# A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503

**PG & Research Department of English**
**M.A Programme in English**
**OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM**
**SCHEME OF PROGRAMME AND SYLLABUS**
**(For the candidates admitted from 2023-2024 onwards)**

## Vision and Mission of the college

**Vision**

To provide quality academic programmes and value oriented higher education to the rural community, equip them to encounter current regional, national and global demands upholding moral standards and intellectual competency.

**Mission**

- To provide conducive environment for quality teaching-learning process and innovative research.

- To bestow substantial educational experience that is intellectually, socially, and personally transformative.

- To strive to bring out the latent potentiality and core competency of the learners

- To foster the culture of research-based learning, independent academic inquiry by encouraging the students to involve in research activities ranging from hands on training, student projects, publications etc.,

- To nurture essential skills, competent minds and compassionate hearts.

- To impart a practical, demanding and overall development of the personality generated by love, consideration and care for the society.

- To serve the society by extending needful outreach programmes to the rural populace.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- Make the learners realise the transformative power of education.

- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.

- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.

- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.

- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

## PROGRAMME OUTCOMES

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.

**PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

**PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's earning to real-life situations.

**PO4: Analytical & Scientific Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the

arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

**PO5:** **Research related skills:** Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.

**PO6:** **Self-directed & Lifelong Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PO7: **Participation & Research**: Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.

PO8: **Reading & Projects**: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO9: **Confidence & Effectiveness**: Confidently and effectively articulate their literary and textual experiences.

PO 10: **Social Skills & Empathetic Approach**: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.

# PROGRAMME SPECIFIC OUTCOMES

**PSO1:**          Gain profound knowledge about the writers of English literature across different ages and continents, their theories, perspectives, models and methods.

**PSO2:**          Acquire competence in critical analysis of literary works and in English language teaching, literary research and translation.

**PSO3:**          Enabling students to demonstrate engagement in serving their fellow humans and in the activities that benefit society.

**PSO4**:          Developing a research framework and presenting their independent ideas effectively.

**PSO5**:          Gaining employability prospectus in the fields such as teaching and research, ELT, publishing, journalism, content development, translation, media and advertising etc.,

**PSO6**:          Enabling a holistic perspective towards the socio-political inequalities and environmental issues  .

# Curriculum Structure for PG Programmes (OBE-CBCS)-2023

| | Nature of Course | Total No.of Courses | Total marks | Total credits | Total credits for the Programme |
|---|---|---|---|---|---|
| Part – A | Core Course | 13 | 1300 | 51 | 80 (CGPA) |
| | Core Industry Module (CIM) | 01 | 100 | 3 | |
| | Elective Course | 05 | 500 | 15 | |
| | Extra Disciplinary Course | 01 | 100 | 3 | |
| Part–B(i) | Skill Enhancement Course (SEC) | 04 | 400 | 8 | |
| Part–B(ii) | Ability Enhancement Compulsory Course (AECC)–Soft Skill | 04 | 400 | 8 | 10 (Non CGPA) |
| | Internship/Industrial Activity | -- | -- | 2 | |
| | **Total** | **28** | **2800** | **90** | **90** |
| Extra Credit Course-**MOOC/ Field visit / Hands on Training** | | -- | -- | Max:4 | |

**Part A component and Part B (i) will be taken into account for CGPA calculation for the postgraduate programme and the thercomponents Part Band Part Chave to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree**

# Course Structure: M.A English (2023 – 2024) onwards

| S. No. | Semester | Category | Course Code | Title of the Course | Maximum Marks | | | Minimum Marks for Pass | | | Hours / Week | Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | CIA | EE | Total | CIA | EE | Total | | |
| 1 | I | Core | 23P1ENC1 | English Poetry  - From Chaucer to 20th Century | 25 | 75 | 100 | 10 | 30 | 50 | 6 | 4 |
| 2 | | Core | 23P1ENC2 | English Drama | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 3 | | Core | 23P1ENC3 | English Fiction | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 4 | | Elective | 23P1ENEL1A/ 23P1ENEL1B | Indian Writing in English / Green Literature | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 5 | | Elective | 23P1ENEL2A/ 23P1ENEL2B | Theatre Art / African and Caribbean Literature | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 6 | | SEC 1 | 23P1ENSEC1 | Professional Competency Course English for Competitive Examinations | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| 7 | | AECC 1 | 23P1ENAECC1 | Communicative Skill and Personality Development | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| | | Extra Credit | | Field visit / Hands on Training | - | - | - | - | - | - | - | - |
| 8 | II | Core | 23P2ENC4 | American Literature | 25 | 75 | 100 | 10 | 30 | 50 | 6 | 4 |
| 9 | | Core | 23P2ENC5 | Shakespeare Studies | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 10 | | Core | 23P2ENC6 | Post Colonial Theory and Literature | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 11 | | Elective | 23P2ENEL3A/ 23P2ENEL3B | Approaches to English Language Teaching/ Asian Literature in English | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 12 | | Elective | 23P2ENEL4A/ 23P2ENEL4B | A Glimpse of Nobel Laureates/ Ancient Literature | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 13 | | SEC 2 | 23P2ENSEC2 | Technical Writing | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| 14 | | AECC 2 | 23P2ENAECC2 | Language Lab | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |

| S. No. | Semester | Category | Course Code | Title of the Course | Maximum Marks | | | Minimum Marks for Pass | | | Hours/ Week | Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | CIA | EE | Total | CIA | EE | Total | | |
| 15 | III | Core | 23P3ENC7 | Contemporary Literary Criticism | 25 | 75 | 100 | 10 | 30 | 50 | 6 | 4 |
| 16 | | Core | 23P3ENC8 | Canadian Studies | 25 | 75 | 100 | 10 | 30 | 50 | 6 | 4 |
| 17 | | Core | 23P3ENC9 | Literature of the Marginalised in India | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 18 | | CIM | 23P3ENCIM | Technology in teaching English | 25 | 75 | 100 | 10 | 30 | 50 | 4 | 3 |
| 19 | | EDC | 23P3ENEDC | Functional English | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 20 | | SEC 3 | 23P3ENSEC3 | Entrepreneurship Development | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| 21 | | AECC 3 | 23P3ENAECC3 | Research Methodology | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| | | Internship / Industrial Activity (Carried out in summer vacation at the end of I Year – 30 hours) | | | | | | | | | - | 2 |
| | | Extra Credit        MOOC(Massive open online course) | | | - | - | - | - | - | - | - | - |
| 22 | IV | Core | 23P4ENC10 | Twenty first century Millennial Literature and Culture | 25 | 75 | 100 | 10 | 30 | 50 | 6 | 4 |
| 23 | | Core | 23P4ENC11 | Subaltern studies | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 24 | | Core | 23P4ENC12 | Flim and Media Studies | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 4 |
| 25 | | Elective | 23P4ENEL5A/ 23P4ENEL5B | English literature for NET/ SET / Translation Studies | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 26 | | Core | 23P4ENC13PR | Project with Viva Voce | 25 | 75 | 100 | 10 | 30 | 50 | 5 | 3 |
| 27 | | SEC4 | 23P4ENSEC4 | English for Careers | 25 | 75 | 100 | 10 | 30 | 50 | 2 | 2 |
| 28 | | AECC4 | 23P4ENAECC4 | Comprehensive Knowledge | | 100 | 100 | | | 50 | 2 | 2 |
| | | | | **Total** | | | **2800** | | | | | **90** |
| | | VAC | 23P4ENVAC | | - | 100 | 100 | - | 50 | 50 | SS | - |
| | | Extra Credit          MOOC(Massive open online course) | | | - | - | - | - | - | - | - | - |

**Internship/ Industrial Activity:**

Students must complete in-plant training in any industry or organization where a programme-related procedure is being used, and this training must be done during the summer vacation at the end of I Year.A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

**Ability Enhancement Compulsory Course (AECC):**
**(Communicative Skill and Personality Development, Language Lab, Research Methodology and Comprehensive Knowledge)**

Mode of Assessment for these courses is Viva-Voce examination.
Components of Evaluation:
Internal Marks  : 25
External Marks : 75
Total            : 100

**Field visit / Hands on Training:**

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the I Semester.
Evaluation of visit report will be held at the end of II Semester.
Components of Evaluation:
Internal Marks  : 25
External Marks : 75
Total            : 100

**MOOC:**

Massive Open Online Course is offered in the III and IV Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

**Skill Enhancement courses (SEC) offered by the English Department**
1. English for competitive examinations
2. Technical Writing
3. Entrepreneurship Development
4. English for careers

**Extra Disciplinary Course (EDC) offered by the Department of English:   FUNCTIONAL ENGLISH**

**Value Added Course offered by the Department of English:-**

will be conducted for II PG students as a certificate Course.

