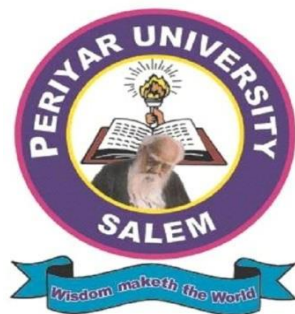


PERIYAR UNIVERSITY
SALEM — 636011

DEPARTMENT OF ENGLISH



M.A. ENGLISH

Choice Based Credit System

Outcome Based Education

REGULATIONS / SYLLABUS

(Effective from the Academic Year

2023-2024 Onwards)

DEPARTMENT OF ENGLISH

PERIYAR UNIVERSITY

SALEM-11

M. A. English

Regulations and Syllabus

Vision, Mission and Values of the University

Vision

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

Mission

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

Values

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

Vision of Department of English

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

Programme Objectives

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

Programme Outcomes

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

Programme Specific Outcomes

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

REGULATIONS

Conditions for Admission

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

Eligibility for the Award of Degree

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

Duration of the Programme

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

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

Examination

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

Scheme of Examination

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

Theory Paper

External : 75 marks

Internal : 25 marks

Total : 100 marks

Time : 3 hours

Internal Mark Calculation

The following components form the basis from calculating Internal marks:

Best two tests out of three: 10 marks

Assignment : 05 marks

Seminar : 05 marks

Attendance : 05 marks

Total : 25 marks

Project Evaluation

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

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

Total : 100 Marks

Scheme of Evaluation

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

Question Paper Pattern (Theory)

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

Courses

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

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

Details of Courses

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

M.A.English Structure of the Course

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

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

TOTAL CREDITS: 92

Requirement for Proceeding to Subsequent Semester

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

Passing Minimum

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

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

Classification of Successful Candidate

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

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

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

Grading System

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

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

Ranking

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

SEMESTER I

CORE -1 ENGLISH POETRY

Course Code	Course Name	Category	L	T	P	O	C	I	Marks			
									redits	Inst. Hours	CI A	External
YEAR/ SEM												
	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 17 th 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
3.	https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4.	https://www.britannica.com/topic/Absalom-and-Achitophel
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.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	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI A	External	Total
YEAR/ SEMESTER											
	<u>Drama I- Elizabethan Age to 20th Century</u>	Core / Elective	Y	Y	-	-	5	7	25	75	100
I YEAR/ I SEM											
Learning Objective											
LO1	To acquaint the students with the origin of drama in Britain										
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.										
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.										
LO4	Evaluating different forms of drama from the historical background could be learnt.										
LO5	Understanding dramatic techniques implied by the pioneers of English drama										
Details											
UNIT I Beginnings of Drama - Miracle and Morality Plays -Everyman 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., (6 th ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre
Web Resources	
1.	http://www.questia.com (online library for research)
2.	http://www.clt.astate.edu/wmarev/asste%
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4.	https://www.britannica.com/art/English-literature/The-Restoration
5.	https://www.britannica.com/art/epic-theatre

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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 20 th 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											
<p>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</p> <p>UNIT II - The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.</p> <p>UNIT III - Middle Class Novel of Manners :Jane Austen Emma</p> <p>UNIT IV - Women’s Issues : Charlotte Bronte, Jane Eyre</p> <p>UNIT V - Liberal Humanism, Individual Environment and Class Issues . Lawrence :The Rainbow Quest, James Joyce Portrait of the Artist as a Young Man</p>											

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 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	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											
<p>UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II - Kamala Das: Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.</p> <p>UNIT III - Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.</p> <p>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).</p> <p>UNIT V - Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows</p>											

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 Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.	
4.	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	
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/	
3.	https://www.britannica.com/biography/Sri-Aurobindo	
4.	https://www.literarvladiesguide.com/author-biography/kamala-das-indian-poet/	
5.	https://www.britannica.com/biography/Anita-Desai	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	Theatre Art	Core	Y	Y	-	-	3	5	25	75	100
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											
<p>UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.</p> <p>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.</p> <p>UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage</p>											

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 world, Word versus spectacles.

