



# **K.M.G. COLLEGE OF ARTS AND SCIENCE** **(AUTONOMOUS)**

**R.S. ROAD, AMMANANGKUPPAM, GUDIYATTAM -635803**

Approved by the Government of Tamil Nadu

Permanently Affiliated to Thiruvalluvar University, Vellore

Recognized under Section 2(f) and 12(B) of the UGC Act 1956

Accredited by NAAC (2nd Cycle) with (CGPA of 3.24/4) 'A' Grade

## **P.G. DEPARTMENT OF ENGLISH**

### **B.A., ENGLISH**

#### **SYLLABUS**

**(CHOICE BASED CREDIT SYSTEM)**

**Under**

**LEARNING OUTCOMES-BASED CURRICULUM**

**FRAMEWORK (LOCF)**

**(Effective for the Batch of Students Admitted from 2024-2025)**

## PREFACE

The curriculum of undergraduate English has been designed to explain the concepts in various genres of English such as Poetry, Prose, Drama, Fiction etc., and also intended to inculcate English language and Grammar through literature. The purpose of the outcome-based education is meant to provide an exposure to the fundamental aspects in different areas of English and its applications, keeping in mind the growing needs for higher education, employability, entrepreneurship and social responsibility. The periodical restructuring of the syllabi is carried out to fulfill the requirements of graduate attributes, qualification descriptors, programme learning outcomes and course outcomes. The outcome-based education enriches the curriculum to deliver the basic principles, synthetic strategies, mechanisms and application-oriented learning for the benefit of students. It also includes self-learning module, minor projects and field visits to enable students to get fortified for higher studies and employment. The programme also includes training to students for seminar presentation, preparation of field visits reports, hands-on training in skill courses, developing leadership qualities, organization and participation in the interdepartmental academic competitions. The allied papers provide a platform to strengthen the understanding of the core subjects. The non-major elective courses offer chances to learn and augment interest in other related fields. The outcome-based curriculum is intended to enrich the learning pedagogy to global standards. ICT enabled teaching-learning platforms are provided to students along with the interaction of international scholars. The seminars periodically delivered by the department, subject experts and professors would certainly help the students to update with latest technology/trends in different fields of English Literature. The exposure to the Group/individual Projects, and MoUs with other colleges can open new avenues for the aspirants and its progress would be followed regularly. The OBE based evaluation methods will reflect the true cognitive levels of the students as the curriculum is designed with course outcomes and cognitive level correlations as per BLOOM's Taxonomy.

## **ABOUT THE COLLEGE**

The College was established in the new millennium 2000 by the vision of late Shri.K.M.Govindarajan fondly known as Iyah, with a mission to offer higher education in the fields of Arts and Science to the needy and the poor middle class students of this area and make them fully employable and economically self-reliant. With a humble beginning of launching an elementary school named Thiruvalluvar Elementary School in the year 1952, Iyah groomed it into a Higher Secondary School and later into a college. Education was his soul and breath. The college has grown into a full-fledged educational hub offering 12 under graduate programs, 8 post graduate programs, 5 M.Phil research programs and 4 Ph.D program. The college has been accredited with 'A' grade by NAAC in 2nd cycle and recognized under section 2(f)&12(B) of the UGC act 1956. The College is permanently affiliated to Thiruvalluvar University. The College is also acquired the status of Autonomous from the academic year 2024-2025. The College is an associate member of ICT Academy and registered member of NPTEL and Spoken Tutorials of IIT Bombay. The college is also a member of INFLIBNET and NDL.

## **VISION OF THE COLLEGE**

Empower young men and women by educating them in the pursuit of excellence, character building and responsible citizen.

## **MISSION OF THE COLLEGE**

Offer higher education in the fields of Arts, Science & Management to the needy and make them fully self-dependent.

## **QUALITY POLICY OF THE COLLEGE**

KMG Students achieve the best learning results and personal growth with modern education that provide them for a working life and a changing society to become deserving citizens.

## **ABOUT THE DEPARTMENT**

The department of English was established in the 2009-2010 academic year with B.A. English as an initial Undergraduate Course and it was elevated to Postgraduate department in the 2013-2014 academic year, by providing M.A. English. It is not a small thing for a man to become a master of the international language and of its rich and complex literature. No other study exerts a greater influence on man in moulding his intellectual and spiritual life than the study of literature. Thus, English department is a guide to those who want to explore the world of literature.

The central objectives of this programme is to enrich the students' communication and reading skills in English. Well experienced English instructors are devoted to develop the various language skills such as listening, speaking, reading, and writing among the student community. Moreover, the students are encouraged to imbibe these qualities by working collectively in the classroom on exercises and examples provided by the teachers.

In addition, the department plays an active role in the co-curricular activities of the college. Every year, English department also plays a leading role in intercollegiate fests, department fests, tours, webinars and seminars.

Furthermore, the department aims to prepare every student professionally fit for placement programmes in every academic year. We provide various orientation programmes and bridge courses to familiarize our students with the course and the curriculum.

## **VISION OF THE DEPARTMENT**

- To attain academic excellence through teaching and research activities.
- To encourage literary sensibilities, language competence and critical thinking among students.

## **MISSION OF THE DEPARTMENT**

- To be a renowned department in inculcating Language and literature.
- To enrich students competency level to present successful in global arena.

## PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

- 1. Professional Excellence:** Graduates will demonstrate competency and excellence in their chosen fields of study, applying theoretical knowledge to practical situations effectively.
- 2. Character Development:** Graduates will exhibit strong moral and ethical character, upholding values of integrity, honesty, and respect for others in both personal and professional endeavors.
- 3. Leadership and Citizenship:** Graduates will emerge as responsible leaders and active citizens, contributing positively to their communities and society at large through their actions and initiatives.
- 4. Continuous Learning:** Graduates will engage in lifelong learning and professional development activities, adapting to evolving technologies, methodologies, and societal needs.
- 5. Self-Dependency and Entrepreneurship:** Graduates will possess the skills and mindset necessary to be self-reliant and entrepreneurial, capable of creating opportunities for themselves and others through innovation and initiative.
- 6. Effective Communication and Collaboration:** Graduates will demonstrate proficiency in communication skills, both verbal and written, and exhibit the ability to collaborate effectively with diverse teams and stakeholders.
- 7. Global Perspective:** Graduates will have a broad understanding of global issues and perspectives, demonstrating cultural sensitivity and adaptability in multicultural environments.

**PROGRAM OUTCOMES (POs)**

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

<b>POs</b>	<b>Graduate Attributes</b>	<b>Statements</b>
PO1	Disciplinary Knowledge	Acquire detailed knowledge and expertise in all the disciplines of the subject.
PO2	Communication Skills	Ability to express thoughts and ideas effectively in writing, listening and confidently Communicating with others using appropriate media
PO3	Critical Thinking	Students will develop aptitude and Integrate skills of analysis, critiquing, application and creativity.
PO4	Analytical Reasoning	Familiarize to evaluate the reliability and relevance of evidence, collect, analyze and interpret data.
PO5	Problem Solving	Capacity to extrapolate the learned competencies to solve different kinds of non-familiar problems.
PO6	Employability and Entrepreneurial Skill	Equip the skills in current trends and future expectations for placements and be efficient entrepreneurs by accelerating qualities to facilitate startups in the competitive environment.
PO7	Individual and Team Leadership Skill	Capability to lead themselves and the team to achieve organizational goals and contribute significantly to society.
PO8	Multicultural Competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective.
PO 9	Moral and Ethical awareness/reasoning	Ability to embrace moral/ethical values in conducting one's life.
PO10	Lifelong Learning	Identify the need for skills necessary to be successful in future at personal development and demands of work place.

**PROGRAM SPECIFIC OUTCOMES (PSOs)**

On successful completion of the B.A. English, the students will be able to:

PSOs	Statements
PSO1	Interpret literary texts of all genres and gain a deep understanding of texts.
PSO2	Utilize the different critical approaches and methods of language to acquire mastery in English communication.
PSO3	Promote and explore various situations of human life in the light of literature.

**Correlation Rubrics:**

High	Moderate	Low	No Correlation
3	2	1	-

**Mapping of PSOs with POs:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	3	2	1	-	2	1	2
PSO2	3	2	3	3	2	3	2	2	1	2
PSO3	3	3	3	3	2	2	1	1	2	3

# K.M.G. COLLEGE OF ARTS AND SCIENCE

## (AUTONOMOUS)

Subject and Credit System- B.A., English

(Effective for the Batch of Students Admitted from 2024-2025)

Semester	Part	Category	Course Code	Course Title	Ins.Hrs / Week	Credit	Maximum Marks		
							Internal	External	Total
<b>SEMESTER - I</b>	I	Language	AULT10 / AULU10	General Tamil -I / Urdu-I	6	3	25	75	100
	II	Language	AULE10	English-I	6	3	25	75	100
	III	CORE-1	AUCEN11	Introduction to Literature	5	5	25	75	100
	III	CORE-2	AUCEN12	Indian writing in English	5	5	25	75	100
	III	ELECTIVE-I	AUEEN13	Social History of England-I	4	3	25	75	100
	IV	SEC-I	AUSEN14	English and Communication	2	2	25	75	100
	IV	FC	AUFEN15	Advanced English Grammar	2	2	25	75	100
					<b>Semester Total</b>	<b>30</b>	<b>23</b>		
<b>SEMESTER - II</b>	I	Language	AULT20 / AULU20	General Tamil - II / Urdu-II	6	3	25	75	100
	II	Language	AULE20	English-II	6	3	25	75	100
	III	CORE-3	AUCEN21	British literature-I	5	5	25	75	100
	III	CORE-4	AUCEN22	American literature	5	5	25	75	100
	III	ELECTIVE-II	AUEEN23	Social History of England-II	4	3	25	75	100
	IV	SEC-II	AUSEN24	Public Speaking Skills	2	2	25	75	100
	IV	SEC-III	AUSEN25	Digital Literacy and concepts	2	2	25	75	100
				<b>Semester Total</b>	<b>30</b>	<b>23</b>			

Semester	Part	Category	Course Code	Course Title	Ins.Hrs / Week	Credit	Maximum Marks		
							Internal	External	Total
<b>SEMESTER - III</b>	I	Language	AULT30 / AULU 30	General Tamil -III / Urdu-III	6	3	25	75	100
	II	Language	AULE30	English-III	6	3	25	75	100
	III	CORE-5	AUCEN31	British literature-II	5	5	25	75	100
	III	CORE-6	AUCEN32	Children's Literature	5	5	25	75	100
	III	ELECTIVE-III	AUEEN33	History of English Literature-I	3	3	25	75	100
	IV	SEC-IV	AUSEN34	Entrepreneurial Skills	1	1	25	75	100
	IV	SEC-V	AUSEN35	Interview Skills	2	2	25	75	100
	IV	Compulsory	AUES30	Environmental Science	2	2	25	75	100
					<b>Semester Total</b>	<b>30</b>	<b>24</b>		
<b>SEMESTER - IV</b>	I	Language	AULT40 / AULU 40	General Tamil -IV / Urdu-IV	6	3	25	75	100
	II	Language	AULE40	English-IV	6	3	25	75	100
	III	CORE-7	AUCEN41	World literature in translation	5	5	25	75	100
	III	CORE-8	AUCEN42	Language And Linguistics	5	5	25	75	100
	III	ELECTIVE-IV	AUEEN43	History of English Literature-II	4	3	25	75	100
	IV	SEC-VI	AUSEN44	English for careers	2	2	25	75	100
	IV	SEC-VII	AUSEN45	English for Business	2	2	25	75	100
				<b>Semester Total</b>	<b>30</b>	<b>23</b>			

