MANONMANIAM SUNDARANAR UNIVERSITY

B.A., ENGLISH

(SYLLABUS FOR AFFILIATED COLLEGES)

FROM THE ACADEMIC YEAR 2026 – 2027

MSU

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM

OPERATIONAL GUIDELINES FOR FRAMING CURRICULUM

A. VISION AND MISSION OF THE UNIVERSITY

Vision

"To provide quality education to reach the un-reached"

Mission

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

B. PREAMBLE

Outcome Based Education (OBE) has become an integral component of Higher Education Institutions to ensure quality enhancement, academic excellence, skill development, and learner-centered education. The adoption of Choice Based Credit System (CBCS), interdisciplinary exposure, learner flexibility, experiential learning, and Revised Bloom's Taxonomy (RBT) strengthens the effective implementation of OBE in undergraduate programmes. The B.A. English programme is designed to provide comprehensive knowledge of British, American, Indian, African, Canadian, Australian, and other world literatures along with emerging areas such as Children's Literature, Journalism and Mass Communication, Soft Skills, Creative Writing, and Digital Humanities. The curriculum aims to

develop literary sensibility, critical thinking, communication skills, creativity, ethical awareness, cultural understanding, and digital literacy among learners. The revised syllabus integrates Programme Educational Outcomes (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to promote employability, lifelong learning, leadership qualities, and professional competence in teaching, media, content writing, publishing, communication, and other allied fields.

C. PROGRAMME EDUCATIONAL OUTCOMES (PEO)

In alignment with the Vision and Mission of the University, the following have been defined as the PEO for the graduates.

PEO1: Developing strong positive attitude to learn independently the concepts in the field of study

PEO2: Ensuring confidence among the learners to apply the knowledge and skills gained to solve real life issues

PEO3: Habituating ethical values among the learners to succeed in personal and professional life

D. PROGRAMME OUTCOMES (PO)

Programme Outcomes for the Undergraduate Degree Programmes of the University are articulated as under.

After the successful completion of Undergraduate Programme from the University, the learner should be able to

PO1: Comprehend the knowledge acquired and communicate the same to others.

PO2: Analyze and compare the factual data / situation to comprehend and to critically evaluate to find solution to the problem ahead.

PO3: Apply theories and philosophies learned in solving the problem in scientific manner. PO4: Think reflectively on the earlier activities and attempt for self directed lifelong learning process.

PO5: Understand multicultural existence and identify the means to prolong moral/ethical values in personal and professional life.

PO6: Expose the learner to the digital technology to learn through multiple sources

PO7: Train the learner to be a responsible player in teams and impart leadership qualities in them.

E. PSOs:

Programme Specific Outcomes (PSO)

PSO1: Literary knowledge across genres/periods

PSO2: Critical/theoretical/literary analysis

PSO3: Application/research/media/language skills

PSO4: Critical thinking & lifelong learning

PSO5: Ethics, multiculturalism, ecology, gender, society

PSO6: Digital/media/technical communication

PSO7: Leadership, communication, teamwork, professional competency

Each Course has to address a minimum of 4 PSOs

Level of contribution of the Course towards attaining PSOs

0 – No Contribution 1 – Low Level 2 – Medium Level 3 – High Level

F. *COs:*

FOUR Course Outcomes (COs) for each course that can be achieved by the learners on completion of that particular course are as follows

Considering outcomes related to

- K1 and K2 level of evaluation in all the Units as CO1.
- K3 level of evaluation in all the Units as CO2.
- K4 level of evaluation in all the Units as CO3.
- K5 and K6 level of evaluation in all the Units as CO4.

CO
CO1 (K1 and K2 level of evaluation in all the Units)
CO2 (K3 level of evaluation in all the Units)
CO3 (K4 level of evaluation in all the Units)
CO4 (K5 and K6 level of evaluation in all the Units)

RBT for evaluation

* K1 (Remember) - The learner should remember and recall facts and concepts.
* K2 (Understand) - The learner should interpret and be able to describe the

concepts.

* K3 (Apply) - The learner should know to apply the acquired knowledge, facts and techniques in known / new situations.
* K4 (Analyze) - The learner should make inferences through analysis with supporting documents / actions.
* K5 (Evaluate) - The learner should make judgments based on evaluation of valid data.
* K6 (Create) - The learner should propose / identify new patterns or means to arrive at a solution / concept.

G. MAPPING of COs with POs

All the COs proposed in each of the courses should be mapped with POs based on the relevance as given in the Course Articulation Matrix.

CO-PO Mapping (Course Articulation Matrix)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							
CO2							
CO3							
CO4							
Total Score							

Level of Correlation between COs and POs

0 – No Correlation 1 – Low 2 – Medium 3 – High

4.Credit Distribution for UG Programme in English

Sem I	Credit	Hr.	Sem II	Credit	Hr.	Sem III	Credit	Hr.	Sem IV	Credit	Hr.	Sem V	Credit	Hr.	Sem VI	Credit	Hr.
Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	5.1. Core Course -CC IX	4	5	6.1 Core Course -CC XIV	4	6
Part II English	3	6	Part II English	3	6	Part II English	3	6	Part II English	3	6	5.2 Core Course –CC X	4	5	6.2 Core Course –CC XV	4	6
1.3 Core Course – CC I	4	5	2..3Core Course – CC III	4	5	3.3 Core Course – CC V	4	5	4.3 Core Course – CC VII	4	5	5.3. Core Course CC XI	4	5	6.3 Core Course – CC XVI	4	6
1.4 Core Course – CC II	4	5	2.4 Core Course – CC IV	4	5	3.4 Core Course – CC VI	4	5	4.4 Core Course – CC VIII	4	5	5.4 Core Course CC XII	4	5	6.4 Core Course – CC XVII	4	6

1.5 Allied I Generic/ Discipline Specific	3	4	2.5 Allied II Generic/ Discipline Specific	3	4	3.5Allied III Generic/ Discipline Specific	3	4	4.5Allied IV Generic/ Discipline Specific	3	4	5.5. Core Course CC XIII	4	5	6.5 Core Course – CC XVIII Project	2	4
1.6 Skill Enhancement Course SEC-1 (Soft Skills)	3	2	2.6 Skill Enhancement Course SEC-2 (Mass Comm and Journalism)	3	2	3.6 EVS	3	2	4.6 Value Education	3	2	5.6 5Allied V Generic/ (Public Speaking)	2	3			
1.7 Foundation Course	3	2	2.7 Naan Mudhalvan	3	2	3.Naan Mudhalvan	3	2	4.7 Naan Mudhalvan	2	2	5.7 Naan Mudhalvan	2	2	6.6 Naan Mudhalvan	3	2
									4.8 Internship	2	-	5.8 Industrial Visit	1		6.7 Extension Activity NSS/NCC/YRC	1	-
	23	**30**		**23**	**30**		**23**	**30**		**24**	**30**		**25**	**30**		**22**	**30**
Total – 140 Credits																	

