

THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE

(AUTONOMOUS)

TIRUCHIRAPPALLI – 620 023

SYLLABUS FOR B.A. ENGLISH 2023 – 2024 ONWARDS

S. No.	Part	Course	Sub Code	Course Title	Hrs.	Credits	CIA	Semester Exam	Total
Semester – I									
1.	P-I	Tamil	LT - I	LT-1	6	3	25	75	100
2.	P-II	English	LE -I	LE-I English for Enrichment – I	6	3	25	75	100
3.	P-III	Core I	C-I	CI – Introduction to Literature	5	5	25	75	100
4.		Core II	C-II	CII – Indian Writing in English	5	3	25	75	100
5.		First Allied I	GE - I	Generic Elective: Social History of England or Communication and Interpersonal Skill	4	3	25	75	100
6.	P-IV	SBE	SBE -I	PCSEC English for Business or Functional English	2	2	25	75	100
7.		VE	VE	VE Value Education	2	2	25	75	100
				Total	30	23	175	525	700
Semester II									
8.	P-I	Tamil	LT – II	LT-II	6	3	25	75	100
9.	P-II	English	LE -II	LE-II English for Enrichment-II	4	3	25	75	100
10.		Core III	C - III	British Literature - I	6	5	25	75	100
11	P-III	First Allied II	GE-II	Generic Elective: American Literature - I (or) Canadian Literature	5	4	25	75	100
12		First Allied III	GE-III	Generic Elective – History of English Literature (or) African Literature	5	3	25	75	100
13	P IV	ES	ES	Environmental Studies	2	2	25	75	100
14		NMSDC1	AECC-I	NMSDC Effective English	2	2	25	75	100
				Total	30	23	175	525	700

Semester - III

15	I	Tamil	LT -III	LT -III	6	3	25	75	100
16	II	English	LE -III	English for Enrichment -III	6	3	25	75	100
17	III	Core IV	C-IV	British Literature - II	5	4	25	75	100
18	III	ME – V	C-V	Fundamentals of Academic Writing / Poetry II	4	4	25	75	100
19	III	Sec. Alli. I	GE-IV	Translation: Basic Concepts and Practice / Literary Genres and Terms	4	4	25	75	100
20	III	Sec. Alli. II	DSE - I	English Teaching Methods and Materials / Myth and Literature	3	3	25	75	100
21	IV	NME	NME-I	Communicative English / Spoken English	2	2	25	75	100
				Total	30	24	175	525	700

Semester - IV

22	I	Tamil	LT - IV	Language	6	3	25	75	100
23	II	English	LE - IV	English	6	3	25	75	100
24	III	Core VI	C - VI	American Literature – II	6	5	25	75	100
25	III	Core VII	C - VII	World Literature in Translation	6	5	25	75	100
26	III	Sec.Alli-III	DSE -II	Film and Literature / Journalism	4	3	25	75	100
27	IV	NMSDC	AECC - II	Microsoft	2	2	25	75	100
				Total	30	21	150	450	600

Semester - V

28	VIII	Core	C- VIII	Aspects of Language and Linguistics	6	5	25	75	100
29	IX	Core	C - IX	Authors in Focus	6	5	25	75	100
30	X	Core	C - X	Women's Writing	5	5	25	75	100
31	XI	Core	C - XI	Indian Writing in Translation	5	4	25	75	100
32		ME	DSE-III	Introduction to Literary Theory and Criticism (or) Introduction to Comparative Literature	4	3	25	75	100
33		NME - II	NME	Public Speaking Skills	2	2	25	75	100
34		SSD	AECC	SSD – Interview Skills	2	2	25	75	100
35		EA		Extension Activities	-	1	25	75	100
				Total	30	27	200	600	800

Semester - VI

36	XII	Core	C - XII	Biographies, Autobiographies, Memoires	6	5	25	75	100
37	XIII	Core	C - XIII	Shakespeare Studies	6	5	25	75	100
38	XIV	Core	C - XIV	Literary Criticism	6	5	25	75	100
39	XV	Core	C - XV	Media, Communication and Publication	6	4	25	75	100
40		ME	DSE - IV	ELT & Computer Assisted Language & Learning (or) New Literatures in English	4	3	25	75	100
41		NMSDC	AECC-III	Personality Enrichment	2	2	25	75	100
				Total	30	24	150	450	600

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS) TRICHY -23**

FIRST YEAR - SEMESTER I

CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To enlighten the students what is meant by literature.									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To inculcate the capability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	Michael Drayton - <i>The Parting</i> William Shakespeare - <i>Sonnet 18, Sonnet 116</i> John Milton - <i>When I Consider How My Light is Spent</i> Wordsworth – <i>Daffodils</i> John Keats - <i>Ode to a Nightingale</i> Thomas Gray - <i>Elegy Written in a Country Churchyard</i> Robert Frost - <i>Mending Wall</i>									
III	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i> .									
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> . Katherine Mansfield - <i>Bliss and other stories</i> .									
V	Saki - <i>The Open Window</i> Emmy Laybourne – <i>Sweet</i> Jerome K. Jerome - excerpt from <i>-Three Men in a Boat – Packing</i>									

Question Paper Pattern:	Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks). Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks) Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)
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Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse the basic elements of poetry, including meter, rhyme, and theme.	PO1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
CO5	Work skilfully within a team, respect teammates, delegate work and contribute to a group project.	PO3, PO8

Text Books (Latest Editions)

1.	<u>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing-</u> X. J. Kennedy, by Pearson, 2016.
2.	<u>Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016</u>

Reference Books

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

1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.

5.	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020
Web Resources	
1.	ASIATIC: IITUM Journal of English Language & Literature
2.	<i>The English Historical Review (EHR)</i>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS) TRICHY -23**

FIRST YEAR - SEMESTER I

CORE II - INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English before and after Independence.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, construction of nation, (post)national and gender politics, cross-cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts									
UNIT	Details									
I	Winning of Friends (Panchathantra)- Hanchi, Brother's Day Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows									
II	Rabindranath Tagore - Kabuliwala. Pearl S Buck - excerpt from My Several Worlds- India through a Traveller's Eye. Ruskin Bond - School Days Inspection Episode-Examination- Science, Humanities and Religion									
III	Poetry- Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer.									
IV	Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love; it is Madness									

V	Rabindranath Tagore - Mukhthadhara. Harindranath Chattopadhyay The Window/Sentry's Lantern Nissim Ezekiel - Nalini: A Comedy in Three Acts Joginder Paul - Sleepwalkers.
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Question Paper Pattern
Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).
Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)
Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes

Course Outcomes	On completion of this course, students will;
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CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

**Text Books
(Latest Editions)**

1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
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**References Books
(Latest editions, and the style as given below must be strictly adhered to)**

1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.

Web Resources

1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15

Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0
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**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS) TRICHY -23**

FIRST YEAR - SEMESTER I

GE-I : SOCIAL HISTORY OF ENGLAND (ALLIED)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE - I	Y	Y	-	-	3	4	25	75	100

Learning Objectives:

LO1	To create an awareness among the students about the social life of the people of England
LO2	To make the students learn the various social movements of England.
LO3	To help them develop an understanding of the various social changes that took place in England
LO4	To create an awareness of the political changes that occurred in England
LO5	To enable the students to understand the interconnectedness between the social political and cultural aspects of England

UNIT	Details
I	The Renaissance and its Impact on England, The Reformation - causes and effects
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State
V	The Cold War (1985-1991)- The Falkland War (1982)-The Gulf War (1991).

Question Paper Pattern

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.	
2.	<u>Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900- 1200, 2012, Cambridge University Press.</u>	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press	
Web Resources		
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS) TRICHY -23**

FIRST YEAR - SEMESTER I

GE-I: COMMUNICATION AND INTERPERSONAL SKILLS (ALLIED)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To create and increase interpersonal communication skills.									
LO2	To understand the essential components of effective communication.									
LO3	To enable students to recognize flaws in their communication.									
LO4	To express their ideas fluently.									
LO5	To use techniques to build interpersonal rapport easily									
UNIT	Details									
I	VERBAL AND NON-VERBAL COMMUNICATION Linguistic communication – barriers to communication – importance of communication – personal appearance – posture – gesture – facial expressions – eye contact – space distancing.									
II	DYADIC COMMUNICATION Face to face conversations – telephonic conversations – interviews – instruction - dictation									
III	SEMINARS AND CONFERENCES Types of discussions – group – regulation – speech – conducting seminars – organizing seminars.									

