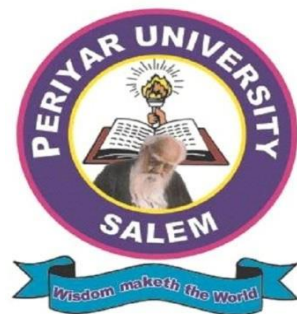


# **PERIYAR UNIVERSITY**

## **SALEM — 636011**

**DEPARTMENT OF ENGLISH**



# M.A. ENGLISH

Choice Based Credit System

Outcome Based Education

## REGULATIONS / SYLLABUS

(Effective from the Academic Year

2023-2024 Onwards)

# **DEPARTMENT OF ENGLISH**

## **PERIYAR UNIVERSITY**

**SALEM-11**

**M. A. English**

**Regulations and Syllabus**

### **Vision, Mission and Values of the University**

#### **Vision**

- Periyar University aims towards excellence in education, research, promoting invention, innovation and preserving culture identity for future generation.

#### **Mission**

- Provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research
- Aspire to be a national leader in developing educated contributors, career ready learners and global citizens
- Provide well equipped facilities for teaching, research, administration and student life
- Have well defined autonomous governance structure
- To make a significant, consistent and sustainable contribution towards social, cultural and economic life in Tamil Nadu, India

#### **Values**

- Motivation of students to be responsible citizens making them aware of their societal role
- Inculcate scientific temper, honesty, integrity, transparency, empathy and ethical values amidst students
- Impart a desire for lifelong learning to foster patriotic sensibility, accountability and holistic well being
- Provide conducive and cosmopolitan environment for innovation and free thinking
- Imbibe value based education leading to inclusive growth

#### **Vision of Department of English**

To offer opportunities to explore literature and language across cultures, to motivate students to be responsible citizens and to make every student humane

## **Programme Objectives**

- To identify, speak and write about different literary genres, forms, periods and movements
- To understand, appreciate, analyse and use different theoretical frameworks
- To acquire ability to transfer literary critical skills to read other cultural texts
- To substantiate critical readings of literary texts
- To plan and write a research paper

## **Programme Outcomes**

- The graduates would be able to aesthetically appreciate English literature and language
- The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong learning
- The graduates would effectively be able to use English in day-to-day life
- The ability of the graduates would be enhanced to think and write critically and clearly
- The graduates would be able to recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.

## **Programme Specific Outcomes**

- Enhancing knowledge of different literatures in English
- Understanding of values and culture inherited in literary texts
- Cultivating critical ability to explore literary texts from varied points of view
- Displaying expertise to pursue research in English
- Acquisition of life skills for wider employment avenues.

## **REGULATIONS**

### **Conditions for Admission**

Any candidate who has passed B.A. English or any other Bachelor's degree examination of this University or any other University recognised by the syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. English (2 years programme). Preference will be given to students of B.A. English. Students from other Bachelor's degree must possess a minimum of 60% in Part II English and must have done two papers in English under the non semester system or four papers in English under the semester system.

### **Eligibility for the Award of Degree**

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the affiliated colleges under Periyar University, Salem -11 for a period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

### **Duration of the Programme**

The programme of the degree of Master of Arts in English shall consist of two academic years, consisting of four semesters. The course of study shall be based on Choice Based Credit System

(CBCS) pattern with internal assessment. For this purpose each academic year shall be divided into two semesters. First and Third Semester - July to November and Second and Fourth Semester - December to April.

### **Examination**

There shall be four examinations. First semester examination at the middle and the second semester examination at the end of the first academic year, the third semester examination at the middle and the fourth semester examination at the end of the second academic year.

### **Scheme of Examination**

The scheme of examinations for different semesters shall be as follows:

#### **Theory Paper**

External : 75 marks

Internal : 25 marks

Total : 100 marks

Time : 3 hours

#### **Internal Mark Calculation**

The following components form the basis from calculating Internal marks:

Best two tests out of three: 10 marks

Assignment : 05 marks

Seminar : 05 marks

Attendance : 05 marks

**Total : 25 marks**

#### **Project Evaluation**

Project : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks

Viva Voce : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks

**Total : 100 Marks**

#### **Scheme of Evaluation**

Evaluation will be done on a continuous basis and will be evaluated four times during the course work. The first evaluation will be in the 7<sup>th</sup> week, the second in the 11<sup>th</sup> week, third in the 16<sup>th</sup> week and the end – semester examination in the 19<sup>th</sup> week. Evaluation is by objective type questions, analytical/critical short answers, essays or a combination of these, but the end semester examination is a University theory examination with prescribed question paper pattern.

## Question Paper Pattern (Theory)

| Section              | Approaches                              | Mark Pattern   | K Level        | CO Coverage   |
|----------------------|---|--|----------------|---|
| A<br>(Q.No 1 to 10)  | 30 to 50 words (Answer ALL questions)   | 10x2 = 20<br>(2 questions from each unit)  | K1,<br>K2      | Knowledge,<br>Understanding                           |
| B<br>(Q.No 11 to 15) | 100 to 200 words (Answer ALL questions) | 5x5 = 25 (Analytical Type Questions)<br>(2 Questions from each unit- Either- Or pattern) | K4<br>K5<br>K3 | Analytical<br>Evaluation<br>Capability<br>Application |
| C<br>(Q.No 16 to 20) | 1000 words (Answer any THREE questions) | 3x10 = 30 (Essay Type Questions) –<br>(One question from each unit)                      | K3<br>K6       | Application<br>Synthesis<br>Level                     |

## Courses

A Master Degree Programme consists of a number of courses. The term course is used to indicate a logical part of subject matter of the programme. The details of credit are as follows:

|                                   |   |                 |
|-----------------------------------|---|-----------------|
| Core Courses                      | - | 57 Credits      |
| Elective Courses                  | - | 18 Credits      |
| Supportive Course (SEC+EDC)       | - | 6 Credits       |
| Project                           | - | 7 Credits       |
| Internship                        | - | 2 Credits       |
| Human Rights + Extension Activity | - | (1+1) 2 Credits |
| Total                             | - | 92 Credits      |

## Details of Courses

|                                   |   |                 |   |      |
|-----------------------------------|---|-----------------|---|------|
| Core                              | : | XII + 1 Project | = | XIII |
| Elective                          | : |                 |   | VI   |
| Supportive Course                 | : |                 |   | III  |
| Internship                        | : |                 |   | I    |
| Human Rights + Extension Activity | : |                 |   | II   |
| Total                             | : |                 |   | XXV  |

### M.A.English Structure of the Course

| Paper Code   | Subject   | Paper Title   | Hrs | Credit | Marks |    |       |
|--------------|---|---|-----|--------|-------|----|-------|
|              |   |   |     |        | CIA   | EA | Total |
| I SEMESTER   |   |   |     |        |       |    |       |
| 23PENCT01    | Core I  | Core– I English Poetry  | 7   | 5      | 25    | 75 | 100   |
| 23PENCT02    | Core II   | Core – II English Drama   | 7   | 5      | 25    | 75 | 100   |
| 23PENCT03    | Core III  | Core – III English Fiction  | 6   | 4      | 25    | 75 | 100   |
| 23PENME01    | Elective I  | Elective – I Indian Writing in English  | 5   | 3      | 25    | 75 | 100   |
| 23PENME02    | Elective II   | Elective – II Theatre Art   | 5   | 3      | 25    | 75 | 100   |
|              |   | Human Rights  | 2   | 1      |       |    |       |
|              |   |   | 30  | 21     |       |    |       |
| II SEMESTER  |   |   |     |        |       |    |       |
| 23PENCT04    | Core IV   | Core – IV American Literature   | 6   | 5      | 25    | 75 | 100   |
| 23PENCT05    | Core V  | Core – V Shakespeare Studies  | 5   | 5      | 25    | 75 | 100   |
| 23PENCT06    | Core VI   | Core Course – VI Post-colonial Theory and Literature  | 6   | 4      | 25    | 75 | 100   |
| 23PENME03    | Elective III  | Elective Course – III Approaches to English Language Teaching   | 4   | 3      | 25    | 75 | 100   |
| 23PENME04    | Elective IV   | Elective Course – IV A Glimpse of Nobel Laureates   | 4   | 3      | 25    | 75 | 100   |
| 23PENSEC01   | Skill Enhancement Course [SEC I] – Industry Training & Expectations | English for Competitive Examinations  | 2   | 2      |       |    |       |
|              |   |   | 30  | 22     |       |    |       |
| III SEMESTER |   |   |     |        |       |    |       |
| 23PENCT07    | Core VII  | Core – VII Contemporary Literary Criticism  | 5   | 5      | 25    | 75 | 100   |
| 23PENCT08    | Core VIII   | Core – VIII Canadian Studies  | 5   | 5      | 25    | 75 | 100   |
| 23PENCT09    | Core IX   | Core – IX Literature of the Marginalized in India   | 5   | 5      | 25    | 75 | 100   |
| 23PENCT10    | Core X  | Core– X Film and Media Studies  | 5   | 4      | 25    | 75 | 100   |
| 23PENME05    | Elective V  | Elective – V Translation Studies  | 4   | 3      | 25    | 75 | 100   |
| 23PENEC01    | Supportive Course   | Extra Disciplinary Course - Functional English, Leadership Skills<br>Skill Enhancement Course – II Entrepreneurship Development | 3   | 2      | 25    | 75 | 100   |
|              | Internship  | Internship / Industrial Activity [Credits]  | -   | 2      | 25    | 75 | 100   |
|              |   |   | 30  | 26     |       |    |       |

| IV SEMESTER |                          |  |    |    |     |      |      |
|-------------|--------------------------|--|----|----|-----|------|------|
| 23PENCT11   | Core XI                  | Core – XI Twenty First Century Millennial Literature and Culture | 6  | 5  | 25  | 75   | 100  |
| 23PENCT12   | Core XII                 | Core– XII Subaltern Studies                                      | 6  | 5  | 25  | 75   | 100  |
| 23PENME06   | Elective– VI             | Elective– VI English Literature for NTA, NET, SET & GATE         | 4  | 3  | 25  | 75   | 100  |
| 23PENPR01   | Project with VIVA VOCE   | Research Methodology & Project Writing                           | 10 | 7  | 50  | 50   | 100  |
| 23PENSEC04  | Skill Enhancement Course | English for Careers- Soft Skill Employability Skills             | 4  | 2  |     |      |      |
| 23PENEX01   |                          | Extension Activity   |    | 1  |     |      |      |
|             |                          | <b>Total</b>   | 30 | 23 | 600 | 1700 | 2300 |

**TOTAL CREDITS: 92**



## **Requirement for Proceeding to Subsequent Semester**

1. Candidates shall register their names for the first semester examinations after the admission in the Postgraduate programme.
2. Candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.
3. Candidates shall be eligible to go to subsequent semester, only if they possess sufficient attendance as prescribed by the syndicate of the Periyar University from time to time.

## **Passing Minimum**

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains NOT LESS THAN 50% OF MARKS prescribed for the examination. He/She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning 92 credits.

Candidates who do not obtain the required minimum marks for a pass in a paper(s) shall be required for a pass in the same at a subsequent appearance.

## **Classification of Successful Candidate**

Candidates who secured not less than 60% of aggregate marks in the whole examination shall be declared to have passed the examination in the **FIRST CLASS**.

All other successful candidates shall be declared to have passed in **SECOND CLASS**.

Candidates who obtained 75% of the marks in aggregate shall be deemed to have passed the examination in **FIRST CLASS WITH DISTINCTION**, provided they passed all the examination prescribed for the course in the first appearance.