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENC1** | **ENGLISH POETRY– From Chaucer to 20ᵗʰ Century** | **6** | **4** |

| Learning Objectives | |
|---|---|
| LO1 | To familiarize students with English Poetry starting from Medieval England to 17ᵗʰ Century. |
| LO2 | To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc. |
| LO3 | Good comprehension of History of English literature is enhanced |
| 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:**<br>Chaucer: Prologue to the Canterbury Tale |
| **UNIT II** | Elizabethan Poetry **-** Spenser: "Epithalamion"<br>Donne: "A Valediction: Forbidding Mourning", "The Canonization" |
| **UNIT III** | **Seventeenth Century Poetry:**<br>John Milton - "Paradise Lost" Book IX<br>Marvell: - "To His Coy Mistress" |
| **UNIT IV** | **Eighteenth Century Poetry:**<br>Dryden - "Absalom and Achitophel "Lines 150 - 476<br>Thomas Gray- "Elegy"<br>Wordsworth-Tintern Abbey |
| **UNIT V** | W.B.Yeats : Sailing to Byzantium<br>W.H.Auden: "Elegy on the Death of W.B. Yeats"<br>Philip Larkin:"Next Please"<br>Ted Hughes: "Hawk Roosting" |

| Course Outcomes | | Programme Outcomes |
|---|---|---|
| CO | On completion of this course, students will | |
| 1 | Gain ideas about the old English writing style. | PO1, PO2 |
| 2 | Acquire knowledge about various forms of poetry during different centuries. | 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 |
| **Text Book** | | |

| | | |
|---|---|---|
| | 1 | 1973,The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18<sup>th</sup> century. OUP, London |
| | 2 | Standard editions of texts |

| | Reference Books |
|---|---|
| 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 Brad bury 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 | ThomasN.Corns,ed.,1993,The Cambridge Companion to English Poetry: DonnetoMarvell, Cambridge University Press, Cambridge. |

| | Web Resources |
|---|---|
| 1. | http://www.english/.org.uk/chaucer/htm |
| 2. | https://www.britannica.com/topic/The-Canonization |
| 3. | https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton |
| 4. | https://www.britannica.com/topic/Absalom-and-Achitophel |
| 5. | https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En glish.htm |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 – Low**

**Mapping with Programme Specific outcomes:**

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

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **I** | **23P1ENC2** | **ENGLISH DRAMA** | **5** | **4** |

| **Learning Objectives** | |
|---|---|
| LO1 | Different stages of British Drama and its evolution in the context of theatre can be understood by the students. |
| LO2 | Socio - cultural scenario can be well comprehended through a study of representative texts from the Elizabeth an age to 20<sup></sup>th century. |
| LO3 | Evaluating different forms of drama from the historical background could be learnt. |
| LO4 | Understanding dramatic techniques implied by the pioneers of English drama |
| LO5 | Different stages of British Drama and its evolution in the context of theatre can be understood by the students. |
| **Details** | |

**UNIT - I Beginnings of Drama**-
Miracle and Morality Plays - Everyman
The Senecan and Revenge Tragedy
Thomas Kyd-The Spanish Tragedy

**UNIT- II Elizabeth an Theatre –**
Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy,
Christopher Marlowe – Doctor Faustus
Ben Jonson: Volpone

**UNIT – III Jacobean Drama –** John Webster: The White Devil

**UNIT - IV Restoration –** William Congreve – The Way of the World, Irish Dramatic
Movement, J. M Synge – The Play boy of the Western World

**UNIT - V Epic Theatre** Bertolt Brecht - Mother Courage and her Children
Comedy of Menace - Harold Pinter : Birthday Party,
Post – Modern 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 | 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 Post modern 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. |
| | **Reference Books** |
| 1. | Una Ellis - Fermor, 1965,The Jacobean Drama: An Interpretation, Methuen & Co., London. |
| 2. | Allardyce  Nicoll, 1973, British Drama, Harrap, London. |
| 3. | Brad brook, M.C.,1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House  Pvt., Ltd., (6[th]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: Black well Publishing .https://www.britannica.com/art/epic-theatre |
| | **Web Resources** |
| 1. | http://www.questia.com(online library for research) |
| 2. | http://www.clt.astate.edu/wmarey/asste% |
| 3. | https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/ |
| 4. | https://www.britannica.com/art/English-literature/The-Restoration |
| 5. | https://www.britannica.com/art/epic-theatre |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENC3** | **ENGLISH FICTION** | **5** | **4** |

| 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 back ground 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 |
|---|

**UNIT I -** Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire**
John Bunyan The Pilgrim's Progress

Jonathan Swift Gulliver's Travels

**UNIT II –** The New World Novel:

Daniel Defoe - Robinson Crusoe

Laurence Stern - Tristram Shandy

**UNIT III -** Middle Class Novel of Manners **:** Jane Austen - Persuasion

**UNIT IV -** Women's Issues **:** Emily Bronte – Wuthering Heights

**UNIT V –** Liberal Humanism, Individual Environment and Class Issues,
D.H.Lawrence : The Rainbow, James Joyce: Portrait of the Artist as a Young Man

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Gain wide knowledge about different types of novels. | PO1, PO10 |
| **CO2** | Learn the art of writing different forms of novel with the learned notions. | PO2, PO3 |
| **CO3** | Explore 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 (Latest Editions) | |
|---|---|
| 1. | WayneC.Booth,1961,The Rhetoric of Fiction, Chicago University Press, London. |
| 2. | F.R.Leavis,1973,The Great Tradition, Chatto & Windus, London. |

| References Books | |
|---|---|
| **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | IanWatt,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 the18<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. | http://en.wikipedia.org/wiki/English_literature |
| 2. | http://en.wikipedia.org/wiki/novel |
| 3. | https://www.britannica.com/art/picaresque-novel |
| 4. | https://www.britannica.com/art/novel-of-manners |
| 5. | https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with 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 |
| **Weight age** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **I** | **23P1ENEL1A** | **Elective – I** <br> **INDIAN WRITING IN ENGLISH** | **5** | **3** |

| 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 sub continent. |
| 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: Dream of Surreal Science, Rose of God
Toru Dutt : The Lotus, The Casuarina Tree
Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

**UNIT II -** Kamala Das: A Hot Noon in Malabar, An Introduction
Parthasarathy: A River Once, Under the Sky,
Nissim Ezekiel: Morning Prayer, Enterprise.