IV	MEETING AND GROUP DISCUSSION Purpose - procedure – chairmanship and participation in meeting – group dynamics – purpose and organisation of group discussion.	
V	WRITING Memorandum – notice – agenda – minutes.	
Question Paper Pattern: 5 out of 8 (one question is compulsory from each of the five units.) (5 x 15 = 75marks)		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recognise the importance of interpersonal skills.	PO1
CO2	Describe how effective communication with others can influence relationships.	PO1, PO2
CO3	Outline the roles we play in our groups and communities.	PO4, PO6
CO4	Gain a better understanding of one’s own communicative style to communicate effectively.	PO4, PO5, PO6
CO5	Become confident in handling conflict, crisis and other challenging situations.	PO3, PO8
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	

2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5 .	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE

(AUTONOMOUS) TRICHY -23

SBE - FUNCTIONAL ENGLISH (SB- IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SBE	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable learners use appropriate phrases for performing language functions									
LO2	To help students edit, select and present information in a format/ perspective									
LO3	To enable students to listen and comprehend the information received.									
LO4	To help them understand grammatical rules.									
LO5	To enable them to predict, comprehend, infer and synthesize information									
UNIT	Details									
I	Definition of Functional English-Significance of Functional English									
II	Four essentials of functional English: LSRW									
III	Grammar									
IV	Strategies to use functional English									
V	Provide a dramatic play to perform to exhibit their acquired skills.									
Question Paper Pattern										
Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).										
Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)										
Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement							PO1		

CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs	PO1, PO2
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.	PO4, PO6
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage	PO4, PO5, PO6
CO5	Cultivate the habit of newspaper reading	PO3, PO8
Text Books (Latest Editions)		
1.	Susan Thurman, <i>The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment</i> .2011	
2.	Grant Barrett, <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i> ,2013	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Jane Straus, Lester Kaufman, and Tom Stern, <i>The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes</i> ,2015	
Web Resources		
1.	<p><i>BBC World Service. (2011) Learning English: Ø</i></p> <p>http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm</p>	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS) TRICHY -23
SBE -ENGLISH FOR BUSINESS (SB-IV)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SBE	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students learn strategies and use language to deal with real life situations.									
LO2	To help them improve their spoken and written skills to communicate fluently and always appear professional and competent .									
LO3	To enable them to use apt words in suitable contexts.									
LO4	To help them strengthen their understanding of native speakers in real life situations by making them learn their slang nuances and pronunciation.									
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources									
UNIT	Details									
I	Business English Definition and Difference									
II	Highlights/ Significance/Essentials of Business English									
III	Needs of Business English									
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
V	Economic Development through Business English									
Question Paper Pattern: 5 out of 8 (one question is compulsory from each of the five units.) 5*15=75 Marks).										
Course										
Course Outcomes	On completion of this course, students will;									

CO1	Strengthen their language skills : writing, reading, listening & speaking	PO1
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech	PO1, PO2
CO3	Improve their confidence and learn how to connect with people in English	PO4, PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8
Text Books (Latest Editions)		
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.	
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.	
Web Resources		
1.	<i>English language skills for the future / Cambridge English</i>	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2

CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRAPPALLI - 620023**

**FIRST YEAR - SEMESTER II
CORE -III: BRITISH LITERATURE-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives										
LO1	To introduce British writers and their contribution.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night- Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice.									
II	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter William Blake - The Chimney Sweeper John Keats - Endymion Bk-I									
III	P.B. Shelley - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode to Intimations on Immortality Lord Byron -She Walks in Beauty John Milton - Paradise Lost Bk 4.									

IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer
V	Mary Shelley - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.

Question Paper Pattern:

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books (Latest Editions)

1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.
Web Resources	
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–60. https://doi.org/10.1007/978-1-349-07664-2_5 .
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

Mapping with Programme Outcomes:

3 – Strong, 2 – Medium, 1 - Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
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C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	2	3
C04	3	3	3	3	3
C05	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRAPPALLI - 620023**

FIRST YEAR - SEMESTER

II

**GE-II: AMERICAN
LITERATURE-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE	Y	Y	-	-	4	5	25	75	100

Learning Objectives

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

UNIT	Details
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I	Sylvia Plath - Daddy Robert Frost - Mending Wall Walt Whitman - O Captain, My Captain!
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II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones
V	Harriet Beecher Stowe - Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko- Ceremony

Question Paper Pattern:

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6

CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2

CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRAPPALLI – 620023**

FIRST YEAR - SEMESTER II

GE-II: CANADIAN LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of Canadian literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in Canadian literature.									
LO4	To closely examine the various themes and methodologies present in Canadian literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	DETAILS									
Unit I	Archibald Lampman – The Canadian Authors Meet Margaret Atwood - The journey to the interior									
Unit II	Michael Ondaatje – To a Sad Daughter James Reaney - Janitor									
Unit III	George Ryga : The Ecstasy of Rita Joe									
Unit IV	Sinclair Ross: The Lamp at Noon Margaret Lawrence: The Loons									
Unit V	Margaret Atwood : The Edible Woman									
Text Books										
Michael Ondaatje, The Cinnamon Peeler										
James Reaney , Souwesto Home, 2005										
The Oxford book of Canadian Short Stories- Margaret Atwood & Robert Weaver										

	Margaret Atwood : The Edible Woman ,1973, Canada, McClelland & Stewart (New Canadian Library), paperback
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Question Paper Pattern:

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks) The Learner will be able

CO No.	Course Outcomes
Co – 1	To relate the genre of poetry through the works of Canadian poets.
Co – 2	To relate the Canadian lifestyle through the poems
Co – 3	To express the difficulties of Canadian life with respect to their social status
Co – 4	To analyze the creative writing and understand socio-cultural contest through short stories.
Co – 5	To examine the gender related issues, psychological issues expressed in the novel

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI - 620023**

FIRST YEAR - SEMESTER II

GE-III: HISTORY OF ENGLISH LITERATURE (ALLIED)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	History of British Literature must include British Poetry, Prose, Drama and Fiction, covering representative writers down the ages like given below...									
II	The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours									
III	The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies, PreRomantics									
IV	Well made play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama (Propaganda play), One-act play									
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats									

Question Paper Pattern:

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8

Text Books (Latest Editions)

1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book

References Books

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

<ol style="list-style-type: none"> 1. 2. 	<p>Bergonzi, B. <i>Heroes' Twilight: A Study of the Literature of the Great War</i>, 2nd edn (London: Constable, 1980).</p> <p>Fussell, P. <i>The Great War and Modern Memory</i> (Oxford: Oxford University Press, 1975)</p>
Web Resources	
1. <i>ALEX00.PDF</i> (manavata.org)	

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Outcomes:

3 – Strong, 2 – Medium , 1 - Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Mapping with Programme Specific Outcomes:

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE
COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI - 620023**

**FIRST YEAR - SEMESTER II
GE-III : AFRICAN LITERATURE(ALLIED)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	GE	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the background and wide realm of African Literature.									
LO2	To help explore the different genres of African Literature.									
LO3	To enlighten learners on the traditional and cultural heritage of Africa.									
LO4	To analyse how African writers resist colonisation and racism through their writing.									
LO5	To evaluate how modern writers have reflected African realities.									
UNIT	Details									
I	David Diop - Africa Wole Soyinka - Telephone Conversation Bernard Dadie - I Thank You God									
II	Nwashisisana - The Hare Assia Djebar - My Father Writes to my Mother									
III	Wole Soyinka - The Lion and the Jewel									
IV	Chinua Achebe - Arrow of God									
V	Derek Walcott - A Far Cry from Africa Maya Angelou - Caged Bird Gabre Medhin - Home-coming Son									

Question Paper Pattern:

Section A: 10 out of 10 (Two Questions are compulsory from each of the five units (10 x 2 = 20 Marks).

Section B: 5 Questions in either – or – pattern with internal Choice covering all the five units (5 x 5 = 25 Marks)

Section C: 3 out of 5 Questions covering all the 5 Units (3 x 10 = 30 Marks)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the different forms of contemporary African Literature.	PO1

CO2	Understand Africa through specific forms of literary expression from the continent.	PO1, PO2
CO3	Comprehend African literary responses to slavery and colonialism	PO4, PO6
CO4	Relate one's own experiences to the studied literary texts.	PO4, PO5, PO6
CO5	Gain an appreciation for the diversity of themes and characters of African Literature.	PO3, PO8

Text Books (Latest Editions)

1.	African Literatures in English: East and West. 1st edition. Gareth. Longman Literature Series. 2000.
2.	Routledge Handbook of African Literature . Moradewun Ad. 2021.