Consolidated Table for Credits Distribution

Part	Category of Courses	Credits for each Course	Number of Courses	Number of Credits in each Category of Courses	Total Credits	Total Credits for the Programme
PART A	Core	4	17	68	84	96 (CGPA)
	Project with viva voce	2	1	2		
	Allied Generic/ Discipline Specific	3 2	4 1	14		
PART B (i)	Skill Enhancement (Term paper and Seminar & Generic / Discipline-Centric Skill Courses)	3	4	12	12	
	Naan Mudhalvan	3 2	3 2	12 4	16	16
	Internship	2	1	2	3	4 (Non CGPA)
	Field Visit	1	1	1		
PART C	Extension Activity	1	1	1	1	

						116

MEASUREMENT OF ATTAINMENT OF COURSE OUTCOME

The Course Outcomes (COs) are measured through the performance of learners by direct and indirect assessment methods for that particular course.

Internal Assessment (25 Marks)

For UG

Tests – 20 Marks

Seminar / Attention (Participation) in Class – 5 Marks

Written Examination : Theory Paper (Bloom's Taxonomy based)

Question paper Model

Intended Learning Skills	**Maximum 75 Marks** **Passing Minimum: 50%** **Duration : Three Hours**
	Part –A (10x 1 = 10 Marks) Answer ALL questions
Memory Recall / Example/Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	Question 1 to Question 10
	Part – B (5 x 5 = 25 Marks) **Answer ALL questions** **Each questions carries 5 Marks**
Descriptions/ Application (problems)	**Either-or Type** Both parts of each question from the same UNIT **Question 11(a) or 11(b)** To **Question 15(a) or 15(b)** **Part-C (5x 8 = 40 Marks)** **Answer ALL questions** **Each questions carries 8 Marks** **(Either-or Type** Both parts of each question from the same UNIT)

Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	Question 16(a) or 16(b) To **Question 20(a) or 20(b)**

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

Model Question Paper

Global Short Stories

Part A (10 × 1 = 10 Marks)

1. In Somerset Maugham's *The Verger*, Albert Edward loses his job because he is _____. **(K1)**

a) dishonest
b) arrogant
c) illiterate
d) careless

2. Dylan Thomas' *A Child's Christmas in Wales* is narrated through the memories of _____. **(K2)**

a) adulthood
b) childhood
c) war
d) exile

3. In Poe's *The Tell-Tale Heart*, the narrator is disturbed by the old man's _____. **(K2)**

a) voice
b) wealth
c) eye
d) house

4. O. Henry's *The Gift of the Magi* highlights the theme of _____. **(K3)**

a) jealousy
b) sacrifice and love
c) revenge
d) ambition

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5. In *The Hungry Stones*, Tagore blends reality with _____. **(K2)**

a) politics
b) fantasy and supernaturalism
c) science
d) satire

6. R. K. Narayan's *An Astrologer's Day* is set in a busy _____. **(K1)**

a) village
b) temple
c) marketplace
d) school

7. Chinua Achebe's *Civil Peace* is set after the _____. **(K2)**

a) French Revolution
b) World War
c) Nigerian Civil War
d) Industrial Revolution

8. Jomo Kenyatta's *The Gentleman of the Jungle* is a satire on _____. **(K3)**

a) colonial exploitation
b) education
c) religion
d) industrialization

9. In Chekhov's *The Lady with the Dog*, Gurov meets Anna at _____. **(K1)**

a) Moscow
b) Paris
c) Yalta
d) London

10. Maupassant's *The Necklace* deals with the consequences of _____. **(K3)**

a) honesty
b) pride and materialism
c) patriotism
d) revenge

PART B (5 × 5 = 25 Marks)

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11. a) Explain the character of Albert Edward in *The Verger*. **(K3)**

(OR)

b) Describe the nostalgic elements in *A Child's Christmas in Wales*. **(K3)**

12. a) Analyse the psychological conflict in The Tell-Tale Heart. (K4)

(OR)

b) Analyse the theme of sacrifice in *The Gift of the Magi*. **(K4)**

13. a) Explain the supernatural elements in *The Hungry Stones*. **(K3)**

(OR)

b) Explain the irony in *An Astrologer's Day*. **(K3)**

14. a) Analyse how Achebe portrays optimism in *Civil Peace*. **(K4)**

(OR)

b) Analyse the satirical elements in *The Gentleman of the Jungle*. **(K4)**

15. a) Explain the theme of love and loneliness in *The Lady with the Dog*. **(K3)**

(OR)

b) Explain the theme of vanity in *The Necklace*. **(K3)**

PART C (5 × 8 = 40 Marks)

16. a) Critically examine the irony and social criticism in *The Verger*. **(K5)**

(OR)

b) Critically discuss *A Child's Christmas in Wales* as a nostalgic recollection of childhood. **(K5)**

17. a) Analyse Poe's "The Tell-Tale Heart" as a psychological short story. (**K5**)

(OR)

b) Critically examine the artistic treatment of love and sacrifice in "The Gift of the Magi." (**K5**)

18. a) Construct a critical appreciation of *The Hungry Stones* highlighting Tagore's use of fantasy and reality. **(K6)**

(OR)

b) Develop a critical interpretation of irony and suspense in *An Astrologer's Day*. **(K6)**

19. a) Analyse Achebe's "Civil Peace" as a story of survival and hope. (K4)

(OR)

b) Analyse *The Gentleman of the Jungle* as an allegory of colonial domination. **(K4)**

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20. a) Formulate a critical response to the psychological conflict in *The Lady with the Dog*. **(K6)**

(OR)

b) Create a critical evaluation of *The Necklace* as a critique of materialism and social ambition. **(K6)**

Eligibility for Admission for the programme

A pass in Grade 10+2 (HSC) or a pass in any equivalent examination as per the norms of Manonmaniam Sundaranar University, Tirunelveli with a minimum of 35% marks.

Conduct of the programme

Duration of the Programme: 3 years

Total Semesters: 6 (Core Paper:17, Allied: 05, SEC: 04, Project, Internship, Field Visit, and Extension Activity.

Minimum requirements for the award of the degree

Minimum of 40% marks.

