



அன்னை தெரசா மகளிர் பல்கலைக்கழகம், கொடைக்கானல்

Mother Teresa Women's University, Kodaikanal

(Accredited by NAAC with "A" Grade in the III Cycle)



Department of English and Foreign Languages

Syllabus

for

B.A English Literature

(Affiliated Colleges)



Curriculum Framework and Syllabus for 2026-2029

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Department of English and Foreign Languages

Minutes of the BoS meeting

Date & Time: 25.6.2026, 10.30.am

Meeting Link: meet.google.com/vsu-qqto-yka

The Department of English and Foreign Languages has convened the Board of Studies for the curriculum of UG & P.G Programme in English offered by the Affiliated Colleges, M.A. English Programme offered by the Department of English and Foreign Languages, Mother Teresa Women's University, Kodaikanal Certificate Programme in English (News Reporting and Environmental Journalism), Part II English, Part I French, and Value Based Education for both MTWU & Affiliated Colleges to be offered from the academic year 2026-2027 onwards.

It is resolved that the Board of Studies of the Department of English having reviewed in detail the syllabus placed before it, hereby, confirmed and approved the curriculum framed for the M. A. English literature (University), M. A. English literature (All Affiliated Colleges) UG B. A. English literature (All Affiliated Colleges) Programmes, Part -II English, Part -I French, Certificate Programme and Value Based Education for the Academic Year 2026-2027.

It is further resolved that the said Curriculum have been framed and revised on the basis of the recommendations of Subject experts, Faculty members, Industry representatives, Alumnae and Student feedback, all of whose suggestions have been systematically considered and incorporated, and that the syllabus duly reflect the emerging trends in English Literature and the current requirements of the Society. The syllabus of Part -II English, Part -I French, Certificate Programme and Value Based Education submitted to the board has been approved.

It is further resolved that the aforementioned syllabus stand approved with minor modifications to the curriculum of the M A. English literature (University), M. A. English literature (All Affiliated Colleges) and UG B. A. English literature (All Affiliated Colleges) programmes, by incorporating the regional needs of the area, and that theses syllabus be implemented with effect from the academic year 2026-2027 for next three years.

25/06/26

Dr. P. Jeyappriya, Professor and Head, Chair Person, BOS
Department of English and Foreign Languages
Mother Teresa Women's University, Kodaikanal

[Signature]

Mr. Lokesh,
Lady Hawk Language Research Foundations,
Gandhipuram,
Coimbatore.

25/6/2026

Dr. P. Nagaraj, Professor and Head,
Department of English,
Bharathiar University,
Coimbatore.

25/6/2026

Dr. Rajaram,
Associate Professor,
Department of English,
M.V.M. Govt. Arts College for Women,
Dindigul.

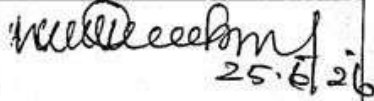
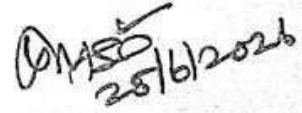
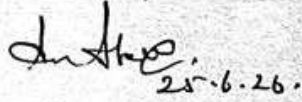
25.6.2026

Dr. A. Muthu Meena Losini,
Department of English and Foreign Languages
Mother Teresa Women's University,
Kodaikanal

[Signature]

Dr. A. Latha,
Associate Professor,
Department of English
Govt. Arts college for Women,
Nilakottai

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL
DEPARTMENT OF ENGLISH

S.NO.	BoS Members	Members Present	SIGNATURE
1.	Head of the Department/ CHAIRPERSON	Dr. P. Jeyappriya, Professor and Head, Department of English and Foreign Language Mother Teresa Women's University, Kodaikanal.	 25/06/2026
2.	Subject Expert from other Universities	Dr.P.Nagaraj, Professor and Head, Department of English, Bharathiar University Maruthamalai Road, Coimbatore 641 046	 25/6/2026
3.	One representative from Alumnae	<i>S. Esther Vidhya Kunba</i>	 25/06/2026
4.	One representative from Industrial field	Mr. LOKESH Lady Hawk Language Research Foundation 289, SMB Toys Complex, 6th Street, Gandhipuram , Coimbatore.	
5.	Department Staff from our University	Dr.A.Muthumeena Losini, Asst.Professor	 25.6.26
6.		Dr.A.Rajalakshmi, Asst.Professor	
7.	One Co-ordinator from each affiliated College where the Respective course is offered	Dr.Rajaram, Associate Professor, Department of English, M.V.M. Government Arts College for Women, Dindigul.	 25/6/2026
8.		Dr.A.Latha, Associate Professor, Govt. Arts College for Women, Nilakottai.	
9.	One Student Representative	<i>K. A. Anu Abano.</i>	 25.6.26.

Mother Teresa Women's University,
Kodaikanal.
B.A. English

1. About the Programme

The Bachelor of Arts in English program is designed to enable students to utilize their command of the language to critically analyse literature, history, and contemporary cultural trends. Developed by expert educators, the comprehensive curriculum offers a rigorous exploration of both linguistic intricacies and global literary traditions. The program structures its core modules to ensure that students thoroughly grasp the foundational mechanics of the language before advancing to more complex theoretical frameworks and diverse cultural texts.

A foundational pillar of the curriculum is the study of the English language's historical evolution, which provides the essential context required to appreciate world literature. This subject traces the origin, development, and modern transformations of English, demonstrating how linguistic shifts reflect broader societal and cultural changes through the centuries. By establishing a firm understanding of literary history and regional movements, the coursework prepares students to navigate sophisticated texts and specialised subfields with greater analytical depth.

In addition to historical and literary analysis, the program places a strong emphasis on practical communication skills and their implementation across diverse professional fields. Students engage with the fundamental theories, tools, and methodologies of effective discourse, enhancing their ability to use English as a powerful communicative medium. Furthermore, this component integrates studies in creative writing and public relations, equipping students with the core competencies necessary to excel in modern, communication-driven careers.

2. Programme Educational Objectives (PEOs)

PEO1	Critical Analysis and Literary Interpretation To equip graduates with the ability to critically analyse, interpret, and evaluate diverse literary texts from various historical periods, cultures, and genres. Graduates will apply contemporary theoretical frameworks and historical contexts to understand how literature reflects and shapes societal, cultural, and political movements.
PEO2	Advanced Communication and Expressive Competence To develop highly proficient oral and written communication skills, enabling graduates to articulate complex ideas, arguments, and narratives with clarity, coherence, and rhetorical precision. This includes mastering the nuances of the English language for creative, academic, and professional discourse across various media and industries.
PEO3	Cultural Literacy, Ethics, and Lifelong Learning To foster a deep sense of cultural empathy, ethical awareness, and intellectual curiosity by exploring global perspectives within literature. Graduates will leverage their research and analytical skills to adapt to evolving professional landscapes, pursuing continuous personal and career development in fields such as education, media, public relations, and publishing.

3. Programme Outcomes (PO)

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

PO1	Disciplinary Knowledge Demonstrate a comprehensive and structured understanding of the core theories, concepts, and methodologies within the chosen field(s) of study at the undergraduate level.
PO2	Critical Thinking Apply analytical reasoning to evaluate arguments, evidence, and claims based on empirical data. Identify underlying assumptions, formulate coherent and logical viewpoints, and critique contemporary policies, practices, and theories using a systematic, scientific approach.
PO3	Self-Directed and Lifelong Learning Demonstrate the ability to work independently to initiate, manage, and complete projects successfully. Cultivate the capacity for continuous self-paced learning—mastering the skill of "learning how to learn"—to acquire new knowledge and competencies that support personal growth and meet evolving economic, social, and cultural demands.
PO4	Reflective Thinking Develop a critical sensibility toward lived experiences, maintaining a high degree of self-awareness and reflexivity regarding the relationship between oneself and broader society.

PO5	Social Skills and Empathetic Approach Cultivate a professional, reflective framework centred on leadership, personal integrity, accountability, and self-regulation. Demonstrate deep empathy, care, and mutual respect in all social and professional interactions, taking ethical responsibility for one's actions and their impact on others.
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4. Programme Specific Outcomes (PSOs)

On completion of B.A. English Programme, students will be able to

PSO1	Graduates will acquire a comprehensive understanding of the English language and literature to effectively solve complex theoretical and applied problems within the discipline. Furthermore, they will develop the ability to construct logical arguments and leverage quantitative models to analyse issues across business and the social sciences. Ultimately, this approach bridges advanced literary insight with structured reasoning to address multifaceted challenges in diverse professional fields.
PSO2	This program prepares students to engage respectfully with diverse perspectives and apply varied cultural frameworks to their decision-making and actions. It cultivates effective entrepreneurs and leaders by sharpening their critical thinking, problem-solving, and strategic skills to facilitate high-potential start-ups. Additionally, it establishes a robust research foundation that enables students to develop and articulate their independent ideas with maximum impact.
PSO3	This program enhances students' communication and employability skills to ensure excellence in professions like teaching. Concurrently, it builds a holistic perspective that empowers graduates to critically address socio-political inequalities and environmental challenges.

5. Learning Outcomes-based Curriculum Framework (LOCF) Attributes

LO1 Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

LO2 Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information clearly and concisely to different groups.

LO3 Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs based on

empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following a scientific approach to knowledge development.

LO4 Problem solving: Capacity to extrapolate from what one has learned and apply one's competencies to solve different kinds of unfamiliar problems, rather than replicate curriculum content knowledge, and apply one's learning to real-life situations.

LO5 Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples; and address opposing viewpoints.

LO6 Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

LO7 Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team. 8 Learning Outcomes-based Curriculum Framework for Undergraduate Education

LO8 Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective. =

LO9 Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

LO10 Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

LO11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

LO12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective, and the capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

LO13 Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

LO14 Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organisation, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.

LO15 Lifelong learning: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the workplace through knowledge/skill development/reskilling.

6. Eligibility

Academic Qualification:

Candidates must have completed Higher Secondary Education (10+2 pattern) or an equivalent examination recognised by the university from any approved board (e.g., State Board, CBSE, ICSE).

Minimum Marks:

A minimum aggregate of **50% marks** (or equivalent grade) in the qualifying examination. (Note: This can be adjusted to 45% or "Pass Marks" depending on your specific university norms.

Stream/Subject Preference:

Open to students from all streams (Arts, Science, or Commerce). However, preference will be given to candidates who have studied **English as a core or elective subject** at the +2 level and demonstrated strong linguistic proficiency.

7. General Guidelines for UG Programme

- i. Duration: 3 Years
- ii. Medium of Instruction: English

8. Evaluation (40+60):

Evaluation of the candidates shall be through Internal Assessment and External Examination for Theory and Practical.

8.1 Evaluation Pattern

EVALUATION PATTERN		Maximum Marks (Theory & Practical)	Minimum Marks (Theory & Practical)
Internal Evaluation	Continuous Internal Assessment	40 Marks	16 Marks
External Evaluation	End Semester Examination	60 Marks	24 Marks
Total		100 Marks	40 Marks

8.2 Internal Assessment - CIA (40 Marks)

The Continuous Internal Assessment (CIA) for each course includes a written test and assignments for a maximum of 40 marks.

Assignment (any type): 10 Marks

Seminar / Presentation: 10 Marks

Test (Best 2 out of 3): 15 Marks

Quiz/MCQ: 5 Marks

8.3 End Semester Examination (Theory): Max.Marks:60 Time: 3hrs.

Part–A (5x2=10 Marks) - Answer ALL questions - Each Question carries 2marks

Part–B (5x4=20 Marks) - Answer ALL questions - Each question carries 4 Marks -Either or Type.

