences. Collected Poems: 1954–1984, Penguin Books India, 1987.
3. Ambedkar, B. R. Annihilation of Caste. Navayana Publishing, 2014.
4. Kalam, A. P. J., and Arun Tiwari. Wings of Fire: An Autobiography. Universities Press, 1999.
5. Nehru, Jawaharlal. Letters from a Father to His Daughter. Penguin Random House India, 2004.
6. Bond, Ruskin. The Tiger in the Tunnel. The Night Train at
7. Deoli and Other Stories, Penguin Books India, 1988.
8. Tagore, Rabindranath. The Homecoming. Selected Short Stories of Rabindranath Tagore, Rupa Publications, 2002.
9. Narayan, R. K. The Guide. Indian Thought Publications, 2006.

Reference Book:

1. Indian Poetry in English Ed.by Makarand Paranjape
2. Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3. Dhananjay Kanse. Modern Indian Writing in English:
4. Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.
5. Dr.A.K.Sharma: Fiction and Indian Writing in English

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	–	–	–	2	–	–	–	2	–	–	–	–	–
CO2	3	3	–	–	–	3	2	–	–	2	–	–	–	–	–
CO3	3	3	2	–	–	2	2	–	–	3	–	–	–	–	–
CO4	3	3	2	2	–	2	3	–	–	3	–	–	–	–	–
CO5	2	3	3	2	–	2	3	–	–	3	–	–	–	–	–
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	2	2	1	3	2	1	1	3	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	SOCIAL HISTORY OF ENGLAND I		
Category	ELECTIVE I	Year / Sem	I/I	Credits	3
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1 To acquaint the students with background study of social conditions in England

LO2 To introduce students to some of the major historical development of England

LO3 To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period

LO4 To make the students aware of the relation between socio political and socio religious events and literary works

LO5 To expose the students various trends and movements of England

Course Outcomes (COs)

Course Outcomes	Description
CO1	Recognize the milestones of British History from 18th century till the modern age and can relate how these movements influence the English society and Literatures of that period
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity
CO3	Examine the causes and consequences of the war of Americans and French
CO4	Evaluate the effects of the revolutions and their impacts in literature in a better perspective
CO5	Analyze the reforms and the development of education, transport and communication in the modern era.
CO6	Critically assess the influence of major historical events and socio-political developments on British society, culture, and English literature.

Units

Unit I:	The union of England and Scotland The Agrarian Revolution The Industrial Revolution
Unit II:	The Methodist movement Other Humanitarian Movements
Unit III:	The American War of Independence England and Ireland French Revolution & Effects of the French Revolution
Unit IV:	The Reform Bills The Victorian Age

Unit V:	Development of Education in the Victorian England Means of transport and Communication World Wars I & II
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Text Book:

1. Asa Briggs - Social History of England
2. Louise Creighton – Social History of England
3. G.M. Trevelyan: Social History of England

Reference Book:

1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Keith Wrightson - Social History of England (1500-1750)
3. Francois Bedarida: A Social History of England 1851-1990, 2nd ed

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10		100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	2	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	PUBLIC SPEAKING SKILLS		
Category	SEC I	Year / Sem	I/I	Credits	2
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		2	-	-	2
Prerequisites					

Objectives of the course:

LO1 Understand the fundamentals, objectives, and significance of public speaking in academic, professional, and social contexts.

LO2 Identify barriers to effective communication, including communication apprehension, and apply strategies to overcome them.

LO3 Demonstrate effective communication skills through audience-centered speech preparation and delivery.

LO4 Recognize the role of public speaking, rhetoric, and oratory in social, cultural, and historical contexts and their potential for advocacy and change.

LO5 Develop confidence in presenting ideas through self-introduction, personal profile presentations, and critical oral communication.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate an understanding of the fundamentals of public speaking and the communication process.
CO2	Explain the components of effective communication and analyze audience interaction in different speaking contexts.
CO3	Apply the principles of effective public speaking to communicate ideas clearly and confidently.
CO4	Develop and organize speeches using appropriate preparation and delivery methods for specific audiences.
CO5	Deliver self-introductions and personal profile presentations effectively while recognizing the benefits and challenges of public speaking.
CO6	Evaluate personal speaking performance and demonstrate confidence, critical thinking, and effective communication skills in diverse public speaking situations.

UNITS

Unit I:	Fundamentals of Public Speaking Introduction to Public Speaking and Communication
Unit II:	Components of Effective Communication Communication Process and Audience Interaction
Unit III:	Principles of Effective Public Speaking

Unit IV:	Speech Preparation and Delivery Methods Benefits and Challenges of Public Speaking
Unit V:	Self-Introduction and Personal Profile Presentation

Text Book:

1. The Art of Public Speaking. New York: McGraw-Hill Education, Latest Edition.
2. Soft Skills: Enhancing Employability. New Delhi: I.K. International Publishing House, Latest Edition.

Reference Book:

1. Effective Communication Skills. Khanna Publishing House, Latest Edition.
- Business Communication. Himalaya Publishing House, Latest Edition.
- Presentation Skills. Kogan Page, Latest Edition.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	20	2	2	1	45	15%	3
CO2	10	10	20	2	2	2	46	15%	3
CO3	10	10	20	2	2	2	46	20%	3
CO4	10	10	20	2	2	2	46	20%	3
CO5	5	5	10	1	1	2	24	15%	2
Marks	50	50	100	10	10	10		100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	—	—	—	—	—	2	3	—	2	3	2	—
CO2	3	3	2	1	—	—	—	—	3	3	—	2	3	2	—
CO3	3	2	3	2	—	—	—	1	3	3	1	2	3	3	2
CO4	2	2	3	3	—	—	—	1	3	3	2	2	3	3	2
CO5	2	1	2	2	—	—	—	1	3	3	2	3	2	3	2
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	2	1	1	1	2	3	3	2	3	3	3	2

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, — = No Significant Mapping

*PAM – Program Articulation Matrix

SEMESTER - II

Paper No.		Title of the Course	BRITISH LITERATURE I		
Category	CORE III	Year / Sem	I/II	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1 To understand the historical, cultural, and literary backgrounds of Medieval, Renaissance, Elizabethan, Jacobean, Puritan, and Restoration periods in British literature. Identify and explain the essential elements and forms of poetry, such as rhythm, rhyme, meter, imagery, and figures of speech.

LO2 To Identify and explain the distinctive features, themes, and literary conventions of major British literary movements and genres. Examine essays, autobiographical writings, and other non-fictional forms to understand their literary and cultural significance.

LO3 To Analyze the prescribed poems, dramas, and prose texts in relation to their historical and cultural contexts.

LO4 Examine the contributions of major British writers such as Geoffrey Chaucer, William Shakespeare, Christopher Marlowe, John Donne, John Milton, John Bunyan, and John Dryden to the development of English literature.

LO5 Apply critical reading and interpretative skills to evaluate literary texts and their enduring significance in the English literary tradition.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate knowledge of the major literary periods from the Medieval Age to the Restoration Age.
CO2	Identify and analyze the thematic, stylistic, and generic features of prescribed British literary texts.
CO3	Interpret literary works by relating them to their historical, social, and cultural contexts.
CO4	Critically evaluate the contributions of major British writers and their influence on English literary traditions.
CO5	Develop analytical, communicative, and academic writing skills through the study of British literature.
CO6	Apply critical approaches to appreciate and evaluate British literary texts, demonstrating an understanding of their enduring relevance and influence on world literature.

