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| M.A.,  english |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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16. **Cognitive Domain**

**(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying; Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating)**

1. **Affective Domain**
2. **Psychomotor Domain**
3. **Structure of Course**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | | **Course Name** | | | **Credits** |
| **Lecture Hours: (L)**  **per week** | | **Tutorial Hours :**  **(T) per week** | **Lab Practice**  **Hours: (P)per week** | | **Total: (L+T+P)**  **per week** |
| **Course Category :** | | **Year & Semester:** | | **Admission Year:** | |
| **Pre-requisite** | |  | | | |
| **Links to other Courses** | |  | | | |
| **Learning Objectives:** (for teachers: what they have to do in the class/lab/field) | | | | | |
| **Course Outcomes:** (for students: To know what they are going to learn)  **CO1**  **: CO2**  **: CO3**  **: CO4**  **:**  **CO5:** | | | | | |
| **Recap:** (not for examination) Motivation/previous lecture/ relevant portions required for the  course) [ This is done during 2 Tutorial hours) | | | | | |
| **Units** | **Contents** | | | | **Required Hours** |
| **I** |  | | | | **17** |
| **II** |  | | | | **17** |
| **III** |  | | | | **17** |
| **IV** |  | | | | **17** |
| **V** |  | | | | **17** |
| Extended Professional Component (is a part of internal component  only, Not to | Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC –  CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour) | | | |  |

|  |  |  |
| --- | --- | --- |
| be included in  the External Examination question  paper) |  |  |
| Skills acquired from  the course | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill |  |
| **Learning Resources:**   * **Recommended Texts** * **Reference Books** * **Web resources** | | |
| **Board of Studies Date:** | | |

1. **Learning and Teaching Activities**
   1. **Topic wise Delivery method**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hour Count** | **Topic** | **Unit** | **Mode of Delivery** |
|  |  |  |  |

* 1. **Work Load**

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Quantity** | **Workload periods** |
| Lectures | 60 | 60 |
| Tutorials | 15 | 15 |
| Assignments | 5 | 5 |
| Cycle Test or similar | 2 | 4 |
| Model Test or similar | 1 | 3 |
| University Exam | 1 | 3 |
| Total | | 90 periods |

1. **Tutorial Activities**

|  |  |
| --- | --- |
| **Tutorial**  **Count** | **Topic** |
|  |  |

1. **Laboratory Activities**

# Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

1. **Field Study Activities**

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

1. **Assessment Activities**
   1. **Assessment Principles:**

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.
   1. **Assessment Details:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Item** | **Distributed Due Date** | **Weightage** | **Cumulative**  **Weightage** |
| Assignment 1 | 3rd week | 2% | 2% |
| Assignment 2 | 6th Week | 2% | 4% |
| Cycle Test – I | 7th Week | 6% | 10% |
| Assignment 3 | 8th Week | 2% | 12% |
| Assignment 4 | 11th Week | 2% | 14% |
| Cycle Test – II | 12th Week | 6% | 20% |
| Assignment 5 | 14th Week | 2% | 22% |
| Model Exam | 15th Week | 13% | 35% |
| Attendance | All weeks as per the  Academic Calendar | 5% | 40% |
| University Exam | 17th Week | 60% | 100% |

1. **TEACHING METHODOLOGIES**
   1. **Traditional Teaching method** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.
   2. **Asking students to formulate a problem from a topic covered in a week’s time**

Assignment, Class Test, Slip test

* 1. **Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

* 1. **Introducing students to applications before teaching the theory**
  2. **Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**
     1. Library, Net Surfing, Manuals, NPTEL Course Materials published in the website
     2. Other university websites.

1. **Faculty Course File Structure**

**CONTENTS**

1. Academic Schedule
2. Students Name List
3. Time Table
4. Syllabus
5. Lesson Plan
6. Staff Workload
7. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom’s Taxonomy).
8. Sample CO Assessment Tools.
9. Faculty Course Assessment Report(FCAR)
10. Course Evaluation Sheet
11. Teaching Materials (PPT, OHP etc)
12. Lecture Notes
13. Home Assignment Questions
14. Tutorial Sheets
15. Remedial Class Record, if any.
16. Projects related to the Course
17. Laboratory Experiments related to the Courses
18. Internal Question Paper
19. External Question Paper
20. Sample Home Assignment Answer Sheets
21. Three best, three middle level and three average Answer sheets
22. Result Analysis (CO wise and whole class)
23. Question Bank for Higher studies Preparation (GATE/Placement)
24. List of mentees and their academic achievements

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

* 1. **Methods of Assessment**

|  |  |
| --- | --- |
| **Methods of Assessment** | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions |
| **Understand/ Comprehen d**  **(K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview |
| **Applicatio**  **n (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| **Evaluate**  **(K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or  Presentations |

* 1. **Testing Pattern (25+75) 13.1Internal Assessment**

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

* + 1. **Written Examination : Theory Paper (Bloom’s Taxonomy based)**

**Question paper Model**

|  |  |
| --- | --- |
| **Intended Learning Skills** | **Maximum 75 Marks**  **Passing Minimum: 50% Duration : Three Hours** |
|  | **Part –A** (**10x 2 = 20 Marks**)  Answer ALL questions  **Each Question carries 2mark** |
| Memory Recall / Example/  Counter Example / Knowledge about the Concepts/ Understanding | Two questions from each UNIT |
|  | **Question 1 to Question 10** |
|  | **Part – B (5 x 5 = 25 Marks) Answer ALL questions**  **Each questions carries 5 Marks** |
| Descriptions/ Application (problems) | **Either-or Type**  Both parts of each question from the same UNIT |
|  | **Question 11(a) or 11(b)**  To  **Question 15(a) or 15(b)** |
|  | **Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks** |
| Analysis /Synthesis / Evaluation | There shall be FIVE questions covering all the  five units |
|  | **Question 16 to Question 20** |

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

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

**14 Different Types of Courses**

1. **Core Courses ( Illustrative )**
   1. English Poetry
   2. English Drama
   3. English Fiction
   4. American Literature
   5. Shakespeare Studies
   6. Post Colonial Theory and Literature
   7. Contemporary Literary Criticism
   8. Canadian Studies
   9. Subaltern Studies
   10. British Literature
2. **Elective Courses (ED within the Department Experts) ( Illustrative )**
   1. Theatre Art
   2. Approaches to English Language Teaching
   3. A Glimpse of Nobel Laureates
   4. Translation Studies
   5. English Literature for NTA, NET,SET & GATE
   6. Indian Writing in English
3. **Skill Development Courses**
   1. Technical Writing
   2. English for Competitive exams
   3. Business English
   4. Leadership Skills
   5. Employability skills