Evaluation Mechanism

Internal Marks: 25, External Marks: 75, Project - (Internal Marks: 50, External Marks: 50), and Internship, Field visit - (Internal Marks: 50, External Marks: 50)

Programme Structure Course Content

Core Paper: Credit – 04

Elective Papers: Credit – 03

Skill Enhancement Course [SEC]: Credit – 03

Project: Credit – 02

Internship and Field Visit: Credit – 02

Extension Activity Credit – 01

Internship

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a. Internship should be completed in the V Semester.
b. Internship can be done in schools/NGOs/print and electronic media, or in reputed organizations working on translations, drafting, and content writing.
c. The Internship should cover a minimum period of 40 hours.
d. The organisation/firm, hosting the intern should certify that the intern has completed the requirements.
e. The student should submit a 20–25-page report on daily activities and skills acquired at the end of the internship.
f. The internship should be coordinated by an Internship Advisor nominated by the Head of the Department.
g. The Internship Advisor and the Head of the Department should certify the successful completion of the internship after a viva-voce exam, conducted internally.

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System – UG First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Core Courses & Allied Courses	11	15
Part-IV	Skill Enhancement Course SEC-1	3	2
	Foundation Course	3	1
		23	**30**

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Core Courses & Allied Courses	11	14
Part-IV	Skill Enhancement Course -SEC-2	3	2
	Naan Mudhalvan	3	2
		23	**30**

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Core Courses & Allied Courses	11	14
Part-IV	EVS	3	2
	Naan Mudhalvan	3	2
		23	**30**

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-I	Language - Tamil	3	6
Part-II	English	3	6
Part-III	Core Courses & Allied Courses	11	14
Part-IV	Value Education	3	2
	Naan Mudhalvan	2	2
	Internship	2	
		24	**30**

Third Year - Semester-V

Part	List of Courses	Credit	No. of Hours
Part-III	Core Courses & Allied Courses	22	28
Part-IV	Naan Mudhalvan	2	2
Part-V	Field Visit	1	
		25	**30**

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-III	Core Courses & Allied Courses	18	28
Part-IV	Naan Mudhalvan	3	2
Part-V	Extension Activity	1	0

		22	**30**

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	11	11	11	11	22	18	84
Part IV	6	6	6	7	3	3	31
Part V						1	1
Total	23	23	23	24	26	21	**140**

No. of Papers	Category	Course Title	Credits	Hours
Semester I				
1	**Part I**	Language	3	6
2	**Part II**	English	3	6
3	**PART III Core1**	Global Short Stories	4	5
4	**PART III Core2**	Modern English Grammar and Composition	4	5
5	**PART III Allied 1**	Social History of England	3	4
6	**PART IV SEC 1**	Soft Skills	3	2
7		Foundation Course	3	2
Total			**23**	**30**
Semester II				
1	**Part I**	Language	3	6
2	**Part II**	English	3	6
3	**PART III Core 3**	Global Poetry	4	5

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4	**PART III Core 4**	Children's Literature	4	5
5	**PART III Allied 2**	History of English Literature	3	4
6	**PART IV SEC 2**	Mass Communication and Journalism	3	2
7		Naan Mudhalvan	3	2
Total			**23**	**30**
Semester III				
1	**Part I**	Language	3	6
2	**Part II**	English	3	6
3	**PART III Core 5**	Global Essays	4	5
4	**PART III Core 6**	Classics	4	5
5	**PART III Allied 3**	Literary Forms	3	4
6	**PART IV**	EVS	3	2
8	Naan Mudhalvan		3	2
Total			**23**	**30**

Semester IV				
1	**Part I**	Language	3	6
2	**Part II**	English	3	6
3	**PART III Core 7**	Global Plays	4	5
4	**PART III Core 8**	Phonetics	4	5
5	**PART III Allied 4**	English Language Teaching	3	4
6	**PART IV**	Value Education	3	2
7	Naan Mudhalvan		2	
	Internship		2	
Total			**24**	**30**
Semester V				

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1	**PART III** Core 9	Global Fiction	4	5
2	**PART III** Core 10	Literary Criticism	4	5
3	**PART III** Core 11	Gender Studies	4	5
4	**PART III** Core 12	Tribal Literature	4	5
5	**PART III** Core 13	Research Methodology	4	5
6	**PART III** Allied 5	Public Speaking	2	3
7	**PART IV**	Naan Mudhalvan	2	2
8	Field Visit		1	
	Total		**25**	**30**
Semester VI				
1	**PART III** Core 14	Shakespeare	4	6
2	**PART III** Core 15	Digital Humanities	4	6
3	**PART III** Core 16	Blue Humanities	4	6
4	**PART III** Core 17	Green Studies	4	4
5	**PART III** Core 18	Project	2	4
6	Naan Mudhalvan		3	2
7	Extension Activity		1	
		Total	**21**	**30**
		Grand Total	**140**	**180**

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Semester I

Core – 1 Global Short Stories

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	Global Short Stories	Core	5	-	-	-	4	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the development and diversity of global short stories through the study of representative writers, themes, narrative forms, and literary traditions.							PSO1, PSO2, PSO4		K1, K2
CO2	Apply literary concepts and critical approaches to analyze characterization, symbolism, irony, conflict, and narrative techniques employed in the prescribed short stories.							PSO2, PSO3, PSO4		K3
CO3	Analyze and interpret the historical, social, psychological, philosophical, ethical, and cultural ideas reflected in the prescribed texts from various nations and societies.							PSO2, PSO5, PSO7		K4

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CO4	Evaluate the literary qualities, thematic concerns, artistic contributions, and ethical values of global short story writers and create independent critical responses through academic writing and research-oriented learning.	PSO1, PSO3, PSO6, PSO7	K5, K6

Details

Unit I

Somerset Maugham — The Verger
Dylan Thomas — A Child's Christmas in Wales
John Galsworthy — The Apple Tree

Unit II

Edgar Allan Poe — The Tell-Tale Heart
O. Henry — The Gift of the Magi
Jack London — To Build a Fire

Unit III

Rabindranath Tagore — The Hungry Stones
Jhumpa Lahiri — Interpreter of Maladies
R. K. Narayan — An Astrologer's Day

Unit IV

Chinua Achebe — Civil Peace
Jomo Kenyatta — The Gentleman of the Jungle
Rania Mamoun — Thirteen Months of Sunrise

Unit V

Anton Chekhov — The Lady with the Dog
Franz Kafka — In the Penal Colony
Guy de Maupassant — The Necklace

Text Book

1	Standard editions of the prescribed short stories
2	Narasimhaiah, C.D., ed. An Anthology of Commonwealth Poetry and Prose. Macmillan, Chennai.
3	Board of Editors. The Norton Anthology of World Literature. W.W. Norton & Company, New York.