Semester	Part	Category	Course Code	Course Title	Ins.Hrs / Week	Credit	Maximum Marks		
							Internal	External	Total
SEMESTER - V	I	CORE-9	AUCEN51	Women's writing	6	4	25	75	100
	II	CORE-10	AUCEN52	Introduction to folk Literature	6	4	25	75	100
	III	CORE-11	AUCEN53	Indian writing in Translation	5	4	25	75	100
	III	CORE-12	AUPEN54	Project	5	4	25	75	100
			AUCEN54	Myth and Literature					
	III	ELECTIVE-V	AUEEN55	Literary forms	3	3	25	75	100
	IV	ELECTIVE-VI	AUEEN56	Literature and Environment	3	3	25	75	100
	IV	Part-IV	AUVE50	Value Education	2	2	25	75	100
	IV	Compulsory	AUIEN57	Summer Internship/Industrial Training	-	2	100	-	100
				<b>Semester Total</b>	<b>30</b>	<b>26</b>			
SEMESTER - VI	I	CORE-13	AUCEN61	Literary criticism	6	4	25	75	100
	II	CORE-14	AUCEN62	New literatures in English	6	4	25	75	100
	III	CORE-15	AUCEN63	Shakespeare	6	4	25	75	100
	III	ELECTIVE-VII	AUEEN64	English language Teaching	5	3	25	75	100
	III	ELECTIVE-VIII	AUEEN65	Journalism and mass Communication	5	3	25	75	100
	IV	Compulsory paper	AUEA60	Extension Activity	-	1	100	-	100
	IV	SEC-VIII	AUPCEN66	Professional Competency skill– English for Competitive Examinations	2	2	25	75	100
				<b>Semester Total</b>	<b>30</b>	<b>21</b>			

**Consolidated Semester wise and Component wise Credit distribution**

<b>Parts</b>	<b>Semester-I</b>	<b>Semester-II</b>	<b>Semester-III</b>	<b>Semester-IV</b>	<b>Semester-V</b>	<b>Semester-VI</b>	<b>Total Credits</b>
<b>Part-I</b>	3	3	3	3	-	-	12
<b>Part-II</b>	3	3	3	3	-	-	12
<b>Part-III</b>	13	13	13	13	22	18	92
<b>Part-IV</b>	4	4	5	4	4	3	24
<b>Part-V</b>	-	-	-	-	-	-	-
<b>Total</b>	23	23	24	23	26	21	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>INTRODUCTION TO LITERATURE</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	AUCEN11	<b>Credits</b>	05
<b>Category</b>	Core-1	<b>Year &amp; Semester</b>	I & I
<b>Prerequisites</b>	Higher secondary School Education	<b>Regulation</b>	2024

### Objectives of the course:

- To introduce the different forms of literature
- To provide learners with the background knowledge of literature
- To enable learners to understand the different genres of writing
- To examine the various themes and forms present in literature
- To create the ability of critically examining a text

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	Introduction: Poetry, Different forms of poetry, Sonnet, Ode, Elegy, Prose, Short Story, Novel, Prosody, Metre	CO1 CO3	K1,K2 K3,K4
<b>UNIT-II</b>	John Milton – When I Consider How My Light is Spent John Keats – Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard	CO1 CO2 CO3	K1,K2 K3,K4
<b>UNIT-III</b>	Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture	CO3 CO4	K1,K2 K3,K4
<b>UNIT-IV</b>	Lamb’s Tales from Shakespeare – A Midsummer Night’s Dream, Twelfth Night	CO2 CO3 CO4	K1,K2 K3,K4
<b>UNIT-V</b>	Jane Austen – Pride & Prejudice	CO2 CO4 CO5	K1,K2 K3,K4

### Recommended Text Books

1. *An Introduction to the study of English Literature* .W.H.Hudson.
2. Cecil, David. ‘The Poetry of Thomas Gray’. *Proceedings of the British Academy*. London: 1954
3. *Jane Austen – Pride & Prejudice*
4. <https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/>

**Reference Books**

1. Austen, Jane. *Pride and Prejudice*. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, <[www.loc.gov/item/18001222/](http://www.loc.gov/item/18001222/)>.AUSTEN, Jane. *Pride and Prejudice*. London : Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022-2
2. Henny Herawati et al., *Introduction to Literature*, Sanata Dharma University Press, October 2021.
3. Janice Campbell., *Introduction to Literature : Excellence in Literature English, 4<sup>th</sup> Ed*, Everyday Education, LLC, January 2021.

**Website and e-learning source**

1. <https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015>
2. <https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
3. <https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
4. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Appreciate and analyze and the basic elements of poetry, including meter, rhyme, and Sonnet.	K1,K2,K3
CO2	Gain knowledge of the elements of fiction Including narrative structure, character analysis and comparison between different but related texts.	K1,K2,K3,K4
CO3	Explore the features of literary language.	K1,K2,K3
CO4	Explain about the romantic comedy of Shakespeare play	K1,K2,
CO5	Describe about the social satire of beginning of 18 <sup>th</sup> century	K1,K2,

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	-	-	1	2	2	3	3	3
CO2	3	2	1	1	1	-	1	1	2	1	3	3	3
CO3	2	2	1	1	-	-	1	2	1	1	3	3	3
CO4	3	2	1	1	-	-	-	1	2	1	3	3	3
CO5	2	2	1	2	2	-	-	2	2	1	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	AUCEN12	<b>Credits</b>	05
<b>Category</b>	Core-2	<b>Year&amp; Semester</b>	I&I
<b>Prerequisites</b>	Higher Secondary School Education	<b>Regulation</b>	2024

### Objectives of the course:

- To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
- To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation,(Post) national and gender politics, cross-cultural transformations..
- To create literary sensibility and critical response to the literary texts written in English
- To closely examine the various themes and methodologies existing in Indian Writing in English.
- To help learners apply the ideas encapsulated in Indian Aesthetics literary texts

UNITS	Contents	COs	Cognitive Levels
UNIT-I	Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah	CO1 CO3	K1 K2 K3 K4
UNIT-II	Rabindranath Tagore- Paper Boat Sarojini Naidu- The Village Song Toru Dutt- The Lotus A.K. Ramanujam – Still another view of Grace R. Parthasarathy – River Once	CO1 CO2 CO3	K1 K2 K3 K4
UNIT-III	Mahatma Gandhi- Steal and Atonement Sri Aurobindo – Poetry from ‘Early Cultural Writings’ (Page 123-24) Vivekananda – Address at the Final Session (Complete Works Vol -1, Chapter -1)	CO3 CO4	K1 K2 K3 K5
UNIT-IV	Ruskin Bond – The Eyes are not Here. K.A. Abbas – Sparrows	CO2 CO3 CO4	K1 K2 K3 K5
UNIT-V	R.K. Narayanan – The Man – Eater of Malgudi	CO3 CO4 CO5	K1 K2 K3 K5

**Recommended Text Books**

1. *K.R.Srinivasa Iyengar, Indian Writing in English*
2. *Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930*
3. *R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.*
4. *Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 2001.*

**Reference Books**

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: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.*
4. *Dr.A.K.Sharma: Fiction and Indian Writing in English*

**Website and e-learning source**

1. <https://www.poemhunter.com/a-k-ramanujan/poems/>
2. <https://www.poetrybyheart.org.uk/poems/paper-boats>
3. <https://allpoetry.com/Village-Song>

**Course Learning Outcomes(for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1,K2,,K4
CO2	Interpret the implications of the various ethos and issues of Indian culture through the study of Indian poetry	K1,K2,K4,K5
CO3	Explore the role of English as a medium for political awakening and the use of English in India for creative writing	K1,K2,K4,K5
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K1,K2,K4,K5
CO5	Evaluate and interpret literary works and to develop aptitude for critical analysis	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	-	-	-	-	1	2	1	3	3	3
CO2	3	2	1	1	-	-	-	2	2	1	3	3	3
CO3	2	2	2	-	-	-	-	1	1	2	3	3	3
CO4	3	1	2	1	-	-	-	2	2	1	3	3	3
CO5	3	2	2	1	-	-	-	2	2	2	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>SOCIAL HISTORY OF ENGLAND - I</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	AUEEN13	<b>Credits</b>	03
<b>Category</b>	ELECTIVE-I	<b>Year &amp; Semester</b>	I & I
<b>Prerequisites</b>	Basic Knowledge in English	<b>Regulation</b>	2024

**Objectives of the course:**

- To acquaint the students with background study of social conditions in England
- To introduce students to some of the major historical development of England
- To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
- To make the students aware of the relation between socio political and socio religious events and literary works
- To make the students aware of the relation between socio political and socio religious events and literary works.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	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.	CO1 CO2 CO3	K1 K2 K3 K4 K5 K6
<b>UNIT-II</b>	The Renaissance The Reformation The Dissolution of the Monasteries	CO1 CO3 CO4	K1 K2 K3 K4 K5 K6
<b>UNIT-III</b>	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre	CO1 CO2 CO3	K1 K2 K3 K4 K5
<b>UNIT-IV</b>	The Origin and Growth of Political Parties in England	CO4 CO5	K1 K2 K3 K4 K5

<b>UNIT-V</b>	Age of Queen Anne Coffee House Life in London	CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
<b>Recommended Text Books</b>			
<ol style="list-style-type: none"> <li>1. <i>As a Briggs-Social History of England</i></li> <li>2. <i>Louise Creight on– Social History of England</i></li> <li>3. <i>G.M.Trevelyan:Social History of England</i></li> </ol>			
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>			
<ol style="list-style-type: none"> <li>1. <i>Julia Crickand Elisabeth Van Houts Ed.-Social History of England (900-1200)</i></li> <li>2. <i>Keith Wrightson –Social History of England(1500-1750)</i></li> <li>3. <i>Francois Bedarida: A Social History of England1851-1990,2<sup>nd</sup> ed</i></li> </ol>			
<a href="https://www.literpretation.com/post/social-history-of-enland-6#:">https://www.literpretation.com/post/social-history-of-enland-6#:</a> <a href="https://gacbe.ac.insematerial">https://gacbe.ac.insematerial</a>			

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Gain knowledge of various features of social and political history of England	K1
CO2	Be aware of the relation between socio- religious events and socio- political works	K1, K2
CO3	Compare history with Literature	K4, K6
CO4	Enable to assess the emergence, reasons, development and the impact of social movements	K4, K5, K6
CO5	Assess the overall emergence of English society as a nation.	K3, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	2	3	3	2	-	-	-	1	3	3	3	3	3
<b>CO2</b>	3	3	3	2	-	-	-	1	3	3	3	3	3
<b>CO3</b>	3	3	3	1	-	-	-	1	3	3	3	3	3
<b>CO4</b>	3	3	3	1	-	-	-	1	3	3	3	3	3
<b>CO5</b>	3	3	3	1	-	-	-	1	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>ENGLISH AND COMMUNICATION</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	<b>AUSEN14</b>	<b>Credits</b>	02
<b>Category</b>	Skill Enhancement Course SEC-1	<b>Year&amp; Semester</b>	I&I
<b>Prerequisites</b>	Provide the students with an ability to build and enrich their communication skills.	<b>Regulation</b>	2024

### Objectives of the course:

- To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing
- To help them think and write imaginatively and critically
- To equip students to build self- confidence with a focus on self- presentation
- To facilitate the learners to learn personal and professional development

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading (Common errors in English)	CO1 CO2	K1 K2 K4
<b>UNIT-II</b>	Verbal & Non Verbal Greetings Formal & Informal	CO1 CO2 CO3	K1 K2 K4
<b>UNIT-III</b>	Message Writing Agenda Minutes	CO2 CO3 CO4	K1 K2 K3 K5
<b>UNIT-IV</b>	Letters – Formal & Informal Email Report writing	CO1 CO2 CO4 CO5	K1 K2 K4 K5
<b>UNIT-V</b>	Interview Presentation Skills Job Application and Resume	CO4 CO5	K1 K3 K5 K6