**Credit Distribution for MA ENGLISH**

**First Year Semester- I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of**  **Hours** |
|  | Core– IEnglish Poetry | 5 | 7 |
| Core – IIEnglish Drama | 5 | 7 |
| Core – IIIEnglish Fiction | 4 | 6 |
| Elective – I Indian Writing in English | 3 | 5 |
| Elective– II Theatre Art | 3 | 5 |
|  |  | **22** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
|  | Core – IV American Literature | 5 | 6 |
| Core – V Shakespeare Studies | 5 | 5 |
| Core Course – VI Post-colonial Theory and Literature | 4 | 6 |
| Elective Course – III Approaches to English  Language Teaching | 3 | 4 |
| Elective Course – IV A Glimpse of Nobel Laureates | 3 | 4 |
| Skill Enhancement Course [SEC I] – Industry Training &  Expectations | 2 | 2 |
|  |  | **22** | **30** |

**Second Year Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
|  | Core – VII Contemporary Literary Criticism | 5 | 6 |
| Core – VIII Canadian Studies | 5 | 6 |
| Core – IX Literature of the Marginalized in India | 5 | 6 |
| Core– X Film and Media Studies | 4 | 6 |
| Elective – V Translation Studies | 3 | 3 |
| Extra Disciplinary Course - Functional English, Leadership Skills  Skill Enhancement Course – II Entrepreneurship Development | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of**  **Hours** |
|  | Core – XI Twenty First Century Millennial Literature and Culture | 5 | 6 |
| Core– XII Subaltern Studies | 5 | 6 |
|  |  |  |
| Elective– VI English Literature for NTA, NET, SET & GATE | 3 | 4 |
| Project with VIVA VOCE Research Methodology & Project Writing | 7 | 10 |
| Skill Enhancement Course – English for Careers, Soft Skill –Employability Skills | 2 | 4 |
| Extension Activity | 1 |  |
|  |  | **23** | **30** |

|  |  |  |
| --- | --- | --- |
| **Methods of Evaluation** | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | 25 Marks |
| Assignments |
| Seminars |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | 75 Marks |
|  | Total | 100 Marks |

**SEMESTER I**

**CORE -1 ENGLISH POETRY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEM** | **Course Name** | **Category** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **. H**  **o u r**  **s** | **Marks** | | | |
| **C I A** |  | **E**  **xt er n al** | **Total** |
|  | **ENGLISH POETRY** – From  Chaucer to 20th Century | Core / Elective | Y | Y | - | - | 5 | 7 | 25 |  | 75 | 100 |
| IYEAR/ I SEM |
| **Learning Objective** | | | | | | | | | | | | |
| 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 | A good comprehension of History of English literature is enabled | | | | | | | | | | | |
| LO4 | Differentiation among the various stages of English could be identified by students. | | | | | | | | | | | |
| LO5 | Critical approaches towards various literary forms can be learnt. | | | | | | | | | | | |
| **Details** | | | | | | | | | | | | |
| **UNIT I** Middle English Poetry**-**Chaucer: "The General Prologue": Pardoner,  The Nun Additional Reading : Doctor, Friar  **UNIT II** Elizabethan Poetry**-** Spenser: "Epithalamion"  Donne: "A Valediction: forbidding mourning" "The Canonization"  **UNIT III** Seventeenth Century Poetry**-** John Milton “Paradise Lost” Book IX  Marvell: "To His Coy Mistress" | | | | | | | | | | | | |

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

|  |  |
| --- | --- |
|  | Criticism, Oxford University Press, London. |
| 5. | A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London. |
| 6 | David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London. |
| 7 | Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge. |
| **Web Resources** | |
| 1. | **http://www.english/.org.uk/chaucer/htm** |
| 2. | [**https://www.britannica.com/topic/The-Canonization**](http://www.britannica.com/topic/The-Canonization) |
| 3. | **https://www.worldhistory.org/Elizabethan\_Theatr**[**e/https://www.britannica.com/to**](http://www.britannica.com/to)  **pic/Paradise-Lost-epic-poem-by-Milton** |
| 4. | [**https://www.britannica.com/topic/Absalom-and-Achitophel**](http://www.britannica.com/topic/Absalom-and-Achitophel) |
| 5. | [**https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\_poetry\_in\_En**](http://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** | S | S | S | S | S | M | S | S | S | M |
| **CO2** | M | S | S | M | M | S | M | M | M | S |
| **CO3** | S | S | M | M | S | M | S | M | S | M |
| **CO4** | S | S | S | S | M | S | S | M | S | M |
| **CO5** | S | M | S | S | S | S | M | M | M | S |

**Mapping with Programme Specific Outcomes**

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

**CORE- II - ENGLISH DRAMA**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEME STER** | **Course Name** | **Categor y** | **L** | **T** | **P** | **O** | **C**  **r e**  **d i**  **t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Mar**  **ks** | | |
| **C I A** | **External** | **Total** |
|  | **Drama** | Core | Y | Y | - | - | 5 | 7 | 25 | 75 | 100 |
| **I-** | / Elec tive |  |  |  |  |  |  |  |  |  |
| **Elizabet** |  |  |  |  |  |  |  |  |  |  |
|  |
| I YEAR/  I SEM | **han Age**  **to 20th** |  |  |  |  |  |  |  |  |  |  |
|  | **Century** |  |  |  |  |  |  |  |  |  |  |
| **Learning Objective** | | | | | | | | | | | |
| LO1 | To acquaint the students with the origin of drama in Britain | | | | | | | | | | |
| LO2 | Different stages of British Drama and its evolution in the context of theatre can be understood by the students. | | | | | | | | | | |
| LO3 | Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century. | | | | | | | | | | |
| LO4 | Evaluating different forms of drama from the historical background could be  learnt. | | | | | | | | | | |
| LO5 | Understanding dramatic techniques implied by the pioneers of English drama | | | | | | | | | | |
| **Details** | | | | | | | | | | | |
| **UNIT I Beginnings of Drama** - Miracle and Morality Plays -Everyman  The Senecan and Revenge Tragedy Thomas Kyd - The Spanish Tragedy  **UNIT II Elizabethan Theatre -** Theatres, Theatre groups, audience, actors and conventions  Tragedy and Comedy, Christopher Marlowe: The Jew of Malta 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 Playboy 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, iii. | PO3,PO5 |
| 3 | Evaluate plot structure, characterization and dialogue, | PO4 |
| 4 | Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages, | PO6,PO7,PO8 |
| 5 | Examine the sequential course dealing with Modern and Postmodern British  Drama | PO9,PO10 |
| **Text Book** | | |
| 1 | Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London. | |