Reference Books

1.	Edgar V. Roberts, 1988, *Writing Themes about Literature*, Prentice Hall, New Jersey
2.	M.H. Abrams and Geoffrey Galt Harpham, 2015, A Glossary of Literary Terms, Cengage Learning, Boston.
3.	Hudson, W.H., 2006, An Introduction to the Study of Literature, Atlantic Publishers, New Delhi.
4.	Brooks, Cleanth and Robert Penn Warren, 1979, Understanding Fiction, Prentice Hall, New Jersey.
5.	B. Prasad, 1999, A Background to the Study of English Literature, Trinity Press, New Delhi.
6	O'Connor, Frank, 2004, The Lonely Voice: A Study of the Short Story, Melville House Publishing, New York.

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7	Naik, M.K., 2004, A History of Indian English Literature, Sahitya Akademi, New Delhi.
Web Resource	
1	https://www.gutenberg.org/?utm_source=chatgpt.com
2	https://americanliterature.com/short-stories?utm_source=chatgpt.com
3	https://www.theparisreview.org/fiction?utm_source=chatgpt.com
4	https://www.theparisreview.org/fiction?utm_source=chatgpt.com
5	https://public.wsu.edu/~campbelld/amlit/shortstory.htm?utm_source=chatgpt.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	1	1	1	1
CO2	2	3	3	2	1	1	1
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	3	2	1	1	0
CO3	1	3	1	2	3	1	3
CO4	3	2	3	2	2	3	3
Weightage	**9**	**11**	**8**	**8**	**7**	**5**	**6**
Weighted Percentage of Course Contribution to PSOs	**2.25**	**2.75**	**2.00**	**2.00**	**1.75**	**1.25**	**1.50**

Semester I

Core – 2 Modern English Grammar and Composition

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	Modern English Grammar and Composition	Core	5	-	-	-	4	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the rules and functions of parts of speech, verb forms, tenses, concord, sentence structures, and grammatical transformations in English.							PSO1, PSO3, PSO4		K1, K2
CO2	Apply grammatical rules and language skills in constructing correct sentences, transforming speech and voice, and developing effective written communication.							PSO2, PSO3, PSO6		K3
CO3	Analyze sentence structures, grammatical patterns, comprehension passages, and							PSO2, PSO4, PSO5		K4

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	different forms of composition for effective communication and interpretation.		
CO4	Evaluate and create various forms of written communication such as essays, reports, reviews, letters, emails, blogs, and short stories using appropriate grammatical and stylistic conventions.	PSO3, PSO6, PSO7	K5, K6

Details

Unit I
Noun, Pronoun, Adjective, Adverb, Determiners, Preposition, Conjunction, Interjection

Unit II
Verbs: Auxiliaries & Modals, Non-Finite Forms, Tenses, Concord

Unit III
The Sentence, Phrases and Clauses, Kinds of Sentences, Direct & Indirect Speech, Voice

Unit IV
Comprehension, Paragraph Writing, Essay Writing, Writing a Short story

Unit V
Letter Writing, Emails & Blogs, Notices, writing a Report, Writing a Review

Text Book

1	Chakraverty, Anima and Geeta Sood, Pearson Comprehensive Grammar and Composition, Pearson Education, New Delhi. (Grammar Study, Composition, and Comprehension)

Reference Books

1	Thomson, A.J. and A.V. Martinet, A Practical English Grammar, Oxford University Press, Oxford.
2	Leech, Geoffrey and Jan Svartvik, A Communicative Grammar of English, Pearson Education, London.
3	Eastwood, John, Oxford Guide to English Grammar, Oxford University Press, Oxford.
4	Quirk, Randolph and Sidney Greenbaum, A University Grammar of English, Longman, London.
5	Hewings, Martin, Advanced Grammar in Use, Cambridge University Press, Cambridge.
6	Seely, John, Oxford Guide to Effective Writing and Speaking, Oxford University Press, Oxford.
7	Fitikides, T.J., Common Mistakes in English, Pearson Education, New Delhi.

Web Resource

1	British Council – Learn English Grammar and Writing
2	Purdue Online Writing Lab (OWL) – Grammar and Composition Resources
3	Cambridge Dictionary – English Grammar Today
4	BBC Learning English – Grammar, Writing and Vocabulary
5	EnglishClub – Grammar, Writing and Composition Guides
6	The Writing Center, University of North Carolina – Academic Writing Resources

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7	Grammarly Handbook – Writing, Grammar and Style Guide

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	1	1	1	1
CO2	2	3	3	2	2	1	2
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	3	2	1	1	0
CO2	1	3	3	2	1	3	1
CO3	1	3	2	3	3	1	1
CO4	1	2	3	2	2	3	3
Weightage	**6**	**9**	**11**	**9**	**7**	**8**	**5**
Weighted Percentage of Course Contribution to PSOs	**1.50**	**2.25**	**2.75**	**2.25**	**1.75**	**2.00**	**1.25**

MSU

Semester I

Allied I - Social History of England

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	Social History of England	Allied	4	-	-	-	3	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Comprehend the historical development of English society, culture, politics, religion, and institutions from the early period to the modern age.							PSO1, PSO4, PSO5		K1, K2
CO2	Analyze the causes and impacts of major historical events and movements such as the Renaissance, Reformation, Industrial							PSO1, PSO2, PSO4		K3

MSU

	Revolution, and political reforms in England.		
CO3	Interpret the social, political, economic, and cultural transformations that shaped British life across different historical periods.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate the influence of wars, revolutions, colonialism, trade unionism, political parties, and welfare policies on the evolution of modern England.	PSO2, PSO3, PSO5, PSO7	K5, K6

Details

Unit I
The Early History of England
Tudor England
The Renaissance
The Reformation and the Counter Reformation
The Stuart Age

Unit II
Puritanism
Colonial Expansion
Restoration England
The Age of Queen Anne
Hanoverian England
The Industrial Revolution
The Agrarian Revolution
The Rise of Methodism

Unit III
Humanitarian Movement
The American War of Independence
The Effects of French Revolution on British Life
England at the beginning of Nineteenth Century
The Victorian Age
The Reform Bills

Unit IV
Development of Transport and Communication
The Development of Education in the Nineteenth Century
The Dawn of Twentieth Century
The life between the Two World Wars
The Effects of World War II
Social Security and the Welfare State
The Effects of the Cold War