Part-C (3x 10 = 30 Marks) - Answer ALL questions - Each question carries 10 Marks -Either or Type

8.4 **Written Examination Question Paper Pattern** (Common for PG Programmes)

Intended Learning Skills	Maximum 60 Marks Passing Minimum: 50% Duration: Three Hours
Memory Recall/Example/ Counter Example / Knowledge about the Concepts/Understanding K1& K2	Part-A (5x2=10 Marks)
	Answer ALL questions Each Question carries 2marks One question from each Unit Question 1to 5
Descriptions/Application / Analysis/Synthesis / Evaluation K3, K4, K5	Part-B (5x4=20 Marks) Answer
	ALL questions Each question carries 4 marks, either-or type Both parts of each question from the same Unit and K Level Question 6(a) or 6(b) to Question 10(a) or 10(b)
Analysis/Synthesis / Evaluation K4, K5	Part-C (3x 10 = 30 Marks)
	Answer ALL questions Each question carries 10 Marks From any unit based on weightage Either - or Type Both parts of each question from the same K Level Question 11(a) or 11(b) To Question 13(a) or 13(b)

Sample UG Question Paper Pattern (End Semester Written Examination)

Q. NO	QUESTIONS	K LEVEL	UNIT NO.	COURSE OUTCOME NO.	PROBLEM OR THEORY QUESTION (P/T)
SECTION A ANSWER THE FOLLOWING (5*2=10)					
1.		K1/K2	1	CO1	(P/T)
2.		K1/K2	2	CO1	(P/T)
3.		K1/K2	3	CO1	(P/T)
4.		K1/K2	4	CO1	(P/T)
5.		K1/K2	5	CO1	(P/T)
SECTION B ANSWER THE FOLLOWING (5*4=20)					
6A		K3	1	CO2	(P/T)
	(OR)				
6B		K3	1	CO2	(P/T)

7A		K3	2	CO2	(P/T)
	(OR)				
7B		K3	2	CO2	(P/T)
8A		K4	3	CO3	(P/T)
	(OR)				
8B		K4	3	CO3	(P/T)
9A		K5	4	CO4	(P/T)
	(OR)				
9B		K5	4	CO4	(P/T)
10A		K5	5	CO4	(P/T)
	(OR)				
10B		K5	5	CO4	(P/T)
SECTION C ANSWER THE FOLLOWING (3*10=30)					
11A		K4	1	CO3	(P/T)
	(OR)				
11B		K4	2	CO3	(P/T)
12A		K4	3	CO3	(P/T)
	(OR)				
12B		K4	4	CO3	(P/T)
13A		K5	5	CO4	(P/T)
	(OR)				
13B		K5	(optional)*	CO4	(P/T)
• From any unit based on weightage					

WEIGHTAGE

Lower Level	- K1, K2 Level	- 10 Marks	- 17%
Intermediate Level	- K3, K4 Level	- 32 Marks	- 53%
Higher Level	- K5, K6 Level	- 18 Marks	- 30%
Total		- 60 marks	- 100%

Internal Written Examination Pattern

Intended Learning Skills	Maximum 30 Marks Passing Minimum: 50% Duration: One and a half Hours
Memory Recall/Example/ Counter Example / Knowledge about the Concepts/Understanding K1& K2	Part–A (4x2=08 Marks)
	Answer ALL questions Each Question carries 2marks Internal Test Portion Question 1 to 4
Application / Analysis/Synthesis / Evaluation K3, K4, K5	Part–B (3x4=12 Marks)
	Answer ALL questions Each question carries 4 marks, either-or type Both parts of each question from the same K Level / Internal Test Portion Question 5(a) or 5(b) to Question 7 (a) or 7 (b)
	Part-C (1x 10 = 10 Marks)

Analysis/Synthesis / Evaluation/Create K5	Answer ALL questions Each question carries 10 Marks From any unit based on weightage Either - or Type Both parts of each question from the same K Level / Internal Test Portion Question 8 (a) or 8 (b)
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Sample Question Paper Pattern (Internal Written Examination)

Q. NO	QUESTIONS	K LEVEL	UNIT NO.	COURSE OUTCOME NO.	PROBLEM OR THEORY QUESTION (P/T)
SECTION A ANSWER THE FOLLOWING (4*2=8)					
1.		K1/K2	Internal	CO1	(P/T)

2.		K1/K2	Test Portion	CO1	(P/T)
3.		K1/K2		CO1	(P/T)
4.		K1/K2		CO1	(P/T)
SECTION B ANSWER THE FOLLOWING (3*4=12)					
5A		K3	Internal Test Portion	CO2	(P/T)
	(OR)				
5B		K3		CO2	(P/T)
6A		K4		CO3	(P/T)
	(OR)				
6B		K4		CO3	(P/T)
7A		K5		CO4	(P/T)
	(OR)				
7B		K5		CO4	(P/T)
SECTION C ANSWER THE FOLLOWING (1*10=10)					
8A		K5	Internal Test Portion	CO4	(P/T)
	(OR)				
8B		K5		CO4	(P/T)

WEIGHTAGE

Lower Level	- K1, K2 Level	- 08 Marks	- 27%
Intermediate Level	- K3, K4 Level	- 08 Marks	- 27%
Higher Level	- K5, K6 Level	- 14 Marks	- 46%
Total		- 30 marks	- 100%

8.5 Methods of Assessment

METHODS OF ASSESSMENT	
Remembering (K1)	• The lowest level of questions requires students to recall information from the course content. • Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. • The questions go beyond simple recall and require students to combine data.
Application (K3)	• Students have to solve problems by using/applying a concept learned in the classroom. • Students must use their knowledge to determine an exact response.
Analyse (K4)	• Analysing the question is one that asks the students to break down something into its parts. • Analysing requires students to identify reasons, causes or motives and reach conclusions or generalizations.
Evaluate (K5)	• Evaluation requires an individual to make a judgment on something. • Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. • Students are engaged in decision-making and problem-solving. • Evaluation questions do not have a single right answer.
Create (K6)	• The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem-solving skills

9. Project

9.1 Project Report

A student should select a topic for the Project Work at the end of the fifth semester itself and submit the Project Report at the end of the sixth semester. The Project Report shall not be less than 30 typed pages in Times New Roman font with 1.5-line spacing.

9.2 Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 40 Marks; External (Viva): 60 Marks).

10. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
40-49	4.0 - 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

11. Attendance

Students must have earned 75% attendance in each course to appear in the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with the prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination, and they shall redo the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

12. Any Other Information

In addition to the above-mentioned regulations, any other common regulations of the PG Programs are also applicable to this Programme.

13. Academic Documentation

a.	Academic Schedule	q.	Laboratory Experiments related to the Courses
b.	Student's Name List	r.	Internal Question Paper
c.	Time Table	s.	External Question Paper
d.	Syllabus	t.	Sample Home Assignment Answer Sheets

e.	Lesson Plan	u.	Three best, three middle level and three average Answer sheets
f.	Staff Workload	v.	Result Analysis
g.	Course Design (content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).	w.	Question Bank Preparation (Semester / Competitive exams- NET, SET, GATE)
h.	Sample CO Assessment Tools	x.	List of mentees and their academic achievements
i.	Faculty Course Assessment Report (FCAR)		
j.	Course Evaluation Sheet		
k.	Teaching Materials (PPT, OHP etc.)		
l.	Lecture Notes		
m.	Home Assignment Questions		
n.	Tutorial Sheets		
o.	Remedial Class Record, if any		
p.	Projects related to the Course		

13. Academic Documentation

a.	Academic Schedule	q.	Laboratory Experiments related to the Courses
b.	Student's Name List	r.	Internal Question Paper
c.	Time Table	s.	External Question Paper

d.	Syllabus	t.	Sample Home Assignment Answer Sheets
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h.	Sample CO Assessment Tools	x.	List of mentees and their academic achievements
i.	Faculty Course Assessment Report(FCAR)		
j.	Course Evaluation Sheet		
k.	Teaching Materials (PPT, OHP, etc)		
l.	Lecture Notes		
m.	Home Assignment Questions		
n.	Tutorial Sheets		
o.	Remedial Class Record, if any		
p.	Projects related to the Course		

**14. CURRICULUM STRUCTURE FOR UG PROGRAMME
SEMESTER-1**

Part	Course Code	List of Courses	Credits	Hrs	Internal	External	Marks
I		Language-1–Tamil	3	6	40	60	100
II		Language-2–English	3	6	40	60	100
III		Core-1:Theory- Indian Writing in English	4	5	40	60	100
		Core-2:Theory -Literary Forms and Terms	3	5	40	60	100
		Allied-1: Theory - Social History of England	3	4	40	60	100
IV		Ability Enhancement Course – 1	2	2	40	60	100
		SEC 1- Computer Applications	2	2	40	60	100
			20	30			700

SEMESTER-II

Part	Course Code	List of Courses	Credits	Hrs	Internal	External	Marks
I		Language-1–Tamil	3	6	40	60	100
II		Language-2–English	3	6	40	60	100
III		Core-3:Theory- History of English Literature	4	5	40	60	100
		Core-4: British Literature (From Middle English Period to Renaissance Period)	3	5	40	60	100

		Allied 2- Modern English Grammar and Usage	3	4	40	60	100
IV		Value Education	2	2	40	60	100
IV		Naan Mudhalvan-1 / Skill Enhancement Course(SEC-2) Soft skills	2	2	40	60	100
		Total	20	30			700

SEMESTER-III

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
I		Language -1	3	6	40	60	100
II		Language- 2	3	6	40	60	100
III		Core- 5:Theory- British Literature (Neo- Classical and Romantic Age)	4	5	40	60	100
		Core-6 – Theory- American Literature	3	5	40	60	100
		Allied 3 Theory - Language and Linguistics	3	4	40	60	100
IV		Naan Mudhalvan-2 / Skill Enhancement Course (SEC-3) Subject based	2	2	40	60	100
		EVS	2	2	40	60	100
		Value Added Course – 1 (Additional Credit)	1*		100		100
		Total	20+1*	30			

SEMESTER-IV

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
I		Language-1	3	6	40	60	100
II		Language-2	3	6	40	60	100
III		Core-7:Theory - The Victorian Age	4	5	40	60	100
III		Core -8 Theory - English Language and	3	5	40	60	

		Teaching					
IV		Allied 4 - Journalism and Mass Communication	3	4	40	60	100
		Naan Mudhalvan-3 / Skill Enhancement Course (SEC-4) – AI tools	2	2	40	60	100
		Non Major Elective -1	2	2	40	60	100
		Total	20	30			600

SEMESTER-V

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
III		Core- 9:Theory - British Literature (Modern to Postmodern)	4	6	40	60	100
		Core- 10:Theory - Principle of Literary Criticism	4	6	40	60	100
		Core-11:Theory – Shakespeare	3	5	40	60	100
		Core 12: Theory - Subaltern Literature	3	5	40	60	100
		Department Specific Elective (A) - Gender and Literature Department Specific Elective (B) - Eco Literature	3	4	40	60	100
		Internship	1	-	40	60	100
IV		Generic Course I–Disaster Management	2	2			100
		Naan Mudhalvan-4 / Skill Enhancement Course (SEC-4) Yoga for Human Excellence	2	2			100
		Total	22	30			800

SEMESTER-VI

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
III		Core- 13:Theory - Translation Theory And Practice	4	6	40	60	100
		Core- 14:Theory - Comparative Literature	4	6	40	60	100
		Core- 15:Theory - Commonwealth Literature	3	6	40	60	100

		Core- 16:Project	3	10	40	60	100
IV		Naan Mudhalvan-5 / Skill Enhancement Course (SEC-5) Employability Readiness	2	2	40	60	100
V		Extension Activity ((NSS/NCC/YRC /RRC/ CLUB ACTIVITIES / SCIENCE FORUM/ PHYSICAL EDUCATION)	2	-	100		100
		Online /SWAYAM MOOCs /NPTEL/ Professional Certificate Course(Additional Credit)*	2*	-		100	100
		Total	18 +2*	30			
		Grand Total	120				4400

*** Additional credit papers**

- VAC in the third semester is mandatory.
- Online / SWAYAM/ MOOC / NPTEL course is mandatory. It can be done anytime during the course, but it will be reflected in the 6th semester only.

* Extension Activity: Extension activity includes participation in NSS/NCC/RRC/ Science Forum/Physical Education.