|  |  |
| --- | --- |
| 2 | Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London. |
| **Reference Books** | |
| 1. | Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London. |
| 2. | Allardyce Nicoll, 1973, British Drama, Harrap, London. |
| 3. | Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi. |
| 4. | Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London. |
| 5. | Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell [Publishing.https://www.britannica.com/art/epic-theatre](http://www.britannica.com/art/epic-theatre) |
| **Web Resources** | |
| 1. | [**http://www.questia.com**](http://www.questia.com/)  (online library for research) |
| 2. | [**http://www.clt.astate.edu/wmarey/asste%**](http://www.clt.astate.edu/wmarey/asste%25) |
| 3. | **https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/** |
| 4. | [**https://www.britannica.com/art/English-literature/The-Restoration**](http://www.britannica.com/art/English-literature/The-Restoration) |
| 5. | [**https://www.britannica.com/art/epic-theatr**](http://www.britannica.com/art/epic-theatre)**e** |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific outcomes:**

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

**CORE III - ENGLISH FICTION**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **ENGLISH FICTION** | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| I YEAR/ I SEM |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | To familiarize the students with the origin and development of the British Novel up to the 20th Century. | | | | | | | | | | |
| LO2 | The contents of the paper are meant to throw light on various concepts and theories of the novel. | | | | | | | | | | |
| LO3 | To understand the social background base on the prescribed novels. | | | | | | | | | | |
| LO4 | Identifying and differentiating various forms of novels. | | | | | | | | | | |
| LO5 | Trying hands in writing a piece of work on their own. | | | | | | | | | | |
| **Details** | | | | | | | | | | | |
| **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 Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.  **UNIT III -** Middle Class Novel of Manners **:**Jane Austen Emma  **UNIT IV -** Women’s Issues **:** Charlotte Bronte, Jane Eyre  **UNIT V -** Liberal Humanism, Individual Environment and Class Issues . Lawrence :The Rainbow Quest, James Joyce Portrait of the Artist as a Young Man | | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | A wide knowledge about different types of novels can be mastered by the students. | PO1, PO10 |
| **CO2** | Students can learn the art of writing different forms of novel with the learned notions. | PO2, PO3 |
| **CO3** | Evaluate Social, domestic and gothic novels. | PO4, PO5 |
| **CO4** | Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic  movement. | PO4, PO5, PO6 |
| **CO5** | Infer themes relating to the turn of the century events  through close reading of text. | PO7, PO8,PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press,  London. | |
| 2. | F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London. | |
|  |  | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London. | |
| 2. | Frederick R Karl, 1977, Reader’s Guide to the Development of the English Novel  till the 18th 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**](http://en.wikipedia.org/wiki/English_literature) | |
| 2. | [**http://en.wikipedia.org/wiki/novel**](http://en.wikipedia.org/wiki/novel) | |
| 3. | [**https://www.britannica.com/art/picaresque-novel**](http://www.britannica.com/art/picaresque-novel) | |
| 4. | [**https://www.britannica.com/art/novel-of-manners**](http://www.britannica.com/art/novel-of-manners) | |
| 5. | [**https://www.britannica.com/topic/Jane-Eyre-novel-by-Br**](http://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte)**onte** | |

**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 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 |

**ELECTIVE- I INDIAN WRITING IN ENGLISH**

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

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

**Mapping with Programme Outcomes:**

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

**Mapping 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 |

**ELECTIVE II -THEATRE ART**

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

|  |  |  |
| --- | --- | --- |
| **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 -** Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern worldWord 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** | The exposure to diverse com[ponents 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**  **(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**](http://www.britannica.com/place/England/Performing-arts) |
| 3. | [**https://www.worldhistory**](http://www.worldhistory.org/Greek_Theatre/)**.org/Gr**[**eek\_Theatre/**](http://www.worldhistory.org/Greek_Theatre/) |
| 4. | **https://archive.org/details/fundamentalsofpl0000dean\_y3x3** |
| 5. | [**http://scriptclickcreate.weebly.com/acting.html**](http://scriptclickcreate.weebly.com/acting.html) |
| 6. | [**https://www.britannica.com/art/theater-building/Production-aspects-of-**](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** | S | S | S | S | S | S | S | M | S | M |
| **CO2** | M | S | S | S | M | S | S | M | M | M |
| **CO3** | S | S | S | M | S | S | S | M | S | M |
| **CO4** | S | S | S | S | S | S | S | M | M | M |
| **CO5** | S | M | S | S | S | S | S | M | M | S |

**Mapping with Programme Specific Outcomes:**

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

**PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR**

**COMPETITIVE EXAMINATIONS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code Year/ Semester** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
|  | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **ENGLISH LITERATURE FOR COMPETITIVE**  **EXAMINATIONS** | Core | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| I YEAR/ I SEMESTER |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | Build the knowledge of literary terms and theory strong in students. | | | | | | | | | | |
| LO2 | Develop the competency of students to face competitive examinations. | | | | | | | | | | |
| LO3 | Improve the learning skills of students through various modes of testing. | | | | | | | | | | |
| LO4 | The ability to succeed in competitive exams. | | | | | | | | | | |
| LO5 | An understanding of professional, ethical and social responsibilities. | | | | | | | | | | |
| **Details** | | | | | | | | | | | |
| **UNIT I -** Literature of the Absurd to Burlesque. **UNIT II -** Canons of Literature to Dream Vision. **UNIT III -** Edition to Great Chain of Being **UNIT IV -** Haiku to Ivory Tower  **UNIT V -** Jeremiad to Myth | | | | | | | | | | | |
| **Course Outcomes** | | | | | | | | | | | |
| **Course 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**](https://onlinecourses.nptel.ac.in/noc20_hs19/preview) |
| 2. | [**http://www.luminarium.org/**](http://www.luminarium.org/) |
| 3. | **https://poemanalysis.com/genre/absurd/** |
| 4. | [**https://www.bl.uk/medieval-literature/articles/dream-visions**](http://www.bl.uk/medieval-literature/articles/dream-visions) |
| 5. | [**https://www.britannica.com/topic/Great-Chain-of-Being**](http://www.britannica.com/topic/Great-Chain-of-Being) |