Unit V
Life in the Sixties
Life in the Seventies
Life in the Eighties
Trade Unionism
The Origin and Growth of Political Parties in England
Life in the Nineties
England in the Twenty-first Century

Text Book

MSU

1	Padmaja Ashok, *The Social History of England*, Orient Blackswan, Hyderabad.
Reference Books	
1	Warner, Oliver, *A Short Guide to English Social History*, Orient Longman, London.
2	Briggs, Asa, *A Social History of England*, Penguin Books, London.
3	Churchill, Winston, *A History of the English Speaking Peoples*, Cassell, London.
4	Arthur Marwick, *British Society Since 1945*, Penguin Books, London.
5	David Thomson, *England in the Nineteenth Century*, Penguin Books, London.
6	G. M. Young, *Victorian England: Portrait of an Age*, Oxford University Press, London.
7	A. G. Xavier, *Social History of England*, Emerald Publishers, Chennai.
Web Resource	
1	The British Library – British History and Culture Collection
2	BBC History – British History Resources
3	UK Parliament – History of Parliament and British Political Development
4	The National Archives (UK) – British History Learning Resources
5	Historic UK – English Social and Political History
6	Encyclopaedia Britannica – History of England
7	Victoria and Albert Museum – Victorian Britain Resources

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	1
CO2	2	3	3	3	2	1	1
CO3	2	3	2	3	3	1	1
CO4	2	2	3	3	3	1	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	1	3	3	0	0
CO2	3	3	1	3	2	0	0
CO3	2	3	1	3	3	0	1
CO4	2	3	2	2	3	1	3
Weightage	**10**	**10**	**5**	**11**	**11**	**1**	**4**

Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.50**	**1.25**	**2.75**	**2.75**	**0.25**	**1.00**

Semester I

[SEC]- 1- Soft Skills

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	Soft Skills	Core	2	Y	-	-	3	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the significance of soft skills, self-awareness, positive attitude, values, perception, and career planning in personal and professional development.							PSO3, PSO4, PSO7		K1, K2
CO2	Apply communication skills such as listening, speaking, reading, writing, group discussion, and professional etiquette in academic and							PSO3, PSO6, PSO7		K3

MSU

	workplace contexts.		
CO3	Analyze interpersonal relationships, team dynamics, body language, stress, and time management techniques for effective personal and professional interaction.	PSO4, PSO5, PSO7	K4
CO4	Evaluate professional situations and create effective communication strategies through email writing, CV preparation, interview performance, leadership, teamwork, and lifelong learning practices.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

Unit I
Soft Skills, Know Thyself, Developing Positive Attitude
Unit II
Forming Values, Improving Perception, Career Planning
Unit III
Art of Listening, Art of Reading, Art of Speaking, Art of Writing
Unit IV
Body Language, Team Building and Team Work, Group Discussion, Etiquette and Manners
Unit V
The Art of writing Email, Preparing CV, Interview Skills, Time Management, Stress Management

Text Book

1	Alex K., Soft Skills: Know Yourself and Know the World, S. Chand & Company Ltd., New Delhi.

Reference Books

1	Meenakshi Raman and Sangeeta Sharma, Professional Communication, Oxford University Press, New Delhi.
2	Dale Carnegie, How to Win Friends and Influence People, Simon & Schuster, New York.
3	Covey, Stephen R., The 7 Habits of Highly Effective People, Free Press, New York.
4	Vandana R. Singh, The Written Word, Oxford University Press, New Delhi.
5	Ashraf Rizvi, Effective Technical Communication, McGraw Hill, New Delhi.
6	Carnegie, Dale, Public Speaking and Influencing Men in Business, Pocket Books, New York.
7	Norman Lewis, Word Power Made Easy, Goyal Publishers, New Delhi.

Web Resource

1	SkillsYouNeed – Communication and Interpersonal Skills
2	Mind Tools – Career Development and Soft Skills
3	Toastmasters International – Public Speaking and Leadership Skills
4	Harvard Business Review – Communication and Professional Skills
5	Indeed Career Guide – Resume, Interview and Career Planning Resources
6	The Balance Careers – Time Management, CV Writing and Interview Skills
7	Coursera – Personal Development and Soft Skills Learning Resources

MSU

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	1	2	1	1
CO2	2	3	3	2	2	1	2
CO3	2	3	2	3	3	1	2
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	1	3	3	2	1	3
CO2	1	1	3	2	2	3	3
CO3	1	2	2	3	3	1	3
CO4	1	1	3	3	2	3	3
Weightage	**4**	**5**	**11**	**11**	**9**	**8**	**12**
Weighted Percentage of Course Contribution to PSOs	**1.00**	**1.25**	**2.75**	**2.75**	**2.25**	**2.00**	**3.00**

MSU

Semester I

Foundation Course

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	**Foundation Course**	Core	2	-	-	-	3	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the fundamental principles of English grammar, vocabulary, figures of speech, and narrative devices for effective language use.							PSO1, PSO3, PSO4		K1, K2
CO2	Apply grammatical rules, vocabulary, literary devices, and writing conventions in oral and written communication.							PSO2, PSO3, PSO6		K3

MSU

CO3	Analyze literary techniques, narrative structures, editorials, advertisements, and reviews to interpret meaning and communicate effectively.	PSO2, PSO4, PSO5	K4
CO4	Evaluate and create well-structured reviews, letters, editorials, advertisements, recipes, and other forms of written communication demonstrating creativity, critical thinking, and professional competency.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

Unit I

Uses of am, is, was, were, has, have, had, do, did, done – in sentences and interrogatives

Concord

Phrasal verbs

Unit II

Vocabulary Idioms and Phrases; Synonyms, Antonyms, Homonyms; One Word Substitution

Unit III

Figures of Speech – Simile, Metaphor, Personification, Hyperbole, Irony, Oxymoron, Alliteration, Assonance, Consonance, Onomatopoeia, Pun, Litotes, Euphemism, Synecdoche, Paradox, Antithesis, climax, anticlimax, Metonymy, Transferred Epithet

Unit IV

Narrative Devices – Narrator, Point of View, Characterization, Setting, Plot, Plot structure, Theme, Motif, Conflict, Mood, Tone, Suspense, symbolism, Imagery, flashback, Juxtaposition, Enjambment, foreshadowing, monologue, dialogue, soliloquy, stream of consciousness

Unit V

Review – Books & Films ; Reading Newspaper- Editorial, Letter to the Editor; Advertisement, Recipe Writing

Text Book

1	Chakraverty, Anima and Geeta Sood, *Pearson Comprehensive Grammar and Composition*, Pearson Education, New Delhi.
2	Wren, P.C. and H. Martin, *High School English Grammar and Composition*, S. Chand & Company Ltd., New Delhi.
3	Chakraverty, Anima and Geeta Sood, *Pearson Objective General English*, Pearson Education, New Delhi.