Total marks: 100 (Purely internal)

Credits: 2

SEMESTER I

Part	Course Code	List of Courses	Credits	Hrs	Internal	External	Marks
I		Language-1–Tamil	3	6	40	60	100
II		Language-2–English	3	6	40	60	100
III		Core-1:Theory- Indian Writing in English	4	5	40	60	100
		Core-2:Theory -Literary Forms and Terms	3	5	40	60	100
		Allied-1: Theory - Social History of England	3	4	40	60	100
IV		Ability Enhancement Course – 1	2	2	40	60	100
		SEC 1- Computer Applications	2	2	40	60	100
			20	30			700

Course Code		Semester I	Year I	Credits	L	T	P	Hrs
Core I	Indian Writing in English			4				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
LO1	To introduce the evolution of Indian poetry in English, tracing nationalistic, cultural, and eco-critical sensibilities from early trailblazers to modern voices.							
LO2	To examine non-fictional Indian prose, analyzing perspectives on socio-political history, globalization, ecology, and youth empowerment.							
LO3	To critique short fiction and classic novels, focusing on rural realities, marginalized classes, and the socio-economic disparities of pre-independence India.							
LO4	To analyze Indian drama and performance texts, investigating institutional flaws, societal gender biases, and the blending of classical myths with modern anxieties.							
LO5	To evaluate contemporary and post-colonial long fiction, investigating local resistance movements, standard post-colonial community identities, and modern youth dilemmas.							
UNIT	Course Contents							
I	Poetry Rabindranath Tagore- <i>Where the mind is without fear</i> (Gitanjali) Toru Dutt- <i>The Casuarina Tree</i> A. K. Ramanujan- <i>A River</i> Sarojini Naidu- <i>To a Buddha Seated on a Lotus</i> Henry Derozio- <i>To Indian: My Native Land</i>							
II	Prose Jawaharlal Nehru: <i>Where do the Richest go to?</i> (Glimpses of World History) Vandana Shiva – <i>Homeless in Global Village</i> APJ Abdul Kalam- <i>Ignited Minds</i>							
III	Short Stories Premchand- <i>The Child</i> Mulk Raj Anand- <i>The Liar</i>							
IV	Fiction R. K. Narayan- <i>Malgudi Days</i> Mulk Raj Anand- <i>Coolie</i>							
V	Drama Vijay Tendulkar- <i>Silence the Court is in Session</i> Girish Karnad- <i>Hayavadana / Yayati</i>							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to:		
		K Level	LO
CO1	Deconstruct and analyze thematic layers of Indian verse, connecting structural metaphors to complex ideas of patriotism, memory, and spiritual devotion.	K1 & K2	LO1
CO2	Evaluate perspectives on development and identity, contrasting traditional ecological harmony with the material and cultural displacements of modern globalization	K3	LO4
CO3	Appraise the portrayal of subaltern and sub-class identities in early Indian English fiction, explaining how local stories reflect systemic caste and class struggles.	K4	LO5
CO4	Critique institutional power structures through performance scripts, evaluating how playwrights use folk elements or legal parodies to mock social injustices	K5	LO11
CO5	Trace narrative experimentation in modern Indian novels, identifying how authors use localized mythic frameworks or accessible modern registers to document societal shifts	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Iyengar, K. R. Srinivasa. <i>Indian Writing in English</i> . Rev. ed., Sterling Publishers, 2012		
2.	Naik, M. K. <i>A History of Indian English Literature</i> . Sahitya Akademi, 2009		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Mehrotra, Arvind Krishna , ed. <i>A Concise History of Indian Literature in English</i> . Ranikhet: Permanent Black.		
2.	Walsh, William . <i>Indian Literature in English</i> . London: Longman.		
Web Resource			
1.	EPG Pathshala : The MHRD project e-PG Pathshala (English Literature) provides comprehensive PDF modules, study notes, and self-assessment parameters for the papers on <i>Indian Writing in English</i> .		
2.	Ikeda Centre for Peace, Learning, and Dialogue. “Where the Mind Is without Fear.” <i>Ikeda Centre</i> , www.ikedacenter.org/resources/rabindranath-tagore-where-mind-without-fear		
3.	Shiva, Vandana. <i>Navdanya International</i> . Research Foundation for Science, Technology and Ecology, www.navdanya.org		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	1	2	2	2	2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	2	2	3	1	2	2
CO4	3	2	2	2	2	2.2	3	2	3	2.6
CO5	3	3	1	1	2	2	2	1	2	1.7
Overall score for PO						2.08	Overall score for PSO			2.12

Course Code		Semester I	Year I	Credits	L	T	P	Hrs
Core II	Literary Forms and Terms			3				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce fundamental concepts of literature and articulate its personal, social, and aesthetic relevance using R.J. Rees's foundational perspectives.							
LO2	To familiarize students with poetic forms, metrical structures, and techniques ranging from classical sonnets to modern free verse.							
LO3	To analyze fictional sub-genres and trace the evolution of the novel from historical and picaresque styles to modern psychological narratives							
LO4	To distinguish prose kinds and develop critical reading skills for sub-genres of essays, biographies, and travelogues.							
LO5	To examine dramatic evolutions and historical contexts from Elizabethan theatre to the avant-garde Third Theatre.							
UNIT	Course Contents							
I	Introduction to Literature: R.J. Rees- <i>Why we study Literature</i>							
II	Poetry Sonnet, Elegy, Ballad, Lyric, Epic, Dramatic Monologue, Ode, Free Verse, Blank Verse							
III	Prose Introduction to Essays and their kinds: Biographical, Autobiographical, Expository, Personal, Persuasive, Travelogue							
IV	Drama Elizabethan, Shakespearean, Comedy of Manners, Comedy of Humours, Theatre of the Absurd, Closet Drama, Epic Theatre, Modern Drama, Third Theatre							
V	Fiction Epistolary, Picaresque, Bildungsroman, Historical Fiction, Stream of Consciousness, Gothic Fiction, Science Fiction, Crime and Mystery fiction, Suspense/Thriller fiction, Utopian and Dystopian fiction, Apocalyptic and Post-Apocalyptic fiction.							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
				K Level		LO		
CO1	Define and critique the fundamental reasons for studying literature and its impact on human empathy and cultural documentation.			K1 & K2		LO1		
CO2	Identify and differentiate structural elements of poetry,			K3		LO4		

	recognizing historical contexts of odes, elegies, and dramatic monologues.		
CO3	Classify and interpret narrative modes in fiction, evaluating how genres like dystopian, gothic, or science fiction reflect societal anxieties.	K4	LO5
CO4	Deconstruct prose pieces by identifying their core arguments, styles, and rhetorical purposes across various essay formats	K5	LO11
CO5	Trace dramatic shifts across centuries, comparing traditional structures with modern movements like Epic Theatre and Theatre of the Absurd	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . 11th ed., Cengage Learning, 2015.		
2.	Prasad, B. <i>A Background to the Study of English Literature</i> . Rev. ed., Macmillan Publishers India, 2008.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Foster, Thomas C. <i>How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines</i> . Rev. ed., Harper Perennial, 2014.		
2.	Rees, R. J. <i>English Literature: An Introduction for Foreign Readers</i> . Macmillan Publishers, 1973. (Note: This is the official book containing your core text "Why We Study Literature")		
Web Resources			
1.	National Digital Library of India (NDLI): Log into the NDLI Education Portal to find foundational critical video series and public-domain classic texts illustrating <i>Gothic, Epistolary, and Utopian fiction</i>		
2.	The Literary Encyclopedia. <i>The Literary Encyclopedia</i> , www.litencyc.com		
3.	MasterClass. <i>MasterClass Articles on Literary Genres and Forms</i> , www.masterclass.com/articles		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	2	1	2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	3	2.2	2	1	2	1.6
CO4	1	2	2	2	2	1.8	3	2	3	2.6
CO5	2	1	2	2	2	1.8	2	1	2	1.76
Overall score for PO						2	Overall score for PSO			2.05

Course Code		Semester I	Year I	Credits	L	T	P	Hrs
Allied I	Social History of England			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce foundational movements of early modern England, including the cognitive, religious, and political shifts under Tudor rule.							
LO2	To examine political upheavals and changing social spaces from the Stuart period through the Restoration and the rise of middle-class coffee-house culture.							
LO3	To analyze structural economic shifts, tracing how the Agrarian and Industrial Revolutions fundamentally altered Britain's demographic landscape and political power.							
LO4	To evaluate ideological evolutions in the 18th and 19th centuries, focusing on humanitarian activism, the shockwave of the French Revolution, and Victorian advancements							
LO5	To assess modern geopolitical changes, analyzing the trauma of the World Wars, the decline of the empire, and the emergence of the contemporary British Welfare State.							
UNIT	Course Contents							
I	Renaissance Reformation The Golden Age of Queen Elizabeth							
II	The Civil War The Social Conditions in Restoration England Coffee-Houses and Their Social Relevance The Social Condition in Queen Anne’s England The Commonwealth of Nations							
III	The Agrarian Revolution The Glorious Revolution The Industrial Revolution							
IV	The Humanitarian Movements The Social Condition in the 18 th Century The Impact of the French Revolution Scientific, Political, and Industrial Changes in Queen Victoria’s England							
V	The Impact of the 1 st And 2 nd World Wars Social Conditions in Post-War England The Industrial Revolution The Welfare State							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
CO1	Analyze and explain how the cognitive shifts of the Renaissance and the religious restructuring of the Reformation laid the groundwork for Elizabethan golden-age literature.			K1 & K2		LO1		

CO2	Identify and contextualize the socio-political factors leading to the Civil War, and critique how urban social spaces like coffee-houses democratized political discourse.	K3	LO4
CO3	Evaluate the dual impact of the Agrarian and Industrial Revolutions, linking rural depopulation to urban industrialization and the rise of a new capitalist society.	K4	LO5
CO4	Deconstruct the Victorian era by illustrating how scientific progress, industrial wealth, and humanitarian reforms coexisted with deep-seated class inequities.	K5	LO11
CO5	Critique the global and local aftermath of 20th-century warfare, evaluating the transition from a sprawling empire into a domestic welfare state and the Commonwealth.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Ashok, Padmaja. <i>The Social History of England</i> . 2nd ed., Orient Blackswan, 2018.		
2.	Xavier, A. G. <i>An Introduction to the Social History of England</i> . S. Viswanathan Printers & Publishers, 2009		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Trevelyan, G.M. <i>English Social History: A Chaucer to Queen Victoria</i> . London: Longmans		
2.	Albert, Edward. <i>History of English Literature</i> . London: George G. Harrap & Co.		
Web Resources			
1.	Fordham University Modern History Sourcebook: https://fordham.edu		
2.	Glorious Revolution.” <i>Encyclopaedia Britannica</i>		
3.	Abolitionism.” <i>Encyclopaedia Britannica</i>		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	1	2	2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	2	2	2	1	2	1.6
CO4	3	1	2	2	2	2	3	2	3	2.6
CO5	3	1	1	2	2	1.8	2	1	2	1.76
Overall score for PO						2	Overall score for PSO			2.05

SEMESTER II

Part	Course Code	List of Courses	Credits	Hrs	Internal	External	Marks
I		Language-1–Tamil	3	6	40	60	100
II		Language-2–English	3	6	40	60	100
III		Core-3:Theory- History of English Literature	4	5	40	60	100
		Core-4: British Literature (From Middle English Period to Renaissance Period)	3	5	40	60	100
		Allied 2- Modern English Grammar and Usage	3	4	40	60	100
IV		Value Education	2	2	40	60	100
IV		Naan Mudhalvan-1 / Skill Enhancement Course(SEC-2) Soft skills	2	2	40	60	100
		Total	20	30			700

Course Code		Semester II	Year I	Credits	L	T	P	Hrs
Core III	History of English Literature			4				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To help students survey the evolution of English literature from the Old English era through the Modern period							
LO2	To guide students toward a clear understanding of England's major literary movements and its most influential authors							
LO3	To enable students to develop a deep, comprehensive understanding of different literary ages and their defining characteristics							
LO4	To help students identify how major social, political, and cultural events shaped the works of various writers							
LO5	To provide a foundational understanding of the key linguistic shifts and developments that have influenced English literature over time							
UNIT	Course Contents							
I	The Anglo- Saxon Age to the Age of Spencer Ancient and Medieval Drama / What is the history of English Literature? Anglo- Norman Poets Age of Chaucer (English and Scottish Chaucerians) Spenserian Poets							
II	The Elizabethan Age The Renaissance and Reformation Period An Introduction to Bible Translation: Tyndale and Coverdale The University Wits Romantic Comedy and Comedy of Humours The Invention of the Printing Press							
III	The Puritan to the Restoration Age Decline of Drama Cavalier Poets and Metaphysical Poets Literary Trends of the Restoration Period Comedy of Manners Heroic and Blank Verse Tragedy							
IV	The Augustan Age to the Age of Johnson Neo- Classicism – Age of Prose and Reason Sentimental Comedy and Anti- Sentimental Comedy Historical Writing Gothic Fiction Pre- Romantic Poetry							
V	Victorian to Modern Era The Romantic Revival The Victorian Age The Modern Age/ Pre- War Literature Post- Modernism and Contemporary Trends							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	To gain a comprehensive historical overview of English literature from the Old English era through the Modern period	K1 & K2	LO1
CO2	To develop a deep understanding of different literary ages and their defining characteristics	K3	LO4
CO3	To understand the major literary movements, genres, and most influential authors of England	K4	LO5
CO4	To evaluate how major social, political, cultural, and historical events directly shaped the works of various writers	K5	LO11
CO5	To familiarize yourself with the unique social environments, cultural mindsets, and intellectual frameworks that defined each historical era	K5 & K6	LO15
Textbook (Latest Editions)			
1.	<i>The Routledge History of Literature in English</i> by Ronald Carter and John McRae		
2.	W.H. Hudson – <i>An Outline History of English Literature</i>		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	<i>History of English Literature</i> by Edward Albert		
2.	<i>A Critical History of English Literature</i> by David Daiches		
3.	<i>The Concise Cambridge History of English Literature</i> by George Sampson		
Web Resource			
1.	https://iac-cheyyar.com >pdf		
2.	“Comedy of Humours.” Encyclopaedia Britannica, https://www.britannica.com/art/comedy-of-humours .		
3.	“The Bible in English: Tyndale and Coverdale.” The British Library, https://www.bl.uk/collection-items/tyndales-new-testament .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	1	1	1.8	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	2	2	2	1	2	1.6
CO4	2	2	2	2	2	2	3	2	3	2.6
CO5	3	2	2	1	2	2	2	2	1	1.89
Overall score for PO						2	Overall score for PSO			2.08