**Recommended Text Books:**

1. *Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.*
2. *Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.*
3. *Understanding Body Language by Alan Pease.*

**Reference Books: (Latest editions, and the style as given below must be strictly adhered to)**

1. *Latest editions, and the style as given below must best strictly adhered to Communicative Grammar of English by Geoffrey Leech and Ian Svartik.*

**Web Sources:**

1. *Subject: ENGLISH COMMUNICATION SKILLS THEORY goigalajijuna-Academia.edu.*

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Apply their knowledge of English grammar and soft skills to enhance their career prospects.	K1,K2, K4
CO2	Identify the basic principles, methods and models of communication.	K1,K2,K4, K5
CO3	Evaluate the text from language point of view.	K1,K2,K3, K5
CO4	Assess the overall linguistic competence with the four skills of language and get familiarized with them.	K1,K2,K4, K5
CO5	Develop the oral and written communication skills so that their employability enhances and English becomes the medium of their livelihood and personality.	K1,K3, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	2	1	2	2	2	1	2	3	3	3	3
CO2	3	3	2	1	1	2	2	-	2	3	3	3	3
CO3	3	3	2	2	1	2	2	-	1	3	3	3	3
CO4	3	3	2	1	1	3	3	1	3	3	3	3	3
CO5	3	3	2	2	2	3	2	2	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>FOUNDATION COURSE – ADVANCE ENGLISH GRAMMAR</b>	<b>Hours/Week</b>	02
<b>Course Code</b>	AUFEN15	<b>Credits</b>	05
<b>Category</b>	Skill Enhancement Course	<b>Year&amp; Semester</b>	I&I
<b>Prerequisites</b>	To know about the English Poetry starting from Medieval to Modern Period.	<b>Regulation</b>	2024

### Objectives of the course:

- To understand how to use Grammar correctly
- To learn to be confident in using Advanced Grammar
- To write English without grammatical error
- To gain confidence in learning English

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	1. Nouns: Countable, Un-Countable, Common, Proper Noun, Concrete, Abstract Properties of Noun: Gender, Number, Person, Case 2. Pronouns 3. Articles	CO1 CO2 CO4	K1 K2 K4
<b>UNIT-II</b>	4. Adjectives 5. Prepositions 6. Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerunds, Participles, Infinitives, Tenses	CO1 CO2 CO3	K2 K3 K5
<b>UNIT-III</b>	7. Adverbs 8. Conjunctions and Interjections	CO1 CO2 CO3	K1 K2 K3 K4
<b>UNIT-IV</b>	9. The Sentence: Subject and Predicate 10. Types of Sentences 11. Sentence Patterns	CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-V</b>	12. Idioms and Phrases 13. Figures of Speech	CO3 CO4 CO5	K1 K2 K4 K5 K6

<p><b>Recommended Text Books</b></p> <ol style="list-style-type: none"> <li>1. <i>Raymond Murphy – English Grammar in Use- Cambridge University Course (2003)</i></li> <li>2. <i>A.J. Thomson – A Practivcal English Grammar – Oxford University Press</i></li> <li>3. <i>Michel Swan Catherine Walter Oxford English Grammar Course</i></li> </ol>
<p><b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b></p> <ol style="list-style-type: none"> <li>1. <i>Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.</i></li> <li>2. <i>Wren &amp; Martin High School English Grammar &amp; Composition</i></li> <li>3. <i>Longman Grammar of Spoken and Written English</i></li> <li>4. <i>A senior English Grammar and Composition, N.K. Aggarwala, Goyal Brothers Prakashan.</i></li> </ol>
<p><b>Web Resources</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://learnenglish.britishcouncil.org/grammar/english-grammar-reference">https://learnenglish.britishcouncil.org/grammar/english-grammar-reference</a></li> <li>2. <a href="https://www.englishgrammar101.com">https://www.englishgrammar101.com</a></li> <li>3. <a href="https://www.ircambridge.com/books/the-Good-Grammar-Book-with%20answers.pdf">https://www.ircambridge.com/books/the-Good-Grammar-Book-with%20answers.pdf</a></li> </ol>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Determine the key concepts of English grammar and to apply them more sensitively in their day-to-day communication needs.	K1,K2,,K4
CO2	Analyze the language in a better way by understanding of the parts of speech and sentence patterns in English.	K1,K2,K3,K4
CO3	Exposure to a sense of English grammar, tenses, idioms, syntax, semantics, morphology, phonology and their usage.	K1,K2,K3,K4
CO4	Develop the logical and analytical skills in the use of language for communication.	K1,K2,K3,K4,
CO5	Illustrates the importance of predicates, Idioms, Figures of Speech articles and nouns in English grammar.	K1,K2, K3,K4,

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	3	-	1	1	-	-	-	3	3	3	3
<b>CO2</b>	3	3	1	-	-	2	1	1	-	3	3	3	3
<b>CO3</b>	3	3	1	-	-	1	-	-	-	3	3	3	3
<b>CO4</b>	3	3	3	3	2	2	1	1	1	3	3	3	3
<b>CO5</b>	3	3	1	-	-	1	-	-	2	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>BRITISH LITERATURE-I</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	<b>AUCEN21</b>	<b>Credits</b>	05
<b>Category</b>	Core-3	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	To know about the British culture	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce British Identity, Periods and other related forms.
- To increase the ability for students to intellectually assess the works of British writers.
- To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
- To closely examine the various themes and methodologies present in British literature.
- To create an aptitude of critical probing through the text.

UNITS	Contents	COs	Cognitive Levels
UNIT-I	John Keats – Ode On a Grecian urn Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization	CO1 CO4	K1 K2 K4
UNIT-II	Charles Lamb – Dissertation upon a Roasted Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions	CO1 CO2 CO3	K1 K3 K5
UNIT-III	John Webster – The Duchess of Malfi	CO4 CO5	K5 K6
UNIT-IV	Christopher Marlowe – Dr. Faustus	CO2 CO3 CO4	K3 K4
UNIT-V	Jonathan Swift – Gulliver's Travels	CO2 CO5	K3 K4 K6

**Recommended Text Books**

1. The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.
2. The Spectator Club – Critical Appreciation by Richard Steele.
3. Marlowe, Christopher. Dr. Faustus. Book on Demand Ltd, 2021.

**Reference Books**

1. A Critical History of English Literature – David Daiches
2. Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.

Website and e-learning source

Ranger, Paul, "Technical Features." By Oliver pp51-58.,  
[http://doi.org/10.1007/978-1-349-07664-2\\_5](http://doi.org/10.1007/978-1-349-07664-2_5).  
<https://www.poetryfoundation.org/poems/48860/the-raven>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events of early British Literature.	K1,K2,K3
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	K1,K3,K5
CO3	Discuss the themes, approaches, styles, and contributions to the development of British literature.	K4,K5
CO4	Distinguish between the characteristics of British literary movements in discuss in England writing about British literature.	K3,K4,K6
CO5	Critically appreciate literature using standard literary terminology and other literary conventions.	K2,K4,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	2	2	3	3	2
CO2	3	1	2	2	1	-	-	-	1	1	3	3	3
CO3	3	3	2	3	2	-	-	-	3	2	3	2	3
CO4	3	3	1	2	1	-	-	-	2	1	3	3	3
CO5	3	2	3	2	3	-	-	-	3	3	2	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>AMERICAN LITERATURE</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	<b>AUCEN22</b>	<b>Credits</b>	05
<b>Category</b>	Core-4	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Basic knowledge of American history	<b>Regulation</b>	2024

**Objectives of the course:**

- To identify the growth and development of American literature. To provide learners with the back ground knowledge of literature.
- To critically examine how various genres developed and progressed.
- Learn about prominent writers and famous works in American literature.
- To closely examine the various themes and methodologies present in British literature.
- To create an aptitude of critical probing through the text.

UNITS	Contents	COs	Cognitive Levels
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.	CO1 CO2 CO4	K1 K2
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	CO1 CO3	K1 K2 K4
UNIT-III	Martin Luther King Jr.– I have a Dream Ralph Waldo Emerson–Self Reliance	CO2 CO5	K1 K3
UNIT-IV	Tennessee Williams- The Glass Menagerie	CO1 CO5	K2 K5
UNIT-V	Nathaniel Howthron- The Scarlet Letter	CO3 CO4	K4 K6

**Recommended Text Books**

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

**Reference Books**

1. Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chartwell Books, 2015.
2. Poe, Edgar Allan
3. Poetry for Young People: Edgar Allen Poe. Sterling Pub. Co., 1995.

**Website and e-learning source**

1. <https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams>
2. <https://www.poetryfoundation.org/poems/48860/the-raven>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Analyze and discuss works of American literature from arrange of genres.	K1,K2,K3
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature	K1,K3,K4
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	K1,K2,K5
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865	K4,K6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions	K3,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	-	-	-	1	2	3	3	3	3
CO2	3	3	1	1	-	-	-	1	2	1	3	3	3
CO3	3	2	1	3	-	-	-	1	1	2	3	3	3
CO4	3	1	3	1	-	-	-	2	2	1	3	3	3
CO5	3	2	2	3	-	-	-	2	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>SOCIAL HISTORY OF ENGLAND II</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	<b>AUEEN23</b>	<b>Credits</b>	03
<b>Category</b>	<b>ELECTIVE-II</b>	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Basic Knowledge in English	<b>Regulation</b>	2024

**Objectives of the course:**

- Define the social history of England in a political perspective.
- Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts.
- Identify main trends in the social history of England and their influence on literature.
- Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres.
- To critically analyze the influence of history and cultural diversity on literature and Language.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	The union of England and Scotland The Agrarian Revolution The Industrial Revolution	CO1 CO2 CO4	K1 K2 K5
<b>UNIT-II</b>	The Methodist movement Other Humanitarian Movements	CO1 CO2	K2 K5
<b>UNIT-III</b>	The American War of Independence England and Ireland French Revolution & Effects of the French Revolution	CO2 CO3 CO5	K4 K5 K6
<b>UNIT-IV</b>	The Reform Bills The Victorian Age	CO4 CO5	K1 K5 K6
<b>UNIT-V</b>	Development of Education in the Victorian England Means of transport and Communication World Wars I & II	CO3 CO5	K3 K4 K6

**Recommended Text Books**

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

**Reference Books (Latest editions, and the style as given below must be strictly adhered to)**

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, 2<sup>nd</sup> ed*

<https://www.literpretation.com/post/social-history-of-enland-6#:> <https://gacbe.ac.insematerial>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Recognize the milestones of British History from 18 <sup>th</sup> century till the modern age and can relate how these movements influence the English society and Literatures of that period	K1,K2,K3
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity	K1,K2,K5
CO3	Examine the causes and consequences of the war of Americans and French	K1,K3,K4
CO4	Evaluate the effects of the revolutions and their impacts in literature in a better perspective	K5,K6
CO5	Analyze the reforms and the development of education, transport and communication in the modern era.	K1,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	2	2	-	-	-	-	3	3	3	3	2
CO2	3	3	3	1	-	-	-	3	3	3	3	2	3
CO3	2	3	3	1	-	-	-	1	3	3	3	3	3
CO4	3	3	3	2	-	-	-	2	3	3	3	2	3
CO5	3	3	3	1	-	-	-	1	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>PUBLIC SPEAKING SKILLS (SEC-II)</b>	<b>Hours/Week</b>	02
<b>Course Code</b>	<b>AUSEN24</b>	<b>Credits</b>	02
<b>Category</b>	Skill Enhancement Course - 2	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Techniques of Public Speaking	<b>Regulation</b>	2024

**Objectives of the course:**

- To help students understand the goals and benefits of public speaking.
- To help them recognize communication apprehension and guide them on how to reduce it.
- To familiarize them on how public speaking can be used to advocate or create change.
- To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric.
- To help them think and speak imaginatively and critically.