Course Outcomes

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

Text Books (Latest Editions)

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

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

1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Web sources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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	
I YEAR/ I SEMESTER	ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Core	Y	Y	-	-	2	2	25	75	100	
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
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 ESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ SEMESTER	TECHNICAL WRITING	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives											
LO1	Technical Writing is ultimately important as it provides information on a company's products and services										
LO2	Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.										
LO3	The course in technical writing focuses on the discorsal features and functions of technical writing including the technical reports, project reports and related documents.										
LO4	The knowledge of computing appropriate to the discipline.										
LO5	The ability to use current technologies, skills, and tools necessary for computing practices.										
Details											
<p>UNIT I- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs</p> <p>UNIT II – The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content</p> <p>UNIT III - Letters: Kings and Mechanics 2.The Summary: The Art of Brevity 3.Written Reports: The Basics</p> <p>UNIT IV – Proposals, Brochures, User Manuals</p> <p>UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!</p>											

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	

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/ SEMESTE R	Course Name	C a t 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
I YEAR/ II SEMESTE R	American Literature	Core	Y	Y	-	-	5	6	25	75	100
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 She Lived”, “The Soul Selects Her Own Society”

Robert Frost “After Apple Picking”

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

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

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

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

UNIT II – Prose

Victor 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

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

UNIT III Drama –

Arthur Miller - Death of a Salesman,

Tennessee Williams - A Street Car Named Desire

Marsha Norman - Night Mother,

Ntozake Shange – For Colored Girls.

UNIT IV Fiction/Short Story

Edgar Allan Poe - “The Cask of Amontillado”

Herman Melville - “Bartleby the Scrivener”,

N. Scott Momaday - The House Made of Dawn –

Toni Morrison – Beloved

Kate Chopin - The Awakening

UNIT V Autobiography - Excerpts from – MalcolmX,

Hispanic Women Writing,

Cherrie Moraga - Getting Home Alive

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

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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											
<p>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.</p> <p>UNIT II – Sonnets – 12, 65, 86, 130, Comedies -Much Ado About Nothing, Winter’s Tale.</p> <p>UNIT III – Tragedy Othello</p> <p>UNIT IV – History Henry IV Part I</p>											

UNIT V Shakespeare Criticism –

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

Granville Baker - From Prefaces to Shakespeare

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

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

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

Course Outcomes

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 VI - POST-COLONIAL THEORY AND LITERATURE

Course Code YEAR/ SEMESTER	Course Name	C a t 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
I YEAR / II SEMESTER	Post-Colonial Theory and Literature	Core	Y	Y	-	-	4	6	25	75	100
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											
<p>UNIT I Fiction</p> <p>Joseph Conrad : Heart of Darkness. E.M. Forster : A Passage to India.</p> <p>UNIT II Fiction</p> <p>Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children. Thomas King : The One About Coyote Going West</p>											

UNIT III Fiction –

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

UNIT IV Poetry

Arun Kolatkar : The Priest, A Low Temple,
Yeshwant Rao, An Old Woman, Scratch
A.K.Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells.

Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.

UNIT V -Poetry

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

Course Outcomes

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

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

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 a t 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											
<p>UNIT I A Brief history of Language Teaching The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century</p> <p>UNIT II Nature of approaches and methods in Language Teaching</p> <ol style="list-style-type: none"> 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: <ul style="list-style-type: none"> • 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-prose.htm/
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
3.	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/
4.	https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17
5.	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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- Charles Hanson Towne											

NON – DETAILED PROSE
 Excerpts from Disgrace - J.M.Coetzee
 Excerpt from Sula - Toni Morrison

UNIT III DETAILED DRAMA

The Caretaker - Harold Pinter

NON – DETAILED DRAMA

Man and Superman - George Bernard Shaw

UNIT IV SHORT STORIES

Alice Munro - The Turkey Season Differently Runaway,
 The Bear Came Over the Mountain Boys and Girls

UNIT V NOVELS

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

Course Outcomes

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC I - TECHNOLOGY IN TEACHING ENGLISH

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

Details

UNIT I Definition -Virtual- Learning Environment:

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

UNIT II Webpage Development:

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

UNIT III Computational Linguistics:

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

UNIT IV Lexicography

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

UNIT V **E-Learning**

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

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

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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
I YEAR/ II SEMESTER	COMMUNICATION SKILLS	Core	Y	Y	-	-	2	2	25	75	100
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											

UNIT III CORPORATE COMMUNICATION

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

UNIT IV VERBAL COMMUNICATION- WRITTEN

1. Circular
2. Memorandum
- 3.Minutes

UNIT V PRACTICAL ASSESSMENT

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

Course Outcomes

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

Web Resources

1.	www.researchgate.net
2.	https://business.tutspplus.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/