Course Code		Semester II	Year I	Credits	L	T	P	Hrs
Core IV	British Literature (From Middle English Period to Renaissance Period)			3				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce the concept of British identity, historical periods, and related literary forms.							
LO2	To increase the ability of students to intellectually assess and analyze the works of British writers.							
LO3	To enable learners to understand how British literature forms the foundation of culture for English-speaking peoples.							
LO4	To closely examine the various themes and artistic methodologies present throughout British literature.							
LO5	To develop an aptitude for critical probing and deep analytical questioning when reading the texts.							
UNIT	Course Contents							
I	Poetry in Old and Middle English <i>Beowulf</i> (Lines 1-25) Caedmon – <i>Hymn</i> Geoffrey Chaucer (<i>The General Prologue to The Canterbury Tales</i>)							
II	Poetry in the Renaissance Philip Sidney- <i>Apology for Poetry or Sonnet 1 in Astrophil and Stella</i> William Shakespeare – <i>Sonnet 18</i> John Donne – <i>The Canonization or The Valediction Forbidden Mourning</i> John Milton- <i>Paradise Lost</i>							
III	Prose Francis Bacon- <i>Of Studies</i> John Lyly- <i>Euphues: The Anatomy of Wit</i>							
IV	Drama Christopher Marlowe- <i>Dr Faustus</i>							
V	Drama Thomas Kyd- <i>The Spanish Tragedy</i>							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
				K Level		LO		
CO1	To appreciate and analyze the foundational elements of poetry, such as meter, rhyme, and theme.			K1 & K2		LO1		

CO2	To gain a strong understanding of fiction components, including narrative structure, character analysis, and cross-textual comparison.	K3	LO4
CO3	To explore the mechanics of dramatic storytelling, including play structure, monologues, dialogue, and scene setting.	K4	LO5
CO4	To utilize library resources effectively to conduct research and build strong academic arguments about literary works.	K5	LO11
CO5	To collaborate skillfully within a team by respecting peers, delegating responsibilities, and contributing meaningfully to group projects	K5 & K6	LO2 & LO15

Textbook (Latest Editions)

1.	Abrams, M. H., & Harpham, G. G. <i>A Glossary of Literary Terms</i> . Cengage Learning.
2.	Daiches, David. <i>A Critical History of English Literature (Vol. 1)</i> . Allied Publishers / Secker & Warburg

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

1.	Baugh, Albert C., & Cable, Thomas. <i>A History of the English Language</i> . Routledge.
2.	Bradbrook, M. C. <i>Themes and Conventions of Elizabethan Tragedy</i> . Cambridge University Press

Web Resource

1.	The British Library (Discovering Literature: Medieval / Renaissance): bl.uk/discovering-literature
2.	Bacon, Francis. "Of Studies." <i>The Essays of Francis Bacon</i> , Project Gutenberg, https://www.gutenberg.org/files/575/575-h/575-h.htm .
3.	Donne, John. "The Canonization." <i>Poetry Foundation</i> , https://www.poetryfoundation.org/poems/44097/the-canonization .
4.	Donne, John. "A Valediction: Forbidding Mourning." <i>Poetry Foundation</i> , https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	1	1	1.8	3	2	2	2.3
CO2	2	3	2	3	2	2.4	2	3	1	2
CO3	3	3	3	2	2	2.6	2	1	2	1.6
CO4	2	2	2	2	2	2	3	2	3	2.6
CO5	2	2	2	1	2	1.8	2	1	2	1.76
Overall score for PO						2.12	Overall score for PSO			2.05

Course Code		Semester II	Year I	Credits	L	T	P	Hrs
Allied II	Modern English Grammar and Usage			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To enhance students' writing skills through the practical application of proper grammar.							
LO2	To develop spoken and written fluency in English to help students transform their confidence and personality.							
LO3	To empower students with the language proficiency needed to advance and brighten their future career prospects.							
LO4	To strengthen core communication skills through interactive exercises and targeted quizzes							
LO5	To enhance students' writing skills through the practical application of proper grammar.							
UNIT	Course Contents							
I	Parts of Speech Tenses and Their Usages Sentence Pattern Kinds of Sentences							
II	Nouns and Their Classification, Number, Gender, Case Aad the Function of Nouns Pronouns: Kinds and Their Usages Adjectives: Kinds and Their Usages. Determiners Adverbs: Kinds and Their Usages							
III	Verbs: Main Verbs and Auxiliary Verbs, Transitive and Intransitive Verbs, Modal Verbs Participles and Gerunds Concord Conjunctions Lexical Linkers and Logical Linkers							
IV	Transformation of Sentences - Active and Passive Voices, Direct and Indirect Speeches, Degrees of Comparison, Simple, Complex, and Compound Sentences. Phrasal Verbs Prepositions Question Tags							

V	Figures Of Speech: Simile, Metaphor, Paradox, Pathetic Fallacy, Allegory, Personification, Metonymy, Transferred Epithet, Euphemism, Climax, Anti-Climax, Rhetorical Question, Hyperbole, Exclamations, Alliteration, Onomatopoeia, And Circumlocution		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Acquire a strong knowledge of linguistic conventions required for effective reading, writing, and speaking.	K1 & K2	LO1
CO2	Use targeted grammatical structures accurately and appropriately in both oral and written communication.	K3	LO4
CO3	Familiarize themselves with the unique social environments, cultural mindsets, and intellectual frameworks of various historical eras.	K4	LO5
CO4	Analyze the underlying grammatical structure of sentences within different English texts.	K5	LO11
CO5	Communicate with clarity and confidence in both spoken and written Standard English.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Thomson, A. J. and Martin. <i>A Practical English Grammar</i> .Madurai et: Oxford University Press, 1986		
2.	Wren, P.C., and H. Martin, revised by N.D.V. Prasada Rao. <i>High School English Grammar and Composition</i> . New Delhi: S. Chand & Company Ltd.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Augustine, A.E, and K.V.Joseph. <i>Macmillan Grammar: A Handbook</i> .Chennai: Macmillan India Limited, 2005		
2.	Pillai, G. Radhakrishna, K. Rajeevan, and P. Bhasi. <i>Spoken English for You</i> . Chennai: Emerald Publishers.		
Web Resource			
1.	https://www.fluentu.com/english		
2.	Adjectives.” Purdue Online Writing Lab, Purdue University, https://owl.purdue.edu/owl/general_writing/grammar/index.html .		
3.	“Determiners and Quantifiers.” British Council LearnEnglish, https://learnenglish.britishcouncil.org/grammar		
4.	Figures of Speech.” Literary Devices, https://literarydevices.net .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	2	1	2.2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	2	1	2	2	1	2	1.6
CO4	3	2	3	2	1	2.2	3	2	3	2.6
CO5	3	3	3	2	1	2.4	2	1	2	2.16
Overall score for PO						2.2	Overall score for PSO			2.13

SEMESTER III

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
I		Language -1	3	6	40	60	100
II		Language- 2	3	6	40	60	100
III		Core- 5:Theory- British Literature (Neo- Classical and Romantic Age)	4	5	40	60	100
		Core-6 – Theory- American Literature	3	5	40	60	100
		Allied 3 Theory - Language and Linguistics	3	4	40	60	100
IV		Naan Mudhalvan-2 / Skill Enhancement Course (SEC-3) Subject based	2	2	40	60	100
		EVS	2	2	40	60	100
		Value Added Course – 1 (Additional Credit)	1*		100		100
		Total	20+1*	30			

Course Code		Semester III	Year I	Credits	L	T	P	Hrs
Core V	British Literature (Neo- Classical and Romantic Age)			4				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce Neo-Classical poetic sensibilities, formal structures, and the intellectual transitions from late Metaphysical wit to the pre-Romantic elegiac tradition.							
LO2	To examine the core tenets of Romantic poetry, focusing on the sublime, the supernatural, the celebration of nature, and intense sensory imagination							
LO3	To analyze the evolution of the English essay, contrasting the formal, moral wit of the Neo-Classical periodical with the deeply personal, subjective style of the Romantics.							
LO4	To critique the 19th-century domestic novel, investigating the tension between rational sense and emotional sensibility within the social hierarchies of Regency England.							
LO5	To evaluate political and social satire in long-form prose, analyzing how allegorical journeys expose systemic human corruption and institutional flaws.							
UNIT	Course Contents							
I	Poetry Alexander Pope- <i>Ode on St. Cecilia’s Day’</i> John Dryden- <i>Ah, how sweet it is to love!</i> Thomas Gray- <i>Elegy written in the Churchyard</i> John Donne- <i>The Ecstasy</i>							
II	Poetry William Wordsworth- <i>Ode: Intimations of Immortality from Recollection of Early Childhood</i> S. T. Coleridge- <i>The Rime of the Ancient Mariner</i> John Keats- <i>Ode on a Grecian Urn</i> P. B. Shelley – <i>To a Skylark</i>							
III	Prose Joseph Addison- <i>Sir Roger at Church</i> Charles Lamb- <i>The Praise of Chimney Sweepers</i>							
IV	Drama Samuel Taylor Coleridge- <i>Remorse</i>							
V	Fiction Jane Austen- <i>Sense and Sensibility</i>							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
				K Level		LO		
CO1	Differentiate and critique structural patterns in early British verse, contrasting complex metaphysical conceits with formal Neo-Classical			K1 & K2		LO1		

	metrics and elegiac tones.		
CO2	Analyze and interpret core Romantic motifs, explaining how poets use the natural world, the supernatural, and memory to express intense internal emotions.	K3	LO4
CO3	Deconstruct classical and romantic prose pieces, identifying differences between objective public commentary and highly subjective, empathetic personal essays.	K4	LO5
CO4	Appraise narrative strategies in domestic fiction, evaluating how characters navigate complex gender restrictions, economic class survival, and moral choices.	K5	LO11
CO5	Deconstruct allegorical and satirical texts, detailing how fictional voyages and alternative societies function as critiques of contemporary European politics and human nature.	K5 & K6	LO15

Textbook (Latest Editions)

1.	Albert, Edward. <i>History of English Literature</i> . 5th ed., Oxford UP, 2000.
2.	Daiches, David. <i>A Critical History of English Literature</i> . Vol. 3-4, Allied Publishers, 2010.

References Books

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

1.	Fowler, Alastair, editor. <i>The New Oxford Book of Seventeenth-Century Verse</i> . Oxford UP, 1991. (For John Donne).
2.	Green, David, editor. <i>The Winged Word: An Anthology of Poems for College Students</i> . Macmillan Publishers India, 2002.

Web Resources

1.	The Poetry Foundation Archive: https://poetryfoundation.org
2.	The British Library. "Discovering Literature: Restoration and Eighteenth-Century Literature." The British Library, https://www.bl.uk/restoration-18th-century-literature .
3.	The British Library. "Discovering Literature: Romantics and Victorian." The British Library, https://www.bl.uk/romantics-and-victorians .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	2	1	2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	2	2	2	1	2	1.6
CO4	2	1	2	2	2	1.8	3	2	3	2.6
CO5	2	2	2	1	3	2	2	2	2	2
Overall score for PO						2	Overall score for PSO			2.1

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	1	2	3	2.2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	1	2	2	2	1	2	1.6
CO4	1	2	2	2	3	2	3	2	3	2.6
CO5	2	1	1	2	3	1.8	2	1	2	1.76
Overall score for PO						2.04	Overall score for PSO			2.05