**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 | 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 |

**SOFT SKILL I - TECHNICAL WRITING**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEM ESTE R** | **Course Name** | **Cate g ory** | **L** | **T** | **P** | **O** | **Cred its** | **In s t. H**  **o ur s** | **Marks** | | |
|  | | |
| **CI A** | **Exte rnal** | **Tot al** |
|  | **TECHNI CAL WRITIN G** | Core | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| I YEAR/I SEMESTER |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | Technical Writing is ultimately important as it provides information on a company’s products and services | | | | | | | | | | |
| LO2 | Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs. | | | | | | | | | | |
| LO3 | The course in technical writing focuses on the 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-R and BPS,From Sentences to paragraphs  **UNIT II –** The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content  **UNIT III -** Letters: Kings and Mechanics 2.The Summary: The Art of Brevity 3.Written Reports: The Basics  **UNIT IV –** Proposals, Brochures, User Manuals  **UNIT V -** White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer! | | | | | | | | | | | |

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| **Course Outcomes** | | | |
| **Course**  **Outcomes** | | On completion of this course, students will; | |
| **CO1** | | Understand and know how to follow the stages of the writing process and apply them to technical and  workplace writing tasks. | PO1 |
| **CO2** | | Able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write  clearly and accurately. | PO1, PO2 |
| **CO3** | | Understand the basic components of  definitions, descriptions,  process explanations, and other common forms of technical writing. | PO4, PO6 |
| **CO4** | | Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and  presentation. | PO4, PO5, PO6 |
| **CO5** | | Able to read, understand, and interpret material on technology. | PO3, PO8 |
| **Text Books (Latest Editions)** | | | |
| 1. | Baker, Mona, In Other Words: A Coursebook on Translation. London: Routledge | | |
| 2. | Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991. | | |
| **References Books**  **(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](http://www.utleystrategies.com/blog/proposal-writing?format=amp) | | |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER–II CORE- IV AMERICAN**

**LITERATURE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **American Literature** | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER |
| **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 racism in Fiction | | | | | | | | | | |

**Details**

**UNIT I**

POETRY

Walt Whitman “Out of the Cradle Endlessly Rocking”

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

Robert Frost “After Apple Picking”

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

Denis Levertor“ Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Lexton “Wanting to Die”

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

**UNIT II -** Victor Herandez Cruz “Today is a day of great joy”, Amiri Baraka “An Agony as Now’ in (Four Centuries of

American Literature, Ed, Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks “Kitchenette Building”,Joy Harijo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66

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

**UNIT III** Drama **-** Arthur Miller - Death of a Salesman,

Tennessee Williams - A StreetCar Named Desire Marsha Norman - Night Mother, NtozakeShange - For

Colored Girls.

**UNIT IV** Fiction/Short Story **-** Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Moma day - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening

**UNIT V Autobiography -** Excerpts from – MalcolmX, Hispanic Women Writing,

Cherrie Moraga - Getting Home Alive

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| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcom es** | On completion of this course, students will; | |
| **CO1** | Analyze the movements and trends that shaped American literature | PO2 |
| **CO2** | Estimate various speeches and concepts of living which changed American history | PO1, PO3 |
| **CO3** | Evaluate the relation between aesthetics and racism in fiction | PO4, PO5 |
| **CO4** | Validate representative socio-political, cultural, racial and gender perspectives in theatrical works | PO4, PO5, PO6 |
| **CO5** | The exposure to the different literary genres and its evolution in American Literature | PO8, PO10 |
| **Text Books (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. | |

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| **Web Sources** | |
| 1. | **https://**[**www.thoughtco.com/american-literary-periods-741872**](http://www.thoughtco.com/american-literary-periods-741872) |
| 2. | [**https://www.poetryfoundation.org/poets/walt-whitman**](http://www.poetryfoundation.org/poets/walt-whitman) |
| 3. | **https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/** |
| 4. | [**https://www.britannica.com/art/American-literatur**](http://www.britannica.com/art/American-literature)**e** |
| 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** | 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 | 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 |

**CORE- V SHAKESPEARE STUDIES**

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

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| --- | --- | --- |
| **UNIT V Shakespeare Criticism -** Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;A.C. Bradley (extract)  Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedy by A.C.Bradley, London, Macmillan, Third Edition, 1992.  Granville Baker - From Prefaces to Shakespeare  Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988  Also in Political Shakespeare:New Essays in  Cultural Materialism.Eds.JonathanDollimore and Alan Sinfield Manchester University Press,1994, 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 understanding the appreciations by critics on Shakespeare | PO1 |
| **CO2** | Understand elizabethan theatre and the theatre’s development. | PO3 |
| **CO3** | Critical perspectives on Shakespeare’s Plays and Sonnets | PO4, PO5 |
| **CO4** | Understand the trends in Shakespeare studies | PO6 |
| **CO5** | Modern Approaches in Shakespearean criticism | PO7, PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Harrison, 1951, G.B. Shakespeare’s Tragedies, Routledge, London. | |

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| --- | --- |
| 2. | Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare’s  Sombre Tragedies, New York. |
| 3 | Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare’s  Final Plays, Oxford. |
| 4 | John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His  Influence, Charles Scribner’s Sons. |
| 5 | Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press,  Cambridge. |
| **Web sources** | |
| 1 | [**http://www.shakespeare.bham.ac.uk/resources**](http://www.shakespeare.bham.ac.uk/resources) |
| 2. | [**https://www**](http://www.folger.edu/shakespeares-theater)**.folger**[**.edu/shakespeares-theater**](http://www.folger.edu/shakespeares-theater) |
| 3. | [**https://www.britannica.com/art/sonnet**](http://www.britannica.com/art/sonnet) |
| 4. | [**https://www.sparknotes.com/shakespeare/othello/genr**](http://www.sparknotes.com/shakespeare/othello/genre/)**e/** |
| 5. | [**https://www.historytoday**](http://www.historytoday.com/archive/british_english_monarchs/henry-iv)**.com/ar**[**chive/british\_english\_monarchs/henry-iv**](http://www.historytoday.com/archive/british_english_monarchs/henry-iv) |

**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:**

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| --- | --- | --- | --- | --- | --- |
| **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 |

**CORE VI - POST-COLONIAL THEORY AND LITERATURE**

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

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| **UNIT III** Fiction **-** Samuel Selvon : The Lonely Londoners. BapsiSidhwa : Ice Candy Man  **UNIT IV** Poetry ArunKolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, ScratchA.K. Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells.  Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.  **UNIT V -**Poetry  Leopold Senghor. : In Memoriam, Night of Sine, All Day Long. Grace Nichols : In My Name, Of course when they ask for poems about the ‘realities’ of black women, Praise Song for my Mother, Caribbean Women Prayer. James Reaney : Maps George Bowering : Grand Father | | |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Critically understanding the political and social background of the third world nations | PO2 |
| **CO2** | Understand the emerging trends in Post- Colonial Literature | PO1, PO3 |
| **CO3** | Problems and consequences of the decolonization of a country, | PO4, PO5 |
| **CO4** | Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature | PO6,P10 |
| **CO5** | Interpret the postcolonial concepts found in different literary genres | PO7, PO8 |