## Grading System

Evaluation of performance of students is based on ten-point scale grading system as given below.

| Ten Point Scale |              |              |             |
|-----------------|--------------|--------------|-------------|
| Grade of Marks  | Grade points | Letter Grade | Description |
| 90-100          | 9.0-10.0     | O            | Outstanding |
| 80-89           | 8.0-8.9      | D+           | Excellent   |
| 75-79           | 7.5-7.9      | D            | Distinction |
| 70-74           | 7.0-7.4      | A+           | Very Good   |
| 60-69           | 6.0-6.9      | A            | Good        |
| 50-59           | 5.0-5.9      | B            | Average     |
| 00-49           | 0.0          | U            | Re-appear   |
| ABSENT          | 0.0          | AAA          | ABSENT      |

## Ranking

Candidate who passed all the examination prescribed for the programme in the **FIRST ATTEMPT ONLY** is eligible for Classification / Ranking / Distinction.

## SEMESTER I

### CORE -1 ENGLISH POETRY

| Course Code<br><br>YEAR/<br>SEM  | Course Name   | Category        | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |       |     |
|--|---|-----------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-------|-----|
|  |   |                 |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | Total |     |
|  | <b>ENGLISH POETRY</b> – From Chaucer to 20th Century  | Core / Elective | Y | Y | - | - | 5                               | 7  | 25          |                                      | 75    | 100 |
| IYEAR/<br>I SEM  |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| Learning Objective   |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| LO1  | To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> Century. |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| LO2  | To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.              |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| LO3  | A good comprehension of History of English literature is enabled  |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| LO4  | Differentiation among the various stages of English could be identified by students.                    |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| LO5  | Critical approaches towards various literary forms can be learnt.                                       |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| Details  |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| UNIT I Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading : Doctor, Friar       |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| UNIT II Elizabethan Poetry- Spenser: "Epithalamion"<br>Donne: "A Valediction: forbidding mourning"<br>"The Canonization" |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |
| UNIT III Seventeenth Century Poetry- John Milton “Paradise Lost” Book IX<br>Marvell: "To His Coy Mistress"               |   |                 |   |   |   |   |                                 |  |             |                                      |       |     |

|  |   |                           |
|--|---|---------------------------|
| <b>UNIT IV</b> Eighteenth Century Poetry –<br>Dryden "Absalom and Achitophel" Lines 150 - 476<br><br>Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Goldfishes"<br>Burns "Holy Willie's Prayer""Auld Lang Syne"   |   |                           |
| <b>UNIT V</b> Modern Poetry -Rupert Brooke: "The Soldier"<br>Wilfred Owen: "Anthem for Doomed Youth"<br>W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts"<br>Dylan Thomas: "Do Not Go Gentle Into That Good Night" &<br>"Poem in October" Philip Larkin: "Whitsun Weddings"<br>Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney:<br>"Digging"<br>Carol Ann Duffy: "Standing Female Nude"<br>Eavan Boland: "Achilles Woman" |   |                           |
| <b>Course Outcomes</b>   |   | <b>Programme Outcomes</b> |
| CO   | On completion of this course, students will   |                           |
| 1  | Students will gain ideas about the old English writing style.   | PO1, PO2                  |
| 2  | The knowledge about various forms of poetry during different centuries can be well comprehended.                                  | PO5,PO6                   |
| 3  | Evaluate various poets as representatives of their periods  | PO7                       |
| 4  | Trace the evolution of various literary movements   | PO8                       |
| 5  | Justify British Poetry as an aesthetic record of the societies concerned  | PO9, PO10                 |
| <b>Text Book</b>   |   |                           |
| 1  | 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London                    |                           |
| 2  | Standard editions of texts  |                           |
| <b>Reference Books</b>   |   |                           |
| 1.   | T.S. Eliot, 1932, “The Metaphysical Poets” from Selected Essay; Faber and Faber limited, London.                                  |                           |
| 2.   | H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.   |                           |
| 3.   | Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London. |                           |
| 4.   | William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in   |                           |

|                      |   |
|----------------------|---|
|                      | Criticism, Oxford University Press, London.   |
| 5.                   | A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.   |
| 6                    | David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.  |
| 7                    | Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.   |
| <b>Web Resources</b> |   |
| 1.                   | <a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>   |
| 2.                   | <a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>   |
| 3.                   | <a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a> |
| 4.                   | <a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>   |
| 5.                   | <a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm</a>   |

### Mapping with Programme Outcomes

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | M   | S   | S   | S   | M    |
| <b>CO2</b> | M   | S   | S   | M   | M   | S   | M   | M   | M   | S    |
| <b>CO3</b> | S   | S   | M   | M   | S   | M   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | M   | M   | M   | S    |

### 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  |

## CORE- II - ENGLISH DRAMA

| Course Code  | Course Name  | Category         | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|--|--|------------------|---|---|---|---|---------|-------------|-------|----------|-------|
|  |  |                  |   |   |   |   |         |             | CIA   | External | Total |
| YEAR/ SEMESTER   |  |                  |   |   |   |   |         |             |       |          |       |
|  | <b><u>Drama I- Elizabethan Age to 20th Century</u></b>   | Core / Elec tive | Y | Y | - | - | 5       | 7           | 25    | 75       | 100   |
| I YEAR/ I SEM  |  |                  |   |   |   |   |         |             |       |          |       |
| Learning Objective   |  |                  |   |   |   |   |         |             |       |          |       |
| LO1  | To acquaint the students with the origin of drama in Britain   |                  |   |   |   |   |         |             |       |          |       |
| LO2  | Different stages of British Drama and its evolution in the context of theatre can be understood by the students.                   |                  |   |   |   |   |         |             |       |          |       |
| LO3  | Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century. |                  |   |   |   |   |         |             |       |          |       |
| LO4  | Evaluating different forms of drama from the historical background could be learnt.  |                  |   |   |   |   |         |             |       |          |       |
| LO5  | Understanding dramatic techniques implied by the pioneers of English drama   |                  |   |   |   |   |         |             |       |          |       |
| Details  |  |                  |   |   |   |   |         |             |       |          |       |
| UNIT I Beginnings of Drama - Miracle and Morality Plays -Everyman<br>The Senecan and Revenge Tragedy<br>Thomas Kyd - The Spanish Tragedy                                     |  |                  |   |   |   |   |         |             |       |          |       |
| UNIT II Elizabethan Theatre - Theatres, Theatre groups, audience, actors and conventions<br>Tragedy and Comedy, Christopher Marlowe: The Jew of Malta<br>Ben Jonson :Volpone |  |                  |   |   |   |   |         |             |       |          |       |

| <b>UNIT III Jacobean Drama</b> -John Webster: The White Devil   |  |                    |
|---|--|--------------------|
| <b>UNIT IV Restoration</b> -William Congreve The Way of the World, Irish Dramatic Movement ,J.M Synge The Playboy of the Western World  |  |                    |
| <b>UNIT V Epic Theatre</b> Bertolt Brecht Mother Courage and her Children<br>Comedy of Menace, Harold Pinter :Birthday Party Post-Modern<br>Drama Samuel Beckett :Waiting for Godot |  |                    |
| Course Outcomes   |  | Programme Outcomes |
| CO  | On completion of this course, students will  |                    |
| 1   | Appraise various aspects of drama and theatre,   | PO1, PO2           |
| 2   | Identify drama and performance as a cultural process and an artistic discourse, iii.                                       | PO3,PO5            |
| 3   | Evaluate plot structure, characterization and dialogue,  | PO4                |
| 4   | Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages, | PO6,PO7,PO8        |
| 5   | Examine the sequential course dealing with Modern and Postmodern British Drama   | PO9,PO10           |
| Text Book   |  |                    |
| 1   | Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.  |                    |



|                        |  |
|------------------------|--|
| 2                      | Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.   |
| <b>Reference Books</b> |  |
| 1.                     | Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.  |
| 2.                     | Allardyce Nicoll, 1973, British Drama, Harrap, London.   |
| 3.                     | Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.   |
| 4.                     | Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.  |
| 5.                     | Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a> |
| <b>Web Resources</b>   |  |
| 1.                     | <a href="http://www.questia.com">http://www.questia.com</a><br>(online library for research)   |
| 2.                     | <a href="http://www.clt.astate.edu/wmarev/asste%/">http://www.clt.astate.edu/wmarev/asste%</a>   |
| 3.                     | <a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>  |
| 4.                     | <a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>  |
| 5.                     | <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>  |

### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific outcomes:**

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

### CORE III - ENGLISH FICTION

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | ENGLISH FICTION  | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| I YEAR/ I SEM   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> Century. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | The contents of the paper are meant to throw light on various concepts and theories of the novel.                    |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To understand the social background base on the prescribed novels.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | Identifying and differentiating various forms of novels.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Trying hands in writing a piece of work on their own.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>UNIT I</b> - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. <b>Allegorical Novel and Satire</b> John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>UNIT II</b> - The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>UNIT III</b> - Middle Class Novel of Manners :Jane Austen Emma   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>UNIT IV</b> - Women’s Issues : Charlotte Bronte, Jane Eyre   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>UNIT V</b> - Liberal Humanism, Individual Environment and Class Issues . Lawrence :The Rainbow Quest, James Joyce Portrait of the Artist as a Young Man  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

| Course Outcomes   |   |               |
|---|---|---------------|
| Course Outcomes   | On completion of this course, students will;  |               |
| CO1   | A wide knowledge about different types of novels can be mastered by the students.   | PO1, PO10     |
| CO2   | Students can learn the art of writing different forms of novel with the learned notions.  | PO2, PO3      |
| CO3   | Evaluate Social, domestic and gothic novels.  | PO4, PO5      |
| CO4   | Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.                          | PO4, PO5, PO6 |
| CO5   | Infer themes relating to the turn of the century events through close reading of text.  | PO7, PO8,PO10 |
| Text Books<br>(Latest Editions)   |   |               |
| 1.  | Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.  |               |
| 2.  | F.R. Leavis, 1973, The Great Tradition, Chatto &Windus, London.   |               |
|   |   |               |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |               |
| 1.  | Ian Watt, 1974, Rise of the English Novel, Chatto &Windus, London.  |               |
| 2.  | Frederick R Karl, 1977, Reader’s Guide to the Development of the English Novel till the 18 <sup>th</sup> Century, The Camelot Press Ltd. Southampton. |               |
| 3.  | Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.   |               |
| 4.  | Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.   |               |
| 5.  | Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.  |               |
| Web Resources   |   |               |
| 1.  | <a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>   |               |
| 2.  | <a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>   |               |
| 3.  | <a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>   |               |
| 4.  | <a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>   |               |
| 5.  | <a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>                   |               |

### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

### Mapping with Specific Outcomes:

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

## ELECTIVE- I INDIAN WRITING IN ENGLISH

| Course Code<br><br>Year/semester  | Course Name  | Ca<br>teg<br>or<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|----------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Indian Writing in English  | Core                 | Y | Y | - | - | 3                               | 5  | 25          | 75                                   | 100                   |
| I YEAR/ I SEMESTER  |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | Enabling the students to understand the evolution of Indian Writing in English.  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To enable the learners to get exposed to the historical movements of the Indian subcontinent.  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | Comprehending different genres through the representation of different texts.  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | To inculcate in the students the cultural significance of Indian English literature.   |                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West. |                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree<br>Sarojini Naidu: Palanquin Bearers, Coromandel Fishers   |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II - Kamala Das: Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.  |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III - Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.   |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT IV - Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’)<br>Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings ofFire). |  |                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT V - Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows  |  |                      |   |   |   |   |                                 |  |             |                                      |                       |

| Course Outcomes   |   |               |
|---|---|---------------|
| Course Outcomes   | On completion of this course, students will;  |               |
| CO1   | Understand the themes of Indian Writing in English  | PO1           |
| CO2   | Identify the major trends in Indian Writing in English  | PO1, PO2      |
| CO3   | Examine the background and settings of the prescribed texts   | PO4, PO6      |
| CO4   | Evaluate the cultural significance of Indian English Literature   | PO4, PO5, PO6 |
| CO5   | The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.   | PO3, PO8      |
| <b>Text Books<br/>(Latest Editions)</b>   |   |               |
| 1.  | Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.   |               |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |               |
| 1.  | K.R. SrinivasaIyengar, 1962, –History of Indian Writingin English, Sterling Publishers, New Delhi.  |               |
| 2.  | Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.  |               |
| 3.  | K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.  |               |
| 4.  | AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.   |               |
| 5.  | TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.   |               |
| <b>Web Resources</b>  |   |               |
| 1.  | <a href="http://en.wikipedia.org/wik/indian_wriTIng_in_english">http://en.wikipedia.org/wik/indian_wriTIng_in_english</a>   |               |
| 2.  | <a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-in-english/article5226149.ece/amp/</a> |               |
| 3.  | <a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>   |               |
| 4.  | <a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe t/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe t/</a>   |               |
| 5.  | <a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>   |               |

### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | M   | S   | S   | S   | M    |
| <b>CO2</b> | M   | S   | S   | M   | M   | S   | M   | M   | M   | S    |
| <b>CO3</b> | S   | S   | M   | M   | S   | M   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | M   | M   | M   | S    |

### Mapping Specific Outcome:

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



## ELECTIVE II -THEATRE ART

| Course Code<br><br>Year/ semester   | Course Name  | Ca<br>teg<br>ory | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                  |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Theatre Art  | Core             | Y | Y | - | - | 3                               | 5  | 25          | 75                                   | 100                   |
| I YEAR/ I SEMESTER  |  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To introduce the learners to the literary aspect of dramas.  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To familiarize Theatre as an art form.                       |                  |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To introduce the concepts of directing and stage management. |                  |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | To inculcate in the students the role of Theatre in society. |                  |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | To familiarize the students with the components of acting.   |                  |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.   |  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue. |  |                  |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage   |  |                  |   |   |   |   |                                 |  |             |                                      |                       |

|   |  |               |
|---|--|---------------|
| <b>UNIT IV</b> - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space. |  |               |
| <b>UNIT V</b> - Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage-design in the modern world, Lighting in the modern world, Word versus spectacles.            |  |               |
| <b>Course Outcomes</b>  |  |               |
| <b>Course Outcomes</b>  | On completion of this course, students will;   |               |
| <b>CO1</b>  | Understand a broad range of theatrical disciplines and Experiences                                     | PO2           |
| <b>CO2</b>  | Identify the diversity of theatrical experiences and the role of theatre in society                    | PO1, PO2      |
| <b>CO3</b>  | Discover the relationships among the various facets of Theatre   | PO4, PO5      |
| <b>CO4</b>  | Estimate drama as a performing art and the aspects of Stagecraft                                       | PO4, PO5, PO6 |
| <b>CO5</b>  | The exposure to diverse com[ponents of acting and techniques   | PO8, PO9      |
| <b>Text Books<br/>(Latest Editions)</b>   |  |               |
| 1.  | Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015. |               |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b>   |  |               |

|                    |   |
|--------------------|---|
| 1.                 | Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.   |
| 2.                 | Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.  |
| <b>Web sources</b> |   |
| 1.                 | <a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>   |
| 2.                 | <a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>   |
| 3.                 | <a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>   |
| 4.                 | <a href="https://archive.org/details/fundamentalsopl0000dean_y3x3">https://archive.org/details/fundamentalsopl0000dean_y3x3</a>   |
| 5.                 | <a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>   |
| 6.                 | <a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre</a> |

### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

### Mapping with Programme Specific Outcomes:

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

**PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR  
COMPETITIVE EXAMINATIONS**

| Course Code<br>Year/ Semester                   | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>i<br>o<br>n<br>a<br>l<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
|   | ENGLISH LITERATURE FOR<br>COMPETITIVE<br>EXAMINATIONS   | Core                                 | Y | Y | - | - | 2                               | 2  | 25          | 75                                   | 100                   |
| I YEAR/ I<br>SEMESTER                           |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives                             |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | Build the knowledge of literary terms and theory strong in students.                                      |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | Develop the competency of students to face competitive examinations.                                      |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | Improve the learning skills of students through various modes of testing.                                 |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | The ability to succeed in competitive exams.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | An understanding of professional, ethical and social responsibilities.                                    |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I - Literature of the Absurd to Burlesque. |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II - Canons of Literature to Dream Vision. |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III - Edition to Great Chain of Being      |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT IV - Haiku to Ivory Tower                  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT V - Jeremiad to Myth                       |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Course Outcomes                                 |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Course<br>Outcomes                              | On completion of this course, students will;  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO1   | Remember the literary terms forms and theories  |                                      |   |   |   |   |                                 | PO2  |             |                                      |                       |
| CO2   | Understand he different periods of English literature   |                                      |   |   |   |   |                                 | PO1, PO2   |             |                                      |                       |
| CO3   | Apply the learnt theories to any text   |                                      |   |   |   |   |                                 | PO3, PO6   |             |                                      |                       |
| CO4   | Analyse any given text thematically and technically   |                                      |   |   |   |   |                                 | PO4, PO5, PO6  |             |                                      |                       |
| CO5   | Interpret any literary piece of work  |                                      |   |   |   |   |                                 | PO7, PO8   |             |                                      |                       |
| Text Books<br>(Latest Editions)                 |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| 1.  | A Glossary of Literary Terms, Abrahams,M.H<br>(Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd) |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| 2.  | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft,<br>Griffiths and Helen Tiffin (Routledge)    |                                      |   |   |   |   |                                 |  |             |                                      |                       |

|  |  |
|--|--|
| <p style="text-align: center;"><b>References Books</b><br/>(Latest editions, and the style as given below must be strictly adhered to)</p> |  |
|--|--|

|                      |   |
|----------------------|---|
| 1.                   | A Dictionary of Literary Terms ,Cuddon.A ( Penguin )  |
| 2.                   | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)                                     |
| <b>Web Resources</b> |   |
| 1.                   | <a href="https://onlinecourses.nptel.ac.in/noc20_hs19/preview">https://onlinecourses.nptel.ac.in/noc20_hs19/preview</a>                 |
| 2.                   | <a href="http://www.luminarium.org/">http://www.luminarium.org/</a>   |
| 3.                   | <a href="https://poemanalysis.com/genre/absurd/">https://poemanalysis.com/genre/absurd/</a>   |
| 4.                   | <a href="https://www.bl.uk/medieval-literature/articles/dream-visions">https://www.bl.uk/medieval-literature/articles/dream-visions</a> |
| 5.                   | <a href="https://www.britannica.com/topic/Great-Chain-of-Being">https://www.britannica.com/topic/Great-Chain-of-Being</a>               |

**Mapping with Programme Outcomes:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## SOFT SKILL I - TECHNICAL WRITING

| Course Code<br><br>YEAR/<br>SEM<br>ESTER  | Course Name  | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|---|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|   |  |          |   |   |   |   |         |             | CIA   | External | Total |
|   |  |          |   |   |   |   |         |             |       |          |       |
|   | TECHNICAL WRITING  | Core     | Y | Y | - | - | 2       | 2           | 25    | 75       | 100   |
| I YEAR/I SEMESTER   |  |          |   |   |   |   |         |             |       |          |       |
| Learning Objectives   |  |          |   |   |   |   |         |             |       |          |       |
| LO1   | Technical Writing is ultimately important as it provides information on a company's products and services  |          |   |   |   |   |         |             |       |          |       |
| LO2   | Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.                                  |          |   |   |   |   |         |             |       |          |       |
| LO3   | The course in technical writing focuses on the discorsal features and functions of technical writing including the technical reports, project reports and related documents. |          |   |   |   |   |         |             |       |          |       |
| LO4   | The knowledge of computing appropriate to the discipline.  |          |   |   |   |   |         |             |       |          |       |
| LO5   | The ability to use current technologies, skills, and tools necessary for computing practices.  |          |   |   |   |   |         |             |       |          |       |
| Details   |  |          |   |   |   |   |         |             |       |          |       |
| UNIT I- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs                |  |          |   |   |   |   |         |             |       |          |       |
| UNIT II – The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content           |  |          |   |   |   |   |         |             |       |          |       |
| UNIT III - Letters: Kings and Mechanics 2.The Summary: The Art of Brevity 3.Written Reports: The Basics |  |          |   |   |   |   |         |             |       |          |       |
| UNIT IV – Proposals, Brochures, User Manuals  |  |          |   |   |   |   |         |             |       |          |       |
| UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!      |  |          |   |   |   |   |         |             |       |          |       |

| Course Outcomes   |   |               |
|---|---|---------------|
| Course Outcomes   | On completion of this course, students will;  |               |
| CO1   | Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.                                | PO1           |
| CO2   | Able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately. | PO1, PO2      |
| CO3   | Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.                            | PO4, PO6      |
| CO4   | Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.                             | PO4, PO5, PO6 |
| CO5   | Able to read, understand, and interpret material on technology.   | PO3, PO8      |
| Text Books (Latest Editions)  |   |               |
| 1.  | Baker, Mona, In Other Words: A Coursebook on Translation. London: Routledge   |               |
| 2.  | Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.  |               |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |               |
| 1.  | Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics   |               |
| 2.  | Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.   |               |
| Web Resources   |   |               |
| 1.  | <a href="https://www.tech-tav.com/technical-writing-resources">https://www.tech-tav.com/technical-writing-resources</a>                                     |               |
| 2.  | <a href="https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451">https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451</a>                       |               |
| 3.  | <a href="https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/">https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/</a>     |               |
| 4.  | <a href="https://en.m.wikipedia.org/wiki/Technical_writing">https://en.m.wikipedia.org/wiki/Technical_writing</a>   |               |
| 5.  | <a href="https://www.utlevstrategies.com/blog/proposal-writing?format=amp">https://www.utlevstrategies.com/blog/proposal-writing?format=amp</a>             |               |

### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

### Mapping with Programme Specific Outcomes:

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



## SEMESTER–II

### CORE- IV AMERICAN

### LITERATURE

| Course Code<br><br>YEAR/<br>SEMESTER | Course Name  | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|--------------------------------------|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                                      |  |          |   |   |   |   |         |             | CIA   | External | Total |
|                                      | <b>American Literature</b>   | Core     | Y | Y | - | - | 5       | 6           | 25    | 75       | 100   |
| I YEAR/ II SEMESTER                  |  |          |   |   |   |   |         |             |       |          |       |
| <b>Learning Objectives</b>           |  |          |   |   |   |   |         |             |       |          |       |
| LO1                                  | To introduce the learners to the development of American literature.                   |          |   |   |   |   |         |             |       |          |       |
| LO2                                  | To familiarize social and political events that have a bearing on American writing     |          |   |   |   |   |         |             |       |          |       |
| LO3                                  | To introduce the concepts and emerging themes in American literature                   |          |   |   |   |   |         |             |       |          |       |
| LO4                                  | To inculcate the movements and trends that shaped American literature,                 |          |   |   |   |   |         |             |       |          |       |
| LO5                                  | To familiarize the students with the relation between aesthetics and racism in Fiction |          |   |   |   |   |         |             |       |          |       |

## Details

---

### UNIT I

#### POETRY

Walt Whitman “Out of the Cradle Endlessly Rocking”

Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society”

Robert Frost “After Apple Picking”

E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar”

Denis Levertor “Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour”

Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die”

Adrienne Rich “Snapshots of a Daughter-in-law”

**UNIT II – Prose**

Victor Hernandez Cruz “Today is a day of great joy”,  
Amiri Baraka “An Agony as Now’ in (Four Centuries of  
American Literature, Ed, Mohan Ramanan, Macmillan, 1996),  
Gwendolyn Brooks “Kitchenette Building”,  
Joy Harjo “Remember” (From the Language I Give You Back),  
Life: A Festival of Poets, Ed James Habai, Double Day, 1995.  
p.165-66

Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter  
“Pond”)

**UNIT III Drama –**

Arthur Miller - Death of a Salesman,

Tennessee Williams - A Street Car Named Desire

Marsha Norman - Night Mother,

Ntozake Shange – For Colored Girls.