Course Code		Semester III	Year II	Credits	L	T	P	Hrs
Allied III	Language and Linguistics			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To trace the historical evolution of English, examining its Indo-European roots, structural shifts across major historical periods, vocabulary growth, and the rise of a standard variety.							
LO2	To introduce the fundamentals of articulatory phonetics and phonology, teaching the classification of speech sounds, sound systems, and basic structural terminologies.							
LO3	To analyze morphological and syntactic structures, contrasting word-formation principles with systemic grammar frameworks proposed by Ferdinand de Saussure and Noam Chomsky.							
LO4	To examine semantic dimensions and pragmatic meanings, investigating how sense relations, lexical context, and conversational implicatures govern language use.							
LO5	To develop practical skills in phonetic transcription, enabling students to accurately transcribe words and passages using the International Phonetic Alphabet (IPA).							
UNIT	Course Contents							
I	The History of the English Language The Descent of the English Language. The Old English Period: The Middle English Period; The Renaissance & After; The Growth of Vocabulary, Change of Meaning, and the Evolution of Standard English							
II	Phonetics, Phonology Basic Terminologies: Phone, Phoneme, Allophone, Minimal Pair. - Branches of Phonetics Sounds of Language (I) Sounds of Language (II) Word Meaning							
III	Morphology, Syntax Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs Structural study of language, Ferdinand de Saussure: Langue and Parole; Sign, Signifier and Signified theory; Synchronic and Diachronic Study of language. - Noam Chomsky: Phrase Structure Rule (Noun Phrase, Verb Phrase, Adjective Phrase and Adverb Phrase); Language Acquisition Device; Universal Grammar and Transformational Generative Grammar. - Syntactical Analysis							
IV	Semantics and Discourse Semantics - Definition and Scope of Semantics - Types of Meaning: Literal, Figurative, Connotative - Semantic Relations: Synonymy, Antonymy, Homonymy, Hyponymy, Hypernymy, Polysemy, Meronymy, Metonymy, Prototype - Lexical Semantics: Word Formation and Meaning Change - Compositional Semantics: Sentence Meaning and Structure - Pragmatics vs. Semantics: Context and Implicature.							
V	Language and Linguistics Phonetic Transcription							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Outline and explain the historical descent of English, tracking how external socio-cultural events influenced semantic shifts and vocabulary expansion from the Old English period to modern times.	K1 & K2	LO1
CO2	Identify and categorize speech sounds, using precise terminology to distinguish phones, phonemes, and allophones through minimal pair testing.	K3	LO4
CO3	Deconstruct words and sentences into their formal sub-units, applying structuralist and generative frameworks to isolate morphemes and diagram syntactic phrase structures.	K4	LO5
CO4	Differentiate and analyze semantic relations, explaining how context shifts meaning from literal denotation to complex pragmatic and compositional implications.	K5	LO11
CO5	Transcribe words and continuous text phonetically, applying Received Pronunciation (RP) standards to accurately map spoken language into IPA symbols.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Baugh, Albert C., and Thomas Cable. <i>A History of the English Language</i> . 6th ed., Routledge, 2013.		
2.	Wood, Frederick T. <i>An Outline History of the English Language</i> . Macmillan Publishers India, 2015.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Balasubramanian, T. <i>A Textbook of English Phonetics for Indian Students</i> . 2nd ed., Macmillan Publishers India, 2013. (<i>Essential for Unit V Transcription practice</i>).		
2.	Gimson, A. C. <i>An Introduction to the Pronunciation of English</i> . Edward Arnold, 1989.		
Web Resource			
1.	Phonetic Transcription Engine: https://tophonetics.com		
2.	The British Library. “ <i>The English Language</i> .” The British Library, https://www.bl.uk/british-accent-and-dialects/articles/the-history-of-the-english-language .		
3.	International Phonetic Association. “ <i>International Phonetic Alphabet (IPA)</i> .” International Phonetic Association, https://www.internationalphoneticassociation.org .		
4.	Encyclopaedia Britannica. “ <i>Linguistics</i> .” Encyclopaedia Britannica, https://www.britannica.com/science/linguistics .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	3	2	2.4	3	2	2	2.38
CO2	2	3	2	3	2	2.4	2	3	1	2.27
CO3	2	2	3	3	2	2.4	2	1	2	2.16
CO4	3	2	2	3	2	2.4	3	3	3	2.6
CO5	3	2	2	3	2	2.4	2	1	3	2.27
Overall score for PO						2.4	Overall score for PSO			2.34

SEMESTER IV

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
I		Language-1	3	6	40	60	100
II		Language-2	3	6	40	60	100
III		Core-7:Theory - The Victorian Age	4	5	40	60	100
III		Core -8 Theory - English Language and Teaching	3	5	40	60	
IV		Allied 4 - Journalism and Mass Communication	3	4	40	60	100
		Naan Mudhalvan-3 / Skill Enhancement Course (SEC-4) – AI tools	2	2	40	60	100
		Non Major Elective -1	2	2	40	60	100
		Total	20	30			600

Course Code		Semester IV	Year II	Credits	L	T	P	Hrs
Core VII	The Victorian Age			4				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the defining themes of the Victorian era, including the industrial revolution, imperial expansion, the crisis of faith, and shifting gender roles across poetry, fiction, and drama.							
LO2	To guide learners to analyze the structural and stylistic evolutions of Victorian literature, such as the rise of the dramatic monologue, the development of serialized realist fiction, and the transition to aesthetic drama.							
LO3	To enable students to trace the intellectual conflict between scientific progress and traditional religious belief as reflected in the works of major poets, novelists, and playwrights.							
LO4	To facilitate a critical examination of how Victorian literature addressed social issues, class struggles, domestic spaces, and the anxieties of the British Empire.							
LO5	To help students identify the transition from early Victorian moral earnestness and social realism to late Victorian aestheticism, decadence, and satirical theatre							
UNIT	Course Contents							
I	Poetry I Alfred Lord Tennyson- <i>The Brook</i> Robert Browning- <i>Andrea Del Sarto</i> G. M. Hopkins- <i>Pied Beauty</i> Matthew Arnold- <i>Dover Beach</i> Thomas Hardy – <i>Darkling Thrush</i>							
II	Prose John Henry Newman- <i>The Idea of a University</i> John Ruskin- <i>Of Queen’s Garden from Sesame and Lilies (Part I)</i> Walter Pater- <i>Studies in the History of the Renaissance. The Conclusion</i> Thomas Carlyle - <i>On Heroes, Hero-Worship, and the Heroic in History (Lecture VI – Hero as a King)</i>							
III	Short Stories Robert Louis Stevenson - <i>Markheim</i> Charlotte Perkins Gilma - <i>The Yellow Wallpaper</i> Oscar Wilde - <i>The Happy Prince</i>							
IV	Drama Oscar Wilde- <i>The Importance of Being Earnest</i>							
V	Fiction Charles Dickens- <i>A Tale of Two Cities</i>							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	To analyze and interpret major Victorian poems, novels, and plays by contextualizing them within the socio-political and industrial frameworks of nineteenth-century England.	K1 & K2	LO1
CO2	To critically evaluate the technical mechanics of Victorian literary forms, demonstrating a clear understanding of features like the dramatic monologue, omniscient narrative perspective, and high comedy or melodrama.	K3	LO4
CO3	To compare and contrast how different Victorian writers engaged with contemporary intellectual debates, specifically regarding Utilitarianism, Darwinism, and the "Woman Question."	K4	LO5
CO4	To write well-researched academic arguments that decode the cultural anxieties, class subtexts, and moral complexities embedded within Victorian texts.	K5	LO11
CO5	To identify and articulate the shifting literary trajectories of the nineteenth century, tracing how Victorian literary conventions laid the foundations for Early Modernism	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Abrams, M. H., & Harpham, G. G. <i>A Glossary of Literary Terms</i> . Cengage Learning.		
2.	Daiches, David. <i>A Critical History of English Literature (Vol. 2)</i> . Allied Publishers / Secker & Warburg.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Ford, Boris (Ed.). <i>The New Pelican Guide to English Literature: Vol 6. From Dickens to Hardy & Vol 7. The Modern Age</i> . Penguin Books.		
2.	Sanders, Andrew. <i>The Short Oxford History of English Literature</i> . Oxford University Press.		
Web Resource			
1.	The Poetry Foundation: poetryfoundation.org		
2.	The British Library. “ <i>Discovering Literature: Romanticism and Victorian.</i> ” The British Library, https://www.bl.uk/romanticism-and-victorians .		
3.	Encyclopaedia Britannica. “ <i>Modernism</i> ” Encyclopaedia Britannica, https://www.britannica.com/art/Modernism-art .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	1	2	2	2	3	2	2	2.3
CO2	2	3	2	3	1	2.2	2	3	1	2
CO3	2	2	3	2	2	2.2	2	1	2	2.02
CO4	3	1	2	2	3	2.2	3	2	3	2.6
CO5	3	1	1	1	3	1.8	2	1	2	1.76
Overall score for PO						2.08	Overall score for PSO			2.14

Course Code		Semester IV	Year II	Credits	L	T	P	Hrs
Core VIII	English Language and Teaching			3				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the foundational history, core concepts, and primary functions of language within the field of English Language Teaching (ELT).							
LO2	To guide learners through the psychological and cognitive theories of first and second language acquisition, contrasting behavioural, nativist, and constructivist frameworks.							
LO3	To familiarize students with both traditional and contemporary ELT methodologies, ranging from the Grammar Translation Method to Communicative Language Teaching and Suggestopedia.							
LO4	To train students to design, analyze, and evaluate language tests, assessments, and evaluation metrics specifically tailored for diverse classroom environments.							
LO5	To prepare future educators to evaluate and integrate modern technological tools—such as CALL, MALL, Artificial Intelligence, and immersive realities—into language instruction.							
UNIT	Course Contents							
I	Introduction: History of English Language Teaching Definitions of important terms and concepts Functions of Language Methods, Approaches and Techniques The Problems in Teaching English in India Theories of Language Learning: Behaviourism, Cognitivism, Nativism, Social Interactionism, Information Processing Models, Child Language Learning, Inclusive Language Learning, Dogme							
II	Theories of Second Language Acquisition Constructivism Krashen’s Hypotheses Interactional Theories and Social Inclusivity							
III	Approaches/Methods Grammar Translation Approach Direct Method Audio-lingual Method							
IV	Teaching and Testing Methods Communicative Language Teaching Suggestopedia- Testing, Evaluation, Assessment							

V	Introduction to Contemporary ELT Trends: Technology and ELT: Information and Communication Technology in ELT, Augmented Reality, Virtual Reality, Artificial Intelligence, CALL, MALL, TALL		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	To identify, define, and contrast various language learning approaches, methods, and techniques, while diagnosing specific historical challenges faced in the Indian ELT context.	K1 & K2	LO1
CO2	To critique and apply key language acquisition theories, including Stephen Krashen's hypotheses and constructivist models, to design effective, socially inclusive lesson plans.	K3	LO4
CO3	To execute diverse instructional methodologies in micro-teaching scenarios, demonstrating proficiency in matching pedagogical styles to student needs.	K4	LO5
CO4	To construct valid and reliable testing tools that differentiate appropriately between language diagnostic testing, formative assessment, and summative evaluation.	K5	LO11
CO5	To seamlessly deploy digital applications and emerging tech frameworks like AI and mobile-assisted platforms to enrich contemporary English language classrooms	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Richards, Jack C., & Rodgers, Theodore S. <i>Approaches and Methods in Language Teaching</i> . Cambridge University Press.		
2.	Larsen-Freeman, Diane, & Anderson, Marti. <i>Techniques and Principles in Language Teaching</i> . Oxford University Press		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Krashen, Stephen. <i>Principles and Practice in Second Language Acquisition</i> . Pergamon Press.		
2.	Ur, Penny. <i>A Course in English Language Teaching</i> . Cambridge University Press		
Web Resource			
1.	British Council Teaching English: teachingenglish.org.uk		
2.	Council of Europe. “Common European Framework of Reference for Languages (CEFR).” Council of Europe, https://www.coe.int/en/web/common-european-framework-reference-languages .		
3.	e-PG Pathshala. “English Language Teaching.” Ministry of Education, Government of India, https://epgp.inflibnet.ac.in .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	2	1	2.2	3	2	2	2.24
CO2	2	3	2	3	1	2.2	2	3	1	2.13
CO3	2	2	3	1	1	1.8	2	1	2	1.76
CO4	1	2	3	2	2	2	3	2	3	2.22
CO5	2	3	3	2	2	2.4	2	1	1	2.04
Overall score for PO						2.12	Overall score for PSO			2.08

Course Code		Semester IV	Year II	Credits	L	T	P	Hrs
Allied IV	Journalism and Mass Communication			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the fundamental concepts, historical evolution, and distinct types of journalism, contrasting traditional news reporting with modern digital content writing.							
LO2	To instil a rigorous understanding of core journalistic values—including accuracy, objectivity, and transparency—alongside the legal, privacy, and ethical frameworks required in the digital age.							
LO3	To provide a comprehensive historical and cultural overview of the evolution of mass media, detailing the societal impacts of radio, television, film, and the internet.							
LO4	To train students in advanced data verification, investigative research, and real-world editorial workflows to effectively navigate modern challenges like deepfakes and misinformation.							
LO5	To equip learners with industry-standard technical skills in search engine optimization, content management systems, multi-format media production, and digital portfolio building.							
UNIT	Course Contents							
I	Introduction to Journalism and Content Writing Definition and evolution of journalism Types of journalism: Investigative journalism, Broadcast journalism, Online journalism Overview of content writing and its role in media Differences between journalism and content writing The impact of digital media on journalism and content creation							
II	Principles of Journalism Key principles: Accuracy, Objectivity, Accountability, Independence, Transparency Research techniques for journalistic writing Ethical considerations in journalism The role of editorial standards and guidelines Case studies of ethical dilemmas in journalism							
III	Mass Communication Introduction to Mass Communication History of mass media. Evolution of digital communication. Media & Culture Media ethics in the digital age (misinformation, deep fakes, digital manipulation) Legal considerations (GDPR, copyright in the digital age, Creative Commons)							