**UNIT III -** Girish Karnad: Nagamandala.
Mahesh Dattani - Tara

**UNIT IV –** Raja Ram Mohan Roy- Mahadeva Govind Ranade
M.K. Ghandhi – Tolstoy and the Youth
Swami Vivekananda – Modern India
Dr. V.S.Srinivasa Sastri - Books that have Influenced Me

**UNIT V –** A. Madhaviah - Clarinda
Anita Desai: Where Shall we go this Summer?

| 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** | Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era. | PO3, PO8 |

| Text Books(Latest Editions) | |
|---|---|
| 1. | Ramamurti, K.S.(ed.).Twenty five Indian Poets in English Macmillan.1995. |
| 2. | Gunasekaran, edr. *Indian English Prose Selection,* Chennai, Pavai publication, 2013 |
| 3. | Ganesan, Asian Voices (An Anthology of Asian Writing in English), New Century Book House. 2017. |
| 4. | Madavaiya, A.,Holmstrom, L& Sahitya Akademi, Clarinda, a Historical Novel. Sahitya Akademi, 2005. |

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

| | |
|---|---|
| 1. | K.R. Srinivasa Iyengar,1962,–History of Indian Writing in 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. | Amit Chandri, 2001,The Picador Book of Modern Indian Literature, Macmillan, London. |
| 5. | Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP. |

**Web Resources**

| | |
|---|---|
| 1. | http://en.wikipedia.org/wik/indian_writing_in_english |
| 2. | https://www.the hindu.com/books/books - children/short-history-of-indian-writing-in-english/article5226149.ece/amp/ |
| 3. | https://www.britannica.com/biography/Sri-Aurobindo |
| 4. | https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/ |
| 5. | https://www.britannica.com/biography/Anita-Desai |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping Specific Outcome:**

| 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 |

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENEL1B** | **Elective – I**<br>**GREEN LITERATURE** | **5** | **3** |

| 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 sub continent. |
| LO3 | Comprehending different genres through there presentation 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: POETRY**
Coleridge -  To Nature Robert Frost  - The Oven Bird
            Pablo  Nerudo -  Oh Earth, Wait for Me
             A.D.Hope   –  Moschus Moschiferus
             David Rubadiri  – An African Thunder Storm
             Judith Wright - Cycads

**UNIT -  II:  SHORTSTORIES**
Ernest Hemingway – Big Two-hearted River
Alice Walker - Am I Blue
Margaret Laurence – Loons

**UNIT - III:  DRAMA**
Wole Soyinka   - The Swamp Dwellers

**UNIT - IV: NOVEL**

Cormac McCarthy –The Road

**UNIT  - V: PROSE**
Rachel Carsen   – A Fable for Tomorrow (the Silent Spring, Chap I)
Thoreau   - Chapter 5:  Solitude Chapter 8:   The Village (From Walden)

**REFERENCES:**
1.Eco feminism,  Maria  Mies & Vandana Shiva, Rawat Publications 1993, 1Edition The Oxford Hand book  of  Ecocriticism,  Greg Garrard, Oxford University Press 2014, 1Edition
2.The Green Studies Reader:  From Romanticism to  Ecocriticism, Laurence  Coupe Routledge ( 3 August2000) 1 Edition

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 – Low**

**Mapping Specific Outcome:**

| 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 |
| **Weight age** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENEL2A** | **Elective – II** <br> **THEATRE ART** | **5** | **3** |

| **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

**UNIT IV-**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.

**UNIT V -** Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand a broad range of theatrical disciplines and Experiences | PO2 |
| **CO2** | Identify the diversity of theatrical experiences and the role of theatre in society | PO1, PO2 |
| **CO3** | Discover the relationships among the various facets of Theatre | PO4, PO5 |
| **CO4** | Estimate drama as a performing art and the aspects of Stagecraft | PO4, PO5, PO6 |
| **CO5** | Gain exposure to diverse components of acting and techniques | PO8, PO9 |

| **Text Books(Latest Editions)** |
|---|

| 1. | Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015. |
|---|---|

| | **References Books**<br>**(Latest editions, and the style as given below must be strictly adhered to)** |
|---|---|
| 1. | Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008. |
| 2. | Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013. |

| | **Web sources** |
|---|---|
| 1. | https://paradisevalley.libguides.com/the111/theatre_history_websites |
| 2. | https://www.britannica.com/place/England/Performing-arts |
| 3. | https://www.worldhistory.org/Greek_Theatre/ |
| 4. | https://archive.org/details/fundamentalsofpl0000dean_y3x3 |
| 5. | http://scriptclickcreate.weebly.com/acting.html |
| 6. | https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **I** | **23P1ENEL2B** | **Elective – II**<br>**AFRICAN AND CARIBBEAN LITERATURE** | **5** | **3** |

| **Learning Objectives** | |
|---|---|
| LO1 | To help students to get acquainted with the widening spaces of African Caribbean Literature |
| LO2 | To Enable students to grasp different culture and environment |
| LO3 | To help the students enrich repertoire of literature with fresh theme |
| LO4 | To help students grasp the innovative techniques in African literature |
| LO5 | To help the students to gain wealth of new vocabulary in African Caribbean Literature. |

**Details**

**UNIT I**

|  |  |  |
|---|---|---|
| Kofi Awoonor, | - | The Weaver Bird |
| David Rubadiri | – | An African Thunderstorm |
| David Diop | – | Africa |
| J.P.Clark | – | The Casualties |
| Mervyn Morris | – | Little Boy Crying |
| Edward Kamau Brathwaite | – | South |

**UNIT II**

|  |  |  |
|---|---|---|
| Wole Soyinka's | – | This Past Must Address its Present |
| Chinua Achebe | – | The Novelist as Teacher |
| Ngugi Wa Thiong'o | – | Decolonising the Mind |

**UNIT III**

|  |  |  |
|---|---|---|
| Nadine Gordimer | – | Once upon a time |
| Ama Ata Aidoo | – | The Girl Who Can |
| Vassanji | - | Leaving |

**UNIT IV**

|  |  |  |
|---|---|---|
| Chimamanda NgozhiAdichie | – | Purple Hibiscus |
| Ben Okri | – | The Famished Road |

**UNIT V**

|  |  |  |
|---|---|---|
| Athol Fugard | – | The Island |
| Derek Walcott | – | Dream on a Monkey Mountain |

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | gain acquaintance with the Anglophone Caribbean and West Indian writings as a distinctive literary arena. | PO2 |
| **CO2** | explore of recurrent thematic concerns such as the *question of identity, migration, negritude, gender roles, indigenousness, ethnicity, language* etc. associated with African literature. | PO1, PO2 |
| **CO3** | develop the ability to locate, examine, organize, unravel the research scope through a thorough reading of the multiple meanings of the chosen texts. | PO3, PO6 |
| **CO4** | gain cross cultural understanding and matured outlook locate research questions and undertake the enterprise. | PO4, PO5, PO6 |
| **CO5** | Interpret any literary piece of work in African and Caribbean Literature | PO7, PO8 |

| References Books |
|---|
| **(Latest editions, and the style as given below must be strictly adhered to)** |
| 1.   Cumberdance, Daryl.Ed. Fifty Caribbean Writers: A Biographical Critical Source book. New York: Greenwood Press,1986. |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping Specific Outcome:**

| 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 |
| **Weight age** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENSEC1** | **Skill Enhancement Course – PROFESSIONAL COMPETENCY COURSE – ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS** | **2** | **2** |

| **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.
Canons of Literature to Dream Vision.

**UNITII**
Edition to Great Chain of Being
Haiku to Ivory Tower
Jeremiad to Myth

| **Course Outcomes** | | |
|---|---|---|
| **Course 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 (Latest Editions)** | |
|---|---|
| 1. | A Glossary of Literary Terms, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd) |
| 2. | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge) |

| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | |
|---|---|
| 1. | A Dictionary of Literary Terms, Cuddon. A( Penguin) |
| 2. | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge) |

| **Web Resources** |
|---|

| 1. | https://onlinecourses.nptel.ac.in/noc20_hs19/preview |
|----|---|
| 2. | http://www.luminarium.org/ |
| 3. | https://poemanalysis.com/genre/absurd/ |
| 4. | https://www.bl.uk/medieval-literature/articles/dream-visions |
| 5. | https://www.britannica.com/topic/Great-Chain-of-Being |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **I** | **23P1ENAECC1** | **Ability Enhancement Compulsory Course - COMMUNICATIVE SKILL AND PERSONALITY DEVELOPMENT** | **2** | **2** |

| **Learning Objectives** | |
|---|---|
| LO1 | To cultivate positive personality traits for successful life |
| LO2 | To groom Winning Attitude among the learners. |
| LO3 | To assist the learners to identify their own potential and realize their aspirations. |
| LO4 | To enable a holistic development. |
| LO5 | To facilitate optimum means of improving personal performance. |
| **Details** | |

**UNIT 1**

Personality- Definition.

Determinants of Personality.

Personality Traits.

Developing Effective Habits.

Self Esteem (Freud and Erikson).

Dos and Don'ts to develop positive self esteem.

Interpersonal Relationship.

Projecting Positive Body Language.

**UNIT 2**

Presentation Skills – Opening, ending, Handling nerves, Handling audience, Power of Story telling, Visual aids, Question and answer session

Conflict Management.

Change Management.

Stress Management.