Units

Unit I:	Medieval Literature Historical and literary characteristics of Medieval England Geoffrey Chaucer: <i>The Prologue to The Canterbury Tales</i> <u>Anonymous</u> - <i>The Babes in the Wood</i> .
Unit II:	Renaissance Literature Renaissance and Humanism

	Sir Philip Sidney -Astrophel and Stella (Sonnet 31) Edmund Spenser - Epithalamion William Shakespeare (Sonnet 18)
Unit III:	Elizabethan and Jacobean Drama Development of English Drama Christopher Marlowe: <i>Doctor Faustus</i> William Shakespeare: <i>Hamlet</i> Ben Jonson: <i>The Alchemist</i>
Unit IV:	Metaphysical and Cavalier Poetry John Donne - A Valediction: Forbidding Mourning George Herbert - The Pulley Andrew Marvell - To His Coy Mistress
Unit V:	Puritan and Restoration Literature John Milton: <i>Paradise Lost</i> (Book IV) John Bunyan: <i>The Pilgrim's Progress</i> John Dryden: All for love

Text Book:

1. The Canterbury Tales. Edited by Jill Mann. Penguin Classics, revised edition, 2005.
2. Amoretti and Epithalamion, edited by Kenneth J. Larsen (Medieval & Renaissance Texts & Studies).
3. Doctor Faustus (Arden, Revels, or Oxford World's Classics Edition)
4. Donne, John. *Donne: The Major Works*. Ed. John Carey. Oxford World's Classics, 2008.
5. Paradise Lost (Norton Critical Edition)

Reference Book:

1. Shakespeare, William. *Hamlet*. Edited by Ann Thompson and Neil Taylor, Arden Shakespeare, Third Series, Bloomsbury Academic, 2024.
2. Pollard, Tanya, editor. *The Alchemist*. Arden Early Modern Drama Series, Bloomsbury Academic, 2023
3. Bunyan, John. *The Pilgrim's Progress*. Edited by Roger Pooley. Penguin Classics, 2008

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3
CO6	15		55	5	10	5	50	25	3
Marks	50	50	100	10	10	10	200	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

**PAM – Program Articulation Matrix*

Paper No.		Title of the Course	AMERICAN LITERATURE		
Category	CORE IV	Year / Sem	I/II	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1	To identify the growth and development to American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various theme sand methodologies, present in British literature
LO5	To create an aptitude of critical probing through the text

Course Outcomes (COs)

Course Outcomes	Description
CO1	Analyse and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to1865
CO5	Analyse and describe about American literature using standard literary terminology and other literary conventions.
CO6	Evaluate the contribution of early American literature to the development of American identity, culture, and literary traditions through informed critical interpretation.

Units

Unit I:	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.
Unit II:	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death
Unit III:	Martin Luther King Jr. – I have a Dream Ralph Waldo Emerson – Self Reliance

Unit IV:	Tennessee Williams – The Glass Menagerie
Unit V:	Nathaniel Hawthorne – The Scarlet Letter Ernest Hemingway - The Old Man and the Sea

Text Book:

1. American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid
2. A Brief History of American Literature by Richard Gray
3. Tennessee Williams: The Glass Menagerie

Reference Book:

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

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	SOCIAL HISTORY OF ENGLAND II		
Category	ELECTIVE II	Year / Sem	I/II	Credits	3
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		6	-	-	6
Prerequisites					

Objectives of the course:

LO1 Define the social history of England in a political perspective.

LO2 Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts

LO3 Identify main trends in the social history of England and their influence on literature

LO4 Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres

LO5 To critically analyze the influence of history and cultural diversity on literature and language.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Gain knowledge of various features of social and political history of England
CO2	Awareness of the relation between socio- religious events and socio-political works.
CO3	Compare history with Literature
CO4	Enable to assess the emergence, reasons, development and the impact of social movements
CO5	Assess the overall emergence of English society as a nation
CO6	Critically evaluate the influence of historical, social, political, and religious developments on the evolution of English society and its literary traditions.

Units

Unit I:	Landmarks in Early English History The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War –1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses
Unit II:	The Renaissance The Reformation The Dissolution of the Monasteries
Unit III:	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre
Unit IV:	The Origin and Growth of Political Parties in England

Unit V:	Age of Queen Anne Coffee House Life in London.
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Textbooks:

1. Asa Briggs - Social History of England
2. Louise Creighton – Social History of England
3. G.M. Trevelyan: Social History of England

Reference Book:

1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Keith Wrightson - Social History of England (1500-1750)
3. Francois Bedarida: A Social History of England 1851-1990, 2nd ed

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	1	3	2	1	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	ENGLISH FOR CAREER		
Category	SEC II	Year / Sem	I/II	Credits	2
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		2	-	-	2
Prerequisites					

Objectives of the course:

LO1	To help students gain knowledge about the job search, application, and interview process
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners to describe themselves and their experiences in a résumé

Course Outcomes (COs)

Course Outcomes	Description
CO1	Attain communicative competence so that they can use language accurately and appropriately
CO2	Understand the basic features of communication and aim at improving language skills
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.
CO4	Demonstrate the particulars of writing effective mails, whilst improving punctuation and grammar.
CO5	Make sure that the style, content and message is concise, correct and appropriate.
CO6	Apply effective written and oral communication skills in academic, professional, and workplace contexts with confidence and accuracy.

Units

Unit I:	Definition of English Language-Characteristic Features
Unit II:	Purposes of English Language
Unit III:	Major Roles played by English Language in Education and various career choices
Unit IV:	English language as a identity to popular culture
Unit V:	The major development sharpening in the contemporary world by using English language.

Text Book:

1.	The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol.II. New Delhi: SahityaAcademy,1966.163-208.Print
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920.Print

Reference Book:

1.	Bose, D.M."J.C. Bose." Dr. D.M. BoseCentenaryCelebrationCommemorationVolume188 5-1985.Kolkata: Bose Institute, 1995.Print
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Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	1	3	2	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

SEMESTER - III

Paper No.		Title of the Course	BRITISH LITERATURE II		
Category	CORE V	Year / Sem	II/III	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1 To Understand the major literary movements and historical developments in British literature from the Augustan Age to the Postmodern period.

LO2 To Analyze literary texts in relation to their historical, social, cultural, and political contexts.

LO3 Identify and explain the distinctive characteristics of Romanticism, Victorianism, Modernism, and Postmodernism through representative texts

LO4 Apply appropriate critical approaches and literary concepts to interpret poetry, drama, and fiction.

LO5 Develop analytical and academic writing skills by engaging critically with major British literary works and their themes

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate knowledge of the major literary periods and movements in British literature from the eighteenth century to the contemporary era.
CO2	Identify and analyse the themes, forms, styles, and literary conventions of prescribed British literary texts.
CO3	Interpret literary works by relating them to their historical, social, and cultural contexts.
CO4	Critically evaluate issues such as identity, morality, power, social change, human relationships, and cultural values represented in literature
CO5	Employ literary terminology, critical perspectives, and academic writing conventions in the analysis of British literature.
CO6	Apply critical and comparative approaches to appreciate and evaluate British literary texts, demonstrating their relevance to contemporary society and global literary traditions.