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 a t 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
II YEAR/ III SEMESTER	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100
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 Jacques Derrida- Structure, Sign and Play in the Discourse of HumanSciences UNIT II M.H. Abrams -The Deconstructive Angel UNIT III Susan Sontag -Against Interpretation Edward Said- Crisis (In Orientalism) - UNIT IV Cleanth Brooks -Irony as Principle of Structure Sigmund Freud -Creative Writers and Day Dreaming UNIT V Roland Barthes - From Work to Text Terry Eagleton -Capitalism, Modernism and Post Modernism											

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t e g o r 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										
<p>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</p> <p>UNIT II Fiction Survival- M. Atwood Truth and Brightwater (1999),- Thomas King. No New Land- M.G. Vassanji Toronto- Mc Clelland & Stewart, 1997</p> <p>UNIT III DRAMA The Ecstasy of Rita Joe- George Ryga. Dry Lips- Tom Highway. Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma ParameshwaranBangalore: IBH Prakashana 1996</p>										

UNIT IV Short Story

Sunshine and Other Stories- Stephen Leacock.

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

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

Polemical Essays: Selection from The Telling It Collective.

UNIT V Criticism

The Canadian Post-Modern- Linda Hutcheon

"Godzilla vs Post-Colonial"- Thomas King

Selections from Robert Kroetsch

Last Essay from The Bush Garden, Northrop Frye.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
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)		

1	Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.
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References Books
(Latest editions, and the style as given below must be strictly adhered to)

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

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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

Course Code YEAR/ SEMESTER	Course Name	C a t 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
II YEAR/ III SEMESTER	Literature of the Marginalized in India	Core	Y	Y	-	-	5	6	25	75	100
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											
<p>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</p> <p>UNIT II The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti; Caste and Gender by Anupama Rao</p>											

UNIT III History and Theory of Dalit Uprising

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

UNIT IV

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

UNIT V

Untouchable Spring by Kalyan Rao
 From An Anthology of Dalit Literature, ed by Zelliott and Mulk Raj Anand special issue
 on dalit literature in the journal, Indian Literature

Short stories
 Kisumbukaran by Bama Aarumugam
 Imayam Chakra by Jayawant Dalvi

Course Outcomes

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
2	www.saxakali.org
3	https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full
4	https://www.jstor.org/stable/2053672
5	https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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
II YEAR/ III SEMESTER	Translation Studies	Core	Y	Y	-	-	3	3	25	75	100
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											
Balamani Amma To 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 India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.											
UNIT IV											
Workshops on Translation											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the systematic study of translation	PO1, PO3
CO2	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
CO3	Exposure to effective translation	PO4
CO4	Equipped in the skills as well as the politics of translation.	PO6, PO8
CO5	Exposure to literature in the regional languages through representative texts in English translation	PO9
Text Books (Latest Editions)		
1.	Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge	
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London	
3	R. Azhagarasan&Ravikumar Anthology of Tamil Dalit Writing (OUP)	
Web sources		
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.	
2	https://www.tandfonline.com/toc/rtrs20/current	
3	https://complit.fas.harvard.edu/translation-studies	
4	https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/	
5	https://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 a t 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
II YEAR/ III SEMESTER	FUNCTIONAL ENGLISH	Core	Y	Y	-	-	3	4	25	75	100
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											

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

Course Outcomes	On completion of this course, students will;	
CO1	Define communicative skills	PO2
CO2	Utilize the nuances of English language in public speaking	PO1, PO2
CO3	Evaluate language skills in day to day life	PO3, PO4
CO4	Develop different styles of occupational skills	PO5, PO6
CO5	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. <i>Developing Communication Skills</i> . Macmillan Publishers India Ltd., 2009.
2.	Mitra, Barun K. <i>Effective Technical Communication: a Guide for Scientists and Engineers</i> . Oxford University Press, 2006.

References Books

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

1.	Sudha, S. <i>Job Fair Keys</i> , Jayalakshmi Publications, 2017.
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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/negotiation-skills-daily/what-is negotiation/
3.	https://in.indeed.com/career-advice/interviewing/interviewing-skills
4.	https://careerwise.minnstate.edu/careers/occupational-skills.html

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 r s	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.										

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

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship-barriersto entrepreneurship.

UNIT IV

Motivation-Maslow’s theory, Herzberg’s theory, McGrigor’s theory- Culture and society- Risk takingbehavior.