Reference Books

1	Greenbaum, Sidney and Gerald Nelson, *An Introduction to English Grammar*, Pearson Education.
2	Murphy, Raymond, *Essential English Grammar*, Cambridge University Press.
3	Abrams, M.H. and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, Cengage Learning.
4	Baldick, Chris, *The Oxford Dictionary of Literary Terms*, Oxford University Press.
5	Seely, John, *Oxford Guide to Effective Writing and Speaking*, Oxford University Press.
6	Fitikides, T.J., *Common Mistakes in English*, Pearson Education.

Web Resource

1	British Council – Learn English
2	BBC Learning English
3	Purdue Online Writing Lab (OWL)
4	Cambridge Dictionary – Grammar and Vocabulary
5	Poetry Foundation – Literary Devices and Poetry Resources
6	Grammarly Handbook – Grammar and Writing Guide
7	The Hindu – Editorials and Opinion

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	1	1	1
CO2	2	3	3	2	2	2	2
CO3	2	3	2	3	3	2	2
CO4	2	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	3	2	1	1	1
CO2	2	3	3	2	1	2	2
CO3	2	3	2	3	3	1	2
CO4	2	2	3	3	2	3	3
Weightage	**9**	**9**	**11**	**10**	**7**	**7**	**8**
Weighted Percentage of Course Contribution to PSOs	**2.25**	**2.25**	**2.75**	**2.50**	**1.75**	**1.75**	**2.00**

Semester II

Core – 3 Global Poetry

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ II SEM	Global Poetry	Core	5	-	-	-	4	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the development of global poetry, major poets, literary movements, themes, and poetic traditions across different cultures and ages.							PSO1, PSO2, PSO4		K1, K2
CO2	Apply literary and critical approaches to analyze imagery, symbolism, diction, poetic devices, style, and thematic concerns in the prescribed poems.							PSO2, PSO3, PSO4		K3
CO3	Analyze the historical, political, philosophical,							PSO2, PSO4,		K4

MSU

	social, postcolonial, and multicultural ideas reflected in global poetry and interpret their relevance to human experience.	PSO5	
CO4	Evaluate the artistic achievements and cultural significance of global poets and create independent critical responses through academic writing, discussion, and research-oriented learning.	PSO1, PSO3, PSO6, PSO7	K5, K6

Details

Unit I

Edmund Spenser	Prothalamion
John Milton	On His Blindness
William Blake	The Lamb
John Keats	Ode to Autumn
Wilfred Owen	Strange Meeting

Unit II

Anne Bradstreet	The Author to Her Book
Thomas Paine	Liberty Tree
Walt Whitman	O Captain! My Captain
Emily Dickinson	Because I could not Stop for Death
Maya Angelou	Caged Bird

Unit III

Henry Louis Vivian Derozio	To India – My Native Land
Rabindranath Tagore	Heaven of Freedom
Kamala Das	My Grandmother's House
Nizzim Ezekiel	Background Casually
Jeet Thayil	Rules for Citizens

Unit IV

Phillis Wheatley	On Imagination
Leopold Sedar Senghor	Black Woman
Wole Soyinka	Telephone Conversation
Chinua Achebe	Refugee Mother and Child
Gaberiel Okara	Once Upon a Time

Unit V

Pablo Neruda	Tonight I can Write
A D Hope	Australia
Derek Walcott	Ruins of the Great House
Margaret Atwood	Journey to the Interior
Kamala Wijretnae	To a Student

Text Book

1	Standard editions of the prescribed poems.
2	Board of Editors, The Norton Anthology of World Literature, W.W. Norton & Company, New York.
3	Narasimhaiah, C.D., ed., An Anthology of Commonwealth Poetry and Prose, Macmillan, Chennai.

Reference Books

MSU

1	M.H. Abrams and Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning, Boston.
2	Hudson, W.H., An Introduction to the Study of Literature, Atlantic Publishers, New Delhi.
3	Cleanth Brooks and Robert Penn Warren, Understanding Poetry, Holt, Rinehart and Winston, New York.
4	David Daiches, A Critical History of English Literature, Secker & Warburg, London.
5	B. Prasad, A Background to the Study of English Literature, Trinity Press, New Delhi.
6	Terry Eagleton, How to Read a Poem, Blackwell Publishing, Oxford.
7	C. D. Narasimhaiah, Essays in Commonwealth Literature, Pencraft International, New Delhi.
Web Resource	
1	**Poetry Foundation – Poems, Poets and Literary Analysis**
2	**Academy of American Poets – Poetry Archive and Learning Resources**
3	**Poetry Archive – Recordings and Critical Resources**
4	**The British Library – English and World Poetry Resources**
5	**Project Gutenberg – Public Domain Poetry Texts**
6	**The Norton Anthology Online Resources for Poetry**
7	**Modern American Poetry Archive, University of Illinois**

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	1
CO2	2	3	3	3	2	1	1
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	1	1
CO2	2	3	3	2	1	1	1

CO3	2	3	1	3	3	1	1
CO4	3	2	3	2	2	3	3
Weightage	**10**	**11**	**8**	**9**	**7**	**6**	**6**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**2.00**	**2.25**	**1.75**	**1.50**	**1.50**

Semester II

Core – 04 Children's Literature

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ II SEM	Children's Literature	Core	5	-	-	-	4	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the development, themes, genres, fantasy elements, and literary features of children's literature through the prescribed texts.							PSO1, PSO2, PSO4		K1, K2
CO2	Apply literary and critical approaches to analyze							PSO2, PSO3,		K3

MSU

	imagination, symbolism, morality, humor, adventure, and narrative techniques employed in children's literary works.	PSO4	
CO3	Analyze the psychological, ethical, cultural, educational, and social dimensions reflected in children's prose, poetry, drama, short stories, and fiction.	PSO2, PSO4, PSO5	K4
CO4	Evaluate the artistic and educational value of children's literature and create independent critical responses through interpretation, discussion, creative thinking, and research-oriented learning.	PSO1, PSO3, PSO6, PSO7	K5, K6

Details

Unit I - Prose

J R R Tolkein	On Fariy-Stories
G. K. Chesterton	The Ethics of Elfland
George MacDonald	The Fantastic Imagination

Unit II - Poetry

Christina Rossetti	Who has Seen the Wind?
Rabindranath Tagore	Paper Boat
Lewis Carroll	Jabberwocky
Robert Louis Stevenson	My Shadow
T. S. Eliot	Macavity: The Mystery Cat

Unit III - Short Stories

Oscar Wilde	Happy Prince
Rudyard Kipling	How the Camel got its Hump
H. H. Munro (Saki)	Open Window
Satyajit Ray	Anukul
Sudha Murty	The Bird with Golden Wings

Unit IV - Play

J. M. Barrie	Peter Pan
Maurice Maeterlinck	The Blue Bird

Unit V - Fiction

Neil Gaiman	Coraline
Jules Verne	Around the World in Eighty Days

Text Book

1	Standard editions of the prescribed texts.
2	Hunt, Peter, ed., International Companion Encyclopedia of Children's Literature, Routledge, London.
3	Zipes, Jack, The Oxford Encyclopedia of Children's Literature, Oxford University Press, Oxford.

