



**PONNAIYAH RAMAJAYAM INSTITUTE OF  
SCIENCE & TECHNOLOGY (PRIST)**

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Declared as DEEMED-TO-BE-UNIVERSITY  
U/s 3 of UGC Act, 1956

M.A.,  
ENGLISH

**SYLLABUS**

**2023 REGULATION**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005**

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## 1. Preamble

Taxonomy forms three learning domains: the cognitive (knowledge), affective(attitude), and psychomotor (skill). This classification enables to estimate the learning capabilities of students.

Briefly, it is aimed to restructure the curriculum as student-oriented, skill-based, and institution-industry-interaction curriculum with the various courses under “Outcome Based Education with Problem Based Courses, Project Based Courses,and Industry Aligned Programmes” having revised Bloom’s Taxonomy for evaluating students skills.

Three Domains:

(i) Cognitive Domain

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

(ii) Affective Domain

(iii) Psychomotor Domain

<b>TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION</b>	
<b>Programme:</b>	<b>M.A. English</b>
<b>Programme Code:</b>	23PGENGGE
<b>Duration:</b>	<b>2 years for PG</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.</p> <p><b>PO2: Critical Thinking:</b> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO3: Problem Solving:</b> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.</p> <p><b>PO4: Analytical &amp; Scientific Reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p><b>PO5: Research related skills:</b> Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.</p> <p><b>PO6: Self-directed &amp; Lifelong Learning:</b> Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-</p>

	<p>placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.</p> <p><b>PO7: Participation &amp; Research:</b> Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.</p> <p><b>PO8: Reading &amp; Projects:</b> Document their reading and interpretive practices in assignments, translation works, and independent projects.</p> <p><b>PO9: Confidence &amp; Effectiveness:</b> Confidently and effectively articulate their literary and textual experiences.</p> <p><b>PO 10: Social Skills &amp; Empathetic Approach:</b> Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.</p>
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<p><b>Programme Specific Outcomes:</b></p>	<p><b>PSO1:</b> Acquire good knowledge and understanding, to solve specific theoretical &amp; applied problems in different areas of the specific discipline of study.</p> <p><b>PSO2:</b> Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.</p> <p><b>PSO3:</b> To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4:</b> Developing a research framework and presenting their independent ideas effectively.</p> <p><b>PSO5:</b> Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.</p> <p><b>PSO6:</b> Enabling a holistic perspective towards the socio-political <u>inequalities and environmental issues</u></p>
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## 1. Structure of Course

<b>Course Code</b>	<b>Course Name</b>		<b>Credits</b>
<b>Lecture Hours: (L) per week</b>	<b>Tutorial Hours : (T) per week</b>	<b>Lab Practice Hours: (P)per week</b>	<b>Total: (L+T+P) per week</b>
<b>Course Category :</b>	<b>Year &amp; Semester:</b>	<b>Admission Year:</b>	
<b>Pre-requisite</b>			
<b>Links to other Courses</b>			
<b>Learning Objectives:</b> (for teachers: what they have to do in the class/lab/field)			
<b>Course Outcomes:</b> (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
<b>Recap:</b> (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
<b>Units</b>	<b>Contents</b>	<b>Required Hours</b>	
<b>I</b>		<b>17</b>	
<b>II</b>		<b>17</b>	
<b>III</b>		<b>17</b>	
<b>IV</b>		<b>17</b>	
<b>V</b>		<b>17</b>	
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill		
<b>Learning Resources:</b>			
<ul style="list-style-type: none"> <li>● Recommended Texts</li> <li>● Reference Books</li> <li>● Web resources</li> </ul>			
<b>Board of Studies Date:</b>			

## 3. Learning and Teaching Activities

### 3.1. Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

### 3.2. Work Load

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

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

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

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

#### 6. Field Study Activities

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

#### 7. Assessment Activities

##### 7.1. Assessment Principles:

Assessment for this course is based on the following principles

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

##### Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%

Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## 8. TEACHING METHODOLOGIES

**Traditional Teaching method** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

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

Applications, Use of Language enhancement software.

**Introducing students to applications before teaching the theory**

**Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

Other university websites.