Units

Unit I:	The Augustan Age (18th Century) Historical and literary background Alexander Pope: <i>The Rape of the Lock</i> Jonathan Swift: <i>Gulliver's Travels</i>
Unit II:	Romantic Age Features of Romanticism William Wordsworth -Solitary Reaper Samuel Taylor Coleridge – Kubla khan

	John Keats -Ode to a Nightingale
Unit III:	Victorian Literature Victorian society and literature Alfred Tennyson -Ulysses Robert Browning – My Last Dutchess Charles Dickens: <i>Oliver Twist</i>
Unit IV:	Modern Poetry and Drama W. B. Yeats- Prayer for My Daughter T. S. Eliot: <i>The Waste Land</i> (What the Thunder Said) George Bernard Shaw-Pygmalion Samuel Beckett- <i>Waiting for Godot</i>
Unit V:	Modern and Postmodern Fiction Virginia Woolf - Orlando George Orwell- <i>Animal Farm</i> William Golding- <i>Lord of the Flies</i>

Text Book:

1. Albert, Edward. *History of English Literature*. Oxford University Press.
2. Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge
3. Long, William J. *English Literature: Its History and Its Significance for the Life of the English-Speaking World*. Maple Press.
4. Greenblatt, Stephen, ed. *The Norton Anthology of English Literature*. W. W. Norton & Company.
5. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning.

Reference Book:

1. Burgess, Anthony. *English Literature: A Survey for Students*. Longman
2. Daiches, David. *A Critical History of English Literature*. Allied Publishers.
3. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	CHILDREN'S LITERATURE		
Category	CORE VI	Year / Sem	II/III	Credits	4
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		4	-	-	4
Prerequisites					

Objectives of the course:

LO1	To introduce the historical cultural background and familiarize various genres and aspects of Children's Literature
LO2	To promote ethical values through children's literature and appreciate the world of other cultures
LO3	To gain comprehensive knowledge of Children's Literature by close reading
LO4	To appreciate the works of various writers of Children's Literature
LO5	To critically analyze Children's literature through discussion and Writing

Course Outcomes (COs)

Course Outcomes	Description
CO1	Recognize the various genres of Children's Literature
CO2	Acquire values through their reading of the works of Children's Literature
CO3	Appreciate and criticize the similarities and differences in cultural imaginations
CO4	Recognize the themes and artistic style employed in Children's Literature
CO5	Critically evaluate the different approaches to Children's Literature in various countries.
CO6	Apply critical and creative perspectives to interpret children's literature, appreciating its educational, cultural, and ethical significance in diverse contexts.

Units

Unit I :	Background Study: 1. Introduction: The World of Children's Literature Studies by Peter Hunt. 2. Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik-Oberatein (From Understanding Children's Literature Edited by Peter Hunt)
Unit II :	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Roald Dahl - Little Red Riding Hood and the Wolf

Unit III :	Fantasy Fiction C. S. Lewis – The Chronicles of Narnia: The Lion, Witch and the Wardrobe
Unit IV:	Realistic Fiction R. K. Narayan – Swami and Friends
Unit V:	Short Story 1. Ruskin Bond – Tiger in the House 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image

Text Book:

1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature
2.	Understanding Children's Literature – Peter Hunt, 2 nd ed.
3.	The Owl and the Pussycat: Edward Lear, Jan Brett.
4.	The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.

Reference Book:

1.	Lukens, J. Rebecca. A Critical handbook of Children's Literature
2.	The Owl and the Pussycat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar's Choice edition
3.	Hunt, Peter, Defining Children's Literature
4.	A critical study of R.K.Narayan's Swami and friends and the Guide" Ruby Roy

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	2	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	HISTORY OF ENGLISH LITERATURE I		
Category	ELECTIVE III	Year / Sem	II/III	Credits	3
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

L01	To help students with a survey of the history of English literature from Old English times to the Modern period.
L02	To facilitate them understand the major literary movements and authors of England
L03	To enable students, develop a comprehensive understanding of the Ages and their characteristics
L04	To identify the influence of social and cultural events through the works of the writers
L05	To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature

Course Outcomes (COs)

Course Outcomes	Description
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period
CO3	Familiarise themselves with the socio-cultural ambience and the discursive frameworks of various ages
CO4	Develop a critical appreciation of the literary stalwarts of the respective periods
CO5	Gain in-depth understanding of the English language under the influence of various other languages, including Latin and French, besides being mentored in the structural nitty-grittiest of the language.
CO6	Apply historical, linguistic, and critical perspectives to interpret the evolution of English literature and evaluate its enduring influence on world literature and culture.

Units

Unit I:	PROSE Early Prose- Sidney, Bacon, The Authorised Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson
Unit II:	POETRY 14 th Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope

Unit III:	EARLYDRAMA Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits
Unit IV:	LATERDRAMA Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan
Unit V:	NOVEL 18 th Century Novel - Defoe, Fielding

Text Book:

1. W.H.Hudson–An Outline History of English Literature
2. Compton & Rickett-A History of English Literature
3. The Routledge History of Literature in English by Ronald Carter and JohnMcRae

Reference Book:

1. History of English Literature by Edward Albert
2. A Critical History of English Literature by David Daiches
3. The Concise Cambridge History of English Literature by George Sampson

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	JOURNALISM AND MASS COMMUNICATION		
Category	NME I	Year / Sem	II/III	Credits	2
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		2	-	-	2
Prerequisites					

Objectives of the course:

LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
LO2	To be acquainted with the principles of journalism and the importance of press laws.
LO3	To understand the nuances of news and media
LO4	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
LO5	To train students to write for the newspaper, magazine and the Web

Course Outcomes (COs)

Course Outcomes	Description
CO1	Acquire the knowledge of the origin and development of the print, electronic and web media.
CO2	Enhance the knowledge of growth of print, electronic and web
CO3	Analyze the significance of speech communication.
CO4	Exercise their knowledge in producing a creative journal
CO5	students gets trained to write for the newspaper, magazine and the Web
CO6	Apply effective communication, journalistic writing, and media production skills to create ethical, accurate, and audience-oriented content for print, electronic, and digital media.

Units

Unit I:	Definition: Principles and Ethics of Journalism Print Journalism
Unit II:	Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders – Copyright Law – Press Regulation Act – Law of Privileges
Unit III:	Reporting News – Role and Responsibilities of Reporter – Role and Duties of Editor
Unit IV:	Leads - Types of News – Straight Interpretive – Investigative – Scoop – Sting – Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences

Unit V:	Electronic and New Media Electronic Media – Radio, Television Emergence of New Age Media Role and Responsibilities
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Text Book:

1. D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.
2. M.V. Kamath – Professional Journalism

Reference Book:

1. Richard Rudin and Trevor Ibbotson- An Introduction to Journalism

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

SEMESTER IV

Paper No.		Title of the Course	WORLD CLASSICS IN TRANSLATION		
Category	CORE VII	Year / Sem	II/IV	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
Prerequisites		5	-	-	5

Objectives of the course:

LO1 To Understand the major themes, literary traditions, and cultural contexts of selected world classics available in translation.