Time Management.

Decision Making Skills.

Leadership Qualities of a Successful Leader.

Attitudes – Positive Attitudes.

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Gain self confidence and broaden perception of life. | PO2 |

| | | |
|---|---|---|
| **CO2** | Maximize their potential and steer that into their career choice. | PO1, PO2 |
| **CO3** | Enhance one's self image & self esteem. | PO4, PO5 |
| **CO4** | Identify the diversity of social situations and prepare themselves to ace them | PO4, PO5, PO6 |
| **CO5** | Find a means to achieve excellence and derive fulfilment. | PO8, PO9 |
| **Text Books** | | |
| 1. | Hurlock.E.B (2006) : Personality Development, 28th Reprint. New Delhi: Tata McCraw Hill. | |
| **References Books** | | |
| 1. | Stephen. P.Robbins and Timothy. A. Judge (2014) : Organisation Behaviour.16thEdition.Prentice Hall. | |
| 2. | Andrews, Sudhir. How to Succeed at Interviews. 21st (rep) New Delhi. Tata McGrew Hill 1988. | |
| 3. | Lucas, Stephen. Art of Publication. New Delhi. Tata McGrew Hill. 2001. | |
| 4. | Kumar, Pravesh.  All about Self Motivation. New Delhi. Goodwill Publication House. 2005**.** | |
| **Web sources** | | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENC4** | **AMERICAN LITERATURE** | **6** | **4** |

| **Learning Objectives** | |
|---|---|
| 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 racismin Fiction |

**UNIT I**
**POETRY**
 Walt Whitman "Out of the Cradle Endlessly Rocking"
 Emily Dickinson, "The Soul Selects Her Own Society
 Edger Allen Poe – The Raven
 Robert Frost "After Apple Picking"
 E. E. Cummings "Cambridge Ladies"
 Wallace Stevens "Anecdote of the Jar"
 Sylvia Plath "Lady Lazarus"
 Adrienne Rich "Snapshots of a Daughter-in-law"


**UNIT II –PROSE**
   Emerson – Self – Reliance
   Thoreau – Where I Lived and What I Lived for (Walden)
   Allen Tate – Tension in Poetry

**UNIT III- Drama**
    Arthur Miller – All my Sons
    Eugene O'Neill – The Emperor Jones

**UNIT IV Short Story –Novels**
    O' Henry – After Twenty Years
    Herman Melville – Billy Budd
    Nathaniel Hawthorne – The Scarlet Letter
    Mark Twain – The Adventures of Tom Sawyer

**UNIT V - Novels**
    Ernest Hemingway – A Farewell to Arms
    Kurt Vonnegut – Slaughter House Five

| 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 racismin fiction | PO4, PO5 |
| **CO4** | Validate representative socio-political, cultural, racial and gender perspectives in the atrical works | PO4, PO5, PO6 |
| **CO5** | Gain exposure to the different literary genres and its evolution in American  Literature | PO8, PO10 |
| **Text Books(Latest Editions)** | | |
| 1. | Willis Wagner: American Literature – A World View | |
| **References Books** | | |
| **(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 | https://www.thoughtco.com/american-literary-periods-741872 | |
| 2 | https://www.poetryfoundation.org/poets/walt-whitman | |
| 3 | https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/ | |
| 4 | https://www.britannica.com/art/American-literature | |
| 5 | https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville- comparison/ | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENC5** | **SHAKESPEARE STUDIES** | **5** | **4** |

| **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 - Sonnets**–12, 29, 73, 94, 98, 106, 110, 116, 130, 138

**UNIT  II – Historical Play** Henry IV Part I

**UNIT  III–Tragedy** Hamlet

**UNIT  IV– Romantic Comedies** Twelfth Night , The Taming of the Shrew

**UNIT V Criticism**
 Shakespeare Theatre; Theatre Conventions; Sources,

**Shakespeare an Criticism –**

**1.** A.C. Bradley **–** Shakespeare an Tragedy – Lecture on Macbeth

2. Stephen Greenblatt – Invisible Bullets : Renaissance Authority and its subversion

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

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Critically understand the appreciations by critics on Shakespeare | PO1 |
| **CO2** | Understand Elizabethan theatre and the theatre's development. | PO3 |
| **CO3** | Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets | PO4,  PO5 |

| CO4 | Understand the trends in Shakespeare studies | PO6 |
|---|---|---|
| CO5 | Learn Modern Approaches in Shakespearean criticism | PO7, PO10 |

| | **Text Books(Latest Editions)** |
|---|---|
| 1. | Beadley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth. Penguin UK, 1991. |
| 2. | Shakespeare, William. Twelfth Night. Maple Press UP, 2019. |
| 3. | Knights , L.C., and Lionel Charles knights. Hamlet and Others Shakespearean Essays. CUP Archive, 1979. |

| | **References Books** |
|---|---|
| | **(Latest editions, and the style as given below must be strictly adhered to)** |
| 1. | Vender, Helen. The Art of Shakespeare's Sonnets. Harvard UP, 1999. |
| 2. | Green blatt, S., "Will in the World: How Shakespeare Became Shakespeare", Third Edition, Pimlico Publishing House, London, 2005. |
| 3 | Lamb, Charles. Tales From Shakespeare. General Press, 2018. |
| 4 | Raizada, Seema. Problem Plays of Shakespeare: Double Vision in Character and Action. 1996. |
| 5 | JonathanDollimore,ed.,1984,TheRadicalTragedy,TheHarvesterPress, Cambridge. |
| | **Web sources** |
| 1 | http://www.shakespeare.bham.ac.uk/resources |
| 2. | https://www.folger.edu/shakespeares-theater |
| 3. | https://www.britannica.com/art/sonnet |
| 4. | https://www.sparknotes.com/shakespeare/othello/genre/ |
| 5. | https://www.historytoday.com/archive/british_english_monarchs/henry-iv |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **II** | **23P2ENC6** | **POST COLONIAL THEORY AND LITERATURE** | **5** | **4** |

| | **Learning Objectives** |
|-----|-------------------------|
| LO1 | To examine, understand current socio political 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** |

**UNITI: Prose**
   Bill Ashcroft, Gareth Griffiths and Helen Tiffin -  The Empire Writes Back
  (Introduction), Edward Said   - Introduction to Orientalism.
**UNIT II  - Poetry**
   Arun Kolatkar :    The Priest,  Yeshwant  Rao,  An Old Woman,
  A.K.Ramanujan. :  Returning, Death of Poem,
   Kofi Awonoor - The Weaver Bird
   Leopold Senghor. – In Memoriam,
  Grace Nichols -  In My Name,
   James Reaney  - Maps,
  George Bowering  - Grand Father
**UNIT  III -  Short Stories**
    Kate Grenville – Mate
    Chinua Achebe – Dead Men's path
**UNIT   IV – Fiction**
     Keri Hulme – The Bone People
    Margaret Atwood – Surfacing
**UNIT  V– Drama**
    Soyinka  - Death and the King's Horseman
    Dougals Stuart  - Ned Kelly

| **Course Outcomes** | | |
|---------------------|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Critically understand the political and social background  of the third world nations | PO2 |
| **CO2** | Understand the emerging trends in Post –Colonial Literature | PO1, PO3 |

| | | |
|---|---|---|
| **CO3** | Be sensitive towards the problems and consequences of the decolonization of a country, | PO4, PO5 |
| **CO4** | Examine the ethnocentric perspective of different colonial cultures with respect to post colonial literature | PO6,P10 |
| **CO5** | Interpret the post colonial concepts found in different literary genres | PO7, PO8 |

| Text Books(Latest Editions) | |
|---|---|
| 1. | Macaulay's Minute of 1831/35. |
| 2. | Post-Colonial Studies: eds. Ashcroft et.al. |

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

| Web Sources | |
|---|---|
| 1 | https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist literature |
| 2. | https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/ |
| 3. | https://www.britannica.com/biography/Chinua-Achebe |
| 4. | https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532 |
| 5. | https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| II | 23P2ENEL3A | **Elective – III** <br> **APPROACHES TO ENGLISH LANGUAGE TEACHING** | 5 | 3 |

| 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**

**A Brief history of Language Teaching** The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations in the nineteenth century