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| --- | --- |
| **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\_lit**  **erature** |
| 2. | [**https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literatur**](http://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/)**e/** |
| 3. | [**https://www.britannica.com/biography/Chinua-Achebe**](http://www.britannica.com/biography/Chinua-Achebe) |
| 4. | [**https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532**](http://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532) |
| 5. | [**https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-**](http://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** | 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 | 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 |

**ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **Approaches To English Language Teaching** | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | To enhance the learning and teaching skills of English | | | | | | | | | | |
| LO2 | To familiarize students about the basic concepts and theories related to English  language teaching | | | | | | | | | | |
| LO3 | To focus on the problems and consequences on language teaching | | | | | | | | | | |
| LO4 | Emphasis will be laid on tracing the development of language teaching skills | | | | | | | | | | |
| LO5 | Understanding the teaching aspects | | | | | | | | | | |
| **Details** | | | | | | | | | | | |
| **UNIT I**  **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. Suggestopedia.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-**](http://www.ehow.com/way-5557572_effective-teaching-strategies-) **prose.htm/** |
| 2. | [**https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-t**](http://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-t)  **eaching/** |
| 3. | **https://tesoladvantage.com/methods-and-approaches-of-english-language-teac**  **hing/** |
| 4. | [**https://www.cambridge.org/core/books/abs/approaches-and-methods-in-langu**](http://www.cambridge.org/core/books/abs/approaches-and-methods-in-langu) **age-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E 1504138AF17** |
| 5. | [**https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20E**](http://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-)**LT- 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** | S | S | S | S | S | M | S | S | S | M |
| **CO2** | M | S | S | M | M | S | M | M | M | S |
| **CO3** | S | S | M | M | S | M | S | M | S | M |
| **CO4** | S | S | S | S | M | S | S | M | S | M |
| **CO5** | S | M | S | S | S | S | M | M | M | S |

**Mapping with Programme Specific Outcomes:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

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

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

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| --- | --- | --- |
| NON – DETAILED PROSE  Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison  **UNIT III**  DETAILED DRAMA  The Caretaker - Harold Pinter NON – DETAILED DRAMA  Man and Superman - George Bernard Shaw  **UNIT IV**  SHORT STORIES  Alice Munro  The Turkey Season Differently Runaway  The Bear Came Over the Mountain Boys and Girls  **UNIT V**  NOVELS  The Pearl - John Steinbeck  One Hundred Years of Solitude - Gabriel Garcia Marquez | | |
| **Course Outcomes** | | |
| **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 |

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| --- | --- |
| **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**](http://www.britannica.com/biography/Pablo-Neruda) |
| 3 | [**https://www.britannica.com/topic/Nobel-Prize**](http://www.britannica.com/topic/Nobel-Prize) |
| 4 | **https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summar y-analysis/amp/** |
| 5 | [**https://www.britannica.com/biography/Alice-Munr**](http://www.britannica.com/biography/Alice-Munro)**o** |

**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 |
| **Weighte d percent age of Course Contrib ution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SEC I - TECHNOLOGY IN TEACHING ENGLISH**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** |  | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
|  | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | TECHNOLOGY IN TEACHING ENGLISH | Core | Y | Y | - | - |  | 2 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER |
| **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 Web Tools Effective Web Tools in Teaching 5.Classroom Tools.

**UNIT II**

Webpage Development:

How to develop a webpage, Hosting A Web page, MetaDataDevelopment. 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 ofLanguage 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 architecture | digital | system, its | organization | and | 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. | | | | | |

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| **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**](https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series)  [**- series**](https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series) |
| 3. | [**https://www.techtarget.com/whatis/definition/virtual-learning-envir**](http://www.techtarget.com/whatis/definition/virtual-learning-environment-V)**onment-V LE-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** | 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 | 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 |

**SOFT SKILL II- COMMUNICATION SKILLS**

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

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| **UNIT III**  CORPORATE COMMUNICATION  1.Demanding explanations 2.Giving Instructions  3.Requesting and responding to requests  **UNIT IV**  VERBAL COMMUNICATION- WRITTEN  1. Circular  . Memorandum  . 3.Minutes  **UNIT V**  PRACTICAL ASSESSMENT  1.Making Comparisons 2.Reporting what others say 3.Persuading | | |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the role of communication in professional success. | PO1 |
| **CO2** | Develop an awareness of appropriate communication  strategies. | PO1, PO2 |
| **CO3** | Analyze a variety of communication acts with reference to written and oral skills. | PO4, PO6 |
| **CO4** | Prepare and present messages with a specific intent. | PO4, PO5, PO6 |
| **CO5** | An understanding of professional, ethical and social responsibilities. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Brent C. Oberg. Interpersonal Communication | |
| 2. | John Seely. The Oxford Guide to Writing and Speaking | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Asha Kaul. Effective Business Communication | |
| 2. | S.K. Mandel. Effective Communication and Public Speaking | |

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| --- | --- |
| **Web Resources** | |
| 1. | [**www.researchgate.net**](http://www.researchgate.net/) |
| 2. | [**https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-c**](https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048)  [**ms**](https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048)**-** [**308048**](https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048) |
| 3. | **https://wikieducator.org/INTRODUCTION\_TO\_COMMUNICATION** |
| 4. | **https://akpsi.org/what-is-oral-communication/** |
| 5. | **https://**[**www.northeastern.edu/graduate/blog/what-is-corporate-communications/**](http://www.northeastern.edu/graduate/blog/what-is-corporate-communications/) |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER –III CORE VII -CONTEMPORARY LITERARY CRITICISM**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **Contemporary Literary Criticism** | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| II YEAR/ III  SEMESTER |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body  of knowledge | | | | | | | | | | |
| LO2 | To provide knowledge about the different schools in contemporary literary  Criticism | | | | | | | | | | |
| LO3 | To focus on interpreting the works of various literary critics | | | | | | | | | | |
| LO4 | Focus on evaluate critically and aesthetically the prescribed texts | | | | | | | | | | |
| LO5 | Understanding the principles of criticism | | | | | | | | | | |
| **Details** | | | | | | | | | | | |
| **UNIT I**  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 the objective analysis of the subject matter | PO4 |
| **CO3** | Analyze a literary text with reference to socio-political  Issues | PO5 |
| **CO4** | Evaluate critically and aesthetically the prescribed  texts. | PO6, PO8 |
| **CO5** | Evaluate a text at emotional, intellectual and aesthetic levels | PO9, PO10 |
| **Text Books (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 andFrancis, 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-structur**](http://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-s)**e-s ign-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-englis**](http://www.studocu.com/in/document/madurai-kamaraj-university/ma-englis)  **h/the-deconstructive-angel/4517560** | |
| 5 | [**https://www.britannica.com/biography/Roland-Gerard-Barthes**](http://www.britannica.com/biography/Roland-Gerard-Barthes) | |

**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 | 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 |

**CORE - VIII CANADIAN STUDIES**

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

**UNIT IV**

Short Story

Sunshine and Other Stories. Stephen Leacock. Selections from Thomas King Autobiography/Autoethnography/Lifewritings: In Search of April Rain tree. Beatrice Mosonior (Culleton)

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

Polemical Essays: Selection from The Telling It Collective.