LO2 To Examine how literature reflects the social, philosophical, ethical, and cultural values of different civilizations and historical periods.

LO3 To Develop a comparative perspective by analyzing literary texts from diverse geographical, linguistic, and cultural backgrounds.

LO4 To Identify and interpret the distinctive features of major literary genres such as prose, poetry, epic narrative, drama, and fiction in world literature.

LO5 To Critically appreciate the aesthetic, humanistic, and universal dimensions of world classics through close reading and textual analysis.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate knowledge of significant literary works, authors, and traditions from diverse world cultures.
CO2	Identify and analyze the themes, forms, styles, and cultural values represented in world classics.
CO3	Compare literary texts from different cultural and historical contexts and recognize their common human concerns and distinctive features.
CO4	Interpret literary works using appropriate critical and comparative approaches while appreciating cultural diversity and global perspectives.
CO5	Develop analytical, interpretative, and academic writing skills through the study of translated literary texts from various traditions.
CO6	Evaluate the enduring relevance and universal significance of world classics by applying critical, comparative, and cross-cultural perspectives.

Units

Unit I:	Prose Thiruvalluvar – <i>Thirukkural</i> (Chapter 40 Kalvi) Confucius – <i>Learning and Self Cultivation</i> (Excerpts from <i>The Analects</i>) Rabindranath Tagore – <i>Sadhana</i> Albert Camus – <i>The Myth of Sisyphus</i> (Concluding Chapter)
Unit II:	Poetry Li Bai – <i>Drinking Alone by Moonlight</i> Pablo Neruda – <i>Tonight I Can Write the Saddest Lines</i> Kabilar's Poems on Vel Pari (Excerpts from <i>Puranauru</i>) Federico García Lorca – <i>The Guitar</i>

	Mahmoud Darwish – Identity Card
Unit III:	Poetics and Narrative Traditions Homer – Episode from <i>The Odyssey</i> Virgil – <i>The Fall of Troy (Excerpts from The Aeneid)</i> Chinua Achebe – The Drum Ilangovaligal- -Vazhakkurai Kathai (Excerpts from the Silappatikaram)
Unit IV:	Drama Sophocles – <i>Antigone</i> Henrik Ibsen – <i>A Doll's House</i>
Unit V:	Fiction Leo Tolstoy – <i>The Death of Ivan Ilyich</i> Franz Kafka – <i>The Metamorphosis</i>

Text Book:

1. Thiruvalluvar. *Thirukkural*. Translated by G.U. Pope. Oxford University Press.
2. Li Bai. *The Selected Poems of Li Po*. Trans. Burton Watson.
3. Homer. *The Odyssey*. Trans. Robert Fagles. Penguin Classics.
4. Sophocles. *Antigone*. Trans. Robert Fagles. Penguin Classics.
5. Tolstoy, Leo. *The Death of Ivan Ilyich and Other Stories*. Penguin Classics.

Reference Book:

1. Confucius. *The Analects*. Translated by D.C. Lau. Penguin Classics.
2. Neruda, Pablo. *Twenty Love Poems and a Song of Despair*.
3. Ilangovaligal. *Silappatikaram*. Trans. R. Parthasarathy. Columbia University Press.
4. Ibsen, Henrik. *A Doll's House*. Dover Publications.
5. Kafka, Franz. *The Metamorphosis*. Trans. Stanley Corngold. Bantam Classics.

Suggested Internal Assessment Matrix (IAM)...

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	2	1	3	2	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	INTRODUCTION TO PHONETICS		
Category	CORE VIII	Year / Sem	II/IV	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1- To help learners gain knowledge of the basic concepts of phonetics and the sound system of the English language.

LO2 - To highlight the relationship between English spelling and pronunciation and familiarize students with common pronunciation patterns.

LO3 - To help them gain knowledge of the scientific study of speech sounds and the mechanisms involved in speech production.

LO4 - To enable the students to acquire a foundation in phonetic concepts and understand the classification and articulation of English vowels, consonants, and diphthongs.

LO5 - To expose students to the practical application of phonetic knowledge and enhance their communication and writing skills through the effective use of phrasal verbs.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate an understanding of the basic concepts of phonetics, phonology, and the relationship between English speech sounds and the alphabet system.
CO2	Identify and explain the organs of speech, the speech mechanism, and the processes involved in the production of English sounds.
CO3	Classify and distinguish English vowels, consonants, and diphthongs based on their phonetic features and articulation.
CO4	Apply knowledge of pronunciation patterns, stress, and sound distinctions to improve spoken English and oral communication skills through practical exercises.
CO5	Employ phrasal verbs effectively in sentence construction and paragraph writing, demonstrating accuracy in written and spoken communication.
CO6	Demonstrate effective oral and written communication by applying principles of English phonetics, pronunciation, stress, and vocabulary in academic and professional contexts.

UNITS

Unit I:	Introduction to Phonetics Definition and Scope of Phonetic Importance of Phonetics in Language Learning Branches of Phonetics: Articulatory, Acoustic, and Auditory Phonetics
Unit II:	English Alphabet and Speech Sounds Spelling and Pronunciation in English
Unit III:	The Speech Mechanism
Unit IV:	Vowels and Consonants Diphthongs
Unit V:	Paragraph writing using phrasal verbs

Text Book:

1. Ladefoged, Peter, and Keith Johnson. A Course in Phonetics. 7th ed., Cengage Learning, 2015
2. Roach, Peter. English Phonetics and Phonology: A Practical Course. 5th ed., Cambridge UP, 2022.
3. Small, Larry H., and Chao-Yang Lee. Fundamentals of Phonetics: A Practical Guide for Students. 6th ed., Pearson, 2024

Reference Book:

1. Ashby, Patricia. Understanding Phonetics. Routledge, 2021.
2. Collins, Beverley, and Inger M. Mees. Practical Phonetics and Phonology: A Resource Book for Students. 4th ed., Routledge, 2022.
3. Zsiga, Elizabeth C. The Sounds of Language: An Introduction to Phonetics and Phonology. 2nd ed., Wiley-Blackwell, 2023.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	15	10	15	2	2	1	45	15%	3
CO2	10	15	15	2	2	1	45	15%	3
CO3	10	15	25	2	2	1	55	18%	3
CO4	5	5	20	2	2	6	40	13%	3
CO5	5	3	10	1	1	1	21	7%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	1	–	2	–	–	–	1	–	–	3	2	–
CO2	2	2	3	2	–	2	–	–	–	2	–	–	3	2	–
CO3	2	2	3	3	–	2	–	–	–	2	–	–	3	2	–
CO4	1	3	2	3	2	2	1	–	–	3	–	–	2	3	1
CO5	–	1	–	1	3	1	2	–	–	3	–	–	2	3	2
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	2	3	2	3	2	1	1	3	1	1	3	3	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

**PAM – Program Articulation Matrix*

Paper No.		Title of the Course	LITERATURE AND ENVIRONMENT		
Category	NME II	Year / Sem	II/IV	Credits	2
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		2	-	-	2
Prerequisites					

Objectives of the course:

LO1	To enable the learners to understand and address the connection between ecology, culture and literature.
LO2	To introduce a few basic concepts and principles of Ecocriticism.
LO3	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.
LO4	To apply Ecocriticism to the reading of literary texts.
LO5	To expose the learners to recent critical theories.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate complex and various representations of Nature in Green Studies.
CO2	Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.
CO3	Utilize the skills to reflect upon and critique both the real-world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.
CO4	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.
CO5	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects
CO6	Critically evaluate environmental issues through ecocritical perspectives and demonstrate informed, ethical, and sustainable approaches to the study of literature and ecology.