IV	Development of Media Radio as a medium of Mass Communication Television as a medium of Mass Communication Film as a mass medium Internet as a new medium		
V	Content Writing for Digital Space Content Optimization and SEO - On-page SEO - Keyword, meta tags, header tags, Link Building strategies, Google Business Profile, Social Media Content Management Systems (CMS) - Wordpress, Joomla, AI for Content Writing - Grammarly, jenni, hemingway editor, jasper.ai Content Designing Tools - Canva, Vengage, Trello, Hootsuite, Google Analytics. Content Syndication - Guest posting - Script for Articles, Reports, Blogs, ebooks, Infographics, videos, podcasts, social media posts, webinars, white papers Building a Portfolio of Content created for Digital Space		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Differentiate between hard news journalism and marketing-focused content writing, applying the appropriate tone and stylistic conventions required for each medium.	K1 & K2	LO1
CO2	Apply core ethical standards and statutory legal frameworks—such as copyright law, Fair Use, Creative Commons, and GDPR—to resolve structural dilemmas in digital production.	K3	LO4
CO3	Analyze how historical shifts in print, broadcast, and digital media continue to shape global cultures, public discourse, and audience engagement behaviors.	K4	LO5
CO4	Formulate and execute practical search engine optimization strategies, keyword mapping, link-building systems, and performance analytics across modern web channels.	K5	LO11
CO5	Produce professional scripts, blogs, multimedia assets, and localized reports using mainstream digital toolkits, compounding them into an active, employer-ready personal portfolio.	K5 & K6	LO15

Textbook (Latest Editions)	
1.	McQuail, Denis, & Deuze, Mark. <i>McQuail's Media and Mass Communication Theory</i> . Sage Publications.
2.	Kovach, Bill, & Rosenstiel, Tom. <i>The Elements of Journalism: What Newspeople Should Know and the Public Should Expect</i> . Crown Publishing
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Baran, Stanley J., & Davis, Dennis K. <i>Mass Communication Theory: Foundations, Ferment, and Future</i> . Cengage Learning.
2.	Ward, Stephen J. A. <i>Global Media Ethics: Problems and Perspectives</i> . Wiley-Blackwell.
Web Resource	
1.	Purdue Online Writing Lab (OWL) - Journalism and Writing for the Web: owl.purdue.edu
2.	American Press Institute. "American Press Institute." American Press Institute, https://www.americanpressinstitute.org .
3.	BBC Academy. "Journalism Skills and Training." BBC Academy, https://www.bbc.co.uk/academy .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	3	2	2.6	3	2	2	2.51
CO2	2	3	3	3	2	2.6	2	3	1	2.4
CO3	2	2	3	2	2	2.2	2	1	2	2.02
CO4	1	1	2	3	2	1.8	3	2	3	2.09
CO5	2	2	1	3	3	2.2	2	2	1	2.02
Overall score for PO						2.28	Overall score for PSO			2.21

SEMESTER V

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
III		Core- 9:Theory - British Literature (Modern to Postmodern)	4	6	40	60	100
		Core- 10:Theory - Principle of Literary Criticism	4	6	40	60	100
		Core-11:Theory – Shakespeare	3	5	40	60	100
		Core 12: Theory - Subaltern Literature	3	5	40	60	100
		Department Specific Elective (A) - Gender and Literature Department Specific Elective (B) - Eco Literature	3	4	40	60	100
		Internship	1	-	100		100
IV		Generic Course I–Disaster Management	2	2			100
		Naan Mudhalvan-4 / Skill Enhancement Course (SEC-4) Yoga for Human Excellence	2	2			100
		Total	22	30			800

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Core IX	British Literature (Modern to Postmodern)			4				6
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce modern and postmodern poetic developments, examining stylistic fragmentation, psychological isolation, animal motifs, and existential scepticism.							
LO2	To explore standard twentieth-century prose, analyzing critical manifestos on aesthetics, creative writing, feminist resistance, and socioeconomic disparities.							
LO3	To examine modern British drama, investigating how class mobility, linguistic social cues, and institutional gender divisions shape identity.							
LO4	To critique allegorical modernist fiction, analyzing the thin veneer of civilization, primal human impulses, and the breakdown of social order.							
LO5	To evaluate modern European and British short stories, exploring themes of family alienation, sudden surrealist transformations, and upper-class detachment.							
UNIT	Course Contents							
I	Poetry W. B. Yeats- <i>A Prayer for my Daughter</i> T.S. Eliot- <i>Journey of the Magi</i> Daddy – <i>Sylvia Plath</i> Philip Larkin- <i>Church Going</i> Seamus Heaney- <i>The Tollund Man</i>							
II	Prose George Orwell- <i>Inside the Whale</i> G.K. Chesterton- <i>The Worship of the Wealthy</i> D.H. Lawrence – <i>Why the Novel Matters</i> Aldous Huxley- <i>Pleasures</i> Virginia Woolf – <i>Profession for Women</i>							
III	Drama George Bernard Shaw- <i>Pygmalion</i>							
IV	Fiction William Golding- <i>Lord of the Flies</i>							
V	Short Stories Franz Kafka – <i>Metamorphosis</i> Catherine Mansfield – <i>The Garden Party</i>							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Deconstruct and contrast complex modern verses, identifying how poets employ disillusionment, cultural anxiety, and sharp irony to process twentieth-century trauma.	K1 & K2	LO1
CO2	Critique multi-layered critical essays, evaluating how writers champion artistic expression, dismantle systemic patriarchy, and mock capitalist greed.	K3	LO4
CO3	Analyze structural elements of dramatic satire, detailing how phonetic habits and class stratification dictate social mobility in society.	K4	LO5
CO4	Evaluate dark allegorical fiction, demonstrating how a text strips away societal rules to expose institutional decay and raw human survival drives.	K5	LO11
CO5	Interpret the psychological landscapes of short fiction, explaining how sudden surreal transformations or domestic events unveil class guilt and familial alienation.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Albert, Edward. History of English Literature. 5th ed., Oxford UP, 2000.		
2.	Sanders, Andrew. <i>The Short Oxford History of English Literature</i> . 3rd ed., Oxford UP, 2004.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Robert, David, editor. <i>The Norton Anthology of English Literature: The Twentieth Century and After</i> . Vol. F, W. W. Norton & Company, 2012.		
2.	Nayar, Pramod K. <i>The Routledge History of Literature in English</i> . New Delhi: Routledge India.		
Web Resource			
1.	The Project Gutenberg Library: https://gutenberg.org		
2.	The British Library. “ <i>Discovering Literature: Twentieth-Century Literature</i> .” The British Library, https://www.bl.uk/20th-century-literature .		
3.	Encyclopaedia Britannica. “ <i>Twentieth-Century English Literature</i> .” Encyclopaedia Britannica, https://www.britannica.com/art/English-literature/The-20th-century .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	1	2	3	2.2	3	2	2	2.24
CO2	2	3	2	3	2	2.4	2	3	1	2.27
CO3	2	2	3	1	3	2.2	2	1	2	2.02
CO4	2	1	2	2	2	1.8	3	2	3	2.09
CO5	2	1	2	3	2	2	2	1	2	1.89
Overall score for PO						2.12	Overall score for PSO			2.1

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Core X	Principle of Literary Criticism			4				6
Nature of the Course	Theory							
Learning Objectives								
LO1	To introduce foundational Greco-Roman classical criticism, examining the roots of aesthetic imitation, structural unity, poetic rules, and the sublime.							
LO2	To explore Renaissance and Elizabethan defences of poetry, analyzing how early English critics justified creative writing against moral and religious attacks.							
LO3	To examine Neo-Classical literary criteria, focusing on rules of decorum, the balance of nature and wit, and the rise of systematic biographical criticism.							
LO4	To critique Romantic and Victorian aesthetic manifestos, investigating subjective imagination, emotional authenticity, the defence of verse, and the cultural duty of criticism.							
LO5	To evaluate twentieth-century modern criticism, analyzing impersonal art theories, feminist literary revisions, and scientific, text-based reading methods.							
UNIT	Course Contents							
I	Classical Criticism Plato Aristotle Longinus Horace							
II	Renaissance and Elizabethan Criticism Sir Philip Sidney Ben Johnson							
III	Neo- Classical Criticism John Dryden Alexander Pope Dr. Johnson							
IV	Romantic and Victorian Criticism William Wordsworth S. T. Coleridge P. B. Shelley John Keats William Hazlitt Matthew Arnold							
V	Modern Criticism- 20 th Century T. S. Eliot Virginia Wolf I. A. Richards							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Analyze and contrast classical theories of art, demonstrating how ancient debates on representation, tragedy, and the sublime still govern literary value today.	K1 & K2	LO1
CO2	Evaluate early modern critical defences, explaining how Renaissance writers defended the moral utility and creative supremacy of imaginative literature.	K3	LO4
CO3	Deconstruct Neo-Classical standards of writing, identifying how rules of wit, judgment, and historical biography were used to regulate taste.	K4	LO5
CO4	Appraise the shift from objective rules to subjective emotion, contrasting Romantic theories of intense imagination with Victorian frameworks of cultural touchstones.	K5	LO11
CO5	Apply foundational modern critical concepts, explaining how concepts like the objective correlative, close textual reading, and feminist perspectives reshape textual analysis.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Prasad, Birjadish. <i>An Introduction to English Criticism</i> . Rev. ed., Macmillan Publishers India, 2011.		
2.	Ramakrishnan, E. V., et al., editors. <i>Literary Criticism: A Reader</i> . Orient Blackswan, 2012.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Santhanam, M. S. <i>Principles of Literary Criticism</i> . S. Chand & Company, 2014.		
2.	Enright, D.J., and Ernst de Chickera, eds. <i>English Critical Texts: 16th Century to 20th Century</i> . New Delhi: Oxford University Press.		
Web Resource			
1.	The Project Gutenberg Library: https://gutenberg.org		
2.	The Internet Encyclopedia of Philosophy. “Literary Theory and Criticism Resources.” Internet Encyclopedia of Philosophy, https://iep.utm.edu .		
3.	e-PG Pathshala. “Literary Criticism and Theory.” Ministry of Education, Government of India, https://epgp.inflibnet.ac.in .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	2	2	2.2	3	2	2	2.24
CO2	2	3	2	3	2	2.4	2	3	1	2.27
CO3	2	2	3	2	2	2.2	2	1	2	2.02
CO4	3	2	2	2	2	2.2	3	2	3	2.36
CO5	2	3	2	2	2	2.2	2	2	1	2.02
Overall score for PO						2.24	Overall score for PSO			2.18

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Core XI	Shakespeare			3				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce Shakespeare’s historical world, examining Elizabethan stagecraft, the societal roles of women, and major critical approaches used to analyze his plays.							
LO2	To examine Shakespearean sonnet structures, focusing on thematic variations of timeless love, mortality, and poetic immortality.							
LO3	To analyze Shakespearean comedies, exploring pastoral settings, festive confusion, romantic resolution, and the subversion of social hierarchies.							
LO4	To critique Shakespearean tragedies, investigating the psychology of ambition, jealousy, fatal flaws, and the mechanisms of moral or political collapse.							
LO5	To evaluate history and Roman plays, investigating political power struggles, national identity, and the conflict between private desire and public duty.							
UNIT								
I	Introduction Shakespeare’s life and works Elizabethan theatre and time Shakespeare’s context, techniques and stagecraft Women in Shakespeare's plays Introduction to literary approaches: historical, sociological, cultural, psychological and postcolonial							
II	Sonnets Sonnet- 55 & 116							
III	Comedies As You Like It A Midsummer Night’s Dream							
IV	Tragedy Julius Caesar Macbeth							
V	History Play King Henry IV Part I Richard II							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
				K Level		LO		
CO1	Apply diverse critical frameworks—such as feminist, psychological, and postcolonial approaches—to analyze the social and theatrical context of the Elizabethan era.			K1 & K2		LO1		