**UNIT V**

Criticism

The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial”, Thomas King Selections from Robert Kroetsch

Last Essay from The Bush Garden, Northrop Frye.

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| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the historical and political background of  Canadian Literature | PO1, PO3 |
| **CO2** | Understanding the folklore and its influence in Canadian  Literature | PO1 |
| **CO3** | Analyze a literary text with reference to socio-political  Issues | PO4 |
| **CO4** | Evaluate 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)** | | |

Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.

1

**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. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004) |
| 3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983 |

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| **Web sources** | |
| 1 | [www.india.gc.ca](http://www.india.gc.ca/) |
| 2 | [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca/) |
| 3 | [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com/) |
| 4. | [https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-](http://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-) commonwealth.html |
| 5. | [https://www.britannica.com/biography/Margaret-Atwood](http://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** | S | S | S | S | S | S | S | M | S | M |
| **CO2** | M | S | S | S | M | S | S | M | M | M |
| **CO3** | S | S | S | M | S | S | S | M | S | M |
| **CO4** | S | S | S | S | S | S | S | M | M | M |
| **CO5** | S | M | S | S | S | S | S | M | M | S |

**Mapping with Programme Specific Outcomes:**

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

**CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA**

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

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| **UNIT III**  History and Theory of Dalit Uprising  Dalits and Democratic Revolution in India by Gail Omvedt “Power of Invisibility” by Ravikumar  **UNIT IV**  Case Study: M. SukhadeoThorat, Paul Attewell and FirdausF.Rizvi, “The Legacy of Social Exclusion: A Correspondence Study of Job Description in India”,  Volume I, Number 01, IIDS and Princeton University,USA.  **UNIT V**  Untouchable Spring by Kalyan Rao  From i)An Anthology of Dalit Literature, ed by Zelliot and Mulk Raj Anand  ii) special issue on dalit literature in the journal, Indian Literature  Short stories from Kisumbukaran by Bama Aarumugamby Imayam Chakra by JayawantDalvi | | |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the historical and political background of  Caste | PO1 |
| **CO2** | Understanding the dimensions of discriminations | PO2 |
| **CO3** | Analyze a literary text with reference to socio-political  Issues | PO3,PO4 |
| **CO4** | Evaluating the prescribed texts critically. | PO6, PO8 |
| **CO5** | Exposure 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**](http://www.ambedkar.org/) |
| 2 | [**www.saxakali.org**](http://www.saxakali.org/) |
| 3 | [**https://www**](http://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full)**.fr**[**ontiersin.org/articles/10.3389/fpsyg.2017.00487/full**](http://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full) |
| 4 | [**https://www**](http://www.jstor.org/stable/2053672)**.jstor**[**.org/stable/2053672**](http://www.jstor.org/stable/2053672) |
| 5 | [**https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079**](http://www.sciencedirect.com/science/article/abs/pii/S2214629620301079) |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

**ELECTIVE - V TRANSLATION STUDIES**

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

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

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH**

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

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| --- | --- | --- |
| 1.Prepare and practice for Interviews 2.Some General Questions in an Interview 3.Profile Writing for a Job  4.Presentation Skills  **UNIT V**  **Interpersonal Skills**  1.Team Development 2.Relationship and Communication 3.Negotiation | | |
| **Course Outcomes** | | |
| **Cours**  **e Outcom es** | 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** | Ability 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-on communication-** |
| 2. | [**Negotiation-https://www.pon.harvard.edu/daily/nego**](http://www.pon.harvard.edu/daily/nego) **tiation-skills-daily/what-is negotiation/** |
| 3. | **https://in.indeed.com/career-advice/interviewing/inte rviewing-skills** |
| 4. | **https://careerwise.minnstate.edu/careers/occupation al- skills.html** |

**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 | 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 |

**SEC II - ENTREPRENEURSHIP DEVELOPMENT**

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

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| **Details** | | |
| **UNIT I**  Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship-Psychological factors-Social factors-  Economic factors-Environmental factors.  **UNIT II**  Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social  entrepreneurship.  **UNIT III**  Entrepneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.  **UNIT IV**  Motivation-Maslow’s theory, Herjburg’s theory, McGragor’s theory- Culture and society-Risk taking behavior.  **UNIT V**  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** | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017) | |
| 2. | Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016) | |
| 3. | Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020. | |
| **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-**](http://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-entrepreneurs hip** | |
| 4 | [**https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h**](http://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h) **ealth-entrepreneurship-on-the-rise** | |

**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 | 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 |

**SOFT SKILL III - LEADERSHIP SKILLS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEM ESTE R** | **Course Name** | **Cate gory** | **L** | **T** | **P** | **O** | **Cre d its** | **In s t. Ho ur s** | **Mark s** | | |
|  | | |
| **CI A** | **Ext e rnal** | **To tal** |
| II YEAR/ III SEMESTER | **LEADER SHIP SKILLS** | Core | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| **Learning Objectives** | | | | | | | | | | | |
| LO1 | To introduce the students to all aspects of leadership and organizations. | | | | | | | | | | |
| LO2 | Enable them to master Soft Skills. | | | | | | | | | | |
| LO3 | Help them improve their body language and Non - Verbal Communication skills. | | | | | | | | | | |
| LO4 | To make them become good leaders. | | | | | | | | | | |

|  |  |
| --- | --- |
| LO5 | Teach them organizational behavior, Conflict management, strategy and entrepreneurship. |
| **Details** | |
| **UNIT I INTRODUCTION**   1. Role of a Leader 2. Leadership Development and Behavior 3. Trust, Integrity and Ethics Personality and Leadership   **UNIT II**  **SELF-ASSESSMENT**   1. Work/Life Balance 2. Leader/Follower Relationship Making /Leading change   **UNIT III**  **LEADERSHIP SKILLS**  1. Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning)  Delegation Skills (Successful Delegation – Barriers to delegation – The who and howof delegating – The SMART acronym)  **UNIT IV**  **NEGOTIATION SKILLS**  1.Definition of negotiation 2.Types of negotiation 3.Stages of negotiation | |