Web Resources

1. libguides.wits.ac.za

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes :

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS),
TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
C-IV BRITISH LITERATURE-II**

Learning Objectives	
The learner will be able to	
LO1	analyze British Literature written from the late 18th Century to the present.
LO2	interpret literature as it relates to its historical, cultural and/or political context.
LO3	understand of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.
LO4	examine literary works using critical perspectives.
LO5	apply appropriate formal conventions when writing about literature.
UNIT	Details
I	Alfred Tennyson-Ulysses William Cowper – On the Receipt of My Mother’s Picture Christina Rossetti-The Goblin Market
II	G. K.Chesterton-Piece of Chalk Charles Lamb- The Two Races of Men
III	Joseph Addison- Sir Roger at Church R.L.Stevenson- Walking Tours
IV	John Osborne – Look Back in Anger G. B. Shaw - Pygmalion
V	Wilkie Collins – The Moonstone Arthur Conan Doyle - The Hound of Baskervilles

COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes	
CO – 1	exhibit an understanding and appreciation for key works.	PO1
CO – 2	demonstrate an understanding of periodization, theme, genre, motif.	PO1, PO2
CO – 3	establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO – 4	respond to literature with facility, both orally and on paper.	PO4, PO5, PO6
CO – 5	analyze and express using standard literary lexicon and other literary conventions.	PO3, PO8

Text	
Books	
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
References Books	
1.	Lamb, Charles. <i>The Two Races of Men</i> Reed Pale Press, 1928.
2.	Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre, 1974.
Web Resources	
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp.135–157., https://doi.org/10.1057/9780230598270_6 .
2.	Smith, Grover. "Eliot's World before the Waste Land." <i>The Waste Land</i> , 2020, pp.1–17., https://doi.org/10.4324/9781003070627-1

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units (5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	3.0	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS
AND SCIENCE COLLEGE (AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
C-V FUNDAMENTALS OF ACADEMIC WRITING**

Learning Objectives	
The learner will be able to	
LO1	attain a broad knowledge of writing skills
LO2	understand various styles of sentence pattern.
LO3	cultivate a coherent and associative thinking ability to exhibit writing skills.
LO4	develop the ability to structure essays.
LO5	learn copy-editing.
UNIT	Details
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-Tsequence.
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification).
IV	Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.
V	Content editing and substantive editing: Proof reading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English.

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	design the process of writing	PO1
C O – 2	express sentence skills	PO1, PO2
C O – 3	structure and develop paragraphs through techniques	PO4, PO6
C O – 4	compose academic essays	PO4, PO5, PO6
C O – 5	distinguish between content editing and substantive editing.	PO3, PO8

Text Books

1.	Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan.
2.	Langan, John. 200. <i>Sentence Skills with Readings</i> . Boston: McGrawHill.
References Books	
1.	Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London: Routledge.
2.	Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London: Routledge Falmer.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units
(5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	12	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT **
ARTS AND SCIENCE COLLEGE (AUTONOMOUS),
TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
ME-V POETRY II

Learning Objectives	
The learner will be able to	
LO1	To Expose Students to a comprehensive knowledge of English Poetry
LO2	To Inculcate a sense of appreciation and enjoyment of English Poetry
LO3	To enrich learner's imagination
LO4	To know various elements of poetry like diction ,tone
LO5	To know various elements of poetry like diction ,tone ,rhyme ,rhythm, meter, form, genre ,symbols, alliteration etc.
UNIT	Details
I	William Wordsworth - The World is Too Much with Us Samuel Taylor Coleridge - Christabel Part I Byron - To Woman
II	P.B. Shelley - Ode to a Skylark John Keats - Ode on a Grecian Urn Alfred Tennyson - Break,Break,Break
III	Mathew Arnold - The Forsaken Merman Robert Browning - Andrea Del Sorto R .S Thomas - The Black Bird Singing
IV	G.M. Hopkins - Carrion Comfort William Butler Yeats - The Second Coming Andrew Marwell - A Dialogue Between the Soul and Body
V	T.S .Eliot - Burnt Norton Ted Hughes - Hawk Roosting E .B. Browning - A Change upon Change

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	relate poetry from a variety of cultures and historical periods.	PO1
C O – 2	explain poetry as a literary art form.	PO1, PO2
C O – 3	apply the principles of literary criticism.	PO4, PO6
C O – 4	analyze poetic works for their structure and	PO4, PO5,

	meaning using poetic devices.	PO6
CO – 5	explain their ideas related to the poetic works.	PO3, PO8

Text Books	
1.	Poems Old and New Edited by From for English Studies Dibrugarh, Trinity Press, P

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units
(5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	4	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of course contribution to POs					

**THANTHAI PERIYAR GOVERNMENT ARTS
AND SCIENCE COLLEGE (AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
GE-IV TRANSLATION: BASIC CONCEPTS AND PRACTICE**

Learning Objectives	
The learner will be able to	
LO1	get an overview of translation concepts.
LO2	gain an insight into the evolution of translation in global perspective and its development in the domain of language and literature.
LO3	gain exposure to some basic concepts related to translation.
LO4	familiarize with some important institutions of translation and their contributions.
LO5	get a knowledge on translation studies.
UNIT	Details
I	Origin and Development of Translation in Global perspective.
II	Origin and Development of Translation and its Present Scenario.
III	Important Institutions of Translation – Kurunthogai by A.K. Ramanujam Thirukkural from G.U. Pope Chapter XL –Learning (Kalvi)-10 Couplets
IV	Basics of Translation and Translation Studies–An Introduction-Types of Translation,Decoding and Recoding,Problems of Equivalence,.
V	Objectives and Importance of Translation.

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	explain the growth and development of Translation and some basic concepts related to it.	PO1
C O – 2	discuss and define Translation Studies.	PO1, PO2
C O – 3	learn about the different types of books and the need for their translation.	PO4, PO6
C O – 4	explore the dynamics of the field of translation.	PO4, PO5, PO6
C O – 5	learn about the uses of translation and the methods of assessing.	PO3, PO8

Text Books(LatestEditions)	
1.	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and NewYork.
2.	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia.
3.	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and NewYork.
References Books	
1.	Carmen Millán, Francesca Bartrina, The Routledge Handbook of TranslationStudies,(2013),RoutledgeTaylorand Francis Group, London and

	NewYork.
WebResources	
1.	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units
(5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3

CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	3.0	3.0

THANTHAI
PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (AUTONOMOUS),
TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
GE-IV LITERARY GENRES AND TERMS

Learning Objectives	
The learner will be able to	
LO1	To make Students understand the various Genres and Terms
LO2	To educate learners in the utility of the English language and literature by rope study of literary terms and forms
LO3	To help the learner to identify a literary text's main themes and make them reasonable assertions about their meaning
LO4	To renarrate the plot of a short story ,both orally an in writing
LO5	To create the ability of critically examining a text.
UNIT	Details
I	Poetry- Sonnet, Ode, Lyric, Elegy, Epic, Ballad, Allegory, Allusion, Images, Symbols.
II	Prose- Essay, Biography, Autobiography, Criticism, Satire.
III	Drama- Tragedy, Comedy, Tragic- comedy, Melodrama, Masque, Anti-climax, Conflict, Crises, Catastrophe, Monologue, Dramatic irony, Denouement.
IV	Fiction- Plot, Characterisation, Setting, Protagonist, Science fiction, Flash fiction, Graphic novel, Cyber Literatures, Stream of consciousness
V	Diction, Epiphany, Objective correlative, atone, Voice, Versimilitude.