**UNIT IV Fiction/Short Story**

Edgar Allan Poe - “The Cask of Amontillado”

Herman Melville - “Bartleby the Scrivener”,

N. Scott Momaday - The House Made of Dawn –

Toni Morrison – Beloved

Kate Chopin - The Awakening

**UNIT V Autobiography - Excerpts from – MalcolmX,**

Hispanic Women Writing,

Cherrie Moraga - Getting Home Alive

| Course Outcomes   |   |               |
|---|---|---------------|
| Course Outcomes   | On completion of this course, students will;  |               |
| CO1   | Analyze the movements and trends that shaped American literature                                      | PO2           |
| CO2   | Estimate various speeches and concepts of living which changed American history                       | PO1, PO3      |
| CO3   | Evaluate the relation between aesthetics and racism in fiction  | PO4, PO5      |
| CO4   | Validate representative socio-political, cultural, racial and gender perspectives in theatrical works | PO4, PO5, PO6 |
| CO5   | The exposure to the different literary genres and its evolution in American Literature                | PO8, PO10     |
| Text Books<br>(Latest Editions)   |   |               |
| 1.  | Willis Wagner : American Literature - A World View  |               |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |               |
| 1.  | Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.                         |               |
| 2.  | Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.                |               |

| Web Sources |   |
|-------------|---|
| 1.          | <a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>                                     |
| 2.          | <a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>   |
| 3.          | <a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>               |
| 4.          | <a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>   |
| 5.          | <a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a> |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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

## CORE- V SHAKESPEARE STUDIES

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>o<br>r<br>s | Marks       |                                      |                       |
|--|---|--------------------------------------|---|---|---|---|---------------------------------|---|-------------|--------------------------------------|-----------------------|
|  |   |                                      |   |   |   |   |                                 |   | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | Shakespeare Studies   | Core                                 | Y | Y | - | - | 5                               | 6   | 25          | 75                                   | 100                   |
| I YEAR/ II SEMESTER  |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| Learning Objectives  |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| CO1  | To examine, understand and enjoy Shakespeare’s plays and Criticism of Theatre.                        |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| CO2  | Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| CO3  | Undertake textual analysis of Shakespeare’s Plays and Sonnets   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| CO4  | Appraise Shakespeare’s contribution to English language and literature                                |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| CO5  | Critically understanding the appreciations by critics on Shakespeare                                  |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| Details  |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| UNIT I - Shakespeare Theatre;<br>Theatre Conventions;<br>Sources; Problems of categorization;<br>Trends inShakespeare Studies up to the 19 <sup>th</sup> Century;<br>Sonnet and court politics;<br>famous actors;<br>theatre criticism;<br>Shakespeare into film &play production. |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| UNIT II – Sonnets – 12, 65, 86,130,<br><br>Comedies -Much Ado About Nothing,<br>Winter’s Tale.   |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| UNIT III – Tragedy Othello   |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |
| UNIT IV – History Henry IV Part I  |   |                                      |   |   |   |   |                                 |   |             |                                      |                       |

**UNIT V Shakespeare Criticism –**

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist; A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in *Shakespearean Tragedy* by A.C. Bradley, London, Macmillan, Third Edition, 1992.

Granville Baker - From Prefaces to Shakespeare

Stephen Greenblatt- *Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V*, in *Shakespearean Negotiations*. New York: Oxford University Press, 1988

Also in *Political Shakespeare: New Essays in Cultural Materialism*. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994,

Ania Loomba *Sexuality and Racial Difference in Gender, Race, And Renaissance Drama*, Manchester UP, 1989.

**Course Outcomes**

| <b>Course Outcomes</b> | On completion of this course, students will;                         |           |
|------------------------|--|-----------|
| <b>CO1</b>             | Critically understanding the appreciations by critics on Shakespeare | PO1       |
| <b>CO2</b>             | Understand elizabethan theatre and the theatre's development.        | PO3       |
| <b>CO3</b>             | Critical perspectives on Shakespeare's Plays and Sonnets             | PO4, PO5  |
| <b>CO4</b>             | Understand the trends in Shakespeare studies                         | PO6       |
| <b>CO5</b>             | Modern Approaches in Shakespearean criticism                         | PO7, PO10 |

**Text Books  
(Latest Editions)**

|    |  |
|----|--|
| 1. | Stephen Greenblatt, ed., 1997, <i>The Norton Shakespeare</i> , (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London. |
|----|--|

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

|    |  |
|----|--|
| 1. | Harrison, 1951, <i>G.B. Shakespeare's Tragedies</i> , Routledge, London. |
|----|--|



|                    |   |
|--------------------|---|
| 2.                 | Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.   |
| 3                  | Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.  |
| 4                  | John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.   |
| 5                  | Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.   |
| <b>Web sources</b> |   |
| 1                  | <a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>   |
| 2.                 | <a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>   |
| 3.                 | <a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>   |
| 4.                 | <a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>                                   |
| 5.                 | <a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a> |

#### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## CORE VI - POST-COLONIAL THEORY AND LITERATURE

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Post-Colonial Theory<br>and Literature   | Core                                 | Y | Y | - | - | 4                               | 6  | 25          | 75                                   | 100                   |
| I YEAR / II<br>SEMESTER   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning<br>Objectives  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | Emphasis will be laid on tracing the development of post-colonial literatures and theory.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Understanding the critical perspectives in Postcolonial literatures.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>Fiction<br><br>Joseph Conrad : Heart of Darkness.<br>E.M. Forster : A Passage to India.<br><br>UNIT II<br>Fiction<br><br>Chinua Achebe : Things Fall Apart.<br><br>Salman Rushdie : Midnight's Children.<br><br>Thomas King : The One About Coyote Going West |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT III Fiction –**

Samuel Selvon : The Lonely Londoners.  
Bapsi Sidhwa : Ice Candy Man

**UNIT IV Poetry**

Arun Kolatkar : The Priest, A Low Temple,  
Yeshwant Rao, An Old Woman, Scratch  
A.K.Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells.  
  
Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.

**UNIT V -Poetry**

Leopold Senghor. : In Memoriam, Night of Sine, All Day Long.  
Grace Nichols :In My Name, Of course when they ask for  
poems about the ‘realities’ of black women, Praise Song for my  
Mother, Caribbean Women Prayer.  
James Reaney :Maps George Bowering : Grand Father

**Course Outcomes**

| <b>Course Outcomes</b> | On completion of this course, students will;  |          |
|------------------------|---|----------|
| <b>CO1</b>             | Critically understanding the political and social background of the third world nations                     | PO2      |
| <b>CO2</b>             | Understand the emerging trends in Post- Colonial Literature   | PO1, PO3 |
| <b>CO3</b>             | Problems and consequences of the decolonization of a country,   | PO4, PO5 |
| <b>CO4</b>             | Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature | PO6,P10  |
| <b>CO5</b>             | Interpret the postcolonial concepts found in different literary genres                                      | PO7, PO8 |

| <b>Text Books<br/>(Latest Editions)</b>   |   |
|---|---|
| 1.  | Macaulay's Minute of 1831/35.   |
| 2.  | Post-Colonial Studies: eds. Ashcroft et.al.   |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |
| 1.  | Specific issues of Journal of Commonwealth Literature.  |
| 2.  | Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.  |
| 3   | Canadian Voices. ed. S. Kudchedkar and Jameela Begum.   |
| 4   | Frantz Fanon : The Wretched of the Earth.   |
| 5   | Ashish Nandy : The Fear of Nationalism.   |
| <b>Web Sources</b>  |   |
| 1   | <a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>   |
| 2.  | <a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>   |
| 3.  | <a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>   |
| 4.  | <a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>   |
| 5.  | <a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a> |

### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | Approaches To English<br>Language Teaching   | Core                                 | Y | Y | - | - | 3                               | 4  | 25          | 75                                   | 100                   |
| I YEAR/ II<br>SEMESTER   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | To enhance the learning and teaching skills of English   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | To familiarize students about the basic concepts and theories related to English language teaching |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | To focus on the problems and consequences on language teaching                                     |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Emphasis will be laid on tracing the development of language teaching skills                       |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Understanding the teaching aspects   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>A Brief history of Language Teaching<br>The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II<br>Nature of approaches and methods in Language Teaching<br>1. Definition of Approach and method<br>2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:<br>• Oral approach and situational language teaching<br>• The Silent Way<br>• Community Language Learning.<br>• Suggestopedia<br>• Competency based Language teaching |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT III**

Current Communicative Approaches

The Natural Approach, Cooperative language learning

Content based instruction, Task-based language teaching.

**UNIT IV**

Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching

Grammar, Teaching of Non-Detailed Text.

**UNIT V**

Use of Media in ELT

The integration of elements in multi- media language learning systems

BBC English by Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

| Course Outcomes |  |          |
|-----------------|--|----------|
| Course Outcomes | On completion of this course, students will;   |          |
| CO1             | Know the brief history of language teaching methods  | PO3      |
| CO2             | Understand the difference between the terms, methods, approaches and techniques used in teaching             | PO1, PO2 |
| CO3             | Identify the objectives, active role of learners, teachers and materials of different approaches in teaching | PO4, PO5 |
| CO4             | Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.                 | PO3, PO7 |
| CO5             | Perceive the use of radio and television in language learning  | PO8, PO9 |



| Text Books<br>(Latest Editions)  |   |
|--|---|
| 1.   | Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.  |
| 2.   | The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.   |
| <b>References Books</b><br>(Latest editions, and the style as given below must be strictly adhered to) |   |
| 1.   | Dr. Shaikh Mowla Methods of Teaching English.   |
| 2.   | Dr. Gurav H.K Teaching Aspects of English Language.   |
| <b>Web Resources</b>   |   |
| 1  | <a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>   |
| 2.   | <a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>   |
| 3.   | <a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>   |
| 4.   | <a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a> |
| 5.   | <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>             |

### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | S   | S   | M    |
| CO2 | M   | S   | S   | M   | M   | S   | M   | M   | M   | S    |
| CO3 | S   | S   | M   | M   | S   | M   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | M   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

# **ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES**

| Course Code<br>YEAR/<br>SEMESTER   | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | A Glimpse Of Nobel Laureates   | Core                                 | Y | Y | - | - | 3                               | 4  | 25          | 75                                   | 100                   |
| I YEAR/ II<br>SEMESTER   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | To introduce the learners to the Nobel Laureates of various genres of Literature |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | To familiarize students on various Nobel Laureates                               |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | To focus on interpreting the works of various Nobel Laureates                    |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Focus on evaluate critically and aesthetically the prescribed texts              |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Understanding the Nobel Laureates contribution to the society                    |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>DETAILED POETRY<br><br>Pablo Neruda<br><br>If You Forget<br><br>A Song of Despair<br><br>Ode to the Onion<br><br>Your Laughter<br><br>NON-DETAILED POETRY<br><br>As One Listens to the Rain - Octavio Paz<br><br><br>The Street - Octavio Paz<br><br><br>The Power of the Dog - Rudyard Kipling<br><br><br>Oracle - Seamus Heaney<br><br><br>UNIT II<br>DETAILED PROSE<br><br>Loot - Nadine Gordimer<br>Disorder and Early Sorrow - Thomas Mann<br>He Comes Round the Corner- Charles Hanson Towne |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**NON – DETAILED PROSE**