**UNIT II**

**Nature of approaches and methods in Language Teaching**

1. Definition of Approach and method
2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:

- Oral approach and situational language teaching
- The Silent Way
- Community Language Learning. Suggest opedia. 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(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. |

| | **References Books** **(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. |

| | **Web Resources** |
|---|---|
| 1 | http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/ |
| 2. | https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/ |
| 3. | https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/ |
| 4. | https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17 |
| 5. | https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENEL3B** | **Elective – III** **ASIAN LITERATURE IN ENGLISH** | **5** | **3** |

| 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 |

**UNIT  I -POETRY**

    Bei Dao (China)               - Moon Festival
    Balakrishna Sama (Nepal)    - The Song
    Faiz Ahmed Faiz (Pakistan)   - When Autumn Came
    Edwin Thumboo (Singapore)   - Ulysses by the Merlion
    Shuntaro Tanikawa (Japan)    - Two Tokyos
    Jean Arasanayagam(Sri Lanka)  - Nallur

**UNIT  II - PROSE**

    DonaldKEmmerson,          -"Southeast Asia': What's in a Name?"
    Lafcadio Heam (Japan)     - Mosquitoes
    Hu Shih (China)          - A Chinese Literature of National Speech

**UNIT   III  - DRAMA**

    Zeami Motokiyo (Japan)     - Hagoromo
    Partap  Sehgal (India)      - Ramanujan

**UNIT   IV - FICTION**

    MansourBushnaf       *-Chewing Gum*

**UNIT V - SHORT STORIES**

    W.J. Basil Fernando    -   We Shall Win Someday
    Lu Hisun (China)     - A Little Incident
    SrnethraRajakarunanayake (Sri Lanka) – SMS

**TEXT BOOKS:**

    Anderson, Bendict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.*  UK: Verso, 2006.
    Sharma, Haresh. *The Model Citizens.* Singapore: Epigram Books, 2012.Bushnaf,Mansour. *Chewing Gum.* UK: DARF Publishers, 2014.
    Thieme, John. *The Arnold Anthology of Post- Colonial*

*Literatures in English.* London: Oxford University Press,1996.

**REFERENCEBOOKS:**

Littrup, Lisbeth. *Identity in Asian Literature.* London and New York: Taylor and Francis,2005.
Chakraborty, Madhurima, and Umme –Al wazedi. *Post Colonial UrbanOutcasts: City Margins in South Asian Literatures.* London and New York: Routeledge,2019.
Stringer, Jenny. *The Oxford Companion to Twentieth Century Literature in English*. New York: Oxford University.

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| 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    |
| **Weight age** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENEL4A** | **Elective – IV**<br>**– A GLIMPSE OF NOBEL LAUREATES** | **5** | **3** |

| 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: Poems**
    Nelly Sachs          : "The Crooked Line of Suffering", "Last Night"
    Pablo Neruda       : "Your Laughter"
    Czeslaw Milosz     : "A Magic Mountain"
    Bob Dylan          : "Blowin' in the Wind"

**Unit II: Short Stories**
    Isaac BashevisSinger  : "A Crown of Feathers"
    Rudyard Kipling      : "The Sing-Song of Old Man Kangaroo"
    Rabindranath Tagore  : "Kabuliwala"

**Unit III: Plays**
    Luigi Pirandello       :*Six Characters in Search of an Author*
    Eugene O'Neill        :*Long Day's Journey Into Night*

**Unit IV: Novels**
    Aleksandr Solzhenitsyn :*One Day in the Life of Ivan Denisovich*
    Nadine Gordimer       :*The Lying Days*

**Unit V: Novels**
    Pearl S. Buck         :*The Good Earth*
    Orhan Pamuk         :*Snow*

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

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

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENEL4B** | **Elective – IV**<br>**– ANCIENT LITERATURE** | **5** | **3** |

| Learning Objectives | |
|---|---|
| LO1 | To help the relate the outstanding works of classical literature an idealistic perception that benefit the humankind |
| LO2 | To familiarize students with didactic and ethical elements in literature |
| LO3 | To help the students interpret the themes and styles works of classical writings |
| LO4 | To enable the students evaluate critically and aesthetically the prescribed texts |
| LO5 | To make the students perceive the influence of classical Literature in the soceity |

## Details

**UNIT - I**
       Aristotle       – The Poetics (Chapters VI,VII,VIII)
       Plato         -  The Republic (Book I)

**UNIT - II**
       Homer         -  The Illiad (Book XVIII – XXIV)

**UNIT - III**
       Aeschylus      – Agamemnon
       Sophocles      – King Oedipus

**UNIT - IV**
       Euripides        - Medea

**UNIT - V**
       Dante  - "Paradiso" - Divine Comedy

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | recognize the intellectual culture that championed the idea of impartial and rational depictions of life. | PO1 |
| **CO2** | evaluate the literary techniques and themes of classical literary writings | PO1, PO2,PO3 |
| **CO3** | understand and interpret grand narrative style if ancient writers | PO4, PO6 |
| **CO4** | imbibe the didactic elements in the text | PO3, PO8 |
| **CO5** | relate the concepts and values to the current socio cultural scenario. | PO9, PO10 |

| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 1. | Cook, James Wyatt. Encyclopedia of Ancient Literature. New York : Factson File,2008. |
| 2. | Hose, Martin and David Schenker. Eds. A Companion to Greek Literature.USA: John Wiley & Sons,2016. |
| **Web Resources** | |
| 1 | https://en.wikipedia.org/wiki/Ancient_Greek_literature |
| 2 | https://www.britannica.com/art/Greek-literature |
| 3 | https://www.academia.edu/22074838/History_of_Ancent_Gre… |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENSEC2** | **Skill Enhancement Course –** **TECHNICAL WRITING** | **2** | **2** |

| 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 discoursal 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-Rand BPS, From Sentences to paragraphs, Document Design, Graphics: Enhancing Content , Data Interpretation, Proposals, Brochures, User Manuals.

**UNIT II -** Blogging, Vlogging, Posting on Social Media, White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: Youa 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. | |
| **CO2** | Be 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. | |
| **CO3** | Understand the basic components of definitions,  descriptions, process explanations, and other common forms of technical writing. | |
| **CO4** | Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation. | |
| **CO5** | Be able to read, understand, and interpret material on technology. | |

| Text Books(Latest Editions) | |
|---|---|
| 1. | Course Material Prepared by Department of English. |

| 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. | https://www.tech-tav.com/technical-writing-resources |
| 2. | https://guides.library.unt.edu/c.php?g=528500&p=6841451 |
| 3. | https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/ |
| 4. | https://en.m.wikipedia.org/wiki/Technical_writing |
| 5. | https://www.utleystrategies.com/blog/proposal-writing?format=amp |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **II** | **23P2ENAECC2** | **Ability Enhancement Compulsory Course - Language Lab** | **2** | **2** |

## Course Objectives

The main objectives of this course are to:

1. To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
2. To sensitize students to the nuances of English speech sounds, word accent, intonation and rhythm
3. To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
4. To improve the fluency of students in spoken English and neutralize their mother tongue influence
5. To train students to use language appropriately for public speaking and Interviews

### Unit – I LSRW

**Listening Skills:** Introduction to Phonetics – Speech Sounds – Vowels and Consonants, Listen to News, poem, songs, Motivational speech, stories, movies, interesting facts, sign of zodiac, dialogues, idioms, dictation – Common errors

**Speaking Skills:** Stress, Intonation, Homophone, Silent Letters, Greetings, Small Talk, Telephone English, Role Play, Tongue Twisters, Welcome Speech & Vote of Thanks, Compering, Declamation, Sing Along, Brain Storming, JAM (Just A Minute)

**Reading Skills:** Reading test, Skit, Proof Reading, Oral Reading Fluency, Reading Stories,

**Writing Skills:** learn English Grammar through Tamil Translation, Reading Comprehension-short stories, informational passages, Advanced Critical reading –Intelligence Augmentation, Dialogues, Sentence Completion, Word Definition, Classic Analogy Bridges, Sentence Analogies, Same Sound, Divided Syllables, Finish the Story, Answering the questions, Practical Writing, Making a formal Argument, Free Writing, Using Precise Language