UNITS	Contents	COs	
<b>UNIT-I</b>	Definition , Need And Significance of Public Speaking	CO1 CO2	K1 K2 K4
<b>UNIT-II</b>	Elements of Public Speaking Types of Public Speaking(Ceremonial, Demonstrative, Informative and Persuasive)	CO1 CO2 CO3	K1 K2 K4
<b>UNIT-III</b>	Techniques for Effective Public Speaking	CO2 CO3 CO4	K1 K2 K3 K5
<b>UNIT-IV</b>	Methods of Public Speaking Advantages and Disadvantages of Public Speaking	CO1 CO2 CO4 CO5	K1 K2 K4 K5
<b>UNIT-V</b>	Students Activity- Choose a topic and speak in front of the Class.	CO4 CO5	K1 K3 K5 K6

**Recommended Text Books:**

1. Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2. Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins

**Reference Books : (Latest editions, and the style as given below must be strictly adhered to)**

1. Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. *Journal of Personality and Social Psychology*, 37, 715-727.

**Web Sources:**

1. *Learning Outcomes /Public Speaking*([lumenlearning.com](http://lumenlearning.com))  
*lu03\_public\_speaking.pdf*([indianhills.edu](http://indianhills.edu))

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Demonstrate an understanding of the principles of public speaking.	K1, K2, K4
CO2	Recognize barriers to public speaking and identify how to avoid them.	K1, K2, K4, K5
CO3	Understand how to give effective verbal and nonverbal feedback.	K1, K2, K3, K5
CO4	Learn about planning speech organization for the intended audience.	K1, K2, K4, K5
CO5	Practice effective group delivery and speech in informal context.	K1, K3, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	3	-	-	-	1	-	2	3	3	3
CO2	3	1	2	2	-	-	-	2	1	3	3	3	3
CO3	3	3	3	2	-	-	-	-	2	1	3	3	3
CO4	3	2	1	1	-	-	-	1	1	3	3	3	3
CO5	3	3	1	3	-	-	-	2	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	DIGITAL LITERACY AND CONCEPTS	<b>Hours/Week</b>	02
<b>Course Code</b>	AUSEN25	<b>Credits</b>	02
<b>Category</b>	Skill Enhancement Course III	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Knowledge of digital content creation	<b>Regulation</b>	2024

**Objectives of the course:**

- To help the students to be introduced to digital literacy.
- To elaborate on digital values, language and culture.
- To explore digital literacy in terms of information, identity and labeling.
- To discuss teacher's engagement in digital literacy.
- To analyze socio-economic factors in digital literacy.

UNITS	Contents	COs	Cognitive Levels
UNIT-I	Introduction to Digital Literacy and its types. Digitizing Information.	CO1 CO2 CO3	K1 K2 K4
UNIT-II	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy	CO2 CO4	K1 K2 K5
UNIT-III	Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.	CO3 CO4 CO5	K3 K4 K6
UNIT-IV	Digital Literacy in Education	CO1 CO2 CO5	K1 K2 K6
UNIT-V	Challenges in Digital Literacy	CO3 CO4 CO5	K5 K6

**Recommended Text Books**

1. Introduction to Digital Literacy (2<sup>nd</sup> Edition)-Mark Bowles.
2. Popular Culture, New Media and Digital Literacy in Early Childhood-J. Marsh
3. Digital Literacy: Different Cultures, Different Understandings- E. Helsper

**Reference Books (Latest editions, and the style as given below must be strictly adhered to)**

1. Implementing Media Literacy: Empowerment, Participation and Responsibility –S. Livingston.
2. Literacy: Reading the word and the word –P .Freireand P. Macedo.
3. Media Literary in Schools: Practice, Production and Progression – A.Burnand J.Durran.
4. Digital Literacy for Learning–A.Martin and D.Madigan Changing Literacies– C.Lankshear.

**Web Resources**

1. [https://r.search.yahoo.com/\\_ylt=AwrKFi0NstJmgwQAKXm7HAX.;\\_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl\\_AdVDtcdxPNg-](https://r.search.yahoo.com/_ylt=AwrKFi0NstJmgwQAKXm7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl_AdVDtcdxPNg-)
2. [https://r.search.yahoo.com/\\_ylt=AwrKFi0NstJmgwQAKXm7HAX.;\\_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl\\_AdVDtcdxPNg-](https://r.search.yahoo.com/_ylt=AwrKFi0NstJmgwQAKXm7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl_AdVDtcdxPNg-)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Gain knowledge of digital literacy.	K1,K2,K4
CO2	Acquire skills in text literacies and language.	K2,K3,K5
CO3	Acquire skills in information digital literacy.	K1,K2,K4,K5
CO4	Build confidence in using digital literacy.	K3,K4,K6
CO5	Aware of the various types socio- economic factors in digital literacy	K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	-	2	2	3	3
CO2	3	3	1	2	2	-	-	-	1	1	3	3	3
CO3	3	2	2	1	1	-	-	-	-	2	3	3	3
CO4	3	3	2	2	-	1	-	-	2	1	3	3	3
CO5	3	2	1	2	2	-	-	-	-	1	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>BRITISH LITERATURE-II</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	AUCEN31	<b>Credits</b>	05
<b>Category</b>	Core-5	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know about the British Culture and Religion	<b>Regulation</b>	2024

### Objectives of the course:

- To help learners analyze British Literature written from the late 18th Century to the present.
- To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
- To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.
- To closely examine literary works using critical perspectives.
- To help them with applying appropriate formal conventions when writing about literature.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Poetry</b> Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S.Eliot – The Waste Land – The Burial of the Dead W.H.Auden – The Unknown Citizen Mathew Arnold – Dover Beach	CO1 CO4	K1 K2 K4
<b>UNIT-II</b>	<b>Prose</b> G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers	CO1 CO2 CO3	K1 K3 K5
<b>UNIT-III</b>	<b>Drama</b> R.B. Sheridan – The School for Scandal	CO4 CO5	K5 K6
<b>UNIT-IV</b>	<b>Novel</b> Thomas Hardy – The Return of the Native	CO2 CO3 CO4	K3 K4
<b>UNIT-V</b>	<b>Short Story</b> James Joyce – The Dead Somerset Maugham – The Verger	CO2 CO5	K3 K4 K6

**Recommended Text Books**

1. Renard, Virginie. The Great War and Postmodern Memory: the first World War in Late 20<sup>th</sup> -Century British Fiction (1985-2000). Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013. The Spectator Club – Critical Appreciation by Richard Steele.
2. The School of Scandal and other plays by R.B.Sheridan.
3. The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers

**Reference Books**

1. The Dead, James Joyce – Analysis : [www.eng-literature.com](http://www.eng-literature.com)
2. Five Centuries of English Verse William Stebbing.
3. Winged words by David Greens.

**Website and e-learning source**

1. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
2. [https://fullreads.com/essay/the-indian-jugglers/;](https://fullreads.com/essay/the-indian-jugglers/)
3. <https://essays.quotidiana.org>piece-...>“A Piece of Chalk by G.K.Chesterton Quotidiana

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	K1,K2,K3
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on ,in British Literature.	K1,K3,K5
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	K4,K5
CO4	Respond to literature on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and cause by which humans interact with one another.	K3,K4,K6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	K2,K4,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	2	2	3	3	3
CO2	3	1	2	2	1	-	-	-	1	1	3	3	3
CO3	3	3	2	3	2	-	-	-	3	2	3	3	3
CO4	3	3	1	2	1	-	-	-	2	1	3	3	3
CO5	3	2	3	2	3	-	-	-	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>CHILDREN'S LITERATURE</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	AUCEN32	<b>Credits</b>	05
<b>Category</b>	Core-6	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	British Culture and Religion	<b>Regulation</b>	2024

### Objectives of the course:

- To introduce and familiarize various genres and aspects of Children's Literature
- To promote ethical values through children's literature and appreciate the world of other cultures
- To gain comprehensive knowledge of Children's Literature by close reading
- To appreciate the works of various writers of Children's Literature
- To critically analyze Children's literature through discussion and Writing

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	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 Eedited by Peter Hunt)	CO1 CO2 CO4	K1 K2
<b>UNIT-II</b>	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery	CO1 CO3	K1 K2 K4
<b>UNIT-III</b>	Fantasy Fiction J.K. Rowling – Harry Potter and the Philosopher's Stone	CO2 CO5	K1 K3
<b>UNIT-IV</b>	Realistic Fiction 1. R.K.Narayan – Swami and Friends	CO1 CO5	K2 K5
<b>UNIT-V</b>	Short Story 1. Mark Twain – The celebrated jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image	CO3 CO4	K4 K6

### Recommended Text Books

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

**Reference Books**

1. Lukens, J.Rabecca. A Critical handbook of Children’s Literature.
2. The Ownland Pussy cat; 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

**Website and e-learning source**

1. <https://fdocuments.in/document/childrens-literature-55845ad6244ac.html>
2. <https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-booksummary-and-analysis/>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Recognize the various genres of Children’s Literature	K1,K2,K3
CO2	Acquire values through their reading of the works of Children’s Literature	K1,K3,K4
CO3	Appreciate and criticize the similarities and differences in cultural imaginations.	K1,K2,K5
CO4	Recognize the themes and artistic style employed in Children’s Literature	K4,K6
CO5	Critically evaluate the different approaches to Children’s Literature in various countries.	K3,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	-	-	-	1	2	3	3	3	3
CO2	3	3	1	1	-	-	-	1	2	1	3	3	3
CO3	3	2	1	3	-	-	-	1	1	2	3	3	3
CO4	3	1	3	1	-	-	-	2	2	1	3	3	3
CO5	3	2	2	3	-	-	-	2	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>HISTORY OF ENGLISH LITERATURE I</b>	<b>Hours/Week</b>	03
<b>Course Code</b>	<b>AUEEN33</b>	<b>Credits</b>	03
<b>Category</b>	ELECTIVE-III	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	Basic Knowledge in English Literature	<b>Regulation</b>	2024

### Objectives of the course:

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

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>PROSE</b> Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson	CO1 CO2 CO4	K1 K2 K5
<b>UNIT-II</b>	<b>POETRY</b> 14thCentury -Chaucer Elizabethan &Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope	CO1 CO2	K2 K5
<b>UNIT-III</b>	<b>EARLYDRAMA</b> Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan &Jacobean Drama - Characteristics with reference to the University Wits.	CO2 CO3 CO5	K4 K5 K6
<b>UNIT-IV</b>	<b>LATER DRAMA</b> Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan.	CO4 CO5	K1 K5 K6
<b>UNIT-V</b>	<b>NOVEL</b> 18thCenturyNovel - Defoe, Fielding	CO3 CO5	K3 K4 K6

### Recommended Text Books

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 John McRae

**Reference Books (Latest editions, and the style as given below must be strictly adhered to)**

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

**Website and e-learning source**

<https://iac-cheyyar.com>>pdf

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
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 representative of their times.	K1,K2,K3
CO2	Evaluate the way socio- cultural and historical phenomena influence the literary production of a particular period.	K1,K2,K5
CO3	Familiarize themselves with the socio- cultural ambience and the discursive frameworks of various ages.	K1,K3,K4
CO4	Develop a critical appreciations of the literary stalwart of the respective periods.	K5,K6
CO5	Gain in – depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides grittiest of the language	K1,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	2	3	2	2	-	-	-	-	3	3	3	3	2
<b>CO2</b>	3	3	3	1	-	-	-	1	3	3	3	2	3
<b>CO3</b>	2	3	3	1	-	-	-	1	3	3	3	3	3
<b>CO4</b>	3	3	3	2	-	-	-	1	3	3	3	2	3
<b>CO5</b>	3	3	3	1	-	-	-	1	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>ENTREPRENEURIAL SKILLS (SEC-IV)</b>	<b>Hours/Week</b>	01
<b>Course Code</b>	<b>AUSEN34</b>	<b>Credits</b>	01
<b>Category</b>	Part-IV SEC-IV	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	Basic Knowledge in English Literature	<b>Regulation</b>	2024