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	understand new definitions of contemporary critical issues.	PO1
C O – 2	gain insight to aspects such as genre,form,cultural theory and literary technique.	PO1, PO2
C O – 3	get a complete coverage of traditional and radical approaches to the study and production of literature	PO4, PO6
C O – 4	recognize and interpret literary images and symbols.	PO4, PO5, PO6
C O – 5	Analyze concepts of key academic debates.	PO3, PO8

Text Books(Latest Editions)	
1.	H. Abrams, Geoffrey Galt Harpham, A Glossary of Literary Terms, 2009
2.	R. J. Rees, English Literature- Introduction for Foreign Readers, The Macmillan Press Ltd 1982
3.	B. Prasad: A Background to the Study of English Literature (Macmillan)

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units
(5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT
ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III**

Allied – II - DSE-I ENGLISH TEACHING METHODS AND MATERIALS

Learning Objectives	
The learner will be able to	
LO1	get an overview of the place of English in India.
LO2	understand the position of English in the post-independence period.
LO3	interpret and justify the place of English in Three Language formula.
LO4	gain an insight into the unique and very important place of English in the 21 st century.
LO5	analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).
UNIT	Details
I	Introduction – Historical Background of English in India.
II	English in post-Independent period-The Three Language Formula.
III	English in 21 st Century-Objectives of teaching English.
IV	Objectives of teaching English at elementary level.i.Development of the four-fold skills of LSRW ii..Development of better understanding and effective communication.
V	Objectives of teaching English at secondary level. i.teach to subsume the language at a.Home b.larger kinship c.street d.neighborhood

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	learn about the methods and materials of teaching.	PO1
C O – 2	learn about some of the strategies and techniques used to address specific language skills	PO1, PO2
C O – 3	learn about the needs of different levels of students.	PO4, PO6
C O – 4	learn about working with content teachers and parents.	PO4, PO5, PO6
C O – 5	learn about the use of technology and the methods of assessing.	PO3, PO8

Text Books	
1.	Diaz-Rico, L.Ch.6“ Learning processes that build on the first language.”In Teaching English learners: Strategies and methods (pp.143-199). NewYork: Pearson Education, Inc.ISBN:0-205-35543.
2.	Al Kahtani, S. (1999). Electronic Portfolios in ESL writing: An alternative approach. Computer Assisted Language Learning, 12 (3), 261-268. This is available if you look it upon KYVL (Kentucky Virtual Libraries). Goto“find books, articles, and more” and then search for the article under “education.”
3.	Carbo, M.(1993). Continuum of modeling reading methods.
References Books	

<ol style="list-style-type: none"> 1. 2. 	<p>Godwin-Jones,R.(2005). Emerging technologies: messaging, gaming, -to-peer sharing: Language learning strategies & tools for the millennial generation. Language Learning and Technology,9 (1),17-22.Available at:http://lt.msu.edu</p> <p>Gonzalez,V.(2001).The role of socio economic and socio cultural factors in Language minority children’s development. Bilingual Research Journal, 25 (1& 2),1-30.</p> <p>A Textbook of English Language Teaching for Indian Students – Dr. M.N.K.Bose Approaches and Methods in Language Teaching – Jack C Richards</p>
Web Resources	
<ol style="list-style-type: none"> 1. 	<p>Hanson-Smith,E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically - enhanced environments. The Reading Matrix, 3(3). Availableat: http://www.reading matrix.com/current.html.</p>

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units ($10 \times 2 = 20$)

Section B: 5 questions in either or pattern with choice covering all the five units ($5 \times 5 = 25$)

Section C: 3 out of 5 questions covering all the five units ($3 \times 10 = 30$)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
DSE-1 MYTH AND LITERATURE**

Learning Objectives	
The learner will be able to	
LO1	learn the origin and sources of myths in literature.
LO2	Understand an unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life.
LO3	Get an In-depth study of the theoretical approaches.
LO4	gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.
LO5	understand the definition of symbolism with its different types and dimensions.
UNIT	Details
I	Introduction to Myth/Mythology-Sources of Indian mythology-Types of story and its relation to myth-Myth-making stage and myth-using stage.
II	Ted Hughes Selections from Tales from Ovid i)Creation; Four Ages; Flood; Lycaon, ii)The Rape of Proserpina iii)Birth of Hercules iii)Echo and Narcissus iv)Pyramus and Thisbe Carol Ann Duffy 'MrsMidas' (Poem)
III	General idea of Vedic, Epic and Puranic Mythology.
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths.
V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music –Classical Mythology in Literature, Art and Music (Focus Texts: For Classical Language Study)

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	understand the origin and sources of myths.	PO1
C O – 2	develop an in-depth knowledge of myth, ritual, philosophy and methods from ancient times to modern times.	PO1, PO2
C O – 3	gain insight to the basic idea of Vedic Epic and Puranic Mythology.	PO4, PO6
C O – 4	understand symbolism with its different types and dimensions.	PO4, PO5, PO6
C O – 5	develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music.	PO3, PO8

Text Books	
1.	Bauman, Richard. A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
2.	Boas, Franz. An Introduction to James Teit, @Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.
References Books	
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
2.	Grimm, Jakob and Wilhelm Grimm. A Preface to the First and Second Editions @ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms = Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.
Web Resources	
1.	Bascom, William. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units (5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	3	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE,
(AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER - III
NME I - ENGLISH FOR COMMUNICATION**

Learning Objectives	
The learner will be able to	
LO1	use language and to help them respond creatively.
LO2	sensitize different issues in the society and the world.
LO3	attain an ability to build and enrich their communication skills.
LO4	utilize the digital knowledge resources effectively for their chosen fields of study.
LO5	to help them think and write imaginatively and critically.
UNIT	Details
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.
II	Types of communication-Verbal-Non-Verbal.
III	Effective communication skills.welcome address,vote of Thanks,Group Discussion,Compeering
IV	Skills to be acquired in communication- Speaking / reading / writing / listening.
V	Application of learning. i. Solving Problems –Recognize and investigate problems ;propose solutions ii. Communicating ;Express and interpret information and ideas iii.Working on Teams;Learn and Contribute productively as individuals and as members of groups.

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	identify the basic principles of communication.	PO1
C O – 2	analyze the various types of communication.	PO1, PO2
C O – 3	make use of the essential principles of communication.	PO4, PO6
C O – 4	identify the prominent methods and models of communication.	PO4, PO5, PO6
C O – 5	learn about the four skills of language and get familiarized with them.	PO3, PO8

Text Books	
1	TechnicalCommunication:Principles and Practice,Second Editionby Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3	Understanding Body Language by Alan Pease.
References Books	
1	Communicative Grammar of English by Geoffrey Leech and Ian Svartik. Better English Pronunciation by J.D.O’Connor.
Web Resources	
1	(1)Subject: English communication skills(theory goigalajjjuna-Academia.edu

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units ($10 \times 2 = 20$)

Section B: 5 questions in either or pattern with choice covering all the five units ($5 \times 5 = 25$)

Section C: 3 out of 5 questions covering all the five units ($3 \times 10 = 30$)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRRAPPALLI - 620023
SECOND YEAR - SEMESTER III
NME-1 SPOKEN ENGLISH**

Learning Objectives	
The learner will be able to	
LO1	To help the students evaluate the importance of etiquette.
LO2	To help the students build and enrich their communication skills .
LO3	To help the students utilize the digital knowledge resources effectively for their chosen fields of study
LO4	To help the students to think and write imaginatively and critically
LO5	To make the students use the language effectively and to improve their oral communication skills in English.
UNIT	Details
I	Communicative Grammar 1. Subject - Verb Agreement. 3. WH Questions.
	2. Tenses
II	Communication Skills 1. Greeting and Introduction. 3. Asking for and giving permissions 5. Giving instructions.
	2. Making Requests 4. Offering help
III	Situational Conversations 1. At the Doctor's Clinic. 3. At the Bank. 5. At a Bookshop.
	2. At the Post Office. 4. At a Restaurant
IV	Speech 1. Delivering a welcome address. 3. Making a farewell speech.
	2. Proposing a vote of thanks.
V	Describing People, Places, Events and Things.

COURSE OUTCOMES:

The Learner will be able to

C O No.	Course Outcomes	
C O – 1	identify the basic principles of communication.	PO1
C O – 2	analyze the various types of communication.	PO1, PO2
C O – 3	Make use of the essential principles of communication.	PO4, PO6
C O – 4	identify the prominent methods and models of	PO4, PO5,

	communication.	PO6
CO – 5	learn about the four skills of language and get familiarized with them.	PO3, PO8

Text Books	
1	1. Dutt, Kiranmail, Geetha and C.L.N.Prakash. A Course in Communication Skills.CUP.India,2007
2	2. Bailey, Kathleen M and Lance Savage. New Ways in Teaching Speaking. PentagraphPrinting:Bloomington,1994

Question Paper pattern

Section, A: 5 out of 8 questions must be answered.