CO2	Deconstruct sonnet forms, explaining how poetic devices explore the tensions between physical decay and eternal art.	K3	LO4
CO3	Analyze the structural design of comedies, detailing how cross-dressing, green worlds, and wordplay resolve social conflicts and romantic misunderstandings.	K4	LO5
CO4	Evaluate psychological profiles in tragedies, demonstrating how internal fatal flaws interact with external manipulations to cause absolute downfall.	K5	LO11
CO5	Critique political themes in histories and Roman dramas, assessing how the demands of statecraft conflict with human emotions and leadership ethics	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Bradley, A. C. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth</i> . Macmillan, 1904.		
2.	Hyland, Peter. <i>An Introduction to Shakespeare: The Dramatist in His Context</i> . Palgrave Macmillan, 1996.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	McEvoy, Sean. <i>Shakespeare: The Basics</i> . 3rd ed., Routledge, 2012.		
2.	Harrison, G.B. <i>Introducing Shakespeare</i> . London: Penguin Books.		
Web Resource			
1.	Shakespeare's Globe Player & Archive: https://shakespearesglobe.com		
2.	The Folger Shakespeare Library: https://folger.edu		
3.	The Shakespeare Birthplace Trust. “ <i>Shakespeare Birthplace Trust</i> .” Shakespeare Birthplace Trust, https://www.shakespeare.org.uk .		
4.	The British Library. “ <i>Discovering Literature: Shakespeare and Renaissance Literature</i> .” The British Library, https://www.bl.uk/shakespeare .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	1	3	2	2.2	3	2	2	2.24
CO2	2	3	2	3	2	2.4	2	3	1	2.27
CO3	2	2	3	2	2	2.2	2	1	2	2.02
CO4	2	3	2	2	3	2.4	3	2	3	2.49
CO5	2	2	2	2	3	2.2	2	1	2	2.02
Overall score for PO						2.28	Overall score for PSO			2.21

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Core XII	Subaltern Literature			3				5
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce the foundational theories of subalternity, tracking themes of cultural hegemony, systemic silencing, institutional racism, and complex post-colonial identities in verse and essays.							
LO2	To examine radical socio-political prose, analyzing powerful manifestos written to dismantle deep-seated caste discrimination and state-sponsored racial oppression.							
LO3	To analyze subaltern dramatic performances, investigating the marginalization of Indigenous communities and the intersection of rigid ritual hierarchies with gender politics.							
LO4	To critique subaltern long fiction, focusing on life-writing testimonies of Dalit women and intersectional struggles against racialized patriarchal violence.							
LO5	To evaluate subaltern short narratives, exploring state-sponsored physical trauma, tribal resistance, and the emotional isolation of rural working-class individuals							
UNIT	Course Contents							
I	Poetry Langston Hughes - <i>The Negro Speaks of Rivers</i> Derek Walcott- <i>A Far Cry from Africa</i> Ooderoo Noonuccal (Kath Walker) – <i>To My People</i> Rita Dove – <i>Lady Freedom Among Us</i> John Betjeman- <i>A Subaltern's Love Song</i>							
II	Prose B.R. Ambedkar- <i>Annihilation of Caste</i> Martin Luther King Jr.- <i>Letter from Birmingham Jail</i>							
III	Drama Jack Davis – <i>No Sugar</i> Girish Karnad- <i>The Fire and The Rain</i>							
IV	Fiction Bama- <i>Karukku</i> Alice Walker- <i>The Colour Purple</i>							
V	Short Story Jumpha Lahiri - <i>Mrs Sen's</i> Chimamanda Ngozi Adichie - <i>The Thing Around Your Neck</i>							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
					K Level		LO	
CO1	Apply foundational theoretical frameworks—specifically Gramscian hegemony and Spivakian				K1 & K2		LO1	

	silencing theories—to analyze cultural anxieties and structural barriers in minority creative texts.		
CO2	Evaluate radical rhetorical arguments, demonstrating how civil rights advocates and social reformers legally and morally dismantle institutional caste and racial hierarchies.	K3	LO4
CO3	Analyze indigenous and mythic performances, detailing how minority playwrights expose systemic colonial bias, state corruption, and elite upper-caste privileges.	K4	LO5
CO4	Deconstruct intersectional subaltern novels, explaining how marginalized women use raw testimonial language or personal letters to resist domestic violence and caste discrimination.	K5	LO11
CO5	Interpret local narratives of subaltern resistance, demonstrating how subverted cultural symbols, tribal identities, and tragic isolations challenge central authority figures	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Chatterjee, Partha, editor. <i>Subaltern Studies VII: Writings on South Asian History and Society</i> . Oxford UP, 1993.		
2.	Gramsci, Antonio. <i>Selections from the Prison Notebooks</i> . Translated by Quintin Hoare and Geoffrey Nowell Smith, International Publishers, 1971.		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Guha, Ranajit, editor. <i>A Subaltern Studies Reader, 1986–1995</i> . Oxford UP, 1997. <i>(Excellent for framing Unit I concepts)</i> .		
2.	Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" <i>Marxism and the Interpretation of Culture</i> , edited by Cary Nelson and Lawrence Grossberg, Macmillan, 1988, pp. 271-313.		
3.	Columbia University Libraries. "Postcolonial Studies Resources." Columbia University, https://guides.library.columbia.edu/postcolonialstudies .		
4.	e-PG Pathshala. "Postcolonial Literature and Theory." Ministry of Education, Government of India, https://epgp.inflibnet.ac.in .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
C01	3	2	3	3	3	2.8	3	2	2	2.64
C02	2	3	2	3	3	2.6	2	3	1	2.42
C03	2	2	3	2	3	2.4	2	1	2	2.16
C04	2	2	2	2	2	2	3	2	3	2.22
C05	2	3	3	2	2	2.4	2	1	1	2.04
Overall score for PO						2.44	Overall score for PSO			2.3

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Elective (A)	Gender and Literature			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce foundational concepts of gender, feminism, and intersectionality across genres.							
LO2	To examine how socio-political institutions mould gender roles in global literatures.							
LO3	To analyze literary techniques utilized by women writers to challenge patriarchal norms.							
LO4	To critique structural inequalities regarding race, class, caste, and gender in creative expressions.							
LO5	To cultivate empathetic engagement and critical research capabilities through life-writing narratives							
UNIT	Course Contents							
I	Poetry Imitiaz Dharkar- <i>Purdah</i> Maya Angelou- <i>Woman Work</i> Margaret Atwood- <i>Marrying the Hangman</i> Kishwar Naheed- <i>I am not that Woman</i> Nancy Morejon- <i>Black Woman</i>							
II	Prose Elaine Showalter- <i>Towards a Feminist Poetics</i> Chimamanda Ngozi Adichie- <i>We should all be Feminists</i>							
III	Drama Mahasweta Devi- <i>Bayen</i> Caryl Churchill- <i>Top Girls</i>							
IV	Fiction Buchi Emecheta- <i>The Joys of Motherhood</i> Chitra Banerjee Divakaruni- <i>Sister of My Heart</i>							
V	Life Writing (Excerpts) Michelle Obama- “ <i>Becoming Me</i> ” Chapters 1 & 2 from <i>Becoming</i> Alice Vincent - “ <i>Somerset</i> ” from <i>Why Women Grow: Stories of Soil, Sisterhood and Survival</i>							

Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Analyze how metaphors of confinement and labour challenge patriarchal structures in poetic sub-genres.	K1 & K2	LO1
CO2	Evaluate foundational feminist critical frameworks and apply them to contemporary gender discourses	K3	LO4
CO3	Examine domesticity, motherhood, and intersectional female agency within cross-cultural fictional narratives.	K4	LO5
CO4	Examine domesticity, motherhood, and intersectional female agency within cross-cultural fictional narratives.	K5	LO11
CO5	Appraise lived experiences and eco-feminist intersections documented in auto-ethnographic life writing.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . Routledge, 1990. (<i>Crucial for concepts of gender performativity</i>).		
2.	de Beauvoir, Simone. <i>The Second Sex</i> . Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2010. (<i>Foundational for understanding the structural 'Other'</i>).		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Hooks, Bell. <i>Feminism is for Everybody: Passionate Politics</i> . South End Press, 2000. (<i>Excellent introductory text for cross-genre study</i>).		
2.	Tharu, Susie, and K. Lalita, eds. <i>Women Writing in India: 600 B.C. to the Present (Volume II)</i> . New Delhi: Oxford University Press.		
Web Resource			
1.	Internet Archive Open Library: Ideal for borrowing digitised copies of <i>The Joys of Motherhood</i> and <i>Sister of My Heart</i> .		
2.	Encyclopaedia Britannica. “ <i>Feminist Literary Criticism</i> .” Encyclopaedia Britannica, https://www.britannica.com/art/feminist-criticism .		
3.	Oxford Reference. “ <i>Feminist Literary Theory</i> .” Oxford University Press, https://www.oxfordreference.com .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	3	3	2.8	3	2	2	2.64
CO2	2	3	2	3	3	2.6	2	3	1	2.4
CO3	2	2	3	3	3	2.6	2	1	2	2.29
CO4	3	2	2	2	2	2.2	3	2	3	2.36
CO5	3	3	3	2	2	2.6	2	1	1	2.18
Overall score for PO						2.56	Overall score for PSO			2.37

Course Code		Semester V	Year III	Credits	L	T	P	Hrs
Elective (B)	Eco Literature			3				4
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce diverse global perspectives in gendered poetry, examining structural patriarchy, religious confinement, racial intersections, and historical women's labour.							
LO2	To explore foundational feminist prose and cultural manifestos, analyzing the historical stages of women's writing and modern calls for inclusive, everyday gender equality.							
LO3	To critique domestic and post-colonial long fiction, investigating the burdens of traditional motherhood expectations, systemic gender restrictions, and the supportive power of female friendships.							
LO4	To analyze feminist drama and performance scripts, exploring the marginalization of vulnerable women through folklore and the complex trade-offs between corporate success and family roles.							
LO5	To evaluate modern life-writing excerpts, analyzing how personal memoirs handle urban childhood identity, structural racial development, and women's relationships with nature and healing.							
UNIT	Course Contents							
I	Poetry Sarojini Naidu - <i>Summer Woods</i> William Bryant - <i>A Forest Hymn</i> A.K. Ramanujan- <i>River</i> Ralph Waldo Emerson- <i>The Mountain and The Squirrel</i> Jayanta Mahapatra – <i>Hunger</i>							
II	Prose Raymond Williams - <i>The Green Language</i> Thoreau- <i>Where I Lived, What I Lived for (Doubt)</i>							
III	Essays Vandana Shiva- <i>Women’s Indigenous Knowledge and Biodiversity Conservation</i> Gary Snyder- <i>Earth as Home</i> Ralph Waldo Emerson- <i>Nature</i>							
IV	Drama John Heywood- <i>The Play of the Weather</i>							
V	Fiction Amitav Ghosh- <i>The Hungry Tide</i>							
Course Outcomes								
Course Outcomes	On completion of this course, students will be able to							
				K Level		LO		
CO1	Deconstruct and analyze thematic layers in global verse, explaining how diverse women poets challenge oppressive cultural veils, forced			K1 & K2		LO1		

	domesticity, and racial histories.		
CO2	Apply foundational feminist literary frameworks, using specific concepts like gynocriticism and intersectional equity to decode the representation of women in texts.	K3	LO4
CO3	Appraise narrative structures in post-colonial fiction, evaluating how characters resist rigid cultural definitions of motherhood and navigate complex family relationships.	K4	LO5
CO4	Critique institutional power structures in modern theatre, demonstrating how performance texts subvert patriarchal myths or expose the gendered glass ceilings of corporate life.	K5	LO11
CO5	Interpret personal essays and autobiographical excerpts, explaining how women utilize life-writing to document personal growth, racial identity, and environmental sisterhood	K5 & K6	LO15

Textbook (Latest Editions)

1.	Lodge, David, and Nigel Wood, editors. <i>Modern Criticism and Theory: A Reader</i> . 3rd ed., Routledge, 2008. (Contains the complete primary text for Elaine Showalter's "Towards a Feminist Poetics")
2.	Glotfelty, Cheryll, and Harold Fromm , eds. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . Athens: University of Georgia Press

References Books

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

1.	Robbins, Ruth. <i>Literary Feminisms</i> . Palgrave Macmillan, 2000.
2.	Snyder, Gary . <i>The Practice of the Wild</i> . San Francisco: North Point Press.