### Unit – II Career and Soft Skills

**Career Skills:** Body Language (BL) : BL Interview, BL Model, BL Tips, Business English, Communication skills, GD, Interview Skills

**Soft Skills:** Assertiveness, Creativity, Critical Thinking and Problem Solving, Empathy, Enthusiasm and attitude, Goal Setting, Great interviews, Negotiation Skills, Personality Development, Professionalism, Self Esteem, Stress Management, Team Building, Time Management, Motivation and Attitude, Interpersonal relationship and skills, Networking,

### Reference:

1. Materials prepared by the Department of English for Writing skills
2. Soft Skills – Know Yourself and know the world, Dr.K.Alex, Chand Publications, 3rd revised edition 2014
3. Software : Express Pro Lite

The **Language Lab** focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

**Learning Outcomes:**

Students will be able to attain

✍ Better understanding of nuances of English language through audio- visual experience and group activities

✍ Neutralization of accent for intelligibility

✍ Speaking skills with clarity and confidence which in turn enhances their employability skills

**Minimum Requirement of infrastructural facilities for Language Lab:**

**1. Computer Assisted Language Learning (CALL) Lab:**

**The Computer Assisted Language Learning Lab** has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self-study by students.

**System Requirement (Hardware component):**

*Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications:*

i) Computers with Suitable Configuration
ii)High Fidelity Headphones

**2. Interactive Communication Skills (ICS) Lab:**

**The Interactive Communication Skills Lab:** A Spacious room with movable chairs and audio-visual aids with a Public-Address System, a LCD and a projector etc

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **III** | **23P3ENC7** | **CONTEMPORARY LITERARY CRITICISM** | **6** | **4** |

| 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 | Toprovideknowledgeaboutthedifferentschoolsincontemporaryliterary 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**

      Structure, Sign and Play in the  Discourse  of Human  Sciences : Derrida

**UNIT - II**

      The Deconstructive Angel : M.H. Abrams

**UNIT  - III**

      Against Interpretation :    Susan Sontag
      Crisis (In Orientalism):  Edward  Said

**UNIT – IV**

      Irony as Principle of Structure : Cleanth Brooks
      Creative Writers and Day Dreaming: Sigmund Freud

**UNIT – V**

      From Work to Text:  Roland Barthes
      Capitalism, Modernism and Post Modernism: Terry Eagleton

| 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 analytical understanding 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** | Appreciate  a text at emotional, intellectual and aesthetic levels | Q |

| Text Books(Latest Editions) | |
|---|---|
| 1. | Eagleton,T.(2008).Literary theory: An introduction. U of Minnesota Press. |
| **References Books** **(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 | https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/ |
| 2 | https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences |
| 3 | https://fs.blog/susan-sontag-against-interpretation/ |
| 4 | https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560 |
| 5 | https://www.britannica.com/biography/Roland-Gerard-Barthes |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **III** | **23P3ENC8** | **CANADIAN STUDIES** | **6** | **4** |

| | **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
    Pratt          – The Dying Eagle
    P.K.Page     – First Neighbour
     Margaret Atwood   - Journey to the Interior
     Wilfred Campbell  - The Winter Lake
    A.J. M. Smith    - Live as Old Proud King in Parable
     Alexander Mc Lachlan   – Song

**UNIT - II**
     Fiction
     Margaret Laurence – The Stone Angel
     Michael Ondaatje    - In the Skin of a Lion

**UNIT – III**
    George Ryga –   The Ecstacy of Rita Joe

    Sharan Pollock  - Walsh

**UNIT - IV**
    Short Story
    Alice Munro – Red Dress
    Thomas King -  Borders
    Quetzal Alistair MacLeod – The Boat

**UNIT - V**
    Criticism
     Linda Hutcheon- The Canadian Post - Modern.
     Northrop Frye – The Archetypes of Literature
     Marshall Mc Luhan – Mediam is the message
     (Understanding Media: The Extensions of Man)

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the historical and political background of Canadian Literature | PO1, PO3 |
| **CO2** | Be familiarized with the folklore and its influence in Canadian Literature | PO1 |
| **CO3** | Analyze a literary text with reference to socio-political Issues | PO4 |
| **CO4** | Appreciate critically and aesthetically the prescribed texts. | PO6, PO8 |
| **CO5** | Evaluate a text at emotional, intellectual and aesthetic levels | PO9, PO10 |
| **(Text Books in Latest Edition)** | | |
| **1.** | Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1.Rioutx Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer | | |
| 2.Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004) | | |
| 3.A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983 | | |
| **Web sources** | | |
| 1 | www.india.gc.ca | |
| 2 | www.canada.justice.gc.ca | |
| 3 | www.thecanadianencyclopedia.com | |
| 4 | https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html | |
| 5 | https://www.britannica.com/biography/Margaret-Atwood | |
| 6 | https://canadianliteraryfare.org/bibliography/drama/ | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **III** | **23P3ENC9** | **LITERATURE OF THE MARGINALIZED IN INDIA** | **5** | **4** |

| **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 arrange of disciplines including history, sociology, ethnography, anthropology and literature. |
| **Details** | |

**UNIT - I**
   Siddalingaiah – Dalits are Coming
   Hira Bansode – Bosom Friend
   Namdes Dhasul – Hunger
   Waman Niambalkar – Mother
   Arun Kamble – Which language I should speak.

**UNIT - II**
    Dr.B.R.Ambedkar – Castes in India, Annihilation of Caste -
    - Gopal Guru – Dalit Women Talk Differently.

**UNIT – III**
   Munshi Premchand – The Thakur's Well
   Mahasweta Devi – Draupathi
   Bandhu Madhav – The Poisoned Bread

**UNIT - IV**
    Bama – Karukku
    Living Smile Vidya – I am Vidya

**UNIT - V:**
   Vijay Tendulkar – Kanyadaan
   Girish Karnad – Tale danda

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the historical and political background of Caste | PO1 |
| **CO2** | Focus on understanding the dimensions of discriminations | PO2 |
| **CO3** | Analyze a literary text with reference to socio-political Issues | PO3,PO4 |
| **CO4** | Evaluate the prescribed texts critically. | PO6, PO8 |
| **CO5** | Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature. | PO9 |
| **Text Books(Latest Editions)** | | |
| 1. | **Caste and Tribes** by Risley. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | **Caste and Tribes** by Edgar Thurston | |
| 2. | **Castes of Mind** by Nicholas B Dirks | |
| 3 | **Nationalism without a Nation in India** by G. Aloysius | |
| **Web sources** | | |
| 1 | www.ambedkar.org | |
| 2 | www.saxakali.org | |
| 3 | https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full | |
| 4 | https://www.jstor.org/stable/2053672 | |
| 5 | https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079 | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **III** | **23P3ENCIM** | **CIM- TECHNOLOGY IN TEACHING ENGLISH** | **5** | **3** |

| | Learning Objectives |
|---|---|
| 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.