All the Questions must be of Essay type

One question is compulsory from each unit.(5*15=75)

Mapping with programme outcomes:

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with programme specific outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weight age	15	15	15	14	15
Weighted percentage of course contribution to POs	3.0	3.0	3.0	2.8	3.0

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRRAPPALLI – 620023**

SECOND YEAR - SEMESTER – IV

CORE VI – AMERICAN LITERATURE-II

Hours : 6

Credits : 5

LEARNING OBJECTIVES:

LO 1	To help learners examine the roots of American literature by focusing multiple genres - poetry, drama, stories and novel.
LO 2	To guide to explore literature that reveals multiple perspectives such as race, gender, ethnicity, socio economic class and historical period.
LO 3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
LO 4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.
LO 5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

UNIT	
I	Theodore Roethke - The Meadow Mouse Walt Whitman - Song of Myself Emily Dickinson - The Bird Came Down the Walk
II	Neil Simon - Barefoot in the Park
III	Henry David Thoreau - Winter Animals Ralph Waldo Emerson - Self-reliance
IV	O.Henry – After Twenty Years Ernest Hemingway – Soldier’s Home
V	Mark Twain - The Adventures of Huckleberry Finn

COURSE OUTCOMES:

On completion of this course, students will;

CO 1	Understand the depth and diversity of American literature, the history and culture of the United States of America from the colonial period to the present.	PO 1
CO 2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	PO1, PO2

C O 3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers.	PO4, PO6
C O 4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
C O 5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOMES:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
C O 1	3	3	3	3	3	3	3	2	3	2
C O 2	2	3	3	3	2	3	3	2	2	2
C O 3	3	3	3	2	3	3	3	2	3	2
C O 4	3	3	3	3	3	3	3	2	2	2
C O 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES:

CO / PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C O 1	3	3	3	3	3
C O 2	3	3	3	3	3
C O 3	3	3	3	2	3
C O 4	3	3	3	3	3
C O 5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Text Books:

1. Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010.
2. Twain, Mark. *The Adventures of Huckleberry Finn*. The Floating Press, 2009.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units ($10 \times 2 = 20$)

Section B: 5 questions in either or pattern with choice covering all the five units ($5 \times 5 = 25$)

Section C: 3 out of 5 questions covering all the five units ($3 \times 10 = 30$)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
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SECOND YEAR - SEMESTER IV

CORE VII – WORLD LITERATURE IN TRANSLATION

Hours : 6

Credits : 5

LEARNING OBJECTIVES:

LO 1	To help learners achieve accessibility to regional and international literary forms.
LO 2	To enable them to contextualize the texts and be familiar with translation theory.
LO 3	To enable them to develop a comparative perspective to study the texts.
LO 4	To exhibit appreciation of literature and writers from various nations and cultures.
LO 5	To learn to see critically the rising trends of globalization, capitalism and multiculturalism.

UNIT	
I	Goethe - The Violet Victor Hugo - Tomorrow at Dawn Khalil Gibran - On Children
II	Pablo Neruda - If you forget me Gabriel Okara - The Mystic Drum Jean Arasanayagam - Two Dead Soldiers
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.
IV	Federico García Lorca – Yerma Plautus – The Pot of Gold
V	Gabriel García Márquez - A Very Oldman with Enormous Wings S. Turgenev - The District Doctor

COURSE OUTCOMES:

On completion of this course, students will;

C O 1	Gain an exposure to some Classics in World Literature, both in theme and form.								PO1	
C O 2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.								PO1, PO2	
C O 3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.								PO4, PO6	
C O 4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.								PO4, PO5, PO6	
C O 5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.								PO3, PO8	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
C O 1	3	3	3	3	3	3	3	2	3	2
C O 2	2	3	3	3	2	3	3	2	2	2
C O 3	3	3	3	2	3	3	3	2	3	2
C O 4	3	3	3	3	3	3	3	2	2	2
C O 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES:

CO / PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C O 1	3	3	3	3	3
C O 2	3	3	3	2	3
C O 3	3	3	3	3	3
C O 4	3	3	3	3	3
C O 5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Text Books:

1. Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.
2. Bolton, David. *The Pot of Gold by Plautus*. Lulu.com, 2019.
3. Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.
4. Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units (5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
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SECOND YEAR - SEMESTER IV

SEC.ALLI. III – DSE II – FILM AND LITERATURE

Hours : 4

Credits : 3

LEARNING OBJECTIVES:

LO 1	To help students look closely into the relation between film and literature.
LO 2	Introduce learners to the various ways in which literature and the moving image diverge.
LO 3	Help the learners understand how each form makes their own claims to the narrative.
LO 4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
LO 5	Help learners gain perspective on literature's relationship with cinema

UNIT	
I	Theories, practices, forms, adaptations, migrations. William Shakespeare's King Lear (1606) Akira Kurasawa, Ran (1985) Grigori Kozintsev, King Lear (1971)
II	Arthur C Clarke, The Sentinel (1948)/ Encounter in the Dawn (1953) Stanley Kubrick, 2001: A Space Odyssey (1968)
III	Cinema from novella and dramatic literature
IV	Boris Pasternak, Dr Zhivago (1957) David Lean, Dr Zhivago(1965)
V	Joseph Conrad, Heart of Darkness (1899) Francis Ford Coppola, Apocalypse Now (1979)

COURSE OUTCOMES:

On completion of this course, students will;

CO 1	Gain an insight of the various ways in which literature and the moving image diverge.	PO1
CO 2	Familiarize with the inter-dependence of the two art form simple.	PO1, PO2
CO 3	Understand the politics and process of adaptation of literary forms into cinematic forms.	PO4, PO6
CO 4	Gain insight on how each form makes their own claims to the narrative and the problems of adaptation.	PO4, PO5, PO6
CO 5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8

MAPPING WITH PROGRAMME OUTCOMES:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
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CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES:

CO / PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Text Books:

1. Mast, Gerald & Marshall Cohen, *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press, 1994.
2. Nichols Bill (ed), *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
3. Roberge Gaston, *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units (5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
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SECOND YEAR - SEMESTER IV

SEC.ALLI.III – DSE II – JOURNALISM

Hours : 4

Credits : 3

LEARNING OBJECTIVES:

L O 1	To impart knowledge of basic terms and concepts of journalism and related areas of studies.
L O 2	To develop the learner competent and efficient in illustrating the structure and the style needed in journalism.
L O 3	To empower learners in communication, professional and life skills.
L O 4	To develop the ability to structure Essays and to learn copy-editing.
L O 5	To enable the students to assess journalism as a profession and its responsibilities and to categorize the advantages and disadvantages of journalism.

UNIT	
I	Definition - Role of Journalism - History of Journalism - The role of the press - The press - The Press as mass Media - Freedom of a Press - Journalism as a career - Qualities of a successful journalist.
II	What is news? - Collection of facts - Reporting the News – Selecting the News - Editing the News - How to write Head Lines.
III	Editing - Role of Different Editors - Editorial department - Sub-Editor - News Editor - Assistant Editor.
IV	Reporting - Chief Reporter and other correspondents - Quality of Reporting - Kinds of Reporters - Gathering Information - Kinds of Reporting with reference to sports, foreign affairs, fashion - Investigative Reporting.
V	Criticism writing - Writing for the magazines - Feature writing - The freelance journalist.

COURSE OUTCOMES:

On completion of this course, students will;

C O 1	get an enhanced understanding of the basic terms and concepts of journalism.	PO1
C O 2	inculcate the knowledge of illustrating the structure and the style needed in journalism.	PO1, PO2
C O 3	understand the significance of communication.	PO4, PO6
C O 4	explore journals	PO4, PO5, PO6
C O 5	assess journalism as a profession and its responsibilities.	PO3, PO8

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
C O 1	3	3	3	3	3	3	3	2	3	2
C O 2	2	3	3	3	2	3	3	2	2	2
C O 3	3	3	3	2	3	3	3	2	3	2

C O 4	3	3	3	3	3	3	3	2	2	2
C O 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES:

CO / PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C O 1	3	3	3	3	3
C O 2	3	3	3	3	3
C O 3	3	3	3	3	3
C O 4	3	3	3	3	3
C O 5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Text Books:

1. *Journalism* – By G. K. Puri.