Excerpts from Disgrace - J.M.Coetzee

Excerpt from Sula - Toni Morrison

**UNIT III DETAILED DRAMA**

The Caretaker - Harold Pinter

**NON – DETAILED DRAMA**

Man and Superman - George Bernard Shaw

**UNIT IV SHORT STORIES**

Alice Munro - The Turkey Season Differently Runaway,

The Bear Came Over the Mountain Boys and Girls

**UNIT V NOVELS**

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

**Course Outcomes**

| <b>Course Outcomes</b> | On completion of this course, students will;   |              |
|------------------------|--|--------------|
| <b>CO1</b>             | Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind | PO1          |
| <b>CO2</b>             | Interpret the works of various Nobel Laureates   | PO1, PO2,PO3 |
| <b>CO3</b>             | Analyse the different themes with regard to social, political and cultural aspects.                                    | PO4, PO6     |
| <b>CO4</b>             | Evaluate critically and aesthetically the prescribed texts.  | PO3, PO8     |
| <b>CO5</b>             | Perceive the influence of Nobel Laureates in Literature  | PO9, PO10    |

| <b>Text Books<br/>(Latest Editions)</b>   |   |
|---|---|
| 1.  | Nine Nobel Laureates in English Literature. Omega Publications, 2012.   |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |
| 1.  | Nine Nobel Laureates in English Literature. Omega Publications, 2012.   |
| <b>Web Resources</b>  |   |
| 1   | <a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>   |
| 2   | <a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>   |
| 3   | <a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>   |
| 4   | <a href="https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/</a> |
| 5   | <a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>   |

**Mapping with Programme Outcomes:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

| <b>CO /PO</b>   | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>  | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>  | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>  | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>  | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>  | 3           | 3           | 3           | 3           | 3           |
| <b>Weight age</b>   | 15          | 15          | 15          | 15          | 15          |
| <b>Weighted percent age of Course Contribution to Pos</b> | 3.0         | 3.0         | 3.0         | 3.0         | 3.0         |

## SEC I - TECHNOLOGY IN TEACHING ENGLISH

| Course Code<br>YEAR/<br>SEMESTER | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|----------------------------------|--|--------------------------------------|---|---|---|---|--|-------------|--------------------------------------|-----------------------|
|                                  |  |                                      |   |   |   |   |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                  |  |                                      |   |   |   |   |  |             |                                      |                       |
| I YEAR/ II SEMESTER              | TECHNOLOGY IN TEACHING ENGLISH   | Core                                 | Y | Y | - | - | 2  | 25          | 75                                   | 100                   |
| <b>Learning Objectives</b>       |  |                                      |   |   |   |   |  |             |                                      |                       |
| LO1                              | Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.  |                                      |   |   |   |   |  |             |                                      |                       |
| LO2                              | Integrate these tools into their English language teaching.  |                                      |   |   |   |   |  |             |                                      |                       |
| LO3                              | Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.  |                                      |   |   |   |   |  |             |                                      |                       |
| LO4                              | Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.  |                                      |   |   |   |   |  |             |                                      |                       |
| LO5                              | Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building |                                      |   |   |   |   |  |             |                                      |                       |

## Details

### **UNIT I** Definition -Virtual- Learning Environment:

1. Meaning- Web-Based Learning Environment
2. Virtual- Learning Environment
3. Web Tools
4. Effective Web Tools in Teaching ,
5. Classroom Tools.

### **UNIT II** Webpage Development:

How to develop a webpage,  
Hosting A Web page,  
Meta Data Development.  
Content Writing,  
Creating Ads,  
Wikipedia Development: How to develop and edit Wikipedia.

### **UNIT III** Computational Linguistics:

Introduction to speech recognition (SR) systems, text-to-speech(TTS) synthesizers,  
Interactive voice response (IVR) systems, search engines, text editors and language  
instruction materials.

### **UNIT IV** Lexicography

Introduction to Lexicography, Dictionary Development (e- Dictionary), WorldNet,  
Thesaurus. Language Teaching: First Language and Second Language Teaching  
, Various methods of Language Teaching.

### **UNIT V** **E-Learning**

Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and  
Solutions. Application: Machine Translation.



|   |   |               |
|---|---|---------------|
|   |   |               |
| <b>Course Outcomes</b>                  |   |               |
| <b>Course Outcomes</b>                  | On completion of this course, students will;  |               |
| <b>CO1</b>                              | Understand the digital system, its organization and architecture  | PO2,PO3       |
| <b>CO2</b>                              | Identify needs and aspirations on a broader spectrum,<br>Able to recognize the evolving role of Digital Technologies.   | PO1, P04      |
| <b>CO3</b>                              | Discuss how technology affects language learning and teaching today   | PO5, PO6      |
| <b>CO4</b>                              | Use strategies to teach vocabulary growth through social media.   | PO7, PO8, PO9 |
| <b>CO5</b>                              | Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions. | PO10          |
| <b>Text Books<br/>(Latest Editions)</b> |   |               |
| 1.                                      | Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.   |               |
| 2.                                      | Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey–Bass/John Wiley and Co, 2011.  |               |

| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |
|---|---|
| 1.  | Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning<br>Dallas TX: Academic Partnerships, 2013   |
| 2.  | Batson, T., & Bass, R. Teaching and learning in the computer<br>age.Change, Mar-Apr., 1996.   |
| <b>Web sources</b>  |   |
| 1.  | <a href="https://englishpost.org/tools-teach-english-technology/">https://englishpost.org/tools-teach-english-technology/</a>   |
| 2.  | <a href="https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series">https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series</a>   |
| 3.  | <a href="https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1">https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1</a> |
| 4.  | <a href="https://en.m.wikipedia.org/wiki/Web_development">https://en.m.wikipedia.org/wiki/Web_development</a>   |
| 5.  | <a href="https://plato.stanford.edu/entries/computational-linguistics/">https://plato.stanford.edu/entries/computational-linguistics/</a>   |
| 6.  | <a href="https://en.m.wikipedia.org/wiki/Lexicography">https://en.m.wikipedia.org/wiki/Lexicography</a>   |

#### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## SOFT SKILL II- COMMUNICATION SKILLS

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
|   | COMMUNICATION SKILLS   | Core                                 | Y | Y | - | - | 2                               | 2  | 25          | 75                                   | 100                   |
| I YEAR/ II<br>SEMESTER  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To provide an overview of prerequisites to Business Communication.               |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To impart the correct practices of the strategies of Effective Business Writing. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To equip the students with the knowledge of written and oral communication.      |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | To familiarize the learners to various oral and written skills.                  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | The ability to communicate effectively with a range of audiences.                |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| COMMUNICATION: AN INTRODUCTION  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| 1.Definition, Nature and Scope of Communication 2.Types of Communication Process of Communication Barriers to Communication |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| ORAL/AURAL COMMUNICATION  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| 1.Describing directions and routes in English<br>Congratulating people on their success 3.Expressing Opinions               |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT III CORPORATE COMMUNICATION**

- 1.Demanding explanations
- 2.Giving Instructions
- 3.Requesting and responding to requests

**UNIT IV VERBAL COMMUNICATION- WRITTEN**

1. Circular
2. Memorandum
- 3.Minutes

**UNIT V PRACTICAL ASSESSMENT**

- 1.Making Comparisons
- 2.Reporting what others say
- 3.Persuading

**Course Outcomes**

| <b>Course Outcomes</b> | On completion of this course, students will;                                       |               |
|------------------------|--|---------------|
| <b>CO1</b>             | Understand the role of communication in professional success.                      | PO1           |
| <b>CO2</b>             | Develop an awareness of appropriate communication strategies.                      | PO1, PO2      |
| <b>CO3</b>             | Analyze a variety of communication acts with reference to written and oral skills. | PO4, PO6      |
| <b>CO4</b>             | Prepare and present messages with a specific intent.                               | PO4, PO5, PO6 |
| <b>CO5</b>             | An understanding of professional, ethical and social responsibilities.             | PO3, PO8      |

**Text Books (Latest Editions)**

|    |  |
|----|--|
| 1. | Brent C. Oberg. Interpersonal Communication          |
| 2. | John Seely. The Oxford Guide to Writing and Speaking |

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

|    |  |
|----|--|
| 1. | Asha Kaul. Effective Business Communication              |
| 2. | S.K. Mandel. Effective Communication and Public Speaking |

| Web Resources |   |
|---------------|---|
| 1.            | <a href="http://www.researchgate.net">www.researchgate.net</a>  |
| 2.            | <a href="https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a> |
| 3.            | <a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION TO COMMUNICATION</a>   |
| 4.            | <a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>   |
| 5.            | <a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>                                       |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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

### SEMESTER –III

#### CORE VII -CONTEMPORARY LITERARY CRITICISM

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>o<br>r<br>s<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | Contemporary Literary<br>Criticism  | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ III<br>SEMESTER   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | To provide knowledge about the different schools in contemporary literary Criticism   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | To focus on interpreting the works of various literary critics  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Focus on evaluate critically and aesthetically the prescribed texts   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Understanding the principles of criticism   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>Jacques Derrida- Structure, Sign and Play in the Discourse of HumanSciences                              |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II<br>M.H. Abrams -The Deconstructive Angel   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III<br>Susan Sontag -Against Interpretation<br>Edward Said- Crisis (In Orientalism) -                         |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT IV<br><br>Cleanth Brooks -Irony as Principle of Structure<br>Sigmund Freud -Creative Writers and Day Dreaming |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT V<br><br>Roland Barthes - From Work to Text<br>Terry Eagleton -Capitalism, Modernism and Post Modernism       |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |



| Course Outcomes   |   |           |
|---|---|-----------|
| Course Outcomes   | On completion of this course, students will;  |           |
| CO1   | Understand a literary text by applying various critical theories.   | PO2, PO3  |
| CO2   | Develop the objective analysis of the subject matter  | PO4       |
| CO3   | Analyze a literary text with reference to socio-political Issues  | PO5       |
| CO4   | Evaluate critically and aesthetically the prescribed texts.   | PO6, PO8  |
| CO5   | Evaluate a text at emotional, intellectual and aesthetic levels   | PO9, PO10 |
| Text Books<br>(Latest Editions)   |   |           |
| 1.  | Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.  |           |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |           |
| 1.  | Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.  |           |
| 2.  | Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.  |           |
| Web Resources   |   |           |
| 1   | <a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>   |           |
| 2   | <a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a> |           |
| 3   | <a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>   |           |
| 4   | <a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560</a>                       |           |
| 5   | <a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>   |           |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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

## CORE - VIII CANADIAN STUDIES

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name   | C<br>at<br>eg<br>or<br>y | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|---|--------------------------|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |   |                          |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Canadian Studies  | Core                     | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ III<br>SEMESTER  |   |                          |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |   |                          |   |   |   |                                 |  |             |                                      |                       |
| LO1   | Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions                      |                          |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To provide knowledge about the different trends in Canadian studies                                     |                          |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To focus on interpreting the prescribed works critically  |                          |   |   |   |                                 |  |             |                                      |                       |
| LO4   | Focus on important dimensions to understanding Canada including multicultural and immigrant experience. |                          |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Understanding the folklore and its influence on Canadian Literature                                     |                          |   |   |   |                                 |  |             |                                      |                       |
| Details   |   |                          |   |   |   |                                 |  |             |                                      |                       |
| UNIT I Poetry<br>Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry(P.K. Page, A.M. Klein,M. Atwood and Smith).<br>Selections from Native Literature in Canada, Ed. By Terry Goldie and others        |   |                          |   |   |   |                                 |  |             |                                      |                       |
| UNIT II Fiction<br><br>Survival- M. Atwood<br><br>Truth and Brightwater (1999),- Thomas King.<br><br>No New Land- M.G. Vassanji<br><br>Toronto- Mc Clelland & Stewart, 1997   |   |                          |   |   |   |                                 |  |             |                                      |                       |
| UNIT III DRAMA<br><br>The Ecstasy of Rita Joe- George Ryga.<br><br>Dry Lips- Tom Highway.<br><br>Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma ParameshwaranBangalore: IBH Prakashana 1996 |   |                          |   |   |   |                                 |  |             |                                      |                       |

**UNIT IV Short Story**

Sunshine and Other Stories- Stephen Leacock.

Selections from Thomas King Autobiography/Auto ethnography/ Life writings: In Search of April Rain tree- Beatrice Mosonior(Culleton)

“This is my own: Letters to wes and other writings on Japanese Canadians 1941- 1948” - Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taronbooks, 1985)

Polemical Essays: Selection from The Telling It Collective.