Reference Books

1	Hunt, Peter, Understanding Children's Literature, Routledge, London.
2	Nikolajeva, Maria, Children's Literature Comes of Age, Garland Publishing, New York.

MSU

3	Carpenter, Humphrey and Mari Prichard, The Oxford Companion to Children's Literature, Oxford University Press, Oxford.
4	Seth Lerer, Children's Literature: A Reader's History, University of Chicago Press, Chicago.
5	Bruno Bettelheim, The Uses of Enchantment, Vintage Books, New York.
6	Jack Zipes, Fairy Tales and the Art of Subversion, Routledge, London.
7	M.H. Abrams and Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning, Boston.
Web Resource	
1	**International Children's Digital Library (ICDL)**
2	**The British Library – Children's Literature Resources**
3	**Children's Literature Association (ChLA)**
4	**Project Gutenberg – Children's Literature Collection**
5	**Oxford Reference – Children's Literature Resources**
6	**Storynory – Stories, Poems and Fairy Tales for Children**
7	**The Guardian – Children's Books and Literature**

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	1	2	1	1
CO2	2	3	3	2	2	1	1
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	1	1
CO2	2	3	3	2	1	1	1
CO3	2	3	1	3	3	1	1

CO4	3	2	3	2	2	3	3
Weightage	**10**	**11**	**8**	**9**	**7**	**6**	**6**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**2.00**	**2.25**	**1.75**	**1.50**	**1.50**

MSU

Semester II

Allied – 2 History of English Literature

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ II SEM	History of English Literature	Allied	4	-	-	-	3	25	75	100

Course Outcomes			
C.O. No.	**Upon the completion of this course, students will be able to**	**PSOs Addressed**	**Cognitive Level**
CO1	Comprehend the historical development of English literature from the pre-Chaucerian period to the Modern Age through the study of	PSO1, PSO2, PSO4	K1, K2

	major literary periods, writers, and genres.		
CO2	Analyze the characteristics, literary trends, themes, and stylistic features associated with different ages of English literature and their representative authors.	PSO1, PSO2, PSO3	K3
CO3	Interpret the social, political, philosophical, cultural, and intellectual influences that shaped the evolution of English literature across various literary periods.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate the contributions of major poets, dramatists, novelists, and prose writers to the growth of English literature and develop advanced analytical, interpretative, communication, and research skills.	PSO1, PSO3, PSO6, PSO7	K5, K6

Details

Unit I
Introduction
English Literature before Chaucer
The Age of Chaucer
From Chaucer to Tottel's Miscellany
The Development of the Drama

Unit II
The Age of Shakespeare
The Age of Milton

Unit III
The Age of Dryden
The Age of Pope

Unit IV
The Age of Johnson
The Age of Wordsworth

Unit V
The Age of Tennyson
The Age of Hardy

Text Book

2	Hudson, W.H., An Outline History of English Literature, Maple Press, New Delhi.

Reference Books

1	Legouis, Emile and Louis Cazamian, History of English Literature, Macmillan, London.
2	David Daiches, A Critical History of English Literature, Secker & Warburg, London.
3	Compton-Rickett, Arthur, A History of English Literature, UBS Publishers, New Delhi.
4	Andrew Sanders, The Short Oxford History of English Literature, Oxford University Press, Oxford.
5	Ford, Boris, ed., The Pelican Guide to English Literature, Penguin Books, London.

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6	Ifor Evans, A Short History of English Literature, Penguin Books, London.
7	M.H. Abrams and Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning, Boston.
Web Resources	
1	The British Library – English Literature Collection
2	The Norton Anthology of English Literature Resources
3	Poetry Foundation – English Poets and Literary Periods
4	Encyclopaedia Britannica – English Literature
5	Luminarium: Anthology of English Literature
6	Project Gutenberg – English Literary Texts
7	BBC History and Literature Resources

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	1
CO2	2	3	3	3	2	1	1
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	1	1
CO2	3	3	2	2	1	1	1
CO3	2	3	1	3	3	1	1
CO4	3	2	3	2	2	3	3
Weightage	**11**	**11**	**7**	**9**	**7**	**6**	**6**
Weighted Percentage of Course Contribution to PSOs	**2.75**	**2.75**	**1.75**	**2.25**	**1.75**	**1.50**	**1.50**

MSU

Semester II

SEC- II- Mass Communication and Journalism

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	Mass Communication and Journalism	SEC-II	2	-	-	-	3	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Level**
CO1	Recall and explain the concepts, types, functions, models, history, and development of							PSO1, PSO3, PSO4		K1, K2

MSU

	communication and journalism in India.		
CO2	Apply journalistic principles and communication techniques in news writing, reporting, editing, interviewing, advertising, and public relations activities.	PSO3, PSO6, PSO7	K3
CO3	Analyze media ethics, press laws, censorship, news values, communication theories, and the social responsibilities of mass media in contemporary society.	PSO2, PSO4, PSO5	K4
CO4	Evaluate media practices and create effective journalistic and digital media content through podcasting, blogging, video production, interviewing, proofreading, and research-oriented learning.	PSO3, PSO6, PSO7, PSO4	K5, K6

Details

Unit I
Meaning, nature and scope of Communication
Types of Communication
Functions of mass media
Models of Communication

Unit II
History of Journalism in India
Development of Print, radio, television and digital media
Communication theories

Unit III
Definition and elements of news
News sources and news values
Structure of News report
Headlines. Leads and Interviews
Qualities of a reporter

Unit IV
Media ethics and responsibilities
Press Law in India
Freedom of Speech and Censorship
Photojournalism

Unit V
Editing and Proofreading
Advertising and Public Relations
Podcasting and Video content creation
Writing news reports
Conducting interviews
Creating a class magazine / blog
Short video / documentary Production

Text Book

1	Keval J. Kumar, Mass Communication in India, Jaico Publishing House, Mumbai.
2	Vir Bala Aggarwal and V.S. Gupta, Handbook of Journalism and Mass Communication, Concept Publishing Company, New Delhi.
3	Rangaswami Parthasarathy, Basic Journalism, Macmillan India Ltd., Chennai.