Units

Unit I:	Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oiko poetics
Unit II:	Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm
Unit III:	Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Snake Gary Snyder – Second Shaman Song Wislawa Szymborska – Conversation with a Stone
Unit IV:	Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow

Unit V:	Amitav Ghosh – The Hungry Tide or Inez Barnay – Neem Dreams
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Text Book:

1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm
2.	Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams
3.	Carson, Rachel. Silent Spring

Reference Book:

1.	Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom Nirmal Selvamony Ecocriticism Garrard, Greg. The Oxford Handbook of Ecocriticism
2.	Contemporary Contemplations on Eco Literature by Suresh Fredrick

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

SEMESTER V

Paper No.		Title of the Course	WOMEN'S WRITING		
Category	CORE IX	Year / Sem	III/V	Credits	6
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		6	-	-	6
Prerequisites					

Objectives of the course:

LO1	Introduce Women's Writing as a distinct literary tradition reflecting women's diverse voices, experiences, and identities across cultures.
LO2	Familiarize students with key concepts such as gender, patriarchy, feminism, identity, agency, and resistance in literary and cultural contexts.
LO3	Develop critical reading, analytical, and interpretative skills through the study of poetry, prose, drama, short fiction, and novels authored by women writers.
LO4	Enable students to analyse literary texts using feminist and gender-sensitive approaches.
LO5	Foster appreciation of the contribution of women writers to literature and contemporary social discourse.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Identify the major concepts, historical developments, and theoretical perspectives related to Women's Writing, feminism, gender, and patriarchy. <i>(K1 – Remember)</i>
CO2	Explain the relationship between gender, culture, identity, and literary expression through selected literary texts. <i>(K2 – Understand)</i>
CO3	Apply feminist and gender-sensitive approaches to interpret poems, essays, short stories, drama, and fiction prescribed in the course. <i>(K3 – Apply)</i>
CO4	Analyse literary techniques, narrative strategies, themes of oppression, resistance, identity, agency, and marginalization in women's literary texts. <i>(K4 – Analyse)</i>
CO5	Evaluate literary works from feminist, socio-cultural, and intersectional perspectives while appreciating their contribution to literary and social discourse. <i>(K5 – Evaluate)</i>
CO6	Create well-reasoned critical interpretations and research-based responses on women's writing by integrating feminist theories, literary analysis, and contemporary gender perspectives.

Units

Unit I:	Women's Writing: Concepts and Contexts 1. Definition, Scope, and Significance of Women's Writing 2. Emergence of Women's Writing as a Literary Tradition 3. Patriarchy and Women's Resistance 4. Feminism and Feminist Consciousness 5. Gender, Gender Stereotypes, and Culture 6. Representation of Women in Literature 7. Gender Equality and Gender Sensitization
Unit II:	Poetry 1. Kamala Das – An Introduction 2. Judith Wright – Eve to Her Daughter 3. Adrienne Rich – Aunt Jennifer's Tigers 4. Imtiaz Dharker – Purdah 5. Maya Angelou – Phenomenal Woman 6. Mamta Kalia – Tribute to Papa
Unit III:	Prose 1. Virginia Woolf – Professions for Women 2. Shashi Deshpande – Why I Am a Feminist 3. Chimamanda Ngozi Adichie – We Should All Be Feminists 4. Jamaica Kincaid – Girl
Unit IV:	Short Fiction and Drama 1. Charlotte Perkins Gilman – The Yellow Wallpaper 2. Alice Munro – Boys and Girls 3. Mahasweta Devi – Bayen 4. Susan Glaspell – Trifles
Unit V:	Fiction Anita Desai – Fasting, Feasting

Text Book:

1. Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2. Purdah and other poems by Imtiaz Dharker
3. In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford

Reference Book:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*.
2. Beauvoir, Simone de. *The Second Sex*.
3. Friedan, Betty. *The Feminine Mystique*.
4. hooks, bell. *Feminism Is for Everybody*

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3

CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	2	1	1	1	1	1

Mapping Strength : 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	INTRODUCTION TO FOLK LITERATURE		
Category	CORE X	Year / Sem	III/V	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

L01	To familiarize learners with the different theories and forms of folk literature
L02	To help them analyze the role of oral tradition in literature.
L03	To enable learners to appreciate oral and folk arts
L04	To closely examine the various themes and theories existing in Contemporary Indian Writing in English.
L05	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Identify the fundamental characteristics and functions of folklore
CO2	Get acquainted with the famous folk scholars of the world
CO3	Enhance knowledge of various folk forms and folklore Theories
CO4	Interpret and analyze folklore from various theoretical perspectives
CO5	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works
CO6	Apply folklore theories and research methodologies to critically evaluate and document folk traditions, demonstrating their cultural and literary significance in contemporary society.

Units

Unit I:	Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature
Unit II:	Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts
Unit III:	Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes Folklore Theories: Mythological Theories - Performance Theory - Functional Theory - psychoanalytic Theory
Unit IV:	Folksong: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St. Agnes (Superstition about a maiden's dream)

	Folktale: The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.
Unit V:	Girish Karnad – Hayavadana.

Text Book:

1.	Hayavadana by Girish Karnad, Oxford 1997
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Reference Book:

1.	Tradition and Innovation in Folk Literature by Wolfgang Mieder
2.	A. Aarne. The Types of the Folktale, 2 nd ed. Ed. By S. Thompson
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	INDIAN WRITING IN TRANSLATION			
Category	CORE XI	Year / Sem	III/V	Credits	5	
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total	
		5	-	-	5	
Prerequisites						

Objectives of the course:

LO1 - To introduce students to major trends and themes in modern Indian writing in English and translation.

LO2 - To help students understand the diverse cultural identities, social traditions, and regional perspectives represented in Indian literature.

LO3 - To enable students to compare literary texts from different Indian regions and analyse similarities and differences in thematic and cultural expressions.

LO4 - To examine how Indian writers portray issues such as gender, caste, identity, tradition, and social reform through poetry, prose, and drama.

LO5 - To encourage students to explore translated Indian literary works beyond the prescribed texts and appreciate the richness of Indian literary traditions.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Understand the major themes, concerns, and characteristics of modern Indian writing in English and translation through poetry, prose, and drama.
CO2	Analyse literary texts with reference to issues such as gender, identity, patriarchy, social justice, cultural values, and women's empowerment.
CO3	Examine the literary techniques, stylistic features, and dramatic Elements employed by Indian writers to represent individual and social realities.
CO4	Interpret the socio-cultural, historical, and ideological contexts reflected in the prescribed texts, particularly concerning women's rights, social reform, and cultural identity.
CO5	Critically evaluate the contributions of writers such as Bharathidasan, Kamala Das, Nissim Ezekiel, Arun Kolatkar, Periyar, Girish Karnad, and Mahesh Dattani to Indian literary and cultural discourse.
CO6	Apply critical and comparative approaches to appreciate the relevance of modern Indian writing in addressing contemporary social, cultural, and gender issues through effective oral and written interpretation.