### Objectives of the course:

- To introduce learners to various qualities required for entrepreneurship
- To discuss about various entrepreneurship models
- To help them think creatively and innovatively
- To enable them understand various schemes supporting entrepreneurship
- To discuss the steps in venture development and new trends in entrepreneurship.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship	CO1 CO2 CO4	K1, K2, K3, K5
<b>UNIT-II</b>	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.	CO1 CO2	K2, K3, K4
<b>UNIT-III</b>	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding	CO2 CO3	K3,K4,K5
<b>UNIT-IV</b>	Marketing and networking skills, how to improve Entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export	CO4 CO5	K1, K5 ,K6
<b>UNIT-V</b>	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.	CO3 CO5	K3,K4,K5, K6

### Recommended Text Books

1. Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd

### Website and e-learning source

<https://online.hbs.edu/blog/post/entrepreneurial-skills>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the foundation of Entrepreneurship Development and its theories.	K1,K2,K3
CO2	Explore entrepreneurial skills and management function of a Company.	K1,K2,K5
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	K1,K3,K4
CO4	Understand various steps involved in starting a venture.	K5,K6
CO5	Explore marketing methods & new trends in entrepreneur ship.	K1,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	2	2	3	3	3
CO2	3	1	2	2	1	-	-	-	1	1	3	3	3
CO3	3	3	2	3	2	-	-	-	3	2	3	3	3
CO4	3	3	1	2	1	-	-	-	2	1	3	3	3
CO5	3	2	3	2	3	-	-	-	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>INTERVIEW SKILLS</b>	<b>Hours/Week</b>	<b>02</b>
<b>Course Code</b>	<b>AUSEN35</b>	<b>Credits</b>	<b>02</b>
<b>Category</b>	<b>Skill Enhancement Course - 5</b>	<b>Year &amp; Semester</b>	<b>II &amp; III</b>
<b>Prerequisites</b>	<b>Techniques of Public Speaking</b>	<b>Regulation</b>	<b>2024</b>

### Objectives of the course:

- To enable students understand the information needed to prepare for an interview.
- To enable them to research company information before heading to an interview.
- To familiarize them with how to handle Interview Questions.
- To enable them to use comfortable vocabulary.
- To help them think and speak imaginatively and critically.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	
<b>UNIT-I</b>	Definition of Interview-Essentials of Interview Skill	CO1 CO2	K1 K2 K4
<b>UNIT-II</b>	Needs and Requirements of Interview skills	CO1 CO2 CO3	K1 K2 K4
<b>UNIT-III</b>	Resume Preparation-Do's and Don'ts of an interview	CO2 CO3 CO4	K1 K2 K3 K5
<b>UNIT-IV</b>	Body language-gesture-attitude-facial expression-sound knowledge	CO1 CO2 CO4 CO5	K1 K2 K4 K5
<b>UNIT-V</b>	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.	CO4 CO5	K1 K3 K5 K6

<p><b>Recommended Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Ros Jay (2002), Brilliant Interview, Prentice Hall</li> <li>2. David Beckham (2013), The illustrated Book, Headline Publications</li> <li>3. Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</li> </ol>
<p><b>Reference Books : (Latest editions, and the style as given below must be strictly adhered to)</b></p> <ol style="list-style-type: none"> <li>1.Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</li> </ol>
<p><b>Web Sources:</b></p> <ol style="list-style-type: none"> <li>1. <i>TipsforaSuccessfulInterview(ung.edu)</i></li> </ol>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Use the STAR Method to describe relevant experiences in away that reflects knowledge of the job/internship position description and employer.	K1,K2, K4
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact ,use of filler words, hand gestures, and verbal pace).	K1,K2,K4, K5
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.	K1,K2,K3, K5
CO4	Develop confidence in relationship to the in interviewing skills.	K1,K2,K4, K5
CO5	Be able to identify, discuss, and implement key job interview skills.	K1,K3, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	3	2	1	1	1	-	2	3	3	3
CO2	3	1	2	2	3	2	2	3	1	3	3	3	3
CO3	3	3	3	2	2	1	2	-	2	1	3	3	3
CO4	3	2	1	1	2	2	3	1	1	3	3	3	3
CO5	3	3	1	3	1	3	-	2	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>WORLD CLASSICS IN TRANSLATION</b>	<b>Total Hours</b>	05
<b>Course Code</b>	AUCEN41	<b>Credits</b>	05
<b>Category</b>	<b>Core -7</b>	<b>Year &amp; Semester</b>	II / IV
<b>Prerequisites</b>	Basic Literature	<b>Regulation</b>	2024 - 25

**Objectives of the course:**

- To familiarize the students with the ancient world classic literature
- To expose students to the socio economic and cultural aspects reflected in different countries through various texts
- To enable them to develop a comparative perspective to study the texts
- To gain knowledge on the parallel growth of literature from ancient to modern periods
- To critically appreciate the aesthetic and diverse aspects of world classics

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	Introduction to Translation - Thiruvalluvar – Thirukkural – IniavaiKooral – Chapter 10 Dante – Paradiso, Canto XXI: The Seventh Sphere, Saturn--Johann Wolfgang Von Goethe – The Violet Victor Hugo – Tomorrow at Dawn	CO1	K1, K2
<b>UNIT-II</b>	Ovid – Pyramus & Thisbe Alexander Pushkin – The Gypsies Horace – Satires Gabriel Okara – The Mystic Drum	CO2	K1, K2, K3
<b>UNIT-III</b>	Walter Benjamin – Unpacking My Library Montaigne – Of Friendship	CO3	K1, K2, K3, K4
<b>UNIT-IV</b>	Luigi Pirandello – Six Characters in search of an Author	CO4	K1, K2, K3, K4

<b>UNIT-V</b>	Herman Hesse – Siddartha	CO5	K1, K2, K3
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**Recommended Text Books**

1. Six characters in search of an author by Luigi Pirandello
2. Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi
3. *Translation Studies* – Susan Bassnett Publisher: Routledge (Taylor & Francis Group imprint)  
Latest edition: 4th edition, published in 2013.

**Reference Books**

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

**Website and e-learning source**

1. <https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/>
2. Free learning module “Block-1 Introduction to Translation” by Indira Gandhi National Open University (IGNOU) on eGyanKosh: <http://egyankosh.ac.in/handle/123456789/117318>.

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand classical texts from different parts of the world.	K1, K2
CO2	Explain about the richness of various cultures and their writings.	K1, K2, K3
CO3	Compare different literary forms and time periods.	K1, K2, K3, K4
CO4	Compare ideas and themes in original and translated works.	K1, K2, K3, K4
CO5	Study major literary movements and use this knowledge in translation and analysis.	K1, K2, K3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	3	3	2	-	-	-	3	2	3	3	3
<b>CO2</b>	2	2	2	2	1	-	-	-	3	2	2	3	3
<b>CO3</b>	3	2	3	3	2	-	-	-	2	2	3	3	3
<b>CO4</b>	2	3	2	2	1	-	-	-	3	2	2	3	3
<b>CO5</b>	3	2	3	3	2	-	-	-	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>LANGUAGE AND LINGUISTICS</b>	<b>Total Hours</b>	05
<b>Course Code</b>	AUCEN42	<b>Credits</b>	05
<b>Category</b>	<b>Core - 8</b>	<b>Year &amp; Semester</b>	II & IV
<b>Prerequisites</b>	Basic Grammar	<b>Regulation</b>	2024 - 25

**Objectives of the course:**

- To help learners gain knowledge of origin, growth and development of English Language
- To highlight the impact of various socio, political, cultural and historical events on English Language
- To help them gain knowledge of the scientific study of English language and linguistics
- To enable the students to acquire a foundation of linguistic concepts. To in form them about the various external linguistic influences that have contributed to the making of the language
- To expose students to the analysis of literary texts using linguistic and discourse analytical tools

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	The origin of Language The Descent of English Language from the Indo European family of Languages	CO1	K1, K2
<b>UNIT-II</b>	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian	CO2	K1, K2, K3
<b>UNIT-III</b>	Growth of Vocabulary	CO3	K1, K2, K3, K4

<b>UNIT-IV</b>	Change of Meaning	CO4	K1, K2, K3
<b>UNIT-V</b>	Phonology Vowels, Cardinal Vowels, Consonants & Diphthongs	CO5	K1, K2, K3, K4,

### Recommended Text Books

1. Wood, Frederick T. *An Outline History of the English language*. Macmillan, 1971.
2. Balasubramanian, T. *English Phonetics for Indian Students*. Trinity, 2022.

### Reference Books

1. Wren, C L. *The English Language*. Vikas, 2008.
2. Baugh, A C and Thomas Cable. *A History of the English Language*. Routledge, 1993.
3. Hancock, Mark. *English Pronunciation in Use*. Cambridge, 2012.

### Website and e-learning source

1. <https://www.englishclub.com/pronunciation/>
2. <https://www.oxfordonlineenglish.com/>
3. [https://www.bbc.co.uk/learningenglish/oromo/learn\\_pronunciation](https://www.bbc.co.uk/learningenglish/oromo/learn_pronunciation)
4. <https://learnenglish.britishcouncil.org/>

### Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students will be able to

COs	CO Description	Cognitive Level
CO1	Understand the origin and history of the English language.	K1, K2
CO2	Explain about Old, Middle, and Modern English.	K1, K2, K3
CO3	Find the influence of other languages on English.	K1, K2, K3, K4
CO4	Explore vocabulary growth and changes in meaning over time.	K1, K2, K3
CO5	Explain the basics of vowels, consonants, and diphthongs.	K1, K2, K3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	-	-	-	2	2	3	2	3
CO2	3	2	3	2	2	-	-	-	1	1	3	3	3
CO3	3	2	3	2	2	-	-	-	3	2	3	3	3
CO4	3	3	2	3	2	-	-	-	1	1	3	3	3
CO5	3	3	3	2	3	-	-	-	1	1	2	3	2

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>HISTORY OF ENGLISH LITERATURE - II</b>	<b>Total Hours</b>	<b>04</b>
<b>Course Code</b>	<b>AUEEN43</b>	<b>Credits</b>	<b>03</b>
<b>Category</b>	<b>ELECTIVE IV</b>	<b>Year &amp; Semester</b>	<b>II &amp; IV</b>
<b>Prerequisites</b>	Literary Periods, Genres, Authors	<b>Regulation</b>	<b>2024 - 25</b>

**Objectives of the course:**

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

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	<b>PROSE</b> Romantic Age- Lamb, Hazlitt Victorian Age- Ruskin, Arnold The Twentieth Century - Orwell, Huxley	CO1	K1, K2
<b>UNIT-II</b>	<b>POETRY</b> Romantic Poetry - Wordsworth, Coleridge, Shelley Victorian Poetry - Tennyson, Browning The Twentieth Century - Hopkins, T.S. Eliot, Yeats	CO2	K2, K3

<b>UNIT-III</b>	<b>DRAMA</b> Revival of Drama – Oscar Wilde The Twentieth Century – Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett	CO3	K2, K3
<b>UNIT-IV</b>	<b>NOVEL</b> Romantic Age – Jane Austen, Walter Scott, Victorian Age - Dickens, Hardy The Twentieth Century - H.G.Wells, Golding	CO4	K1, K2, K3,
<b>UNIT-V</b>	The Novel since 2000 - Irvin Welsh, Doris Lessing Poetry since 2000 – Seamus Heaney, Edwin Morgan Drama since 2000 - David Hare, David Edgar	CO5	K1, K2, K3, K4