Question Paper Pattern:

Section A: 10 out of 10, 2 questions from each of the five units (10*2=20)

Section B: 5 questions in either or pattern with choice covering all the five units (5*5=25)

Section C: 3 out of 5 questions covering all the five units (3*10=30)

**THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23**

SEMESTER -V

C-VIII- ASPECTS OF LANGUAGE & LINGUISTICS

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	6	5	25	75	100

Learning Objectives		
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language	
LO2	To enable them gain specialized knowledge related too the rare as of linguistic Research and applications	
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.	
LO4	To familiarize them with the ability to use this knowledge to analyze problems In other academic settings and work contexts.	
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.	
UNIT	Details	
I	Introduction to the study of language - The origin of Language. Air stream, Mechanism, The sounds of vowels and consonants.	
II	Theory of Communication-General Semiotics- Linguistics, Sign, Language & Culture-Language & Writing.	
III	Introduction to Saussurian Structuralism – Introduction to Phonology & Morphology – Syntax & Semantics	
IV	Computing in Linguistics & Phonetics-Introductory Reading. Linguistic Changes - English Language Varieties- Idiolect, Dialect, Pidgin & Creole	
V	Bilingualism / Multilingualism- Psychology of Language-Natural Learning Process- Linguistics: An Introduction of Language.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	PO1

CO2	Apply the acquired skills in both academic and work context stop I an and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1,PO2
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4,PO6
CO4	Communicate about academic is ues related to languages and linguistics, both with specialists and the general public.	PO4,PO5,PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	PO3,PO8
Text Books (Latest Editions)		
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.	
2.	Harley, TrevorA. <i>The Psychology of Language</i>. Psychology Press, 2013.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	McLuhan, Eric, and Marshall Mc Luhan. <i>Theories of Communication</i> . Peter Lang Pub Incorporated, 2011.	
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.	
3.	Bloomfield, Leonard. <i>Language</i>. University of Chicago Press, 1984.	
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units (5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

**THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23**

THIRD YEAR - SEMESTER- V

C-IX - AUTHOR IN FOCUS

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	6	5	25	75	100

Learning Objectives	
LO1	To help learners gain knowledge of authors of various backgrounds.
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and their works.
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.
UNIT	Details
I	Dr. Johnson's Preface to Shakespeare
II	Charles Dickens – Life & Works
	Rabindranath Tagore – Life & Works
IV	Dr. Johnson – Life & Works, Pick wick papers. Gitanjali – 1to 10 poems.
v	Sandra Gilbert & Susan Gubar “Mad Woman in the Attic”

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	PO1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, inter cultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical	PO3, PO8
	Appreciation of English Literature.	

Text Books (Latest Editions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Mad woman in the Attic</i> . Yale University Press, 2020.
2.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	“About the Authors.” <i>Beyond Performance, John Wiley & Sons, Inc., 2015, pp.269–70</i> , http://dx.doi.org/10.1002/9781119202455.about .

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percent age of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

**Section B: 5 questions in either or pattern with internal choice covering all five units
(5x5=25 marks)**

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23

THIRD YEAR - SEMESTER- V

C-X-WOMEN'S WRITINGS

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help them analyzer presentations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the Representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.
UNIT	TEXT BOOK DETAILS
I	Toru Dutt- Our Casuarina Tree. Elizabeth Browning-How do I love thee? Sappho - Hymnto Aphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the daughter
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar -Worth Four Crores (Give, Eat & Live) On Reading Haiku RupiKaur-The Healing (Milk & Honey)
III	Virginia Woolf-A Room of One's Own. Clarissa PinkolaEstés- Women Who Runs with Wolves
IV	KateChopin–Awakening Carol Churchill – Top Girls
V	Louisa May Alcott-Little Women Sandra Cisneros –The House on Mango Street Margaret Atwood-Surfacing- Ambai - Ina forest, Adeer.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by socio cultural-economic contexts in defining women.	PO1
CO2	Been lightened about the issues and concern soft he women writers of the developed and developing countries.	PO1,PO2
CO3	Understand and appreciate there presentation of female experience in literature	PO4,PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women’s lives.	PO4,PO5,PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3,PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W.W.Norton,2007.	
2.	Olson, S.Douglas. <i>The “Homeric Hymnto Aphrodite” and Related Texts</i> . Walterde Gruyter,2012.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> .1995.	
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> .OUPIndia,2012.	
3.	Jain, Jasbir, and Avadhesh K.Singh. <i>Indian Feminisms</i> .2001.	
4.	Woolf, Virginia. <i>A Room of One’s Own</i> . Renard Press Ltd, 2020.	
Web Resources		
1.	“Ambai (C.S.Lakshmi) b.1944.” <i>Name Me a Word</i> , Yale University Press, 2019, pp.259–67, http://dx.doi.org/10.12987/9780300235654-032 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units (5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

**THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23**

THIRD YEAR - SEMESTER- V

C-XI- INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	4	25	75	100

Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation.
LO2	To make them understand the multi faceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers' sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
UNIT	Details
I	Kalidas-TheLoomofTime.ExcerptsfromMahabharata – Chapter I- Ganapati, The Scibe. Chapter V- Devayani and Kacha. Ilango Adigal - The book of Vanci – Silappathikaaram.
II	Rabindranath Tagore - Where the mind is without fear, Sarojini Naidu - The Soul's Prayer. Nissim Ezekiel –The Railway Clerk. A.K. Ramanujam - The Striders ArunKolhatkar-AnOld Woman
III	Kurunthogai (Five verse for one Tinai), Thiruvalluvar- chapter13- Self-Control, Chapter 30- Truthfulness, Chapter 40- Learning, Chapter 79- Friendship, Chapter 100- Courteousness'.
IV	AnonE. Mouse – How the Raja's son won the Princess Labam. Sunil Gangopadhyay - Arjun
V	Badal Sircar-Evan Indrajit Girish Karnad–Tughlaq

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through in digenous literary traditions.	PO1
CO2	Compare literary texts produce da cross Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1,PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4,PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.	PO3,PO8
TEXT BOOKS (LATEST Edition)		
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse,2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K.Srilata,2007	
3.	MAHABHARATA retold by C. Rajagopalachari (Edited by JayMazo, International Gita Society)	
ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Clutch of Indian Master pieces, Edited by David Davidar, 2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St.Pierre,2000	
3.	100 Great Indian Poems by Abhay K.Bloomsbury,2019	
Web Resources		
1.	Modern Indian Writing in Translation-Course (nptel.ac.in).	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23

THIRD YEAR - SEMESTER- V

DSE- III-Introduction to Literary Theory & Criticism

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	3	25	75	100

Learning Objectives	
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
LO2	To equip learners with ideas related to the theory and criticism of literary texts.
LO3	To intensify students' proficiency in the skill sat the heart of a liberal education
LO4	To help them think critically about arrange of literary theories.
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.
UNIT	Details
I	Marxism : The formation of the Intellectuals & Hegemony & Separation of Powers-Ideology & Ideological State Apparatuses – Lenin & Philosophy& Other essays.
II	Feminism:20yearson:A literature of their own revisited - From Bronte to Lessing.-When Goods get together (pp.107-110) from this sex which is not One.
III	Post Structuralism : Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory : A reader-Truth and Power-Power and Knowledge.
IV	Post-Colonial Studies : Passive Resistance and Education-The scope of Orientalism (29-110)
V	Indian Literature-DEF. of category in Theory Classes, Nations, Literature (pp243-285)

COURSE OUTCOMES		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories	PO1
CO2	Demonstrate an understanding of key concepts in literary	PO1,PO2
	Theory	
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.	PO4,PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	PO4,PO5,PO6
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3,PO8
Text Books (Latest Editions)		
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors,2017	
2.	Critical Approaches to Literature David Daiches New Delhi : Orient Longman, 2016	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A.G George, Makers of Literary Criticism, New Delhi : Asia Publishing House, 2015	
2.	S. Ramaswami The English Critical Tradition. Macmillan India Limited, 2015	
3.	D.J.Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata : Oxford University Press, Chickera, 2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/eng1795 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE

(AUTONOMOUS) TRICHY-23

THIRD YEAR - SEMESTER-V

DSE-III – INTRODUCTION TO COMPARITIVE LITERATURE

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	3	25	75	100

Learning Objectives	
LO1	To attain abroad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare Texts from different traditions, genres, periods and areas.
LO3	To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site search and travel abroad as means of participation in cultural
LO5	To enable the students to produce sophisticated or a land written argumentation son literary and cultural to pics in Comparative contexts.
UNIT	Details
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation-Periodization Movement, Genre Studies, Thremmatology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Libert ,Queen Mab, Love's Philosophy</i> . Selected poems of Subramaniya Bharathi- <i>Bharath Country, Worship of Sun, Kannan My Servant</i> .
V	Comparative study of Vaira Muthu's <i>Kalifate Ishikawa</i> and Ernest Hemingway's ' <i>The Old Man and the Sea</i> '

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural context softexts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices.	PO1,PO2
CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4,PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4,PO5, PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3,PO8
Text Books (Latest Editions)		
1.	Ulrich Weisstein : Comparative Literature and other	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
2.	Arts Wellek &Warren: Theory of Literature	
3.	Part IIS. S. Prawar : Comparative Literatures	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

**THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23**

THIRD YEAR - SEMESTER-V

NME-II-PUBLIC SPEAKING SKILLS

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives		
LO1	To help students understand the goals and benefits of public speaking	
LO2	To help them recognize communication apprehension and guide them on how to reduce it	
LO3	To familiarize them on how public speaking can be used to advocate or create change	
LO4	To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric	
LO5	To help them think and speak imaginatively and critically	
UNIT	DETAILS	
I	What is Public Speaking? -Speaking with confidence.	
II	Need for Public Speaking. - Informative Speaking, Presenting your first speech.	
III	Significance and essentials of public speaking skills- Ceremonial Speaking.	
IV	Techniques in acquiring the skill- Skill Development.	
V	Speaking on any common topic in front of the class- Demonstrative Speaking, Persuasive Speaking.	
Course Outcomes		
	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1,PO2
CO3	Understand how to give effective verbal and non verbal feedback	PO4,PO6

CO4	Learn about planning speech organization for the intended audience	PO4,PO5,PO6
CO5	Practice effective group delivery and speech informal context.	PO3,PO8
TEXT BOOKS (LATEST EDITIONS)		
1.	Beebe,S. A., & Beebe, S.J.(2006).Public Speaking: An audience - centred approach (6 th ed.). NewYork : Pearson	
2.	Fraleigh,D.M., & Tuman, J.S.(2009).Speakup! An illustrated guide to public speaking. New York : Bedford/ St. Martins.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>	
Web Resources		
1.	<i>Learning Outcomes / Public Speaking (lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

**THANTHAI PERIYAR GOVT ARTS & SCIENCE COLLEGE
(AUTONOMOUS) TRICHY-23**

THIRD YEAR

SEMESTER-V

SSD-INTERVIEWSKILLS

Subject Code	Category	L	T	P	S	Inst. Hours	Credits	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To enable students understand the information needed to prepare for an interview
LO2	To enable them to research company information before heading to an interview
LO3	To familiarize them with how to handle Interview Questions
LO4	To enable them to use vocabulary
LO5	To help them think and speak imaginatively and critically
UNIT	Details
I	Definition of Interview - Essentials of Interview Skill
II	Needs and Requirements of Interview skills
III	Resume Preparation - Do's and Don'ts of an interview
IV	Body language-gesture-attitude-facial expression-sound knowledge
V	Mock Interview- Conducting a role play for students to Understand the skills learnt as an interviewee.

COURSE OUTCOMES		
Course Outcomes	On completion of this course, students will;	
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.	PO1
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).	PO1,PO2

CO3	Demonstrate professional behavior (s) including preparedness, professional attire, and respectful presentation.	PO4,PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4,PO5,PO6
CO5	Be able to identify, discuss, and implement key job interview skills.	PO3,PO8
TEXT BOOKS (LATEST EDITIONS)		
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall	
2.	David Beckham(2013), The illustrated Book, Headline Publications	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome : Tenstrategies to stop feeling like a fraud at work.</i>	
Web Resources		
1.	<i>Tips for a Successful Interview(ung.edu)</i>	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Question paper pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25 marks)

Section-C: 3 out of 5 questions covering all the five units (3x10=30 marks)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

XII- BIOGRAPHIES, AUTO- BIOGRAPHIES & MEMOIRS

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

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

UNIT	Details
I	James Boswell - Chapter IX-The Dictionary- Life of Johnson Florence Nightingale - Eminent Victorians
II	Anne Frank - Excerpts from The Diary of a Young Girl Anthony Bourdain - Kitchen Confidential Adventure in the Culinary Underbelly
III	R.K. Narayan - My Days . Salim Ali - The Fall Of A Sparrow
IV	Tom Alter - The man who made the elephant dance R.K.Laxman - The tunnel of Time
V	Jeff Kinney. - Memoirs of a Wimpy kid Jesmyn Ward - Men We Reaped Elizabeth Gilbert - Eat, Pray, Love

Course Outcomes	On completion of this course, students will;
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.
CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.

Text Books

(Latest Editions)

- 1.Knots in My Yo-yo String: The Autobiography of a Kid by Jerry Spinelli. Alfred A. Knopf, 1998.
- 2.It Came From Ohio! My Life as a Writer by R.L. Stine. Scholastic Paperbacks, 1998.

Reference Books

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

Henry Ford (Rookie Biographies) by Wil Mara. Children's Press, 2004.

Amelia Earhart (Graphic Biography) by Saddleback Educational Publishing, 2008.

A Picture Book of Harriet Tubman by David A. Adler. Holiday House Inc., 1993.

Web Resources

<http://gardenofpraise.com/leaders.htm>

<http://www.pitara.com/magazine/people.asp>

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	-	3	-	-
CO2	3	3	-	2	2	-
CO3	2	3	3	3	-	-
CO4	2	3	3	3	-	3
CO5	3	2	3	3	3	-

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

XIII- SHAKESPEARE STUDIES

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives
LO2	To provide learners with an overview of Shakespeare's historical and political contexts
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism

Unit	Details
I	Shakespeare & his relevance - popular quotes -new approaches: how to do things with Shakespeare. Canon, theatre, audience, stage etc...
II	Detailed Merchant of Venice - Non-detailed Macbeth
III	30 Second Shakespeare. -Tales from Shakespeare
IV	Detailed Julius Caesar Non-Detailed Tempest.
V	Wilson Knight The wheel of fire.

	Akram Hossain	An approach to Shakespeare scholarship and criticism
	Neema Parvini - and Cultural Materialism.	Shakespeare and Contemporary Theory-New Historicism

Course Outcomes	On completion of this course, students will;
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations

Text Books (Latest Editions)

Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter

Hall's A Midsummer Night's Dream. " in Reel Shakespeare. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.

Frye, Northrop. "The Argument of Comedy." In English Institute Essays. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in Shakespeare:

Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]

Reference Books

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

Habicht, Werner. "Shakespeare and the German Imagination." In Shakespeare: World Views. Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996

Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in A Midsummer Night's Dream" MS.

Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" Shakespeare

Bulletin 16/4 (Fall, 1998)

Web Resources

Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	2	3
CO2	3	3	3	-	2	-
CO3	2	-	3	-	-	-
CO4	2	3	3	-	-	3
CO5	3	3	2	2	-	3

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

XIV- LITERARY CRITICISM

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives

LO1	To Introduce learners to the basics of Literary Criticism
LO2	To enable learners to widen their knowledge of literary texts and focus on their importance
LO3	To empower learners to write a critical appreciation
LO4	To ingrain the minds towards creative writing, appreciation, critical thinking and critical analysis
LO5	To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews

UNIT	Details
I	Poetics-Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero.
II	Preface to Lyrical Ballads-The romantic creed, Definition of Poetry, Diction & Language. Fancy and Imagination, Poetic Genius.
III	The Concept of Poetry-Defence of Poetry -Classicism, Touchstone Method Theory, Grand Style, High Seriousness etc
IV	Rasa, Dhvani, Alankara, Objective Correlative, Negative Capability, Seven Types of Ambiguity
V	William Blake - Tyger G K.Chesterton - Running After one's Hat G.B. Shaw - Apple Cart Katherine Mansfield - A Cup of Tea

Course Outcome	On completion of this course, students will;
CO1	Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning.
CO2	Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;
CO3	Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;
CO4	Recognize the need for, and prepare to engage in lifelong learning.
CO5	Demonstrate a service orientation in one's profession;

Text Books (Latest Editions)

Dobie, Ann B. (2009). Theory into Practice: An Intro to Literary Criticism. Australia: Wadsworth Cengage Learning.

Reference Books

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

Fry, Paul H. (2013). Theory of Literature. New Haven: Yale University Press.

Habib, M. R. (2011). A History of Literary Criticism: From Plato to Present. UK: Wiley-Blackwell Publishing.