Reference Books

1	Denis McQuail, Mass Communication Theory, Sage Publications, London.
2	Kamath, M.V., Professional Journalism, Vikas Publishing House, New Delhi.

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3	Melvin Mencher, News Reporting and Writing, McGraw Hill, New York.
4	B.N. Ahuja and S.S. Chhabra, Principles and Practice of Journalism, Surjeet Publications, New Delhi.
5	Uma Joshi, Textbook of Mass Communication and Media, Anmol Publications, New Delhi.
6	Marshall McLuhan, Understanding Media, Routledge, London.
7	Aggarwal, Vir Bala, Essentials of Practical Journalism, Concept Publishing, New Delhi.
Web Resource	
1	Press Information Bureau (PIB), Government of India
2	BBC Academy – Journalism and Media Training Resources
3	Reuters Journalism Handbook
4	The Hindu – Journalism and Media Resources
5	UNESCO – Media and Information Literacy Resources
6	Poynter Institute for Media Studies
7	Press Council of India – Media Ethics and Press Laws

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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	1	1	1	1
CO2	2	3	3	2	2	1	2
CO3	2	3	2	3	3	1	1
CO4	3	2	3	3	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7

CO1	3	1	3	2	1	1	1
CO2	1	1	3	2	1	3	3
CO3	1	3	2	3	3	1	1
CO4	1	2	3	3	2	3	3
Weightage	**6**	**7**	**11**	**10**	**7**	**8**	**8**
Weighted Percentage of Course Contribution to PSOs	**1.50**	**1.75**	**2.75**	**2.50**	**1.75**	**2.00**	**2.00**

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Semester II

NM- English for Proficiency

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Marks		
								CIA	External	Total
I YEAR/ I SEM	**NM-English for Proficiency**	Core	2	-	-	-	3	25	75	100
Course Outcomes										
C.O. No.	**Upon the completion of this course, students will be able to**							**PSOs Addressed**		**Cognitive Leve**

			I
CO1	Recall and explain the principles of functional English, workplace communication, grammar, vocabulary, and professional etiquette.	PSO3, PSO4, PSO7	K1, K2
CO2	Apply effective verbal and written communication skills in pronunciation, public speaking, email writing, resume preparation, and workplace interactions.	PSO3, PSO6, PSO7	K3
CO3	Analyze communication strategies, group discussions, workplace situations, and professional documents to communicate confidently and appropriately.	PSO2, PSO4, PSO5	K4
CO4	Evaluate and create professional presentations, reports, proposals, role plays, and digital communication tasks demonstrating leadership, teamwork, and employability skills.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

UNIT 1:Functional English and Communication Essentials
Parts of Speech & Sentence Patterns, Tense Usage and Common Error Correction, Workplace Vocabulary Building, Formal vs Informal Communication, Basic Self-Introduction Techniques
UNIT 2: Verbal Communication and Pronunciation Skills Phonetics Basics and Pronunciation Practice Voice Modulation and Fluency Techniques, Public Speaking Basics, Dialogue Practice and Situational Conversations
UNIT 3: Workplace Writing and Professional Etiquette
Email Writing: Format, Tone, and Etiquette, Resume and Cover Letter Writing, Basics of Report and Proposal Writing, Clarity, Tone, and Purpose in Written English
UNIT 4: Everyday Communication for the Workplace Introducing Yourself in Formal Settings, Asking/Answering Questions Politely, Group Discussions: Expressing Ideas, Agreeing/Disagreeing, Telephone and Online Meeting Etiquette
UNIT 5: Communication in Action - Integrated
Practice Group Presentations, Peer Feedback and Self-Reflection, Handling Customers/Clients via Role Play, Using Technology: App-based Speaking Practice

Text Book

1	Raman, Meenakshi and Sangeeta Sharma. Professional English in Use. Oxford University Press.
2	Rizvi, M. Ashraf. Effective Technical Communication. McGraw-Hill Education.
3	Lucas, Stephen E. The Art of Public Speaking. McGraw-Hill Education.
4	Chakraverty, Anima and Geeta Sood. Pearson Objective General English. Pearson Education.

Reference Books

1	Murphy, Raymond. Essential English Grammar. Cambridge University Press.
2	Carnegie, Dale. The Quick and Easy Way to Effective Speaking. Pocket Books.
3	Seely, John. Oxford Guide to Effective Writing and Speaking. Oxford University Press.
4	Redman, Stuart. English Vocabulary in Use. Cambridge University Press.
5	Hamilton Gregory. Public Speaking for College and Career. McGraw-Hill Education.

6	DeVito, Joseph A. The Essential Elements of Public Speaking. Pearson Education.
Web Resource	
1	British Council – Learn English
2	BBC Learning English
3	Purdue Online Writing Lab (OWL)
4	Cambridge Dictionary – Grammar and Vocabulary
5	Poetry Foundation – Literary Devices and Poetry Resources
6	Grammarly Handbook – Grammar and Writing Guide
7	The Hindu – Editorials and Opinion

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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	1	1	1
CO2	2	3	3	2	2	2	2
CO3	2	3	2	3	3	2	2
CO4	2	2	3	3	3	3	3

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	1	3	3	2	1	3
CO2	1	2	3	2	2	3	3
CO3	1	3	2	3	3	2	2
CO4	1	2	3	3	2	3	3

Weightage	**4**	**8**	**11**	**11**	**9**	**9**	**11**
Weighted Percentage of Course Contribution to PSOs	**1.00**	**2.00**	**2.75**	**2.75**	**2.25**	**2.25**	**2.75**

Mapping with Programme Specific Outcomes

Feedback on existing syllabus

Teachers' Feedback

1. The syllabus is comprehensive and covers major literary genres effectively.
2. More contemporary and interdisciplinary texts may be included.
3. Skill-oriented papers like content writing and digital communication can be strengthened.

Students' Feedback

1. The syllabus provides good exposure to British, Indian, and American literature.
2. Some courses are theory-heavy and need more practical activities.

Alumni Feedback

1. The programme helped in developing communication and analytical skills.
2. Industry-oriented skills such as editing, publishing, and creative writing could be enhanced.

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