**UNIT V Criticism**

The Canadian Post-Modern- Linda Hutcheon

"Godzilla vs Post-Colonial"- Thomas King

Selections from Robert Kroetsch

Last Essay from The Bush Garden, Northrop Frye.

| Course Outcomes                       |  |           |
|---------------------------------------|--|-----------|
| Course Outcomes                       | On completion of this course, students will;   |           |
| <b>CO1</b>                            | Understand the historical and political background of Canadian Literature  | PO1, PO3  |
| <b>CO2</b>                            | Understanding the folklore and its influence in Canadian Literature  | PO1       |
| <b>CO3</b>                            | Analyze a literary text with reference to socio-political Issues   | PO4       |
| <b>CO4</b>                            | Evaluate critically and aesthetically the prescribed texts.  | PO6, PO8  |
| <b>CO5</b>                            | Evaluate a text at emotional, intellectual and aesthetic levels  | PO9, PO10 |
| <b>(Text Books in Latest Edition)</b> |  |           |
| 1                                     | Media : Selections from Understanding Media: The extensions of Man<br>Marshall McLuhan, London: Routledge, 2002. |           |

|  |
|--|
| <p style="text-align: center;"><b>References Books</b><br/> <b>(Latest editions, and the style as given below must be strictly adhered to)</b></p> |
|--|

|  |
|--|
| 1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer   |
| 2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004) 3. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004) |
| 3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983  |

| Web sources |   |
|-------------|---|
| 1           | <a href="http://www.india.gc.ca">www.india.gc.ca</a>  |
| 2           | <a href="http://www.canada.justice.gc.ca">www.canada.justice.gc.ca</a>  |
| 3           | <a href="http://www.thecanadianencyclopedia.com">www.thecanadianencyclopedia.com</a>  |
| 4.          | <a href="https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html">https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html</a> |
| 5.          | <a href="https://www.britannica.com/biography/Margaret-Atwood">https://www.britannica.com/biography/Margaret-Atwood</a>   |
| 6.          | <a href="https://canadianliteraryfare.org/bibliography/drama/">https://canadianliteraryfare.org/bibliography/drama/</a>   |

**Mapping with Programme Outcomes:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Literature of the Marginalized in India   | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ III SEMESTER   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | Sensitizing students in the history of anti-caste and anti-discrimination Discourses  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To provide knowledge about the Dalit’s uprising in the literary, social and cultural spheres.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To focus on studies caste, reflecting upon the history of anti-caste struggle in India.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | Focus on important dimensions to understanding political spheres in India   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>Studies on Caste (colonial/postcolonial): Study on Caste by Lakshmi Narasu<br><br>“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” byAmbedkar) Homo Hierarchicus by Louis Dumont<br><br>UNIT II<br>The Interface between Caste and Gender<br><br>Gendering Caste: Through a Feminist Lens by Uma Chakravarti;<br><br>Caste and Gender by Anupama Rao |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT III** History and Theory of Dalit Uprising

Dalits and Democratic Revolution in India by Gail Omvedt  
 “Power of Invisibility” by Ravikumar

**UNIT IV**

Case Study: M. Sukhadeo Thorat, Paul Attewell and Firdaus F.Rizvi,  
 “The Legacy of Social Exclusion: A Correspondence Study of Job Description in India”,  
 Volume I, Number 01, IIDS and Princeton University, USA.

**UNIT V**

Untouchable Spring by Kalyan Rao

From An Anthology of Dalit Literature, ed by Zelliot and Mulk Raj Anand special issue on dalit literature in the journal, Indian Literature

Short stories

Kisumbukaran by Bama Aarumugam

Imayam Chakra by Jayawant Dalvi

**Course Outcomes**

| <b>Course Outcomes</b> | On completion of this course, students will;   |          |
|------------------------|--|----------|
| <b>CO1</b>             | Understand the historical and political background of Caste  | PO1      |
| <b>CO2</b>             | Understanding the dimensions of discriminations  | PO2      |
| <b>CO3</b>             | Analyze a literary text with reference to socio-political Issues   | PO3,PO4  |
| <b>CO4</b>             | Evaluating the prescribed texts critically.  | PO6, PO8 |
| <b>CO5</b>             | Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature. | PO9      |

**Text Books  
 (Latest Editions)**

- |    |                                   |
|----|-----------------------------------|
| 1. | <b>Caste and Tribes</b> by Risley |
|----|-----------------------------------|

**References Books**

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

- |    |   |
|----|---|
| 1. | <b>Caste and Tribes</b> by Edgar Thurston |
|----|---|



|                    |   |
|--------------------|---|
| 2.                 | <b>Castes of Mind</b> by Nicholas B Dirks   |
| 3                  | <b>Nationalism without a Nation in India</b> by G.Aloysius  |
| <b>Web sources</b> |   |
| 1                  | <a href="http://www.ambedkar.org">www.ambedkar.org</a>  |
| 2                  | <a href="http://www.saxakali.org">www.saxakali.org</a>  |
| 3                  | <a href="https://www.frontiersin.org/articles/10.3389/fpsvg.2017.00487/full">https://www.frontiersin.org/articles/10.3389/fpsvg.2017.00487/full</a>           |
| 4                  | <a href="https://www.jstor.org/stable/2053672">https://www.jstor.org/stable/2053672</a>   |
| 5                  | <a href="https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079">https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079</a> |

**Mapping with Programme Outcomes:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | M   | S   | S   | S   | M    |
| <b>CO2</b> | M   | S   | S   | M   | M   | S   | M   | M   | M   | S    |
| <b>CO3</b> | S   | S   | M   | M   | S   | M   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | M   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## ELECTIVE - V TRANSLATION STUDIES

| Course Code<br><br>YEAR /<br>SEMESTER   | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Translation Studies   | Core                                 | Y | Y | - | - | 3                               | 3  | 25          | 75                                   | 100                   |
| II YEAR/ III<br>SEMESTER  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To enable students to get a glimpse of the rich diversity of Indian culture and literature            |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | To provide knowledge about the regional languages through representative texts in English translation |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | To equip the students in the skills as well as the politics of translation.                           |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | Focus on important dimensions of culture through the prescribed texts                                 |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Understanding the nuances of translations   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I Poetry<br><br>Balamani Amma To My Daughter (The Oxford Anthology of ModernIndian Poetry eds. Vinay Dharwadkar and A K Ramanujan)<br><br>UNIT II Drama<br><br>Indira Parthasarathy “The Legend of Nandan “(New Delhi, OUP, 2003)<br><br>Mahasweta Devi “Rudaali”<br><br>UNIT III Fiction and Prose<br><br>Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford UniversityPress, 2007.<br><br>UNIT IV<br><br>Workshops on Translation |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |

| Course Outcomes   |   |          |
|---|---|----------|
| Course Outcomes   | On completion of this course, students will;  |          |
| CO1   | Understand the systematic study of translation  | PO1, PO3 |
| CO2   | Understanding the dimensions of language and its nuances essential for translation  | PO2, PO5 |
| CO3   | Exposure to effective translation   | PO4      |
| CO4   | Equipped in the skills as well as the politics of translation.  | PO6, PO8 |
| CO5   | Exposure to literature in the regional languages through representative texts in English translation  | PO9      |
| <b>Text Books<br/>(Latest Editions)</b>   |   |          |
| 1.  | Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin   |          |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |          |
| 1.  | Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge   |          |
| 2.  | Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London   |          |
| 3   | R. Azhagarasan&Ravikumar Anthology of Tamil Dalit Writing (OUP)   |          |
| <b>Web sources</b>  |   |          |
| 1   | <a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.</a> |          |
| 2   | <a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>   |          |
| 3   | <a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>   |          |
| 4   | <a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>   |          |
| 5   | <a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>   |          |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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

## EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
|  | FUNCTIONAL<br>ENGLISH   | Core                                 | Y | Y | - | - | 3                               | 4  | 25          | 75                                   | 100                   |
| II YEAR/ III<br>SEMESTER   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | To expose the learners towards the organizing and delivery of speech    |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | To train the learners in various language skill in Public Speaking      |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | Creating awareness about using language according to the situation      |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Helping learners overcome common problems of Indian speakers of English |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Introducing major features of spoken English                            |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I   Public Speaking<br>1.Characteristics of a good speaker<br>2.Methods of Speaking<br>3.Preparation and Delivery of Speech |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II   Speech for Situations<br><br>1.Speech to inform<br>2.Speech to Persuade<br>3.Speeches for Special occasions            |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III   Occupational Skills<br><br>1.Email<br>2.Resume<br>3.Official memo   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT IV   Interview Skills   |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |

|   |   |          |
|---|---|----------|
| 1.Prepare and practice for Interviews   |   |          |
| 2.Some General Questions in an Interview  |   |          |
| 3.Profile Writing for a Job   |   |          |
| 4.Presentation Skills   |   |          |
| <b>UNIT V   Interpersonal Skills</b>  |   |          |
| 1.Team Development  |   |          |
| 2.Relationship and Communication  |   |          |
| 3.Negotiation   |   |          |
| <b>Course Outcomes</b>  |   |          |
| <b>Course Outcomes</b>  | On completion of this course, students will;  |          |
| <b>CO1</b>  | Define communicative skills   | PO2      |
| <b>CO2</b>  | Utilize the nuances of English language in public speaking  | PO1, PO2 |
| <b>CO3</b>  | Evaluate language skills in day to day life   | PO3, PO4 |
| <b>CO4</b>  | Develop different styles of occupational skills   | PO5, PO6 |
| <b>CO5</b>  | Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary | PO8      |
| <b>Text Books<br/>(Latest Editions)</b>   |   |          |
| 1.  | Mohan, Krishna, et al. <i>Developing Communication Skills</i> . Macmillan Publishers India Ltd., 2009.                                |          |
| 2.  | Mitra, Barun K. <i>Effective Technical Communication: a Guide for Scientists and Engineers</i> . Oxford University Press, 2006.       |          |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |          |
| 1.  | Sudha,S. <i>Job Fair Keys</i> , Jayalakshmi Publications, 2017.   |          |

|                    |  |
|--------------------|--|
| 2.                 | Functional English Grammar: An Introduction for Second Language Teachers<br>(Cambridge Language Education)   |
| <b>Web sources</b> |  |
| 1.                 | <b>Team Development-</b><br><a href="https://blog.vantagecircle.com/team-development/5">https://blog.vantagecircle.com/team-development/5</a> .<br><b>Relationship and Communication-</b><br><a href="https://2012books.lardbucket.org/books/a-primer-on-communication-">https://2012books.lardbucket.org/books/a-primer-on-communication-</a> |
| 2.                 | <b>Negotiation-</b> <a href="https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/">https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is negotiation/</a>  |
| 3.                 | <a href="https://in.indeed.com/career-advice/interviewing/interviewing-skills">https://in.indeed.com/career-advice/interviewing/interviewing-skills</a>  |
| 4.                 | <a href="https://careerwise.minnstate.edu/careers/occupational-skills.html">https://careerwise.minnstate.edu/careers/occupational-skills.html</a>  |

### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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