Web Resources

<https://owl.english.purdue.edu/owl/owlprint/722/>

<http://editorskylar.com/litcrit.html>

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	-	3
CO2	3	3	3	-	-	-
CO3	3	3	-	-	-	-
CO4	3	3	-	-	-	-
CO5	3	3	3	-	-	-

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

XV– MEDIA , COMMUNICATION & PUBLICATION

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives

LO1	To enable students to understand theoretical concepts related to social media as a form of communication.
LO2	To enable students to gain an analytical insight into research framework in Social Media
LO3	To enable students to understand audiences and usage patterns of social media in communication studies
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life
LO5	To enable students to identify varied forms of new media communication

Unit	Details
I	Introduction to Mass Communication- Globalisation,
II	Advertisements-ethics-how to create advertisements and storyboards-student presentation-jingles, taglines-visual advertisements
III	Script writing-TV and Radio, News Reports, Editorials-students presentation- Editing-articles-review writing
IV	Cyber media and social media -history of cyber media-types and impact of social cyber media.
V	Forms- Students Presentation-Case Study on Current Issues, Street Plays, Posters and Pamphlets etc

Course Outcome	On completion of this course, students will;
CO1	Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning.
CO2	Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;
CO3	Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;
CO4	Recognize the need for, and prepare to engage in lifelong learning.
CO5	Demonstrate a service orientation in one's profession;

Text Books

The Social Media Bible by Lon Safko and David Brake 2009, Publisher: Joh

Wiley& Sons.. Mc Quail's Mass Communication Theory,2010, Published by Sage Publications.

Reference Books

Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives 2010.
Publisher :Yorkshire Publishing

Frank Webster, Theories of Information Society ,2002, Published by Routledge.

Web Resource

Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives 2010.
Publisher:Yorkshire Publishing

Frank Webster, Theories of Information Society ,2002, Published by Routledge.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	3	-	-	3
CO2	2	3	3	-	-	-
CO3	3	3	-	-	2	3
CO4	3	3	3	-	2	-
CO5	3	3	3	-	-	-

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO5	3	3	3	3	3	3
CO6	3	3	3	3	3	3
Weightage	15	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

DSE- ELT &COMPUTER ASSISTED LANGUAGE LEARNING

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

LO1	To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders.
LO2	To help them gain a background knowledge of ELT and CALL
LO3	To make learners communicate competently in groups and organizations
LO4	To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.
LO5	To assist them in applying knowledge in different situations and the processing skills acquired through the application and synthesis of knowledge.

UNIT	Details
I	Knowing the learner- Definition and History of CALL
II	Structures of English language-Teaching handwriting, Pair work and Group work, Writing Activities, Eliciting, Reading Activity
III	Method of teaching English language and Literature
IV	Materials for language Learning-Visual aids, Audio aids, Audio- Visual aids
V	Assessing language skills-using technology in language teaching- Aptitude, Diagnostic, placement, Achievement and Proficiency Tests

Course Outcomes	On completion of this course, students will;
CO1	Be able to understand the structures of English language.
CO2	Understand the critical nuances of teaching language and literature.
CO3	Identify the variety of materials available for language learning and teaching

CO4	Understand the appropriate ways of assessing language skills
CO5	Learn to use technology in language teaching

Text Books (Latest Editions)

Aslam Mohammed, Teaching of English, Chand Publishers,2017R

Reference Books

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

R. K. Bansal and J. B. Harrison, Spoken English, A manual of speech and phonetics, Agarwal Publishing, New Delhi, 2020.

Adrian Doff, Teach English: A training course for teachers (workbook)

Web Resources

Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia | Azam Hashmi | International Journal of Applied Linguistics and English Literature (aiac.org.au)

<https://www.slideserve.com/emmett>

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	-	-	-
CO2	3	3	3	-	-	-
CO3	3	3	3	-	-	-
CO4	3	3	-	-	-	-
CO5	3	3	3	-	-	3

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO5	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage	15	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units ($10 \times 2 = 20$)

Section B: 5 questions in either or pattern with internal choice covering all five units ($5 \times 5 = 25$)

Section-C: 3 out of 5 questions covering all the five units ($3 \times 10 = 30$)

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23**

THIRD YEAR - SEMESTER VI

NEW LITERATURES IN ENGLISH

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

LO1	To introduce the variety of new literature in English.
LO2	To familiarise students to the colonial and post colonial experience in those writings
LO3	To accustom with the non European, especially Asian, Australian and Latin American writings across genres.
LO4	To figure out the background and rise of Australian writing
LO5	To know the central concern of Afghan- American work.

Unit	Details
I	<p>Poetry</p> <p>E.J Pratt – The Dying Eagle</p> <p>Ray Campbell – Poets in Africa</p> <p>Judith Wright – The Cedars</p> <p>A.D. Hope – Australia</p>
II	<p>Poetry</p> <p>F.R. Scott - Resurrection</p> <p>Derek Walcott - Love After Love</p> <p style="padding-left: 100px;">After the Storm</p> <p>David Diop - Africa my Africa</p> <p>Wole Soyinka - I think it Rains</p>
III	<p>Prose</p> <p>Ken Goodwin - The Nature of Australian Literature</p>

	Gharlotte Gilman Perkins - The Yellow Wallpaper Suzanne Collins - The Hunger Games
IV	Drama Patrick White - A Cherry Soul
V	Fiction Khaled Hosseini - A Thousand Splendid Suns Margaret Atwood - The Handmaid's Tale

Units	Details
CO1	Show familiarity with the emergent body of literature being produced by writers from diverse continents
CO2	Demonstrate ability to show an understanding of cultural exchange processes as represented through literature.
CO3	Appreciate new works in literature and pursue their interest in it.
CO4	Examine different ways of reading and using literary texts across wide range of classical authos, genres and periods with comparative perspectivs.
CO5	Develop ability to pursue research in the field of new literatures in English.

IT, the play with the shortest title with Critical Reviews-A.M.Safiullah Edited by Dr.T. Jayakumar-Scene-9,10

Reference Books

Thieme, John. The Arnold Anthology of Postcolonial Literatures in English. London: Arnold, 1996.

Irele, Abiola, Simon Gikandi, ed. The Cambridge History of African and Caribbean Literature. 2 vols. Cambridge UP, 2004. Print.

Kinsella, John. The Penguin Anthology of Australian Poetry. Melbourne: Penguin, 2008. Print.

Howells, Coral Ann and Eva Marie Kroeller, eds. Cambridge History of Canadian Literature. London: Cambridge UP, 2009. Print.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	-	-	-	-
CO2	3	3	3	-	-	-

CO3	-	3	-	-	-	-
CO4	3	2	2	3	-	-
CO5	3	2	2	-	-	3

Mapping with Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage	15	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)

THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (A)
TIRUCHIRAPALLI-23

THIRD YEAR - SEMESTER VI

AECC PERSONALITY ENRICHMENT

Subject code	Category	L	T	P	S	Credits	Instant Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

LO1	To enable learners to develop talent, facilitate employability and to excel and sustain in a highly competitive world of business.
LO2	To familiarize them about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.
LO3	To make students know about self-awareness, life skills, soft skills, need for personal development etc.
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners have a basic idea of significance and reasons for Personality development and self-grooming.

UNIT	Details
I	Definition and Personality
II	Necessities-Spiritual-Emotional-Mental-Social
III	Intra/Inter Communication Skills
IV	Perseverance-Resilience-Leadership Qualities-Benevolence- Team Player- Empathy- Time management.
V	Essentials of personality development- Action, Self-assessment, Goal setting, Self-discovery.

Course Outcomes	On completion of this course, students will;
CO1	Be able to understand, analyze develop and exhibit accurate sense of self.
CO2	Learn to think critically
CO3	Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.
CO4	Learn to balance confidence with humility and overcome problems associated with personality.
CO5	Understand that personality is an important attribute in one's life not only for success in professional life, but also in determining the overall behaviour and attitude of the individual.

Books (Latest Editions)

Dunham, R.B. (1984), Organizational Behavior, People and Processes in Management, Homewood: Richard D. Irwin, Inc.

Greenberg, J. and Baron, R.A. (2007), Behavior in Organizations, 8th edi., New Jersey: Pearson Prentice Hall.

Reference Books

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

Opatha, H.H.D.N.P. (2009), Human Resource Management: Personnel, Colombo: Department of HRM, University of Sri Jayewardenepura.

Web Resource

https://www.researchgate.net/publication/282698731_Personality_Development?enrichId=rgreq-13235a16ef508a10f4bb8e97c3134c55-XXX&enrichSource=Y292ZXJQYWdlOzI4MjY5ODczMTtBUzozMDMwOTg1NDk5OTc1NjhAMTQ0OTI3NTczMzY1NA%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	-	3	2	3
CO2	2	3	2	2	-	-
CO3	3	3	3	3	-	-

CO4	2	2	-	-	-	-
CO5	2	3	3	2	-	-

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Weightage	15	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern

Section-A: 10 out of 10 questions are compulsory from each of the five units (10x2=20)

Section B: 5 questions in either or pattern with internal choice covering all five units(5x5=25)

Section-C: 3 out of 5 questions covering all the five units (3x10=30)