|  |  |  |
| --- | --- | --- |
| **UNIT V**  **CONFLICT RESOLUTION**  1.Reasons for conflict 2.Consequences of conflict 3.Resolution Strategies | | |
| **Course Outcomes** | | |
| **Course Outcom e s** | On completion of this course, students will; | |
| **CO1** | Demonstrate an understanding of leadership qualities | PO2, PO10 |
| **CO2** | Identify the different aspects of leadership. | PO1, PO3 |
| **CO3** | Exhibit their mastery in body language  and Non Verbal Communication | PO4, PO6 |
| **CO4** | Master negotiation skills | PO5, PO6, PO7 |
| **CO5** | Will be able to analyse organizational behavior, conflicts and entrepreneurship skills | PO8, PO9 |
| **Text Books (Latest**  **Editions)** | | |
| 1. | Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication | |
| 2. | Maxwell , John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Schiffman, Stephen. Negotiation Techniques (That Really Work) | |
| 2. | *Open Journal of Leadership - SCIRP* **ISSN Print:** 2167-7743 **ISSN Online:** 2167-7751 Journal of Leadership & Organizational Studies (JLOS). | |
| **Web Resources** | | |
| 1. | **https://**[**www.skillsyouneed.com**](http://www.skillsyouneed.com/)**› leadership-skills** | |
| 2. | **https://**[**www.mindtools.com**](http://www.mindtools.com/)**› Leadership Skills** | |
| 3. | [**https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1**](http://www.techtarget.com/searchcio/definition/leadership-skills?amp=1) | |
| 4. | [**https://www.skillsyouneed.com/leadership-skills.html**](http://www.skillsyouneed.com/leadership-skills.html) | |
| 5. | **https://haiilo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-l eader/** | |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER –IV**

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u**  **r s** | **Marks** | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | Twenty first Century Millennial Literature and Culture | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| II YEAR/ IV SEMESTER |
| **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 21st 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 Tide - 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 DeMello pp. 3-18

Mario Ortiz Robles

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

**UNIT III**

**Medical Humanities**

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

Dan Millman Way of the Peaceful Warrior

**UNIT IV**

**Climate Studies**

Introduction to Climate Change and Studies Barbara Kingsolver Flight behavior

**UNIT V**

**Disability Studies**

Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability Studies Reader.

Clarke Barker and Stuart Murray “Introduction: On

Reading Disability in Literature” from The Cambridge Companion to Disability Studies

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Contemporary issues and its immediate requirement can be easily analyzed by the students. | PO3 |
| **CO2** | The social responsibility of the students towards the society can be groomed in an effective way. | PO2, PO6 |
| **CO3** | Exposuire to the emerging tends in twenty first century millennial literature. | PO4. PO5 |
| **CO4** | Equiped in the interdisciplinary theories. | PO6 |
| **CO5** | Viability of interdisciplinary analyses of literary and cultural forms. | PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Bates, Victoria, et al. 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. Body Studies: An Introduction. 1st ed., Routledge, 2013 |
| 3 | Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka.  *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation.* Peter Lang Publishing Inc., 2014. |
| **Web sources** | |
| 1 | [**http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-**](http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/)  [**animal-studies/archives/**](http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/) |
| 2 | [**http://www.jstor.org/stable/25614299.**](http://www.jstor.org/stable/25614299) |
| 3. | [**https://www.timeshighereducation.com/student/student-services/blue-studies-ii**](http://www.timeshighereducation.com/student/student-services/blue-studies-ii) **nternational** |
| 4. | [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/**](http://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** | 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 | 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 |

**CORE XI - SUBALTERN STUDIES**

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

|  |  |  |
| --- | --- | --- |
| **UNIT II**  **PROSE – DETAILED**  Martin Luther King (Jr) – I Have a Dream  **NON-DETAILED**  GayatriC.Spivak - Can the Subaltern Speak ?  **UNIT III**  **DRAMA – DETAILED**  C.T. Indra (Translation) - Nandan  **DRAMA – NON - DETAILED**  Vijay Tendulkar – Kanyadan  **UNIT IV FICTION**  MalalaYousafzai with Christina Lamb - I am Malala Bama – Karukku\  **UNIT V FICTION**  Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things | | |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Remember the diverse concepts that address issues of  subalterns. | PO2 |
| **CO2** | Comprehend the meaning and nature of the Subaltern  history. | PO3, PO6 |
| **CO3** | Analyse various subaltern texts | PO1,PO2, PO5 |
| **CO4** | Determine the sources and structures of social  inequalities. | PO6 |
| **CO5** | Develop strategies to deal with Maginalized issues  successfully. | PO8, PO9 |
| **Text Books (Latest**  **Editions)** | | |

|  |  |
| --- | --- |
| 1. | Guha, R. S. of P. S. R. (1988). *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 Blackswan Pvt  Ltd, 2003. |
| **Web sources** | |
| 1 | **https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20h**  **eard%20 previous.** |
| 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**](http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf) |
| 4. | [**https://www.sas.upenn.edu/~dludden/ReadingSS\_INTRO.pdf**](http://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf) |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**CORE XII - FILM AND MEDIA STUDIES**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT III**  Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini Chaudhiri - Contemporary World Cinema [EUP]  **UNIT IV**  Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema  Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V  **UNIT V**  **Lit. to Tamil Cinema**  Linda Costanzo Cahir - Ory & Practical Approaches  **Film Studies**  John Hill - Critical Approaches - Film studies [OUP]  **Movies for Appreciation**   1. A Few Good Men - Legal Drama by Aaron Sorkin’s 1989 2. Confessions of a - Sophin Kinsella Shopaholic 3. Elippathayam - Adoor Gopalakrishan   Bridge on River Kwai - Novel to Film | | | |
|  | **Total** | **90** |  |
| **Course Outcomes** | | | |
| **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. | Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey. | |
| 2. | Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi. | |
| **References Books**  **(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 Resources** | | |
| 1 | **www.academic info.net/film.html.** | |
| 2. | **https://wwnorton.com/books/9780393420531** | |
| 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\_articleshow/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** | S | S | S | S | S | S | S | M | S | M |
| **CO2** | M | S | S | S | M | S | S | M | M | M |
| **CO3** | S | S | S | M | S | S | S | M | S | M |
| **CO4** | S | S | S | S | S | S | S | M | M | M |
| **CO5** | S | M | S | S | S | S | S | M | M | S |