### Recommended Text Books

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

### Reference Books

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

### Website and e-learning source

<https://share.google/iWi5X8bWHfJ6rSbj>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand key authors and themes from Romantic, Victorian, and Twentieth Century prose	K1, K2
CO2	Appreciate major poets and styles from Romantic to Twentieth Century poetry.	K2, K3
CO3	Recognize important drama movements and playwrights from revival to modern times.	K2, K3
CO4	Explore significant novelists and literary trends from the Romantic Age to contemporary works.	K1, K2, K3
CO5	Compare classical and contemporary literary trends and their societal impact.	K1, K2, K3, K4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	3	2	2	1	1	2	3	2	3	2	3
<b>CO2</b>	3	2	3	2	1	1	1	2	2	2	3	3	2
<b>CO3</b>	3	2	3	2	2	1	2	3	3	2	3	2	3
<b>CO4</b>	3	2	3	2	2	1	1	2	2	2	3	2	3
<b>CO5</b>	3	2	3	2	2	1	1	2	2	2	3	2	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>ENGLISH FOR CAREERS</b>	<b>Total Hours</b>	<b>02</b>
<b>Course Code</b>	AUSEN44	<b>Credits</b>	<b>02</b>
<b>Category</b>	<b>SEC VI</b>	<b>Year &amp; Semester</b>	<b>II &amp; IV</b>
<b>Prerequisites</b>	Communication, globalization, education matter	<b>Regulation</b>	<b>2024 - 25</b>

**Objectives of the course:****This course aims to help the students to**

- Gain knowledge about the job search, application, and interview process.
- Explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
- Strategies for identifying the jobs that match their interests and skills
- Understand the job-seekers language for meeting new people, making small talk and describing
- Learners to describe themselves and their experiences in a résumé

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Definition of English Language-Characteristic Features.	CO1	K1, K2
<b>UNIT-II</b>	Purposes of English Language.	CO2	K1, K2
<b>UNIT-III</b>	Major Roles played by English Language in Education and various career choices.	CO3	K2, K3, K4

<b>UNIT-IV</b>	English language as a identity to popular culture.	CO4	K2, K3, K4
<b>UNIT-V</b>	The major development sharpening in the contemporary world by using English language, Professional Communication.	CO5	K3, K4, K5

### Recommended Text Books

- Meenakshi Raman and Sangeeta Sharma.** *Technical Communication: Principles and Practice.* Oxford University Press, 2011. Print.
- Sethi, Jyoti, and Kamlesh Pathak.** *A Course in Phonetics and Spoken English.* Prentice Hall India, 2007. Print.

### Reference Books

Bose, D.M."J.C.Bose."Dr.D.M.Bose Centenary Celebration Commemoration Volume 1885-1985. Kolkata: Bose Institute, 1995. Print

### Website and e-learning source

- [https://www.researchgate.net/publication/344172814\\_English\\_For\\_Career\\_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1\\_x\\_2&\\_esc=publicationCoverPdf](https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)
- English Language: Aspects and Features*” (PDF) — helpful background on what language is and how features are described. <https://ddugu.ac.in/newweb/>
- “*The Importance of the English Language in Today’s World*” — explains why English is learned globally. [europeanscience.org](http://europeanscience.org)
- “*The Role of English Language in Global Communication and Its Importance in the Education System*” — shows how English functions in education and careers. [academicpublishers.com](http://academicpublishers.com)
- The Role of the English Language in the World and its Importance Today*” — includes culture exchange and identity aspects. [scientificbulletin.com](http://scientificbulletin.com)
- “*The Role of Effective Communication Skills in Professional Life*” — relevant to professional/ career communication. [sciedupress.com](http://sciedupress.com)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Remember basic facts and features of English language.	K1, K2
CO2	Understand the purposes of English in communication and society.	K1, K2
CO3	Apply English skills in education and career contexts.	K2, K3, K4
CO4	Analyze English language's role in popular culture.	K2, K3, K4
CO5	Evaluate and create ideas on global developments using English.	K3, K4, K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	2	3	3	3	2	2	1	2	2	2	3	3	3
<b>CO2</b>	2	3	3	2	2	2	1	3	2	2	2	3	3
<b>CO3</b>	2	3	2	2	3	3	2	2	1	2	3	3	3
<b>CO4</b>	2	2	3	3	2	2	1	3	1	2	3	3	3
<b>CO5</b>	2	2	3	3	3	2	2	3	2	3	3	2	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>ENGLISH FOR BUSINESS</b>	<b>Total Hours</b>	<b>02</b>
<b>Course Code</b>	AUSEN45	<b>Credits</b>	<b>02</b>
<b>Category</b>	<b>SEC VII</b>	<b>Year &amp; Semester</b>	<b>II &amp; IV</b>
<b>Prerequisites</b>	Communication, professionalism, and commerce	<b>Regulation</b>	<b>2024-25</b>

**Objectives of the course:**

- To help students learn strategies and practical language to deal with real life situations.
- To help them improve on how to speak and write in order to Keep communication going and always appear professional and competent
- To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts
- To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice.
- To help them to consistently develop a comprehensive vocabulary through real, authentic resources

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Business English Definition and Difference	CO1	K1, K2,K3
<b>UNIT-II</b>	Highlights/Significance/Essentials of Business English	CO2	K1,K2,K4
<b>UNIT-III</b>	Needs of Business English	CO3	K4,K5,K6
<b>UNIT-IV</b>	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.	CO4	K2, K4, K5

<b>UNIT-V</b>	Economic Development through Business English	CO5	K4, K5, K6
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**Recommended Text Books**

1. Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English
2. Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

**Reference Books**

Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology-Paraná. Curitiba. 2015.

**Website and e-learning source**

*English language skills for the future | Cambridge English*

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Elucidate Business English and distinguish it from general English.	K1, K2, K3
CO2	Identify essential features and the significance of Business English in communication.	K1, K2, K3, K4
CO3	Explain the need for Business English in global and professional contexts.	K2, K3, K4
CO4	Describe the role of Business English in English language learning and education.	K2, K4, K5
CO5	Analyze the impact of Business English on economic development and global trade.	K3, K4, K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>C01</b>	3	3	3	3	3	1	1	-	-	2	3	3	3
<b>C02</b>	2	3	3	3	2	3	2	-	-	2	2	3	3
<b>C03</b>	3	3	3	2	3	3	3	-	-	2	3	3	3
<b>C04</b>	3	3	3	3	3	2	2	-	-	2	3	3	3
<b>C05</b>	3	2	3	3	3	3	3	-	-	3	3	2	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>WOMEN'S WRITING</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>AUCEN51</b>	<b>Credits</b>	04
<b>Category</b>	Core-9	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Literature, Feminism, History, Criticism & Context	<b>Regulation</b>	2024

### Objectives of the course:

#### The course aims to

- Understand the origin and importance of feminism.
- Learn about key women writers worldwide.
- Study authors' style and writing techniques.
- See feminism as a way to express women's experiences.
- Develop critical and analytical thinking about literature and society.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Feminist movements</b> Definition of Feminist movement Aim of Feminist movements Diverse and Multi- Issue Historical Context Intersectionality Waves of Feminism Movements Global Phenomenon	CO1	K1, K2
<b>UNIT-II</b>	<b>Poetry</b> Kamala Das – Introduction Imtiaz Dharkar - Purdah Maya Angelou – Touched by an Angel Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue Judith Wright – Eve to the Daughter	CO2 CO4	K1, K2, K3, K4
<b>UNIT-III</b>	<b>Prose</b> Virginia Woolf – A Room of One's Own Chapter III Shakespeare's Sister Alice Walker – "The Black Writer and the Southern Experience" from <i>In Search of a Mother's Garden</i>	CO3 CO5	K3, K4, K5, K6
<b>UNIT-IV</b>	<b>Fiction</b> Mahasweta Devi - Bayen	CO3 CO4	K3, K4

<b>UNIT-V</b>	<b>Novel &amp; Short Story</b> Doris Lessing – The Grass is Singing Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story)	CO4  CO5	K3, K4,  K5, K6
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**Recommended Text Books**

1. **Feminism and Women’s Writing: An Introduction** – Catherine Riley & Lynne Pearce  
*Comprehensive foundation on feminist engagement with literature.*
2. **The Norton Anthology of Literature by Women** – Sandra M. Gilbert & Susan Gubar (eds.)  
*Widely used anthology covering women poets, writers & literary movements. (common academic resource)*
3. **A Room of One’s Own – & Selected Essays** – Virginia Woolf  
*Essential feminist literary essay explaining women’s creative space. (core feminist text)*
4. **In Search of Our Mothers’ Gardens** – Alice Walker  
*Key collection of essays exploring Black women’s writing and creativity. (standard university reading)*

**Reference Books**

1. **The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination** – Sandra Gilbert & Susan Gubar  
*Classic feminist literary criticism exploring women writers and representation.*
2. **How to Suppress Women’s Writing** – Joanna Russ  
*Critical look at how women’s writing has been historically marginalized.*
3. **Sexual Politics** – Kate Millett  
*Foundational work of second wave feminism analyzing literature and patriarchy.*
4. **Feminist Theory, Women’s Writing** – Laurie A. Finke  
*Advanced exploration of feminist theory and literary interpretation.*
5. **Writing Caste, Writing Gender: Narrating Dalit Women’s Testimonios** – Sharmila Rege  
*Important academic reference on caste, gender, and feminist narratives in India.*

**Website and e-learning source**

1. **Feminism overview (concept & movement)**  
<https://www.perlego.com/index/social-sciences/feminism> (*analysis & intro to feminist movement*)
2. **Feminist literature overview**  
<https://www.perlego.com/index/literature/feminist-literature> (*introduction to feminist literature*)
3. **Feminist literary criticism**  
<https://www.perlego.com/index/literature/feminist-literary-criticism> (*critical approach in literature*)
4. **Women Writers Project (digital texts)**  
[https://en.wikipedia.org/wiki/Women\\_Writers\\_Project](https://en.wikipedia.org/wiki/Women_Writers_Project) (*research & texts by women writers*)
5. **Women in Print Movement (second-wave feminism)**  
[https://en.wikipedia.org/wiki/Women\\_in\\_print\\_movement](https://en.wikipedia.org/wiki/Women_in_print_movement) (*alternative publishing networks*)
6. **Virginia Woolf – *A Room of One’s Own***  
[https://en.wikipedia.org/wiki/A\\_Room\\_of\\_One%27s\\_Own](https://en.wikipedia.org/wiki/A_Room_of_One%27s_Own) (*summary & themes*)
7. **Alice Walker – *In Search of Our Mothers’ Gardens***  
[https://en.wikipedia.org/wiki/In\\_Search\\_of\\_Our\\_Mothers%27\\_Gardens](https://en.wikipedia.org/wiki/In_Search_of_Our_Mothers%27_Gardens) (*collection overview*)
8. **Critical essay link for Sandra Cisneros (*House on Mango Street*)**  
<https://www.enotes.com/topics/sandra-cisneros/criticism/cisneros-sandra-vol-193/criticism/jacqueline-doyle-essay-date-winter-1994> (*feminist literary criticism*)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the basics of feminist movements and women’s writing.	K1, K2
CO2	Identify themes and forms in women’s literary texts.	K1, K2
CO3	Analyze the influence of history and culture on women’s experiences in literature.	K4
CO4	Examine the construction of female identity across cultures.	K3, K4
CO5	Design comparative feminist analyses across global literary texts.	K4, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	2	2	3	3	3
CO2	3	1	2	2	1	-	-	-	1	1	3	3	3
CO3	3	3	2	3	2	-	-	-	3	2	3	3	3
CO4	3	3	1	2	1	-	-	-	2	1	3	3	3
CO5	3	2	3	2	3	-	-	-	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>INTRODUCTION TO FOLK LITERATURE</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>AUCEN52</b>	<b>Credits</b>	04
<b>Category</b>	Core-10	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Culture, History, Storytelling & Analysis	<b>Regulation</b>	2024