UNITS

Unit I:	P.K. Kalyani - Introduction
Unit II:	Bharathidhassan – Women's education Kamala Das – An Introduction

	Nissim Ezekiel – Night of the Scorpion Arun Kolatkar – An Old Woman
Unit III:	E. V. Ramasamy (Periyar) translated by Meena Kandasamy – Why Were Women Enslaved? Chapter: Chastity
Unit IV:	Girish Karnad – Hayavadana
Unit V:	Mahesh Dattani – Tara

Text Book:

1. Kandasamy, Meena, translator. Why Were Women Enslaved? By E. V. Ramasamy (Periyar), Penguin Books India, 2009.
2. Karnad, Girish. Hayavadana. Oxford University Press, 1975.
3. Translation studies by P.K.Kalyani: Creative Books, 2001.
4. Dattani, Mahesh. Tara. In Collected Plays, Penguin Books India, 2000, pp. 319–370.

Reference Book:

1. Kapse, Dhananjay, editor. Modern Indian Writing in Translation. Oxford University Press, 2016.
2. Krishnaswamy, Subashree, and K. Srilata, editors. Short Fiction from South India. Oxford University Press, 2007.
3. Indira, M. K. Phaniyamma. South Asia Books, 1994.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	15	10	15	3	2	2	47	16%	3
CO2	10	15	20	2	3	2	52	17%	3
CO3	8	10	20	2	2	3	45	15%	2
CO4	7	10	20	1	2	2	42	14%	2
CO5	5	5	15	1	1	1	28	9%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	–	1	–	–	–	–	–	–	–	–	–	–	–
CO2	2	3	2	3	1	–	–	–	–	–	–	–	–	–	–
CO3	2	2	3	2	–	–	–	–	–	–	–	–	–	–	–
CO4	2	3	2	3	1	–	–	–	–	–	–	–	–	–	–
CO5	3	2	2	2	3	–	–	–	–	–	–	–	–	–	–
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	1	1	1	1	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

**PAM – Program Articulation Matrix*

Paper No.		Title of the Course	MYTH AND LITERATURE		
Category	CORE XII	Year / Sem	III/V	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1 To Understand the origin, nature, functions, and characteristics of myths and their significance in human societies and cultures.

LO2 To Differentiate between myth, legend, folktale, epic, and related narrative forms, and examine their literary and cultural roles.

LO3 To Analyze major theoretical approaches to myth, including archetypal criticism and the contributions of Carl Jung, Joseph Campbell, and Northrop Frye.

LO4 To Examine the representation and reinterpretation of myths in Indian, Greek, classical, and modern literary texts across genres.

LO5 To Apply mythological and archetypal perspectives to critically interpret literary works and understand their contemporary relevance

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate knowledge of major mythological traditions, concepts, and theories relevant to the study of literature.
CO2	Identify and analyze mythic patterns, archetypes, symbols, and motifs in literary texts from different cultures.
CO3	Interpret literary works using mythological, archetypal, and comparative critical approaches.
CO4	Examine the adaptation and transformation of myths in classical, modern, and contemporary literary works.
CO5	Develop critical thinking, analytical writing, and research skills through the study of myth and its literary representations.
CO6	Evaluate the enduring relevance of myths and their influence on literature, culture, and society by applying critical and comparative perspectives.

Units

Unit I:	Introduction to Myth Concepts Definition and Characteristics of Myth Myth, Legend, Folktale, and Epic Functions of Myth in Society Archetype and Collective Unconscious Myth Criticism: Carl Jung, Joseph Campbell, and Northrop Frye Prescribed Reading Joseph Campbell - <i>The Hero with a Thousand Faces</i>
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Unit II:	Indian Mythology and Literature Text Valmiki- Sita's Trail by Fire (Excerpts from the <i>Ramayana</i>) Vyasa- Karna's Life And Tragedy (Excerpts from the <i>Mahabharata</i>) Mahasweta Devi- Draupadi (English Translation) Renaissance Literature Renaissance and Humanism
Unit III:	Greek and Classical Myths Text Prometheus Myth Orpheus and Eurydice Narcissus and Echo
Unit IV:	Myth in Drama Text Sophocles – Oedipus Rex Girish Karnad – Yayati
Unit V:	Myth in Modern Literature Text T. S. Eliot – The Waste Land (Fire Sermon) James Joyce – Ulysses (Penelope Episode 18) Chitra Banerjee Divakaruni – The Palace of Illusions

Text Book:

1. The Hero with a Thousand Faces. Joseph Campbell. 4th ed., New World Library, 2020
2. The Ramayana. Valmiki. Penguin Random House India, 2024.
3. The Mahabharata. Vyasa. 10 Vols., Penguin Random House India, 2024.
4. Metamorphoses. Ovid. Translated by A. D. Melville, revised by E. J. Kenney, Oxford University Press, 2023.

Reference Book:

1. Oedipus Rex. Sophocles. Translated by Robert Fagles, Penguin Classics, 2023.
2. Yayati. Girish Karnad. Oxford University Press, 2023.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3
Marks	50	50	100	10	10	10	230	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM):

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

**PAM – Program Articulation Matrix*

Paper No.		Title of the Course	MASTERING IN ENGLISH		
Category	ELECTIVE V	Year / Sem	III/V	Credits	3
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1	To understand the fundamental aspects of poetry, including diction, meaning, rhythm, rhyme, form, and poetic techniques.
LO2	To develop students' ability to read, interpret, and appreciate literary texts through close reading and critical analysis.
LO3	To familiarize students with the structural, stylistic, and thematic elements of poetry, novels, and drama.
LO4	To enhance students' literary competence by strengthening their analytical, interpretative, and communication skills.
LO5	To equip students with effective literary study skills, including note-making, textual interpretation, and examination strategies.

Course Outcomes (COs)

Course Outcomes	Description
CO1	On completion of this course, students will
CO2	Demonstrate an understanding of the fundamental concepts, forms, and techniques of poetry, including diction, rhythm, rhyme, and poetic structure.
CO3	Analyze the key elements of the novel, including characterization, setting, plot, narrative perspective, and the role of the author.
CO4	Interpret the conventions, language, and structural features of drama, distinguishing between tragic and comic forms.
CO5	Apply critical reading, interpretation, note-making, and examination strategies to analyze and respond effectively to literary texts.
CO6	Evaluate literary texts by applying appropriate critical approaches and communicate informed interpretations through effective oral and written responses.