**Mapping with Programme Specific Outcomes:**

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

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

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| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r**  **s** | **Marks** | | |
|  | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **English Literature for NTA NET, SET & GATE** | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| II YEAR / IV SEMESTER |
| **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; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe | | | | | | | | | | | |

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| **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, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms | | |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Practise in objective exam pattern will ease the students  tension while taking the real NET and SET exams. | PO2, PO3 |
| **CO2** | Effectively attemptimg MCQs | PO1 |
| **CO3** | Profound understanding about the various movements in  English Literature | PO6 |
| **CO4** | Understanding the nuances of competitive exams | PO7 |
| **CO5** | Expertise in literature | PO6, PO10 |
| **Text Books (Latest**  **Editions)** | | |
| 1. | Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and  Research Aptitude. Oxford, 2020 | |
| 2. | Ronald Carter and John McRae. The Routledge History of English Literature:  Britain and Ireland. Routledge | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling  Publ., 2019 | |
| 2. | Maryemma Graham and Jerry Washington Ward. The Cambridge History of  African American Literature. Cambridge University Press, 2015. | |
| 3. | Henry Beers A. Brief History of English and American Literature. OUTLOOK  VERLAG, 2020. | |
| 4. | Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry. | |
| 5. | M.H. Abrams – A Glossary of Literary Terms. | |

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| **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\_articleshow/51169927.cms** |
| 5. | **https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065** |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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:**

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| --- | --- | --- | --- | --- | --- |
| **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 |

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

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| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r**  **s** | **Marks** | | |
|  | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **English Literature for NTA NET, SET & GATE** | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| II YEAR / IV SEMESTER |
| **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; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe | | | | | | | | | | | |

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| **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, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms | | |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Practise in objective exam pattern will ease the students  tension while taking the real NET and SET exams. | PO2, PO3 |
| **CO2** | Effectively attemptimg MCQs | PO1 |
| **CO3** | Profound understanding about the various movements in  English Literature | PO6 |
| **CO4** | Understanding the nuances of competitive exams | PO7 |
| **CO5** | Expertise in literature | PO6, PO10 |
| **Text Books (Latest**  **Editions)** | | |
| 1. | Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and  Research Aptitude. Oxford, 2020 | |
| 2. | Ronald Carter and John McRae. The Routledge History of English Literature:  Britain and Ireland. Routledge | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling  Publ., 2019 | |
| 2. | Maryemma Graham and Jerry Washington Ward. The Cambridge History of  African American Literature. Cambridge University Press, 2015. | |
| 3. | Henry Beers A. Brief History of English and American Literature. OUTLOOK  VERLAG, 2020. | |
| 4. | Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry. | |
| 5. | M.H. Abrams – A Glossary of Literary Terms. | |

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| **Web sources** | |
| 1. | **https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/** |
| 2. | **https://byjusexamprep.com/ugc-net-english-books-i** |
| 3. | **https://ugcnetpaper1.com/ugc-net-paper-1-study-material-pdf/amp/** |
| 4. | [**https://www.britannica.com/art/English-literatur**](http://www.britannica.com/art/English-literature)**e** |
| 5. | **https://literariness.org** |
| 6. | [**https://www.sparknotes.com/writinghelp/glossary-of-literary-terms/**](http://www.sparknotes.com/writinghelp/glossary-of-literary-terms/) |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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:**

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

**SEC III- ENGLISH FOR CAREERS**

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| **Course Code**  **YEAR/ SEMESTER** | **Course Name** | **C**  **at e g o r y** | **L** | **T** | **P** | **O** | **C**  **r e d i t s** | **I**  **n s t**  **.**  **H**  **o u r s** | **Marks** | | |
|  | | |
| **C I A** | **E**  **x t e r n a l** | **T**  **o t a l** |
|  | **ENGLISH FOR CAREERS** | Core | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| II YEAR/ IV  SEMESTER |
| **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 | | | | | | | | | | |

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

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

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| **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.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Leila%2BR.%2BSmith%2BEmeritus&search-alias=stripbooks) [Smith Emeritus](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Leila%2BR.%2BSmith%2BEmeritus&search-alias=stripbooks) |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by [Eric Glendinning](https://www.amazon.in/Eric-Glendinning/e/B000APO8FI/ref%3Ddp_byline_cont_book_1) |
| 2. | English for Careers: Business, Professional, and Technical |
| **Web sources** | |
| 1. | **https://**[**www.worldcat.org/formats-**](http://www.worldcat.org/formats-)  **editions/864901969?referer=di&editionsView=true** |
| 2. | **https:/**[**/www**](http://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLO)**.**[**academia.edu/34266181/Oxford\_English\_For\_Careers\_TECHNO**](http://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLO)  [**LO**](http://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLO) **GY\_1\_Teachers\_Resource\_book\_David\_Banamy** |
| 3. | [**https://www**](http://www.nature.com/scitable/topicpage/effective-writing-13815989/)**.natur**[**e.com/scitable/topicpage/effective-writing-13815989/**](http://www.nature.com/scitable/topicpage/effective-writing-13815989/) |
| 4. | **https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942** |

**Mapping with Programme Outcomes:**

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|  | **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:**

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| **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 |

**SOFT SKILL IV - EMPLOYABILITY SKILLS**

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

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

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| **CO2** | Understand factors that contribute to confidence and self-esteem | PO1, PO2 |
| **CO3** | Gain knowledge on the skill of communicating effectively with employers, supervisors and co- workers. | PO4, PO6 |
| **CO4** | Understand teamwork approach to completing tasks. | PO4, PO5, PO6 |
| **CO5** | Get an awareness on the strategies for handling stress and work pressure. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Arvind M Nawale, Mahesh M Nivargi, An Introduction to Employability Skills-A text book for College Students. Macmillan Publications. | |
| 2. | A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JKP Publications. | |
| 3. | Manojkumar C Shimpi, Employability Skills. Neelam Publications. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Soft Skills & Employability Skills by Sabina Pillai & Agna Fernadez. Cambridge University Press. | |
| **Web sources** | | |
| 1. | [**https://cbseacademic.nic.in/web\_material/Curriculum21/publication/secondary/Em**](https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Em%20ployability_Skills10.pdf)[**ployability\_Skills10.pdf**](https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Em%20ployability_Skills10.pdf) | |
| 2. | **https://leverageedu.com/blog/behavioural-skills/** | |
| 3. | **https://in.indeed.com/career-advice/career-development/professional- skills** | |
| 4. | [**https://www.countryliving.com/life/g15915245/social-etiquette/**](http://www.countryliving.com/life/g15915245/social-etiquette/) | |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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:**

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| --- | --- | --- | --- | --- | --- |
| **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 |

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