**Objectives of the course:****The course aims to**

- Introduce learners to different theories and forms of folk literature.
- Help learners analyze the role of oral tradition in literature.
- Enable learners to appreciate oral and folk arts.
- Examine themes and methods in contemporary Indian writing in English.
- Help learners understand why women's writing is a separate genre.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Folk Literature</b> Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature	CO1 CO2 CO3	K1, K2, K3
<b>UNIT-II</b>	<b>Major Forms of Folk Literature</b> Myths, Legends Folk Songs Ballad Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts	CO1 CO3	K1, K2, K3
<b>UNIT-III</b>	<b>Non-fiction prose</b> Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes <b>Approaches to the Study Of Folklore:</b> 1. Historical 2. Anthropological 3. Psychological	CO2 CO4	K1, K2, K3, K4, K5
<b>UNIT-IV</b>	<b>Folksong</b> 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) <b>Folktale</b> The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.	CO2 CO4	K1, K2, K3, K4, K5

<b>UNIT-V</b>	<b>Drama</b>	CO1	K1, K2, K3, K4, K5, K6
	Girish Karnad - Nagamandala	CO3	
		CO4	
		CO5	

**Recommended Text Books**

1. *The Study of Folklore* – Alan Dundes (classic introductory textbook on folklore theory & methods)
2. *Morphology of the Folktale* – Vladimir Propp (key text on folktale structure and analysis)
3. *Folklore Matters* – Alan Dundes (essays linking folklore with culture, narrative, symbols)
4. *American Folklore: An Encyclopedia* – Jan Harold Brunvand (reference covering many folklore genres and concepts)
5. *Indian Folk Literature: Origin, Growth and Modern Appeal* – Suman Bala & Sandeep Pathak (contextual Indian folk literature study)

**Reference Books**

1. *Encyclopaedia of Indian Literature* – Sahitya Akademi (comprehensive reference, includes folklore entries)
2. *Giants, Monsters & Dragons: An Encyclopedia of Folklore, Legend and Myth* – Carol Rose (global myths & folklore reference)
3. *Folktales Told Around the World* – (various editors/anthologists) (worldwide folktale collections, useful comparative anthology)
4. *American Folklore Scholarship: A Dialogue of Dissent* – Rosemary Lévy Zumwalt (historical scholarship overview)
5. *Folk and Fairy Tales* – Martin Hallett (Editor) (collection covering key genres like myth, legend, folktale)

**Website and e-learning source**

1. **Folktexts – Folklore & Fairy Tales Online** – a large archive of folktales and oral traditions in text form:  
<https://sites.pitt.edu/~dash/folktexts.html>
2. **Britannica: Folk Literature Overview (forms & techniques)** – definition + examples of myths, songs, legends:  
<https://www.britannica.com/art/folk-literature/Major-forms-of-folk-literature>
3. **Harvard Folklore Resources** – scholarly directories of journals, indexes, and study guides:  
<https://folkmyth.fas.harvard.edu/resources>
4. **Seneca Libraries – Folklore/Oral Tradition Guide** – basic overview & study tips for legends/myths:  
<https://library.senecapolytechnic.ca/religion/folklore>
5. **University of Washington Folklore Collections** – search folklore archives & primary materials:  
<https://guides.lib.uw.edu/research/folklore/collections>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the main features and functions of folklore.	K1, K2
CO2	Apply knowledge of folk elements to identify themes and patterns in examples.	K1, K2, K3
CO3	Interpret folk arts using cultural and regional contexts.	K1, K2, K3
CO4	Evaluate the cultural significance of myths, legends, and folk tales.	K1, K2, K3, K4, K5
CO5	Create an alternative interpretation, ending, or modern adaptation	K1, K2, K3, K4, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	-	-	-	2	2	3	3	3
CO2	3	1	2	2	1	-	-	-	1	1	3	3	3
CO3	3	3	2	3	2	-	-	-	3	2	3	3	3
CO4	3	3	1	2	1	-	-	-	2	1	3	3	3
CO5	3	2	3	2	3	-	-	-	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>INDIAN WRITING IN TRANSLATION</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	<b>AUCEN53</b>	<b>Credits</b>	04
<b>Category</b>	Core -11	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Literature, Language & Culture	<b>Regulation</b>	2024

### Objectives of the course:

#### The course aims to

- Introduce students to modern Indian writing in translation.
- Identify cultural identities in Indian literatures.
- Compare texts across regional Indian literatures.
- Explore societal images in literary works.
- Encourage reading beyond the suggested texts.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>The Art and Science of Translation</b> P.K. Kalyani – Introduction Descriptive Translation Studies Theoretical Translation Studies Applied Translation Studies Feasibility of Translation Facilitating Comparative Literature	CO1 CO5	K1, K2, K3, K4
<b>UNIT-II</b>	<b>Poetry</b> Bharathiyar – KaatruVeliyidai Ilangoadigal - The Book of Vanci. – Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from <i>The Gardener</i> . ArunKolatkar - An Old Woman	CO1 CO2 CO3 CO5	K1, K2, K3, K4, K5
<b>UNIT-III</b>	<b>Fiction &amp; Non-Fiction</b> P.Sivakami – Land:Women’s Breadth and Speech Nirad C Chaudari – Vanishing Landmarks	CO1 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
<b>UNIT-IV</b>	<b>Drama</b> Vijay Tendulkar – Silence! The Court Is in Session	CO2 CO3 CO4	K2, K3, K4, K5, K6
<b>UNIT-V</b>	<b>Novel</b> M.K Indira – Phaniyamma	CO1 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Text Books**

1. **Indian Literature in Translation** – R. Bansal (*textbook designed for BA syllabus covering Indian writing in translation*)
2. **Indian Literature In Translation** – B. Shukla (*BA syllabus textbook outlining translation concepts and literature*)
3. **English Indian Literature in Translation & Translation Practice** – Amit Ganguli & Kanika Aggarwal (*combines literary texts with translation tools*)
4. **Life Writing and Translation: Indian Perspectives** – Edited by Mukul Chaturvedi (Routledge) (*theoretical insights into translation & Indian texts*)
5. **The Oxford Guide to Literature in English Translation** – Edited by Peter France (*comprehensive reference on world and Indian translation*)

**Reference Books (Latest editions, and the style as given below must be strictly adhered to)**

1. **Indian literature in English translation: a bibliography** – Jatindra Mohan Mohanty (*bibliographic reference useful for research*)
2. **Realism and Reality: The Novel and Society in India** – Meenakshi Mukherjee (*background on Indian literary contexts*)
3. **The Translation Studies Reader** – Edited by Lawrence Venuti (*key essays on translation theory*)
4. **An Introduction to Rabindranath Tagore** – V.S. Naravane (*background on Tagore’s work & translation*)
5. **Indian Writing in English** – K.R.S. Iyengar (*contextual discussion of Indian literature trends*)

**Website and e-learning source**

1. **The Gardener by Rabindranath Tagore (full text)** – free online e-book of *The Gardener* with Tagore’s poems. [The Gardener \(Project Gutenberg\)](#)
2. **The Gardener (summary & overview)** – includes introduction and context about Tagore’s poetry in *The Gardener*. [The Gardener overview \(WholeReader\)](#)
3. **Silappadikaram PDF (English translation)** – full epic *Silappathikaram* available as a downloadable PDF. Silappadikaram PDF (Internet Archive)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Recognize cultural identities in Indian literatures.	K1, K2, K3
CO2	Compare texts across regional Indian writings.	K2, K4, K5
CO3	Examine societal images in literary works.	K2, K3, K4
CO4	Create an alternative ending or modern adaptation of the play.	K1, K3, K5, K6
CO5	Analyze the character development and narrative style.	K1, K2, K4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
C01	3	2	1	1	1	-	-	2	2	2	3	3	3
C02	3	2	2	3	2	-	-	2	2	2	3	3	3
C03	3	3	2	2	2	-	-	3	2	2	3	3	3
C04	3	2	3	2	3	-	-	3	2	3	3	3	3
C05	3	2	3	2	2	-	-	3	2	2	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>MYTH AND LITERATURE</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	<b>AUCEN54</b>	<b>Credits</b>	04
<b>Category</b>	CORE-12	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Literature, Culture, Analysis	<b>Regulation</b>	2024

### Objectives of the course:

#### The course aims to

- Learn the origin and sources of myths in literature.
- Understand how myths relate to human life.
- Study different theoretical approaches to myths.
- Explore myths, rituals, philosophy, and contemporary issues.
- Learn about symbolism and its types.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Introduction to Myth</b> Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, American and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Mythmakers: Vigil, Ovid.	CO1 CO2	K1, K2, K3, K5
<b>UNIT-II</b>	<b>Literature &amp; Myth (Poetry/Drama)</b> Shelly - Prometheus Unbound W B Yeats – Sailing to Byzantium	CO4 CO5	K2, K3, K4, K5, K6
<b>UNIT-III</b>	<b>Literature &amp; Myth (Philosophy)</b> Albert Camus - The Myth of Sisyphus Volga -The Liberation of Sita	CO2 CO5	K2, K3, K4, K5, K6
<b>UNIT-IV</b>	<b>Greek and Roman Mythology</b> a. The story of cupid and Psyche b. The story of Orpheus and Eurydice Sir James George Frazer: The Golden Bough : Chapter XXXVIII. The Myth of Osiris (The Story of Osiris)	CO1 CO2 CO4	K1, K2, K3, K4, K5, K6
<b>UNIT-V</b>	<b>Indian Mythology</b> 1. Stories from <i>The Ramayana</i> a. The Burning of Lanka 2. Stories from <i>The Mahabharatha</i> a. Kurukshetra _ The Battle and the deception of Bheema 3. Stories from Puranas, Epics & Vedas The Story of Nala & Damayanthi	CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Text Books**

1. **Mythology: Timeless Tales of Gods and Heroes — Edith Hamilton**  
A classic introductory textbook on Greek, Roman & Norse myths, widely used in literature/myth courses.
2. **Classical Mythology (e.g., by Morford & Lenardon)**  
Standard college-level textbook integrating Greek & Roman myths with literary analysis.  
(*General academic text — widely recommended in syllabus lists*)
3. **Anthology of World Mythology / Introduction to World Mythology**  
Covers global myths (Greek, Roman, Indian, etc.) and explains functions and themes of myth.  
\*(Used in many intro courses — similar to “Myth and Knowing”) \*
4. **The Ramayana & The Mahabharata (Penguin/Any annotated edition)**  
Epic texts essential for Indian myth studies (stories like Lanka burning, Kurukshetra). (*Primary texts foundational to Indian mythology*)
5. **The Norton Anthology of World Literature — Myth Sections**  
Contains key myth texts and related literature; often prescribed for comparative myth + literature.  
(*Common in university syllabi*)

**Reference Books (Latest editions, and the style as given below must be strictly adhered to)**

1. **The Golden Bough — Sir James George Frazer**  
Foundational comparative mythology work (including *The Myth of Osiris*). (*Classic reference*)
2. **Bulfinch’s Mythology — Thomas Bulfinch**  
Broad reference collection of myths (Greek, Roman, medieval) that’s easy to consult.
3. **The Greek Myths — Robert Graves**  
Comprehensive retelling and analysis of Greek myths; often referenced in myth studies.
4. **Bibliotheca (Pseudo-Apollodorus)**  
Ancient handbook of Greek myths; useful for original myth narratives.
5. **Classical Mythology A to Z — Annette Giesecke (or similar encyclopedia)**  
Quick reference for myth characters, places, and themes.