## SEC II - ENTREPRENEURSHIP DEVELOPMENT

| Course Code<br>YEAR/<br>SEMESTER | Course Name   | Ca<br>teg<br>ory | L | T | P | S |  | I<br>n<br>st<br>.<br>H<br>o<br>u<br>r<br>s | Marks |                  |               |
|----------------------------------|---|------------------|---|---|---|---|--|--|-------|------------------|---------------|
|                                  |   |                  |   |   |   |   |  |  |       | Ext<br>ern<br>al | T<br>ot<br>al |
|                                  | ENTREPRENEURSHIP<br>DEVELOPMENT   | Core             | Y | Y | - | - |  |  | 25    | 75               | 100           |
| IIYEAR/ III<br>SEMESTER          |   |                  |   |   |   |   |  |  |       |                  |               |
| Learning Objectives              |   |                  |   |   |   |   |  |  |       |                  |               |
| LO1                              | To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.  |                  |   |   |   |   |  |  |       |                  |               |
| LO2                              | To develop the ability of analysing and understanding business situations in which entrepreneurs act.   |                  |   |   |   |   |  |  |       |                  |               |
| LO3                              | To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development |                  |   |   |   |   |  |  |       |                  |               |
| LO4                              | To bring in them the ability to contribute to their entrepreneurial and managerial potentials.  |                  |   |   |   |   |  |  |       |                  |               |
| LO5                              | To help them master the knowledge necessary to plan entrepreneurial activities.   |                  |   |   |   |   |  |  |       |                  |               |

| Details   |  |     |
|---|--|-----|
| <p><b>UNIT I</b><br/>Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’ -Factors influencing Entrepreneurship-Psychological factors-Social factors-Economic factors-Environmental factors.</p> <p><b>UNIT II</b><br/>Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation,growth, stages- New generations of entrepreneurship vs social entrepreneurship.</p> <p><b>UNIT III</b><br/>Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship-barriers to entrepreneurship.</p> <p><b>UNIT IV</b><br/>Motivation-Maslow’s theory, Herzberg’s theory, McGregor’s theory- Culture and society-Risk taking behavior.</p> <p><b>UNIT V</b><br/>Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving-assistance to an entrepreneur-Incentives and facilities-New ventures.</p> |  |     |
| Course Outcomes   |  |     |
| <b>Course Outcomes</b>  | On completion of this course, students will;                                     |     |
| <b>CO1</b>  | Define basic terms and understand basic concepts in the area of entrepreneurship | PO1 |

|   |   |               |
|---|---|---------------|
| CO2   | Analyse the business environment in order to identify business opportunities  | PO1, PO2      |
| CO3   | Identify the elements of success of entrepreneurial ventures  | PO4, PO6      |
| CO4   | Consider the legal and financial conditions for starting a business venture   | PO4, PO5, PO6 |
| CO5   | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity   | PO3, PO8      |
| <b>Text Books<br/>(Latest Editions)</b>   |   |               |
| 1.  | C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)   |               |
| 2.  | Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)   |               |
| 3.  | Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.   |               |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |               |
| 1.  | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.   |               |
| <b>Web Resources</b>  |   |               |
| 1.  | <a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a> |               |
| 2.  | <a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>   |               |
| 3.  | <a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip</a>   |               |
| 4   | <a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise</a>                                       |               |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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

### SOFT SKILL III - LEADERSHIP SKILLS

| Course Code<br><br>YEAR/<br>SEM<br>ESTER | Course Name  | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|--|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|  |  |          |   |   |   |   |         |             |       |          |       |
|  |  |          |   |   |   |   |         |             | CI A  | External | Total |
| II YEAR/<br>III SEMESTER                 | <b>LEADERSHIP SKILLS</b>   | Core     | Y | Y | - | - | 2       | 2           | 25    | 75       | 100   |
| <b>Learning Objectives</b>               |  |          |   |   |   |   |         |             |       |          |       |
| LO1                                      | To introduce the students to all aspects of leadership and organizations.    |          |   |   |   |   |         |             |       |          |       |
| LO2                                      | Enable them to master Soft Skills.   |          |   |   |   |   |         |             |       |          |       |
| LO3                                      | Help them improve their body language and Non - Verbal Communication skills. |          |   |   |   |   |         |             |       |          |       |
| LO4                                      | To make them become good leaders.  |          |   |   |   |   |         |             |       |          |       |

|   |   |
|---|---|
| LO5   | Teach them organizational behavior, Conflict management, strategy and entrepreneurship. |
| <b>Details</b>  |   |
| <b>UNIT I INTRODUCTION</b> <ol style="list-style-type: none"> <li>1. Role of a Leader</li> <li>2. Leadership Development and Behavior</li> <li>3. Trust, Integrity and Ethics<br/>Personality and Leadership</li> </ol><br><b>UNIT II SELF-ASSESSMENT</b> <p>Work/Life Balance<br/>Leader/Follower<br/>Relationship Making<br/>/Leading change</p><br><b>UNIT III LEADERSHIP SKILLS</b> <ol style="list-style-type: none"> <li>1. Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning)</li> <li>2. Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)</li> </ol><br><b>UNIT IV NEGOTIATION SKILLS</b> <ol style="list-style-type: none"> <li>1. Definition of negotiation</li> <li>2. Types of negotiation</li> <li>3. Stages of negotiation</li> </ol> |   |

## UNIT V CONFLICT RESOLUTION

- 1.Reasons for conflict
- 2.Consequences of conflict
- 3.Resolution Strategies

### Course Outcomes

| Course Outcomes | On completion of this course, students will;   |               |
|-----------------|--|---------------|
| CO1             | Demonstrate an understanding of leadership qualities                                   | PO2, PO10     |
| CO2             | Identify the different aspects of leadership.  | PO1, PO3      |
| CO3             | Exhibit their mastery in body language and Non Verbal Communication                    | PO4, PO6      |
| CO4             | Master negotiation skills  | PO5, PO6, PO7 |
| CO5             | Will be able to analyse organizational behavior, conflicts and entrepreneurship skills | PO8, PO9      |

### Text Books (Latest

### Editions)

|    |   |
|----|---|
| 1. | Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication     |
| 2. | Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution |

### References Books

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

|    |   |
|----|---|
| 1. | Schiffman, Stephen. Negotiation Techniques (That Really Work)   |
| 2. | <i>Open Journal of Leadership - SCIRP</i> ISSN Print: 2167-7743 ISSN Online: 2167-7751 Journal of Leadership & Organizational Studies (JLOS). |

### Web Resources

|    |   |
|----|---|
| 1. | <a href="https://www.skillsyouneed.com/leadership-skills">https://www.skillsyouneed.com/leadership-skills</a>   |
| 2. | <a href="https://www.mindtools.com/Leadership Skills">https://www.mindtools.com/Leadership Skills</a>   |
| 3. | <a href="https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1">https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1</a>                         |
| 4. | <a href="https://www.skillsyouneed.com/leadership-skills.html">https://www.skillsyouneed.com/leadership-skills.html</a>   |
| 5. | <a href="https://hailo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-leader/">https://hailo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-leader/</a> |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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



## SEMESTER –IV

### CORE X - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | Twenty first Century Millennial  | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ IV<br>SEMESTER  | Literature and Culture   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning<br>Objectives   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO1  | To sensitize the students to various aspects of new studies in twenty first century millennial literature.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO2  | Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO3  | Identify the possibilities for multidisciplinary analysis of literary texts.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO4  | Analyze literary texts by employing appropriate interdisciplinary theories.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| CO5  | Evaluate the viability of interdisciplinary analyses of literary and cultural forms.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I    Blue Studies<br><br>The Hungry Tide - Amitav Ghosh<br><br>The Life of Pi - Yann Martel |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

## **UNIT II    Animal Studies**

Margo DeMello- “Human Animal Studies” from *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18

Mario Ortiz Robles-  
“What is it like to be a trope?” from *Literature and Animal Studies*

## **UNIT III    Medical Humanities**

Thomas R. Cole et al. “Introducing Medical Humanities” from  
*Medical Humanities: An Introduction*

Dan Millman - Way of the Peaceful Warrior

## **UNIT IV    Climate Studies**

Introduction to Climate Change and Studies Barbara  
Kingsolver Flight behavior

## **UNIT V    Disability Studies**

Lennard J. Davis “Introduction: Disability, Power and Culture” From the  
Disability Studies Reader.  
Clarke Barker and Stuart Murray “Introduction: On  
Reading Disability in Literature” from The Cambridge Companion to Disability Studies

| Course Outcomes   |   |          |
|---|---|----------|
| Course Outcomes   | On completion of this course, students will;  |          |
| CO1   | Contemporary issues and its immediate requirement can be easily analyzed by the students.                                       | PO3      |
| CO2   | The social responsibility of the students towards the society can be groomed in an effective way.                               | PO2, PO6 |
| CO3   | Exposure to the emerging trends in twenty first century millennial literature.  | PO4, PO5 |
| CO4   | Equipped in the interdisciplinary theories.   | PO6      |
| CO5   | Viability of interdisciplinary analyses of literary and cultural forms.   | PO10     |
| Text Books<br>(Latest Editions)   |   |          |
| 1.  | Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical Humanities.1st ed., Routledge, 2015.           |          |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |   |          |
| 1.  | Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016. |          |

|                    |   |
|--------------------|---|
| 2.                 | DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 <sup>st</sup> ed., Routledge, 2013   |
| 3                  | Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.        |
| <b>Web sources</b> |   |
| 1                  | <a href="http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/">http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/</a> |
| 2                  | <a href="http://www.jstor.org/stable/25614299">http://www.jstor.org/stable/25614299</a> .   |
| 3.                 | <a href="https://www.timeshighereducation.com/student/student-services/blue-studies-international">https://www.timeshighereducation.com/student/student-services/blue-studies-international</a>                       |
| 4.                 | <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/</a>   |
| 5.                 | <a href="https://en.m.wikipedia.org/wiki/Medical_humanities">https://en.m.wikipedia.org/wiki/Medical_humanities</a>   |

**Mapping with Programme Outcomes:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## CORE XI - SUBALTERN STUDIES

| Course Code<br><br>YEAR/<br>SEMESTER  | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|   |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|   | Subaltern Studies  | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ IV<br>SEMESTER   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1   | To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2   | Develop strategies to deal with these issues successfully.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3   | Analysis of literary texts in Subaltern lens   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4   | To examine the defined role of social constructions that affecting the space of the marginalized                                       |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5   | Critically analyzing subaltern writing.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| POETRY – DETAILED   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) ArjunDangle) |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)                        |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT II PROSE – DETAILED**

Martin Luther King (Jr) – I Have a Dream

**NON-DETAILED**

Gayatri C. Spivak - Can the Subaltern Speak ?

**UNIT III DRAMA – DETAILED**

C.T. Indra (Translation) - Nandan

**NON - DETAILED**

Vijay Tendulkar – Kanyadan

**UNIT IV FICTION**

Malala Yousafzai with Christina Lamb - I am Malala

Bama – Karukku

**UNIT V FICTION**

Chinua Achebe - Things Fall Apart

Arundati Roy - God of Small Things

**Course Outcomes****Course Outcomes**

On completion of this course, students will;

**CO1**

Remember the diverse concepts that address issues of subalterns.

PO2

**CO2**

Comprehend the meaning and nature of the Subaltern history.

PO3, PO6

**CO3**

Analyse various subaltern texts

PO1, PO2, PO5

**CO4**

Determine the sources and structures of social inequalities.

PO6

**CO5**

Develop strategies to deal with Maginalized issues successfully.