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the digital system, its organization and architecture | PO2,PO3 |
| **CO2** | Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies. | PO1, P04 |
| **CO3** | Discuss how technology affects language learning and teaching today | PO5, PO6 |
| **CO4** | Use strategies to teach vocabulary growth through social media. | PO7, PO8, PO9 |
| **CO5** | Identify appropriate grammar activities that Include opportunities for learners to discover, analyze, and produce English grammar during language interactions. | PO10 |
| **Text Books** **(Latest Editions)** | | |
| 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** **(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 Dallas TX: Academic Partnerships, 2013 | |
| 2. | Batson,T., & Bass, R.Teaching and learning in the computer age. Change, Mar - Apr., 1996. | |
| **Web sources** | | |
| 1. | https://englishpost.org/tools-teach-english-technology/ | |
| 2. | https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers - series | |
| 3. | https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1 | |
| 4. | https://en.m.wikipedia.org/wiki/Web_development | |
| 5. | https://plato.stanford.edu/entries/computational-linguistics/ | |
| 6. | https://en.m.wikipedia.org/wiki/Lexicography | |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **III** | **23P3ENEDC** | **EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH** | **4** | **3** |

| **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** |

**UNIT - I**
**Public Speaking**
1.    Characteristics of a good speaker
2.    Methods of Speaking
3.    Preparation and Delivery of Speech

**UNIT - II**
 **Speech for Situations**
 1. Speech to inform
 2.SpeechtoPersuade
 3.Speeches for Special occasions

**UNIT - III**
**Occupational Skills**
1. Email
2. Resume
3.Official memo

**UNIT - IV**
**Interview Skills**
 1.Prepare and practice for Interviews
 2.Some General Questions in an Interview
 3.ProfileWriting for a Job
 4.Presentation Skills

**UNIT - V**
**Interpersonal Skills**
1.Team Development
2.Relationship and Communication
3.Negotiation

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Define communicative skills | PO2 |
| **CO2** | Utilize the nuances of English language in  public speaking | PO1, PO2 |
| **CO3** | Evaluate language skills in day to day life | PO3, PO4 |
| **CO4** | Develop different styles of occupational skills | PO5, PO6 |
| **CO5** | Learn to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary | PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Mohan, Krishna, et al. *Developing Communication Skills*. Macmillan Publishers India Ltd., 2009. | |
| 2. | Mitra, Barun  K.*Effective Technical Communication: a Guide for Scientists and Engineers*. Oxford University Press, 2006. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Sudha, S. *Job Fair Keys,* Jayalakshmi Publications, 2017. | |
| 2. | Functional English Grammar: An Introduction for Second Language Teachers(Cambridge Language Education) | |
| **Web sources** | | |
| 1. | Team Development -    https://blog.vantagecircle.com/team-development/5.Relationship and   Communication-https://2012books.lardbucket.org/books/a-primer-oncommunication- | |
| 2. | Negotiation-  https://www.pon.harvard.edu/daily/negotiation- skills-daily/what-is negotiation/ | |
| 3. | https://in.indeed.com/career-advice/interviewing/interviewing-skills | |
| 4. | https://careerwise.minnstate.edu/careers/occupational-skills.html | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **III** | **23P3ENSEC3** | **Skill Enhancement Course - ENTREPRENEURSHIP DEVELOPMENT** | **2** | **2** |

| **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 analyzing and understanding business situations in which entrepreneurs act. |
| LO3 | To aid them in analyzing 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** | |

**UNIT - I**

Introduction – Meaning and Importance - Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship – Psychological factors – Social factors -
Economic factors – Environmental factors. Characteristics of an entrepreneur – Types of entrepreneurs: business, use of technology, motivation, growth, stages - New generations of entrepreneurship vs social entrepreneurship.

**UNIT - II**

Entrepreneurship - health entrepreneurship - tourism entrepreneurship - women entrepreneurship – barriers to entrepreneurship. Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | 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 | Evaluatetheeffectivenessofdifferententrepreneurialstrategiesandspecifythebasicperformance indicators of entrepreneurial   activity | PO3, PO8 |
|---|---|---|---|

| | **Text Books(Latest Editions)** | |
|---|---|
| 1. | CJ Cornell. The Age of Meta preneurship: A journey into the future of Entrepreneurship. Venture Point Press (11April2017) |
| 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. |

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

| 1. | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021. |
|---|---|

| | **Web Resources** |
|---|---|
| 1. | https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf |
| 2. | https://byjus.com/commerce/what-is-entrepreneurship/ |
| 3. | https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship |
| 4 | https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **III** | **23P3ENAECC3** | **Ability Enhancement Compulsory Course – RESEARCH METHODOLOGY** | **2** | **2** |

| **Learning Objectives** | |
|---|---|
| LO1 | Understand  the intention of the different kinds of discourse |
| LO2 | Analyze the subtle differences of the forms of discourse |
| LO3 | Comprehend the fundamentals of research |
| LO4 | Demonstrate mastery in the mechanics of writing |
| LO5 | Apply the rules of documentation to write a research paper |
| **Details** | |

**UNIT  - I**
**Defining Problems and Reviewing**
          Relevant Literature – Choosing the Topic
   Data Collection
   Planning the thesis
**Format of the Thesis**
          The General Format

**UNIT - II**
**The Mechanics of Writing**
          Norms and Conventions
**Ethics and Integrity**
          Documentation: Citing Sources in the Text Plagiarism

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | gain an understanding of philosophical, scientific, systematic, theoretical framework of how an academic research are conducted | PO1 |
| **CO2** | undertake dissertation, thesis, and academic journal articles writings | PO1, PO2 |
| **CO3** | learn the rhetoric of the words, sentences and paragraph by making a review of grammar and modern English usage | PO4, PO6 |
| **CO4** | learn the mechanics of academic writing | PO4, PO5, PO6 |

| CO5 | understand the modern concept of intellectual property rights | PO3, PO8 |
|------|-----------------------------------------------------------------|----------|

| **Text Books(Latest Editions)** | |
|---|---|
| 1. | Anderson, Jonathan. and Millicent Poole. *Thesis and Assignment Writing*, UK: Wiley& Sons Ltd, 1991. |
| 2. | Gibaldi, Joseph. MLA Handbook , VIII Edition .New York: The Modern Language Association of America, 2016 |

| **References Books** <br> **(Latest editions, and the style as given below must be strictly adhered to)** | |
|---|---|
| 1. | Kumar, Ranjith. Research Methodology. London: Sage Publication,2011 |

| **Web Resources** | |
|---|---|
| 1. | https://eduvoice.in/types-research-methodology/ |
| 2. | https://study.com/learn/lesson/research-methodology-examples-approaches-techniques.html |
| 3. | https://carleton.ca/keirarmstrong/learning-resources/essay-guidelines/mechanics-of-writing/ |
| 4 | https://www.aimlay.com/thesis-writing-in-research-methodology/ |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **IV** | **23P4ENC10** | **TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE** | **6** | **4** |

| **Learning 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**
      The Hungry Tid e - Amitav  Ghosh
      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 De Mello pp. 3-18

      Anna Sewell – Black Beauty.


**UNIT – III**
**Medical Humanities**
            An Introduction to Medical Humanities

            Paul Kalanithi – When Breath Becomes Air

**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.
            Firdaus Kanga – Trying to Grow.

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Analyse contemporary issues and its immediate requirement | PO3 |
| **CO2** | Effectively understand their social responsibility | PO2, PO6 |
| **CO3** | Gain exposure to the emerging trends in 21st century millennial literature. | PO4. PO5 |
| **CO4** | Be equipped in the interdisciplinary theories. | PO6 |
| **CO5** | Appreciate the viability of interdisciplinary analyses of literary and cultural forms. | PO10 |
| **Text Books(Latest Editions)** | | |
| 1. | Bates,Victoria, etal. Medicine, Health and the Arts: Approaches to the Medical Humanities.1st ed., Routledge, 2015. | |
| **References Books** **(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.BodyStudies:AnIntroduction.1st ed.,Routledge,2013 | |
| 3 | Nocella IIJ, Antony., Sorenson, John.Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Inter sectional Social Justice Approach for Liberation.* Peter Lang Publishing Inc., 2014. | |
| **Web sources** | | |
| 1 | http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/ | |
| 2 | http://www.jstor.org/stable/25614299. | |
| 3. | https://www.timeshighereducation.com/student/student-services/blue-studies-iinternational | |
| 4. | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/ | |
| 5. | https://en.m.wikipedia.org/wiki/Medical_humanities | |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|----------------------------|----------------|
| **IV** | **23P4ENC11** | **SUBALTERN STUDIES** | **5** | **4** |

| 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**
 Rokade, L.S. – To Be or Not to Be Born
 Jagtap, Bapurao – This country is Broken
 Maya Angelou – Still I Rise
 Claude Mckay – If We Must Die
 Langston Hughes – Dinner Guest : Me

**UNIT - II**
**PROSE**
 Martin Luther King (Jr.) – I Have a Dream
 Gayatri C.Spivak - Can the Subaltern Speak?

**UNIT - III**
**SHORT FICTION**
 Premchand – The Shroud
 Tom Whitecloud – Blue Winds Dancing
 Thomas King – Totem

**UNIT - IV**
**FICTION**
 Toni Morrison – Beloved
 Arundhati Roy – The God of Small Things

**UNIT - V**
**DRAMA**
 Mahesh Dattani – Dance Like Man
 Tony Kushner – Angels in America

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

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| IV | 23P4ENC12 | **FILMAND MEDIA STUDIES** | 5 | 4 |

| 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**

The Language of the Film (from *Film Studies – The Basics by Amy Villarejo*)