Units

Unit I:	Aspects of Poetry: 1. Reading, thinking and writing 2. Words and meaning 3. Line and rhythm 4. Sound, rhyme and form
Unit II:	Aspects of Novels: 1. Authors 2. Characters 3. Setting 4. Plot and story

Unit III:	Aspects of Drama: 1. The conventions of drama 2. The language of drama 3. Character and plot 4. Tragedy and comedy
Unit IV:	Testing the Literary Skills: 1. Reading, notes, preparation 2. Interpretation 3. Effectiveness 4. Questions 5. Examinations
Unit V:	Glossary related to: 1. Poetry 2. Novel 3. Drama

Text Book:

1. Gill, Richard. Mastering English Literature. 3rd ed. Basingstoke: Palgrave Macmillan, 2006

Reference Book:

1. Gill, Richard. Mastering English Literature. 4th ed., Palgrave Macmillan, 2006.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	1	3	2	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, - = No Significant Mapping

*PAM – Program Articulation Matrix

SEMESTER - VI

Paper No.		Title of the Course	LITERARY CRITICISM			
Category	CORE XIII	Year / Sem	III/VI	Credits	5	
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total	
		6	-	-	6	
Prerequisites						

Objectives of the course:

LO1 To Understand the evolution of literary criticism from Classical antiquity to contemporary critical theory.

LO2 To Familiarize themselves with major concepts, principles, and approaches in literary theory and criticism.

LO3 To Analyze and evaluate literary texts using significant critical frameworks proposed by major theorists and critics.

LO4 To Examine the historical, philosophical, social, and cultural contexts that have shaped various schools of literary criticism.

LO5 To Develop critical thinking, interpretative abilities, and academic writing skills through the application of literary theories to texts.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate knowledge of major literary theories, critical traditions, and influential critics from classical to contemporary periods.
CO2	Identify and explain key concepts, methods, and approaches in literary criticism and theory.
CO3	Apply diverse critical frameworks to interpret and analyze literary texts effectively.
CO4	Evaluate the contributions of major critics and theoretical movements in shaping literary studies and cultural discourse
CO5	Develop analytical, argumentative, and academic writing skills through informed engagement with theoretical texts and critical debates.
CO6	Critically synthesize and apply literary theories to produce original interpretations of literary texts, demonstrating independent research, critical thinking, and effective scholarly communication.

Units

Unit I:	Introduction to Literary Criticism Concept Nature and Function of Criticism Literary Theory and Criticism Mimetic, Pragmatic, Expressive and Objective Theories Texts 1. Plato – <i>The Republic</i> (Book X)
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	2. Aristotle – <i>Poetics</i> (Chapters 1–8)
Unit II:	Neo-Classical and Romantic Criticism Texts 1. John Dryden – <i>An Essay of Dramatic Poesy</i> 2. William Wordsworth – Preface to <i>Lyrical Ballads</i> 3. Samuel Taylor Coleridge – <i>Biographia Literaria</i> (Chapter XIV)
Unit III:	Victorian and Modern Criticism Texts 1. Matthew Arnold – <i>The Study of Poetry</i> 2. T. S. Eliot – <i>Tradition and the Individual Talent</i> 3. I. A. Richards – <i>Four Kinds of Meaning</i>
Unit IV:	Twentieth Century Critical Approaches Texts 1. Cleanth Brooks – <i>The Language of Paradox</i> 2. Roland Barthes – <i>The Death of the Author</i> 3. Jacques Derrida – <i>Structure, Sign and Play in the Discourse of Human Sciences</i>
Unit V:	Contemporary Literary Theory Texts 1. Elaine Showalter – <i>Towards a Feminist Poetics</i> 2. Edward Said – <i>Orientalism</i> (Introduction) 3. Gayatri Chakravorty Spivak – <i>Can the Subaltern Speak?</i>

Text Book:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.
2. Nagarajan, M. S. *English Literary Criticism and Theory: An Introductory History*. Orient BlackSwan, 2006
3. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2010.
4. Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. 2nd ed., Wiley-Blackwell, 2017.
5. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 4th ed., Routledge, 2023.

Reference Book

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell Publishing, 2008.
3. Wilfred L. Guerin, et al. *A Handbook of Critical Approaches to Literature*. 6th ed., Oxford University Press, 2011.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20			5	NIL	NIL	30	15	3
CO2	15	15		NIL	NIL	NIL	30	15	3
CO3	NIL	20	10	NIL	NIL	NIL	30	15	3
CO4	NIL	15	15	NIL	NIL	NIL	30	15	3
CO5	NIL		20	5	NIL	5	30	15	3
Marks	50	50	100	10	10	10	200	100%	
Convert	(A) : 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	3	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	NEW LITERATURE IN ENGLISH		
Category	CORE XIV	Year / Sem	III/VI	Credits	5
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		6	-	-	6
Prerequisites					

Objectives of the course:

LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.
LO3	To help them engage in imagination, critical inquiry and self-reflection
LO4	To help them explore significant texts from diverse cultures and people in history
LO5	To help learners understand how an author's own ideology shapes reality in their respective works

Course Outcomes (COs)

Course Outcomes	Description
CO1	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies
CO2	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention.
CO3	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues
CO4	Critically evaluate arguments and assumptions about postcolonial literature.
CO5	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history
CO6	Apply postcolonial theories to critically interpret literary texts and evaluate their relevance in understanding contemporary issues of identity, culture, migration, race, and globalization.

Units

Unit I:	Derek Walcott (African) – A Far Cry from Africa Yasmin Goonaratne (South Asia / Sri Lanka) – Big Match Judith Wright (Australian) – The Company of Lovers E.J. Pratt (Canadian) – The Dying Eagle Allen Curnow (New Zealand) – House and Land
Unit II:	Ngugiwa Thinong'o (African): "The Language of African Literature". Chapter 1 from Decolonizing the minds" The Politics of Language in African Literature, pp 4-34 Aung San Suukyi (Burmese)" Freedom from Fear"

	http://www.uscampaignforburma.org/assk/sakharovessay.html
Unit III:	Wole Soyinka (Africa) - The Lion and the Jewel
Unit IV:	Louis Nowra – Radiance
Unit V:	Short Stories Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll’s House

Text Book:

1.	The Doll’s House and other Stories Katherine Mansfield
2.	Reg Sorghum: Moyan
3.	The Collected stories: Amy Hempel

Reference Book:

1.	Major voices in New Literature in English: Bishun Kumar Neha Arora
2.	Jo Donnell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984
3.	Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979
4.	Walsh, William, Commonwealth Literature. OUP, UK, 1973

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	2	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	SHAKESPEARE		
Category	CORE XV	Year / Sem	III/VI	Credits	4
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		5	-	-	5
Prerequisites					

Objectives of the course:

LO1	To make the students understand the socio-cultural aspects of Elizabethan age.
LO2	To facilitate learners with a deeper understanding of Shakespeare's plays
LO3	To provide learners with an overview of Shakespeare's historical and political contexts
LO4	To enable the learners, gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves
LO5	To facilitate the learners to analyze plot, characters, themes and stage craft of his plays

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays
CO4	Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftsmanship
CO5	Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society
CO6	Apply Shakespearean critical approaches to interpret and evaluate the enduring relevance of Shakespeare's plays in contemporary literary, cultural, and social contexts.