PO8, PO9

**Text Books  
(Latest**

**Editions)**

|   |   |
|---|---|
| 1.  | Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.  |
| <b>References Books</b><br><b>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |
| 1.  | Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.   |
| <b>Web sources</b>  |   |
| 1   | <a href="https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.">https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.</a> |
| 2.  | <a href="https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/">https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/</a>   |
| 3.  | <a href="http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf">http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf</a>   |
| 4.  | <a href="https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf">https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf</a>   |

#### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |



**Mapping with Programme Specific Outcomes:**

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

## CORE XII - FILM AND MEDIA STUDIES

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  | Film and Media Studies   | Core                                 | Y | Y | - | - | 5                               | 6  | 25          | 75                                   | 100                   |
| II YEAR/ IV SEMESTER   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | Understanding the bond between the films and literature.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | Analyzing the literary texts in comparison with the films.   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Critical appreciation of films in the background of literary theories.                                   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Tracing the differentiation in films from different parts of the world.                                  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 - The ‘I’ of theCamera [OUP]                     |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| John Hill - Pamela Church - Gibson Oxford Guide to the Film StudiesA Norton Reader - Film Analysis                 |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy GregoryFrame [eds] [Bloomsbury Publication] |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Janet Wasko - How Hollywood Works [Sage Publication]   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

### UNIT III

Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP]

Shohini Chaudhri - Contemporary World Cinema [EUP]

### UNIT IV

Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval-

Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema

Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V

### UNIT V

#### **Lit. to Tamil Cinema**

Linda Costanzo Cahir - Ory & Practical Approaches

#### **Film Studies**

John Hill - Critical Approaches - Film studies [OUP]

#### **Movies for Appreciation**

1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989
  2. Confessions of a - Sophin Kinsella Shopaholic
  3. Elippathayam - Adoor Gopalakrishnan
- Bridge on River Kwai - Novel to Film

|                        |   |           |  |
|------------------------|---|-----------|--|
|                        | <b>Total</b>  | <b>90</b> |  |
| <b>Course Outcomes</b> |   |           |  |
| <b>Course Outcomes</b> | On completion of this course, students will;                |           |  |
| <b>CO1</b>             | Film Review and appreciation becomes handy for the Students | PO1,PO2   |  |
| <b>CO2</b>             | Connecting film and literature nuances effectively          | PO3, PO4  |  |
| <b>CO3</b>             | Exposure to film techniques and genres                      | PO7       |  |

|  |   |         |
|--|---|---------|
| CO4  | Critical appreciation of films  | PO6,PO8 |
| CO5  | Analysing film forms effectively  | PO10    |
| <b>Text Books</b>  |   |         |
| <b>(Latest Editions)</b>   |   |         |
| 1.   | Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.   |         |
| 2.   | Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.  |         |
| <b>References Books</b>  |   |         |
| <b>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |         |
| 1.   | Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.  |         |
| 2.   | Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.  |         |
| 3  | Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.   |         |
| <b>Web Resources</b>   |   |         |
| 1  | <a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .  |         |
| 2.   | <a href="https://wnnorton.com/books/9780393420531">https://wnnorton.com/books/9780393420531</a>   |         |
| 3.   | <a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>   |         |
| 4.   | <a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a> |         |
| 5.   | <a href="https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065</a>   |         |

#### Mapping with Programme Outcomes:

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| <b>CO2</b> | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| <b>CO3</b> | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| <b>CO4</b> | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| <b>CO5</b> | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE VI - English Literature for NTA, NET, SET & GATE**

| Course Code<br><br>YEAR/<br>SEMESTER   | Course Name  | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>·<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|  |  |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
|  | English Literature for NTA   | Core                                 | Y | Y | - | - | 3                               | 4  | 25          | 75                                   | 100                   |
| II YEAR / IV SEMESTER  | NET, SET & GATE  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Learning Objectives  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1  | Comprehending the nuances and question pattern to get through NET, SET and Gate Exams. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2  | Evaluating the knowledge of literature.  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3  | Repeated practice to attend MCQs   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4  | Profound understanding about the various movements in English Literature               |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5  | Tracing the growth of English literature and literary forms                            |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| Details  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT I<br>Teaching and Research Aptitude   |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT II     History of English Literature<br>The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period  |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| UNIT III American and Non-British Literatures<br>Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe |  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

**UNIT IV Literary Theory and Criticism**

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

**UNIT V Literary Forms**

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

**Course Outcomes**

| Course Outcomes | On completion of this course, students will;   |           |
|-----------------|--|-----------|
| CO1             | Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams. | PO2, PO3  |
| CO2             | Effectively attempting MCQs  | PO1       |
| CO3             | Profound understanding about the various movements in English Literature                                   | PO6       |
| CO4             | Understanding the nuances of competitive exams   | PO7       |
| CO5             | Expertise in literature  | PO6, PO10 |

**Text Books****(Latest****Editions)**

|    |   |
|----|---|
| 1. | Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020      |
| 2. | Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge |

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

|    |  |
|----|--|
| 1. | SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019  |
| 2. | Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015. |
| 3. | Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.   |
| 4. | Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.   |
| 5. | M.H. Abrams – A Glossary of Literary Terms.  |

| Web Resources |   |
|---------------|---|
| 1.            | <a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>   |
| 2.            | <a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>   |
| 3.            | <a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>   |
| 4.            | <a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms</a> |
| 5.            | <a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>   |

#### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

#### 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  |



### SEC III- ENGLISH FOR CAREERS

| Course Code<br>YEAR/<br>SEMESTER | Course Name   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>o<br>r<br>s<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|----------------------------------|---|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
|                                  |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
|                                  |   |                                      |   |   |   |   |                                 |  | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                  | <b>ENGLISH FOR CAREERS</b>  | Core                                 | Y | Y | - | - | 2                               | 2  | 25          | 75                                   | 100                   |
| II YEAR/ IV SEMESTER             |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| <b>Learning Objectives</b>       |   |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO1                              | Give the students an understanding of the scope of English Language Teaching as a discipline. |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO2                              | Introduce key issues pertaining to Second Language Acquisition.                               |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO3                              | Provide a broad overview of English language learning, teaching and testing.                  |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO4                              | Make the students aware of the specific challenges of teaching English in India.              |                                      |   |   |   |   |                                 |  |             |                                      |                       |
| LO5                              | Build job-related vocabulary  |                                      |   |   |   |   |                                 |  |             |                                      |                       |

| Details   |  |
|---|--|
| <b>UNIT I Effective Writing</b><br>1.Features of Effective Writing<br>2.Business correspondence<br>3.E-Mail<br>4.Report writing Technical Writing<br><br><b>UNIT II Administrative Process</b><br>1.Agenda preparation<br>2.Preparing minutes<br><br><b>UNIT III Communication</b><br><br>1.Presenting Data in Verbal modes Presenting Data in<br><br>2.Non- verbal modes<br><br><b>UNIT IV Effective lecturing</b><br><br>1.Preparing Lectures on Topics<br><br>2.Preparing Persuasion Talks<br><br><b>UNIT V Telephone Etiquette</b><br>1. Business Talks over Telephone<br>2.Discussion on Career Prospects and Advancements |  |
| Course Outcomes   |  |

|            |   |          |
|------------|---|----------|
| <b>CO1</b> | Gain knowledge of the various modes of official correspondence and presentation | PO2      |
| <b>CO2</b> | Comprehend the right use of English at official works                           | PO1, PO3 |
| <b>CO3</b> | Apply the acquired styles of occupational skills and practicing them            | PO4, PO5 |
| <b>CO4</b> | Pick up the official behavior and becoming better doers                         | PO6, PO7 |
| <b>CO5</b> | Market the skill business correspondence and fixing themselves in better jobs   | PO8      |

| <b>Text Books<br/>(Latest Editions)</b>   |   |
|---|---|
| 1.  | V.Saraswathi&Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000  |
| 2.  | English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus   |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |
| 1.  | Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning  |
| 2.  | English for Careers: Business, Professional, and Technical  |
| <b>Web sources</b>  |   |
| 1.  | <a href="https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true</a>   |
| 2.  | <a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamay">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamay</a> |
| 3.  | <a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a>   |
| 4.  | <a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942</a>   |

### Mapping with Programme Outcomes:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | S   | S   | M   | S   | M    |
| CO2 | M   | S   | S   | S   | M   | S   | S   | M   | M   | M    |
| CO3 | S   | S   | S   | M   | S   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | M   | M   | M    |
| CO5 | S   | M   | S   | S   | S   | S   | S   | M   | M   | S    |

**Mapping with Programme Specific Outcomes:**

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

## SOFT SKILL IV - EMPLOYABILITY SKILLS

| Course Code<br><br>YEAR/<br>SEMESTER | Course Name   | Ca<br>teg<br>ory | L | T | P | S |   | I<br>n<br>st<br>.<br>H<br>o<br>u<br>r<br>s | Marks |                  |               |
|--------------------------------------|---|------------------|---|---|---|---|---|--|-------|------------------|---------------|
|                                      |   |                  |   |   |   |   |   |  |       | Ext<br>ern<br>al | T<br>ot<br>al |
|                                      | EMPLOYABILITY SKILLS  | Core             | Y | Y | - | - | 4 | 4  | 25    | 75               | 100           |
| II YEAR/ IV<br>SEMESTER              |   |                  |   |   |   |   |   |  |       |                  |               |
| Learning Objectives                  |   |                  |   |   |   |   |   |  |       |                  |               |
| LO1                                  | To help students identify the knowledge and skills required for obtaining employment.   |                  |   |   |   |   |   |  |       |                  |               |
| LO2                                  | To emphasize on individual skill assessments and interpersonal communication skills.  |                  |   |   |   |   |   |  |       |                  |               |
| LO3                                  | To help them understand workplace responsibilities, teamwork skills, safety issues and personal management skills required for the workplace. |                  |   |   |   |   |   |  |       |                  |               |
| LO4                                  | To assist them in understanding long term and short-term goals  |                  |   |   |   |   |   |  |       |                  |               |
| LO5                                  | To aid them in understanding decision making strategies and setting priorities in work and personal life.                                     |                  |   |   |   |   |   |  |       |                  |               |

| Details   |   |     |
|---|---|-----|
| <p><b>UNIT I</b><br/>Behavioural Skills- Personal Strength Analysis-Ethics, Values &amp; Etiquette- Social Etiquette- Role Modeling.</p> <p><b>UNIT II</b><br/>English Literacy- Functional English-Reading-Written English-Communication skills- SelfIntroduction-Verbal and Non-Verbal Communication-Campus to work.</p> <p><b>UNIT III</b><br/>IT Literacy- Basics of Computers-Operating System- Ms Word-Ms Excel-Web browsers and searchengines-email-mobile application.</p> <p><b>UNIT IV</b><br/>Entrepreneurship Skills- Maintaining Efficiency at Workplace-Occupational Safety, Health andEnvironment Education.</p> <p><b>UNIT V</b><br/>Career plan-basic professional skills-resume preparation- mock interview- career pathways-searchand apply for job.</p> |   |     |
| Course Outcomes   |   |     |
| Course Outcomes   | On completion of this course, students will;                                    |     |
| CO1   | Get to know value clarification and matching assessment skills into employment. | PO1 |

|   |   |               |
|---|---|---------------|
| CO2   | Understand factors that contribute to confidence and self-esteem  | PO1, PO2      |
| CO3   | Gain knowledge on the skill of communicating effectively with employers, supervisors and co-workers.  | PO4, PO6      |
| CO4   | Understand teamwork approach to completing tasks.   | PO4, PO5, PO6 |
| CO5   | Get an awareness on the strategies for handling stress and work pressure.   | PO3, PO8      |
| <b>Text Books<br/>(Latest Editions)</b>   |   |               |
| 1.  | Arvind M Nawale, Mahesh M Nivargi, An Introduction to Employability Skills-A text book for College Students. Macmillan Publications.  |               |
| 2.  | A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JKP Publications.  |               |
| 3.  | Manojkumar C Shimpi, Employability Skills. Neelam Publications.   |               |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |   |               |
| 1.  | Soft Skills & Employability Skills by Sabina Pillai & Agna Fernadez. Cambridge University Press.  |               |
| <b>Web sources</b>  |   |               |
| 1.  | <a href="https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf">https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf</a> |               |
| 2.  | <a href="https://leverageedu.com/blog/behavioural-skills/">https://leverageedu.com/blog/behavioural-skills/</a>   |               |
| 3.  | <a href="https://in.indeed.com/career-advice/career-development/professional-skills">https://in.indeed.com/career-advice/career-development/professional-skills</a>   |               |
| 4.  | <a href="https://www.countryliving.com/life/g15915245/social-etiquette/">https://www.countryliving.com/life/g15915245/social-etiquette/</a>   |               |

**Mapping with Programme Outcomes:**

|            | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | S          | S          | S          | S          | S          | S          | S          | M          | S          | M           |
| <b>CO2</b> | M          | S          | S          | S          | M          | S          | S          | M          | M          | M           |
| <b>CO3</b> | S          | S          | S          | M          | S          | S          | S          | M          | S          | M           |
| <b>CO4</b> | S          | S          | S          | S          | S          | S          | S          | M          | M          | M           |
| <b>CO5</b> | S          | M          | S          | S          | S          | S          | S          | M          | M          | S           |

**Mapping with Programme Specific Outcomes:**

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