**UNIT - II**
The Production and Exhibition of Film (from *Film Studies – The Basics by Amy Villarejo*)

**UNIT – III**
The Reception of the Film (from *Film studies – The Basics by Amy Viollarejo*)

**UNIT - IV**
   **Screen Theory**
   Screen and Theory, Feminist Film Theory, Postcolonial theory, Queer Theory, Post Modern: Fervor and Despair (From *Film Theory – The Basics by Kevin McDonald*)

**UNIT - V**
   Digital Technologies, New Media, and Post – Cinema, Cinema and the Anthropocene, Critical Race Theory.  (from *Film Theory –  The Basics by Kevin McDonald*)

| Course Outcomes | On completion of this course, students will; | |
|---|---|---|
| **CO1** | Film Review and appreciation becomes handy for the Students | PO1,PO2 |
| **CO2** | Connecting film and literature nuances effectively | PO3, PO4 |
| **CO3** | Exposure to film techniques and genres | PO7 |
| **CO4** | Critical appreciation of films | PO6,PO8 |
| **CO5** | Analysing film forms effectively | PO10 |

| Text Books(Latest Editions) | |
|---|---|
| 1. | Amy Villarejo, 2007, *Film Studies – The Basics* – Routledge, New York |
| 2. | Kevin McDonald, 2022, Film theory : The Basics . Routledge, New York. |

| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 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. |

| Web sources | |
|---|---|
| 1 | www.academic.infor.net/film.html. |
| 2. | https://wwnorton.com/books/9780393420531 |
| 3. | http://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko |
| 4. | https://m.economictimes.com/opinion/interviews/there-isa-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world-amp_articleshow/51169927.cms |
| 5. | https://gudies.library.yale.edu/c.php?g=295800&amp:p=1975065 |

**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 |
| **Weight age** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **IV** | **23P4ENEL5A** | **Elective – V**<br>**ENGLISH LITERATURE FOR NET/SET** | **5** | **3** |

| 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**
 Teaching and Research Aptitude

**UNIT - II**
 **History of English Literature**

 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 &amp; Postmodernism) /Contemporary Period

**UNIT - III**
 **American and Non – British Literatures**

 Historical Perspective and Background; Colonization, Colonizers and the Colonized; Common wealth  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 Gustuv Jung, Simone de Beauvoir

**UNIT - V**
**Literary Forms**

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

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Succeed with ease in competitive exams. | PO2, PO3 |
| **CO2** | Effectively attempt MCQs | PO1 |
| **CO3** | Gain profound understanding about the various movements in English Literature | PO6 |
| **CO4** | Understand the nuances of competitive exams | PO7 |
| **CO5** | Relate to theory and literature | PO6, PO10 |

| Text Books (Latest Editions) | |
|---|---|
| 1. | Harpreet Kaur. Oxford NTA–UGC Paper IFORNET/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. | Srinivasa Iyengar, 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 Barry. An Introduction to Literary and Cultural Theory by Peter Barry. |
| 5. | M.H. Abrams –A Glossary of Literary Terms. |

| Web Resources | |
|---|---|
| 1. | https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/ |
| 2. | https://byjusexamprep.com/ugc-net-english-books-i |
| 3. | https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko |
| 4. | 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 how/51169927.cms |
| 5. | https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065 |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------|---------------------------|----------------|
| **IV** | **23P4ENEL5B** | **Elective – V**<br>**TRANSLATION  STUDIES** | **5** | **3** |

| **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 region all 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**

Rabindranath Tagore -  The Flute Music

Balamani Amma - To My Daughter

Vikram Seth – A Doctor's Journal Entry for Aug6,1947

Jayantha Mahapatra – An October Morning

Meena Alexander – Her Garden

(The Oxford Anthology of Modern Indian Poetryeds.  Vinay  Dharwadkar and AK Ramanujan)

**UNIT - II**

Drama

Indira Parthasarathy  "The Legend of Nandan"  (NewDelhi,OUP,2003)

Mahasweta Devi "Rudaali"

**UNIT - III**

Fiction and Prose

Paul Zacharia – The Last Show

Ashokamithran – The Rat

H.Nagaveni – Seemantha

Abburai \Chaya Devi – The Touch Short  Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.

**UNIT - IV**

Specific Problems of Literary Translation. (from *Translation  Studies,* Susan  Bassnett)

**UNIT - V**

   Workshops on Translation (translation of excerpts from Literature)

| **Course Outcomes** |||
|---------------------|---------------------------------------------------|----------|
| **Course Outcomes** | On completion of this course, students will; ||
| **CO1** | Understand the systematic study of translation | PO1, PO3 |

| | | |
|---|---|---|
| **CO2** | Appreciate better the dimensions of language and its nuances essential for translation | PO2, PO5 |
| **CO3** | Gain exposure to effective translation | PO4 |
| **CO4** | Be equipped in the skills as well as the politics of translation. | PO6, PO8 |
| **CO5** | Gain knowledge in the regional languages through representative texts in English translation | PO9 |

<table>
<tr><td colspan="3" align="center"><strong>Text Books(Latest Editions)</strong></td></tr>
<tr><td>1.</td><td colspan="2">Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u>. Penguin</td></tr>
<tr><td colspan="3" align="center"><strong>References Books<br>(Latest editions, and the style as given below must be strictly adhered to)</strong></td></tr>
<tr><td>1.</td><td colspan="2">Bassnett,SusanandHarishTrivedi.eds.1999.<u>Post-colonialTranslation</u>. London. Routledge</td></tr>
<tr><td>2.</td><td colspan="2">AmitChoudhury,2001,ThePicadorBookofModernIndian Lietrature, Macmillan, London</td></tr>
<tr><td>3</td><td colspan="2">R.Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)</td></tr>
<tr><td>4.</td><td colspan="2">Susan Bassnett, 2014,<em>Translation Studies</em> Fourth edition, Routledge , London.</td></tr>
<tr><td colspan="3" align="center"><strong>Web sources</strong></td></tr>
<tr><td>1</td><td colspan="2">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies %20is%20an%20academic,of%20study%20that%20upport%20translation.</td></tr>
<tr><td>2</td><td colspan="2"><u>https://www.tandfonline.com/toc/rtrs20/curr</u>ent</td></tr>
<tr><td>3</td><td colspan="2">https://complit.fas.harvard.edu/translation-studies</td></tr>
<tr><td>4</td><td colspan="2"><u>https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</u></td></tr>
<tr><td>5</td><td colspan="2"><u>https://www</u>.lit-acr<u>oss-frontiers.org/about-translation-workshops/</u></td></tr>
</table>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|---|---|---|---|---|
| **IV** | **23P4ENSEC4** | **Skill Enhancement Course - ENGLISH FOR CAREERS** | **2** | **2** |

| Learning Objectives | |
|---|---|
| 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** | |

**UNIT - I**
   **Effective Writing**
   1.Features of Effective Writing
   2.Business correspondence
   3.E-Mail
   4.Report writing Technical Writing
   **Administrative Process**
   1.Agenda preparation
   2.Preparing minutes

**UNIT - II**
   **Effective lecturing**

   Preparing Lectures on Topics 2.Preparing Persuasion Talks
   **Telephone Etiquette**
   1.Business Talks over Telephone
   Discussion on Career Prospects and Advancements

| Text Books(Latest Editions) | |
|---|---|
| 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 |

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

| | |
|:---:|:---|
| 1. | Oxford English for Careers Technology 1Student Book Paperback –Student Edition, 28 June 2007 by Eric_Glendinning |
| 2. | English for Careers: Business, Professional, and Technical |
| **Web sources** | |
| 1. | https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true |
| 2. | https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy |
| 3. | https://www.nature.com/scitable/topicpage/effective-writing-13815989/ |
| 4. | https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942 |

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|:---|:---:|:---:|:---:|:---:|:---:|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weight age** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**