**Website and e-learning source**

1. **Wikipedia – Hindu mythology**  
Overview of Indian myth traditions, sources from Vedas, Epics & Puranas.  
[https://en.wikipedia.org/wiki/Hindu\\_mythology](https://en.wikipedia.org/wiki/Hindu_mythology)
2. **Theoi Project – Digital Library of Greek Mythology**  
Extensive online reference of Greek myth figures, stories & classical sources.  
<http://www.theoi.com>
3. **Wikipedia – List of Mythology Books and Sources**  
Lists books and sources across global mythologies (Greek, Roman, Hindu, etc.) — useful for syllabus preparation.
4. **Hindu Mythology 101 (StorytellingDB) – for Indian myth summaries**  
A beginner-friendly guide to Hindu gods, epics, creation myths etc.  
<https://storytellingdb.com/hindu-mythology/>
5. **Online texts of ancient epics (e.g., Project Gutenberg / university sites)**  
Search “*Ramayana pdf*” or “*Mahabharata pdf*” on Gutenberg or academic repositories for free primary sources (public domain). (*Examples on Scribd / Univ. archives*)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Analyze the concept and defining features of myth in different cultural contexts.	K1, K2, K3, K4
CO2	Evaluate the representation of myths in texts	K2, K3, K4, K5
CO3	Apply mythological concepts to literary texts	K1, K2, K3
CO4	Create interpretations or adaptations of mythological narratives.	K2, K3, K4, K5, K6
CO5	Design a comparative reinterpretation of classical and modern myths.	K3, K4, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	1	1	1	-	-	-	2	2	3	3	3
<b>CO2</b>	3	1	2	2	1	-	-	-	1	1	3	3	3
<b>CO3</b>	3	3	2	3	2	-	-	-	3	2	3	3	3
<b>CO4</b>	3	3	1	2	1	-	-	-	2	1	3	3	3
<b>CO5</b>	3	2	3	2	3	-	-	-	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	LITERARY FORMS	<b>Hours/Week</b>	03
<b>Course Code</b>	AUEEN55	<b>Credits</b>	03
<b>Category</b>	Elective V	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Reading, Understanding, Expression	<b>Regulation</b>	2024

### Objectives of the course:

#### The course aims to

- Help students identify different genres of English literature.
- Enable recognition of key elements and significance of literary genres.
- Train students to analyze short stories, novels, drama, and poetry.
- Explain the evolution of literary movements and their socio-political/religious contexts.
- Develop understanding of literary terms for analyzing and interpreting texts.

UNITS	Contents	COs	
<b>UNIT-I</b>	<b>POETRY</b> Subjective Poetry – The Lyric, The Sonnet, The Elegy, The Ode Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue	CO1 CO3 CO4	K1, K2, K3, K4, K5, K6
<b>UNIT-II</b>	<b>PROSE I</b> The Essay – Definition, Characteristics, Development Types – Personal and Impersonal Essay	CO1 CO3 CO5	K1, K2, K3, K4, K5, K6
<b>UNIT-III</b>	<b>PROSE II</b> The Aphoristic Essay, The Periodical Essay, The Reviewers The Short Story, Autobiography, Biography, Criticism.	CO2 CO5	K2, K3, K4, K5, K6
<b>UNIT-IV</b>	<b>DRAMA</b> Tragedy, Comedy – Characteristics, Development, Types, Melodrama, Farce, Masque	CO1 CO2 CO3	K1, K2, K3, K4, K5

<b>UNIT-V</b>	<p><b>NOVEL</b>                      The Characteristics, Development                      Types – The Picaresque Novel, Epistolary Novel                      The Gothic Novel, The Science Fiction,                      The Stream of Consciousness Novel.</p>	<p>CO1                      CO2                      CO4</p>	<p>K1, K2,                      K3, K4,                      K6</p>
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**Recommended Text Books:**

1. **M. H. Abrams** – *A Glossary of Literary Terms* (Macmillan / Cengage) – Classic reference for literary forms and terms.
2. **B. Prasad** – *A Background to the Study of English Literature* – Introductory textbook widely used in Indian universities.
3. **Chris Baldick** – *Oxford Dictionary of Literary Terms* – Excellent compact reference.
4. **J. A. Cuddon** – *A Dictionary of Literary Terms* – Another standard reference dictionary.
5. **Lewis Turco** – *The Book of Literary Terms* – Clear explanations of genres & forms

**Reference Books : (Latest editions, and the style as given below must be strictly adhered to)**

1. Dictionary of Literary Terms & Literary Theory- J.A.Cuddon
2. Introduction to Movements, Ages and Literary Forms – Dr. R.N. Singh
3. Oxford Dictionary of Literary Terms – Chris Baldick
4. The Book of Literary Terms – Lewis Turco

**Web Sources:**

1. **Cornell University Library — Literary Terms & Concepts**  
 ➤ A curated list of important reference works and literary terms (especially *Glossary of Literary Terms*).  
<https://guides.library.cornell.edu/englishlit/litterms>
2. **Penwise — Guide to Literary Genres**  
 ➤ Clear explanations of poetry forms (sonnet, epic, ode), drama, and other genres with subtypes.  
<https://penwise.ai/guide-to-literary-genres/>
3. **Storyboard That — Literary Genres (Visual Overview)**  
 ➤ Visual explanations of poetry, drama, and prose genres with simple definitions.  
<https://www.storyboardthat.com/genres>
4. **Britannica – Literature Portal (Encyclopedic Entries)**  
 ➤ Encyclopedic articles on literature, genres (novel, poetry, drama), and literary forms.  
<https://www.britannica.com/browse/Literature>
5. **Vocabulary.com – Literary Genre Definition**  
 ➤ Simple definition and examples of literary genre terms in plain language.  
<https://www.vocabulary.com/dictionary/literary%20genre>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Apply poetic devices to interpret poems.	K1, K2, K3
CO2	Analyze structure, meter, and style.	K2, K3, K4
CO3	Evaluate effectiveness of form and expression.	K3, K4, K5
CO4	Design comparative reinterpretations of classical and modern myths,	K2, K4, K6
CO5	Compose myth-inspired literary works	K4, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	1	1	2	1	2	3	2	3
CO2	3	3	3	2	2	2	2	3	2	2	3	3	3
CO3	2	2	3	2	3	1	2	2	1	2	2	3	3
CO4	3	2	2	3	2	2	3	2	2	2	3	3	3
CO5	2	3	2	2	3	3	2	3	2	2	2	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>LITERATURE AND ENVIRONMENT</b>	<b>Hours/Week</b>	03
<b>Course Code</b>	AUEEN56	<b>Credits</b>	03
<b>Category</b>	Elective VI	<b>Year &amp; Semester</b>	III & V
<b>Prerequisites</b>	Reading, Understanding, Awareness	<b>Regulation</b>	2024

### Objectives of the course:

#### The course aims to

- Help learners see how literature connects with nature and culture.
- Introduce basic ideas of Eco criticism.
- Explore how literature shows environmental issues.
- Teach learners to use Eco criticism when reading texts.
- Show learners some recent literary theories.

UNITS	Contents	COs	
<b>UNIT-I</b>	<b>Key Terms &amp; Concepts</b> Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oikopoetics	CO1 CO2	K1, K2, K3, K4
<b>UNIT-II</b>	<b>Foundational Text</b> Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm	CO3 CO4	K2, K3, K4, K5
<b>UNIT-III</b>	<b>Poetry</b> Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Almond Blossom Gary Snyder – Second Shaman Song Wisława Szymborska – Conversation with a Stone	CO1 CO2 CO4	K1, K2, K3, K4, K5
<b>UNIT-IV</b>	<b>Essays &amp; Non-Fiction</b> Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow	CO3 CO5	K1, K2, K3, K4, K5, K6

<b>UNIT-V</b>	<p><b>Fiction &amp; Contemporary Literature</b>  Amitav Ghosh – The Hungry Tide  Inez Barnay – Neem Dreams</p>	<p>CO3  CO4  CO5</p>	<p>K1, K2,  K3, K4,  K5, K6</p>
<p><b>Recommended Text Books:</b></p> <p><b><i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> — Ed. Cheryll Glotfelty &amp; Harold Fromm</b>  A foundational book that introduces major ideas and texts in Ecocriticism.  — Key text for literary ecology and Green Studies.</p> <p><b>2. <i>The Green Studies Reader: From Romanticism to Ecocriticism</i> — Ed. Laurence Coupe</b>  Comprehensive collection of ecocritical essays and key theoretical texts.</p> <p><b>3. <i>Routledge Handbook of Ecocriticism and Environmental Communication</i> — Ed. Scott Slovic, Swarnalatha Rangarajan, Vidya Sarveswaran</b>  Wide-ranging reference with theory and examples of ecological representation.</p> <p><b>4. <i>Interrogating Eco-Literature and Sustainable Development: Theory, Text, and Practice</i> — Ed. Sharbani Banerjee Mukherjee &amp; Soumitra Roy</b>  Modern essays on ecological crisis and sustainability in literature.</p> <p><b>5. <i>Ecocriticism and Environment: Rethinking Literature and Culture</i> — Ed. Debashree Dattaray &amp; Sarita Sharma</b>  Critical essays exploring ecological imagination across cultures.</p>			
<p><b>Reference Books : (Latest editions, and the style as given below must be strictly adhered to)</b></p> <p><b>1. <i>Teaching Ecocriticism and Green Cultural Studies</i> — Greg Garrard &amp; others</b>  Textbook with pedagogical guidance and theory explanations.</p> <p><b>2. <i>Ecocriticism, Ecology, and the Cultures of Antiquity</i> — Ed. Serenella Iovino</b>  Shows how ecological thinking appears across cultures and history.</p> <p><b>3. <i>The Death of Nature: Women, Ecology and the Scientific Revolution</i> — Carolyn Merchant</b>  Classic reference linking ecology, history, and cultural ideas.</p>			
<p><b>Web Sources:</b></p> <p><b>1. Cheryll Glotfelty – Eco-Criticism Reader Introduction:</b> <a href="#">Google Books preview</a></p> <p><b>2. Sangam Poetry translations by A.K. Ramanujan:</b> <a href="#">Poetry Foundation</a> or Indian literature archives.</p> <p><b>3. Wordsworth, Keats, D.H. Lawrence, Gary Snyder:</b> <a href="#">Poetry Foundation</a></p> <p><b>4. Rachel Carson – A Fable for Tomorrow:</b> Available in <i>Silent Spring</i> excerpted online (many educational PDFs).</p> <p><b>5. Arundhati Roy – The Greater Common Good:</b> <a href="#">Online PDF archive</a> or Roy’s essay collections.</p> <p><b>6. Amitav Ghosh – The Hungry Tide:</b> <a href="#">Publisher info / online summaries</a></p>			

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Analyze human–nature relationships across texts.	K1, K2, K4
CO2	Analyze representations of nature in classical and modern literature.	K1, K2, K3, K4
CO3	Evaluate environmental issues and ethical concerns.	K2, K3, K4, K5
CO4	Critically evaluate development vs ecological sustainability in texts.	K2, K4, K5
CO5	Create eco-critical interpretations and creative responses.	K1, K2, K5, K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	1	1	2	1	2	3	2	3
CO2	3	2	3	3	2	1	2	2	2	2	3	2	3
CO3	2	3	3	3	3	1	2	3	2	2	2	3	3
CO4	3	2	3	2	2	1	1	2	3	2	3	2	3
CO5	2	3	3	2	2	1	1	2	1	1	2	3	2