Units

Unit I:	General Studies Shakespeare's Comedy Shakespeare's Theatre and Audience Fools and Clowns of Shakespeare Tragedies of Shakespeare Soliloquies of Shakespeare
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	Heroines of Shakespeare Villains of Shakespeare Sonnets of Shakespeare
Unit II:	Sonnet – 2,17,28,56 and 121
Unit III:	The Merchant of Venice – Detailed
Unit IV:	Macbeth – Non detailed
Unit V:	The Tempest – Non detailed

Text Book:

1. A.C.Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.
2. Macheth. William Shakespeare: A Critical Evaluation Dr.S.Sen
3. Frye, Northrop. "TheArgumentofComedy." InEnglishInstituteEssays.NewYork,NY:ColumbiaUniversityPress,1949,pp.58-73;repr.in*Shakespeare: Modern Essays in Criticism*. Edited by Edward Dean. New York: OxfordUniversityPress,1969[1957]

Reference Book:

1. Habicht, Werner. "Shakespeare and the German Imagination." In *Shakespeare: World Views. Edited by Heather Kerr, Robin Eaden, and Madge Mitton*. Cranbury, NJ: AssociatedUniversityPresses,1996
2. Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in *A Midsummer Night's Dream*" MS.
3. Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle *Dream: the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'*" *Shakespeare Bulletin*16/4(Fall, 1998)

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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CO1	3	2	2	1	-	-	-	1	-	-	-	-	-	-	-
CO2	3	2	2	2	1	-	-	2	1	-	-	-	-	-	-
CO3	3	3	3	2	2	1	-	2	2	-	-	-	-	-	-
CO4	2	3	3	2	2	1	-	2	2	1	-	-	-	-	-
CO5	2	3	3	3	2	2	1	2	2	1	1	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	2	1	3	3	1	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	APPLIED ENGLISH GRAMMAR		
Category	ELECTIVE VI	Year / Sem	III/VI	Credits	3
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		6	-	-	6
Prerequisites					

Objectives of the course:

LO1 - To provide learners with a basic understanding of grammar and its role in English language usage.

LO2 - To familiarize learners with the parts of speech and their functions in sentence construction.

LO3 - To enable learners to identify and analyse sentences, subjects, predicates, phrases, and clauses.

LO4 - To introduce the fundamental concepts of syntax and the structural organization of English sentences.

LO5 - To develop learners' ability to construct and interpret simple phrase.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Demonstrate a basic understanding of English grammar and identify the major parts of speech such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
CO2	Analyse the structure of simple sentences by identifying subjects, predicates, and sentence patterns.
CO3	Differentiate between phrases and clauses and classify various types of phrases and clauses in English.
CO4	Construct simple sentences and represent their structures using phrase markers and tree diagrams.
CO5	Demonstrate the ability to analyse sentence structure and apply grammatical concepts in practical language tasks.
CO6	Apply grammatical knowledge and syntactic analysis to produce accurate, coherent, and effective written and spoken English in academic and professional contexts.

UNITS

Unit I:	What is Grammar? Parts of Speech, Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Interjection, Simple word identification Exercises
Unit II:	What is a Sentence? Subject and predicate
Unit III:	Phrase - Noun Phrase, Verb Phrase, Prepositional Phrase Clause - Independent Clause, Dependent Clause, Difference between Phrase and Clause

Unit IV:	Introduction to Syntax Sentence Structure Trees
Unit V:	NP (Noun Phrase) VP (Verb Phrase) Simple Tree Diagrams

Text Book:

1. Stageberg, Norman C. An Introductory English Grammar. Doaba Publications, 2026.
- 2 Radford, Andrew. An Introduction to English Sentence Structure. 2nd ed., Cambridge UP, 2020.
- 3 Kim, Jong-Bok, and Peter Sells. English Syntax: An Introduction. CSLI Publications, 2008.

Reference Book:

1. Roberts, Ian. Beginning Syntax. 3rd ed., Cambridge UP, 2023.
2. Brown, Keith, and Jim Miller. Syntax: A Linguistic Introduction to Sentence Structure. 5th ed., Rutledge, 2020.

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	20	-	-	5	-	5	30	15%	3
CO2	15	10	-	5	-	-	30	15%	3
CO3	-	20	-	-	5	5	30	15%	3
CO4	-	10	20	-	5	5	40	20%	3
CO5	-	-	40	-	-	10	50	25%	3
Marks	50	50	100	10	10	10	230	100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM):

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	-	-	-	-	-	-	2	-	-	-	-	-
CO2	3	3	2	1	-	-	-	-	-	2	-	-	-	-	-
CO3	2	3	3	2	-	-	-	-	-	2	-	-	-	-	-
CO4	2	3	3	3	2	-	-	-	-	2	-	-	-	-	-
CO5	2	3	3	3	3	2	-	-	-	3	-	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	1	1	1	1	3	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix

Paper No.		Title of the Course	ENGLISH FOR COMPETITIVE EXAMINATIONS		
Category		Year / Sem		Credits	2
Instructional hours per week		Lecture	Tutorial	Lab Practice	Total
		2	-	-	2
Prerequisites					

Objectives of the course:

L01	To build the knowledge of literary terms and theory in students.
L02	To enable the students to specialize in the fundamentals of English literature
L03	To improve the learning skills of students through various modes of testing.
L04	To enhance the ability to succeed in competitive exams.
L05	To provide an understanding of professional, ethical and social responsibilities.

Course Outcomes (COs)

Course Outcomes	Description
CO1	Remember the literary terms forms and theories
CO2	Recognize the different periods of English literature
CO3	Identify the various trends and culture and its influence on English Literature
CO4	Aware of the social, political and cultural issues and its reflections in literature.
CO5	Interpret any literary piece of work
CO6	Critically evaluate literary texts by applying appropriate literary theories, historical knowledge, and analytical skills to produce informed oral and written interpretations.

Units

Unit I:	Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.
Unit II:	Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision
Unit III:	Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being
Unit IV:	Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower
Unit V:	Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth

Text Book:

1. A Glossary of Literary Terms, Abrams, M.H (Publishers: Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2. The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

Reference Book:

1. A Dictionary of Literary Terms, Cuddon, A (Penguin)

Suggested Internal Assessment Matrix (IAM)

CO	Test I	Test II	Test III	Assessment I	Assessment II	Quiz / Assessment III	Total	% Allocation	Mapping Strength
CO1	10	10	15	2	1	2	40	20%	3
CO2	10	10	20	2	2	1	45	22.5%	3
CO3	10	10	15	2	2	1	40	20%	3
CO4	10	10	20	2	2	1	45	22.5%	3
CO5	5	5	15	1	2	3	31	15.5%	2
Marks	50	50	100	10	10	10		100%	
Convert	(A): 200/10 =20			(B) 30/3=10			(A) + (B) =30		

Course Articulation Matrix (CAM) :

COs / LOs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	-	-	-	-	-	-	2	-	-	-	-	-
CO2	3	3	2	1	-	-	-	-	-	2	-	-	-	-	-
CO3	2	3	3	2	-	-	-	-	-	2	-	-	-	-	-
CO4	2	3	3	3	2	-	-	-	-	2	-	-	-	-	-
CO5	2	3	3	3	3	2	-	-	-	3	-	-	-	-	-
CO6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Contribution to PAM*	3	3	3	3	2	1	1	1	1	3	1	1	1	1	1

Mapping Strength: 3 = High, 2 = Moderate, 1 = Low, – = No Significant Mapping

*PAM – Program Articulation Matrix