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-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/health-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 ESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	LEADERSHIP 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	
<p>UNIT I INTRODUCTION</p> <ol style="list-style-type: none"> 1. Role of a Leader 2. Leadership Development and Behavior 3. Trust, Integrity and Ethics Personality and Leadership <p>UNIT II SELF-ASSESSMENT</p> <p>Work/Life Balance Leader/Follower Relationship Making /Leading change</p> <p>UNIT III LEADERSHIP SKILLS</p> <ol style="list-style-type: none"> 1. Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning) 2. Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym) <p>UNIT IV NEGOTIATION SKILLS</p> <ol style="list-style-type: none"> 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 Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of leadership qualities	PO2, PO10
CO2	Identify the different aspects of leadership.	PO1, PO3
CO3	Exhibit their mastery in body language and Non Verbal Communication	PO4, PO6
CO4	Master negotiation skills	PO5, PO6, PO7
CO5	Will be able to analyse organizational behavior, conflicts and entrepreneurship skills	PO8, PO9

Text Books (Latest

Editions)

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

References Books

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

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

Web Resources

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

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 a t 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
II YEAR/ IV SEMESTER	Twenty first Century Millennial Literature and Culture	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.										
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st 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	Exposure to the emerging trends in twenty first century millennial literature.	PO4, PO5
CO4	Equipped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10
Text Books (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. <i>Body Studies: An Introduction</i> . 1 st ed., Routledge, 2013
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.
Web sources	
1	http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/
2	http://www.jstor.org/stable/25614299 .
3.	https://www.timeshighereducation.com/student/student-services/blue-studies-international
4.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/
5.	https://en.m.wikipedia.org/wiki/Medical_humanities

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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
II YEAR/ IV SEMESTER	Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups										
LO2	Develop strategies to deal with these issues successfully.										
LO3	Analysis of literary texts in Subaltern lens										
LO4	To examine the defined role of social constructions that affecting the space of the marginalized										
LO5	Critically analyzing subaltern writing.										
Details											
UNIT I											
POETRY – DETAILED											
Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)											
Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) ArjunDangle)											
Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)											
Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)											

UNIT II PROSE – DETAILED

Martin Luther King (Jr) – I Have a Dream

NON-DETAILED

Gayatri C. Spivak - Can the Subaltern Speak ?

UNIT III DRAMA – DETAILED

C.T. Indra (Translation) - Nandan

NON - DETAILED

Vijay Tendulkar – Kanyadan

UNIT IV FICTION

Malala Yousafzai with Christina Lamb - I am Malala

Bama – Karukku

UNIT V FICTION

Chinua Achebe - Things Fall Apart

Arundati Roy - God of Small Things

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Remember the diverse concepts that address issues of subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
CO3	Analyse various subaltern texts	PO1, PO2, PO5
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9

**Text Books
(Latest**

Editions)

1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.
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=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.
2.	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/
3.	http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf
4.	https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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 a t 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 Chaudhuri - 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.academicinfo.net/film.html .	
2.	https://wnorton.com/books/9780393420531	
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko	
4.	https://m.economicstimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms	
5.	https://guides.library.vale.edu/c.php?g=295800&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

Course Code YEAR/ SEMESTER	Course Name	C a t 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
II YEAR / IV SEMESTER	English Literature for NTA NET, SET & GATE	Core	Y	Y	-	-	3	4	25	75	100
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 & 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											

UNIT IV Literary Theory and Criticism

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

UNIT V Literary Forms

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

Course Outcomes

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

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

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

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

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

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

SEC III- ENGLISH FOR CAREERS

Course Code YEAR/ SEMESTER	Course Name	C a t 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										

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

- 1.Preparing Lectures on Topics
- 2.Preparing Persuasion Talks

UNIT V Telephone Etiquette

1. Business Talks over Telephone
- 2.Discussion on Career Prospects and Advancements

Course Outcomes

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

Text Books (Latest Editions)	
1.	V.Saraswathi&Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical
Web sources	
1.	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

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 IV - EMPLOYABILITY SKILLS

Course Code YEAR/ SEMESTER	Course Name	Ca teg ory	L	T	P	S		I n st . H o u r s	Marks		
										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.										

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- SelfIntroduction-Verbal and Non-Verbal Communication-Campus to work.

UNIT III

IT Literacy- Basics of Computers-Operating System- Ms Word-Ms Excel-Web browsers
and searchengines-email-mobile application.

UNIT IV

Entrepreneurship Skills- Maintaining Efficiency at Workplace-Occupational Safety, Health
andEnvironment Education.

UNIT V

Career plan-basic professional skills-resume preparation- mock interview- career
pathways-searchand 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

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 Fernandez. Cambridge University Press.	
Web sources		
1.	https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_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/	

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