Web Resource

1.	The Association for the Study of Literature and Environment (ASLE): https://asle.org
2.	The Ecological Citizen. "Environmental Humanities and Ecocriticism Resources." The Ecological Citizen, https://www.ecologicalcitizen.net .
3.	Environmental Humanities. "Environmental Humanities Journal." Duke University Press, https://environmentalhumanities.org .
4.	NPTEL. "Environmental Humanities and Literature Courses." NPTEL, https://nptel.ac.in .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	3	3	2.8	3	2	2	2.64
CO2	2	3	2	3	3	2.6	2	3	1	2.4
CO3	2	2	3	3	3	2.6	2	1	2	2.29
CO4	3	3	2	2	2	2.4	3	2	3	2.49
CO5	3	3	3	2	2	2.6	2	3	2	2.51
Overall score for PO						2.6	Overall score for PSO			2.47

SEMESTER VI

Part	Course Code	List of courses	Credits	Hrs	Internal	External	Marks
III		Core- 13:Theory - Translation Theory And Practice	4	6	40	60	100
		Core- 14:Theory - Comparative Literature	4	6	40	60	100
		Core- 15:Theory - Commonwealth Literature	3	6	40	60	100
		Core- 16:Project	3	10	40	60	100
IV		Naan Mudhalvan-5 / Skill Enhancement Course (SEC-5) Employability Readiness	2	2	40	60	100
V		Extension Activity ((NSS/NCC/YRC /RRC/ CLUB ACTIVITIES / SCIENCE FORUM/ PHYSICAL EDUCATION)	2	-	100		100
		Online /SWAYAM MOOCs /NPTEL/ Professional Certificate Course(Additional Credit)*	2*	-		100	100
		Total	18 +2*	30			
		Grand Total	120				4400

Course Code		Semester VI	Year III	Credits	L	T	P	Hrs
Core XIII	Translation Theory And Practice			4				6
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the fundamental definitions, chronological evolution, and core academic scope of Translation Studies as an independent discipline.							
LO2	To familiarize learners with classic and modern theoretical frameworks, including Roman Jakobson's semiotic kinds, John Dryden's methods, and the structural classifications of Catford, Nida, and Newmark.							
LO3	To guide students through the technical mechanics of practical translation procedures, clarifying the operational differences between literal translation, transliteration, transference, transposition, and creative transcreation.							
LO4	To expose students to the unique linguistic and cultural challenges embedded within the translation of distinct text genres, contrasting the structural difficulties of prose, poetry, and theatrical drama.							
LO5	To equip future translators with the analytical tools needed to critique translations, resolve lexical or stylistic equivalence problems, and handle multi-modal texts effectively							
UNIT	Course Contents							
I	Introduction Definition and Scope of Translation History and Evolution of Translation Studies Types of Translation: Literary, Non- Literary, Technical, Audiovisual, etc. Kinds of Translation- a. Roman Jakobson’s Methods of Translation b. Dryden’s Methods of Translation c. Catford’s Classification of Translation d. Literal Translation							
II	Theories of Translation Theodore Savory C. J. Catford Peter Newmark Eugene Nida Host Frenz							

III	Translation Procedures Transliteration Transference Transcreation Transposition		
IV	Problems of Translation Prose Translation Poetry Translation Dramatic Texts: Problems in Translation		
V	Practice Poem: a. From English to Tamil- Verse from Nissim Ezekiel, Sarojini Naidu and Kamala Markandaya b. From Tamil to English - Verse from Bharathiyar, Bharathidhasan, Thiruvalluvar (any popular five kurals) and a familiar proverb		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Differentiate between varied categories of translation—including literary, technical, and audiovisual types—and identify the appropriate methodology required for each execution.	K1 & K2	LO1
CO2	Critically evaluate and apply prominent translation theories, including Eugene Nida’s dynamic equivalence, Peter Newmark's semantic models, and J.C. Catford's shifts, to modern text scenarios.	K3	LO4
CO3	Demonstrate technical proficiency in executing specific translation procedures, choosing accurately between transposition, structural	K4	LO5

	borrowing, and transcreation based on text constraints.		
CO4	Formulate practical solutions to the structural and aesthetic obstacles encountered when translating idiomatic prose, metered poetry, and performance-driven dramatic dialogue.	K5	LO11
CO5	Evaluate the quality and cultural accuracy of a translated target text, producing reliable, theoretically sound bilingual work across primary regional or international languages.	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Munday, Jeremy. <i>Introducing Translation Studies: Theories and Applications</i> . Routledge.		
2.	Newmark, Peter. <i>A Textbook of Translation</i> . Prentice Hall		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Savory, Theodore. <i>The Art of Translation</i> . Jonathan Cape.		
2.	Frenz, Horst. <i>The Art of Translation in Comparative Literature: Method and Perspective</i> . Southern Illinois University Press.		
Web Resource			
1.	Routledge Translation Studies Portal Resources: routledgetranslationstudiesportal.com		
2.	American Translators Association. "American Translators Association." ATA, https://www.atanet.org .		
3.	The Literary Encyclopedia. "Translation and Comparative Literature." The Literary Encyclopedia, https://www.litencyc.com .		

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	3	3	2.8	3	2	2	2.3
CO2	2	3	2	3	2	2.4	2	3	2	2.38
CO3	2	2	3	3	2	2.4	2	3	2	2.38
CO4	3	3	2	3	2	2.6	3	2	3	2.6
CO5	2	3	3	3	2	2.6	2	1	2	2.29
Overall score for PO						2.56	Overall score for PSO			2.39

Course Code		Semester VI	Year III	Credits	L	T	P	Hrs
Core XIV	Comparative Literature			4				6
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the theoretical definitions, operational scope, and historical emergence of Comparative Literature, drawing explicit distinctions between National, General, and World Literature.							
LO2	To examine the historical evolution, methodological criteria, and critical departures that characterize the French and American schools of comparative literary thought.							
LO3	To familiarize learners with the core methodology of comparative analysis, focusing on key elements like influence, imitation, periodization, genre studies, cross-cultural relations, and thematology.							
LO4	To investigate the structural and interdisciplinary intersections between literature and other creative arts or academic disciplines, emphasizing the role of translation and cultural studies.							
LO5	To guide students through cross-cultural and comparative readings of modern literary texts, exploring shared themes of female identity, bodily autonomy, and marginalization across diverse geographical spaces.							
UNIT	Course Contents							
I	Definition and Scope Definition and Scope of Comparative Literature National Literature General Literature World Literature Comparative Literature and Cultural Studies							
II	Comparative Approaches Influence and Imitation Periodization Genre Studies Thematology Cross-Cultural Literary Relations							
III	Literature and Other Disciplines Literature and Other Arts							

IV	Comparative Study of Maya Angelou And Kamala Das Maya Angelou - Still I Rise Kamala Das - An Introduction		
V	Comparative Study of Margaret Atwood's The Edible Woman and Anita Nair's Ladies Coupe		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Map out, define, and evaluate the specific domains of National, General, and World Literature, while explaining the direct links between comparative literary practices and contemporary Cultural Studies.	K1 & K2	LO1
CO2	Contrast the empirical, text-based criteria of the French school with the broad, interdisciplinary, and aesthetic freedoms of the American school of comparative analysis.	K3	LO4
CO3	Apply operational comparative models—including tracing direct lines of influence, examining shared thematic motifs, and checking historical periodization—to diverse textual works.	K4	LO5
CO4	Analyze the fluid boundaries between structural literary narratives and visual, musical, or theoretical configurations found in other artistic traditions and scholarly disciplines.	K5	LO11
CO5	Construct robust, critical, cross-cultural comparative analyses that evaluate the intersectional politics of gender, society, and identity in the works of writers like Angelou, Das, Atwood, and Nair	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i> . Blackwell Publishers.		
2.	Bassnett Susan. <i>Comparative Literature: A Critical Introduction</i> . Blackwell, Oxford, England,1993. 2. Hutchinson Ben. <i>Comparative Literature: A Very Short Introduction</i> . Oxford University Press,England, 2018.		
References Books			

(Latest editions, and the style as given below must be strictly adhered to)	
1.	Weisstein, Ulrich. <i>Comparative Literature and Literary Theory: Survey and Introduction</i> . Indiana University Press. (Provides deep critical detail on the French and American schools, periodization, and thematology).
2.	Stallknecht, Newton P., & Frenz, Horst (Eds.). <i>Comparative Literature: Method and Perspective</i> . Southern Illinois University Press.
Web Resource	
1.	Weisstein, Ulrich. <i>Comparative Literature and Literary Theory: Survey and Introduction</i> . Indiana University Press. (Provides deep critical detail on the French and American schools, periodization, and thematology). Stallknecht, Newton P., & Frenz, Horst (Eds.). <i>Comparative Literature: Method and Perspective</i> . Southern Illinois University Press.
2.	American Comparative Literature Association. "American Comparative Literature Association." ACLA, https://www.acla.org .
3.	e-PG Pathshala. "Comparative Literature." Ministry of Education, Government of India, https://epgp.inflibnet.ac.in .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	2	3	3	2.6	3	2	2	2.3
CO2	2	3	3	2	3	2.6	2	3	3	2.6
CO3	2	2	3	3	3	2.6	2	3	2	2.3
CO4	2	3	2	2	3	2.4	3	2	3	2.6
CO5	3	2	3	3	3	2.8	2	2	3	2.3
Overall score for PO						2.6	Overall score for PSO			2.42

Course Code		Semester I	Year I	Credits	L	T	P	Hrs
Core XV	Commonwealth Literature			3				6
Nature of the Course	Employability, Skill Development, Entrepreneurship							
Learning Objectives								
LO1	To introduce students to the post-colonial historical contexts, thematic diversity, and distinct literary expressions that characterize Commonwealth and World literature.							
LO2	To guide learners to critically analyze the linguistic, cultural, and political intersections of colonial resistance, identity fragmentation, and historical reclamation in poetry and prose.							
LO3	To enable students to examine dramatic texts and theatrical performance styles that confront issues of racial segregation, indigenous traditions, and ecological vulnerabilities.							
LO4	To facilitate a comparative reading of canonical twentieth-century novels, focusing on narratives of human resilience, cultural erosion, and the psychological impact of war across different continents.							
LO5	To foster an understanding of foundational literary theory and critical aesthetics, specifically evaluating the socio-political responsibilities of writing and the writer’s role in society.							
UNIT	Course Contents							
I	Poetry Derek Walcott- <i>A Far Cry from Africa</i> Sylvia Plath- <i>Mirror</i> Jean Arasanayagam- <i>In the Month of July</i> Gabriel Okara- <i>Once upon a time</i> A.D. Hope- <i>Australia</i> A.J.M. Smith- <i>Like an Old Proud King in a Parable</i>							
II	Prose George Orwell- <i>Shooting an Elephant</i> Katherine Mansfield- <i>A Cup of Tea</i> Chinua Achebe- <i>The Novelist as a Teacher</i>							
III	Drama Amitav Ghosh- <i>The Hungry Tide</i> Wole Soyinka- <i>Lion and the Jewel</i> Lorraine Hansberry- <i>A Raisin in the Sun</i>							

IV	Fiction Ernest Hemingway- <i>The Old Man and the Sea</i> Chinua Achebe- <i>Things Fall Apart</i>		
V	Criticism Jean-Paul Sartre- <i>What is Literature- Chapter I (France)</i>		
Course Outcomes			
Course Outcomes	On completion of this course, students will be able to		
		K Level	LO
CO1	Identify, contrast, and critically discuss major themes such as hybridization, cultural alienation, and systemic oppression across varied post-colonial poems and essays.	K1 & K2	LO1
CO2	Evaluate how historical and imperial encounters directly shaped contemporary literary production, national allegories, and local language structures.	K3	LO4
CO3	Deconstruct the complex cultural negotiations and racial tensions embedded within localized dramatic scripts and cross-border historical narratives.	K4	LO5
CO4	Produce structured, well-researched literary critiques that analyze structural innovations, tragic configurations, and socio-political subtexts in major modern fiction.	K5	LO11
CO5	Synthesize existentialist and post-colonial literary theories to interrogate the functional boundaries, social accountabilities, and philosophical purpose of literature	K5 & K6	LO15
Textbook (Latest Editions)			
1.	Sartre, Jean-Paul. <i>What is Literature? and Other Essays</i> . Harvard University Press. <i>(Contains Chapter I: What is Writing?)</i> .		
2.	Narasimhaiah, C. D. (Ed.). <i>An Anthology of Commonwealth Poetry</i> . Macmillan. <i>(Contains the primary text for Walcott, Okara, Hope, and Smith)</i> .		
References Books (Latest editions, and the style as given below must be strictly adhered to)			
1.	Ashcroft, Bill, Griffiths, Gareth, & Tiffin, Helen. <i>The Empire Writes Back: Theory and Practice in Post-Colonial Literatures</i> . Routledge.		

2.	Said, Edward W. <i>Culture and Imperialism</i> . Vintage Books / Knopf.
Web Resource	
1.	The British Library (Discovering Literature: 20th Century / Postcolonial): bl.uk/discovering-literature
2.	The British Library. “ <i>World Literature Resources</i> .” The British Library, https://www.bl.uk/discovering-literature .
3.	Oxford Reference. “ <i>World Literature</i> .” Oxford University Press, https://www.oxfordreference.com .

Mapping of Cos with Pos & PSOs

COs	PO1	PO2	PO3	PO4	PO5	Mean Score	PSO1	PSO2	PSO3	Mean Score
CO1	3	2	3	3	2	2.6	3	2	2	2.51
CO2	3	3	3	3	2	2.8	2	3	1	2.53
CO3	3	2	3	3	3	2.8	2	1	2	2.42
CO4	3	3	3	2	2	2.6	3	2	3	2.62
CO5	3	3	3	3	3	3	2	1	1	2.44
Overall score for PO						2.76	Overall score for PSO			2.5