## 9. Faculty Course File Structure

### CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any,
- p. Project related to the course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer sheet
- u. Three best, three middle level and three average answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher Studies Preparation (GATE / Preparation)
- x. List of mentees and their academic achievements

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## 10. Template for PG Programme in English

### M.A. English Curriculum Design

Semester-I	Credit	Semester-II	Credit	Semester-III	Credit	Semester-IV	Credit
1.1. Core-I	4	2.1. Core-IV	4	3.1. Core-VII	4	4.1. Core-X	4
1.2 Core-II	4	2.2 Core-V	4	3.2 Core-VII	4	4.2 Core-XI	4
1.3 Core – III	4	2.3 Core – VI	4	3.3 Core – IX	4	4.3 Core – XII	4
1.4 Elective (Generic / Discipline Centric)- I	3	2.4 Elective (Generic / Discipline Centric) – III	3	3.4 Elective (Generic / Discipline Centric) – V	3	4.4 Elective (Generic / Discipline Centric) – VI	3
1.5 Elective (Generic / Discipline Centric)-II	3	2.5 Elective (Generic / Discipline Centric)-IV	3	3.5 Core Industry Module	3	4.5 Project with Viva-Voce	3
1.6 Ability Enhancement Course- Soft Skill -1	2	2.6 Ability Enhance ment Course - Soft Skill -2	2	3.6 Ability Enhancement Course- Soft Skill -3	2	4.6 Ability Enhancement Course- Soft Skill -4	2
Skill Enhancem ent Course SEC 1	2	2.7 Skill Enhancement Course SEC 2	2	3.7 Skill Enhancement Course – Term Paper and Seminar Presentation SEC 3	2	4.7 Skill Enhancement Course - Professional Competency Skill	2
				3.8 Internship/ Industrial Activity	2	4.8 Extension Activity	1
	22		22		24		23
<b>Total Credit Points</b>							<b>91</b>

### Credit Distribution for all PG Courses

S.No	Course Details	Credit
1	Core Course [12 Courses X 4 Credits]	48
2	Elective Course [ 6 Courses X 3 Credits]	18
3	Skill Enhancement Course [3 Courses X 2 Credits]	6

4A	Professional Competency Course & Industry	4
4B	Module Project Work VIVA VOCE	4
5	Discipline specific elective course [ 3 Courses X 3]	9
6	Internship	2
		<b>91</b>



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**DEPARTMENT OF ENGLISH  
MA ENGLISH – REGULATION 2023  
COURSE STRUCTURE  
First Year Semester- I**

COURSE CODE	LIST OF COURSES	L	T	P	C
23211AEC11	English Poetry	5	1	0	4
23211AEC12	English Drama	5	1	0	4
23211AEC13	English Fiction	5	1	0	4
23211GEC14	Indian Writing in English	5	0	0	4
23211DSC15_	Discipline specific Elective-I	5	0	0	3
23211RMC16	Research Methodology	2	0	0	2
		27	3	0	21

**Semester-II**

	List of Courses	L	T	P	C
23211AEC21	American Literature	4	1	0	4
23211AEC22	Shakespeare Studies	4	1	0	4
23211AEC23	Post-colonial Theory and Literature	4	1	0	4
23211GEC24	Approaches to English Language Teaching	4	0	0	4
23211DSC25_	Discipline specific Elective-II	4	0	0	3
23211SEC26	Industry Training & Expectations	3	0	0	3
23211SEC28	Internship* / Tourism	2	0	0	2
23211BRC27	Participation In Bounded Research	2	0	0	2
		27	3	0	26

**Second Year  
Semester-III**

COURSE CODE	LIST OF COURSES	L	T	P	C
23211AEC31	Contemporary Literary Criticism	4	1	0	4
23211AEC32	Canadian Studies	4	1	0	4
23211AEC33	Literature of the Marginalized in India	4	1	0	4
23211SEC34	Translation Studies	3	1	0	3
23211DSC35_	Discipline specific Elective-III	4	1	0	3
23211SEC36	Leadership Skills	3	0	0	3
23211SEC37	Internship / Industrial Activity	3	0	0	3
		25	5		24

### Semester-IV

COURSE CODE	LIST OF COURSES	L	T	P	C
23211AEC41	Twenty First Century Millennial Literature and Culture	4	1	0	4
23211AEC42	Subaltern Studies	4	1	0	4
23211AEC43	Film and Media Studies	4	1	0	3
23211GEC44	English for Careers	4	1	0	3
23211PRW45	Project	0	0	5	4
23211SEC46	English Teaching methods, Aptitude, Attitude for competitive examination	4	1	0	2
		20	5	5	20
	Total credit				91

### Credit distribution

SEM	AEC	SEC	GEC	DSC	Research	Total Credits
I	12	-	4	3	2	21
II	12	5	4	3	2	26
III	12	9	-	3	-	24
IV	11	2	3	-	4	20
<b>Total</b>	47	16	11	09	<b>08</b>	<b>91</b>

### Discipline Specific Electives

Semester	Discipline Specific Elective Courses
I	23211DSC15A- Theatre Art
	23111DSC15B- Technical Writing
II	23111DSC25A- A Glimpse Of Nobel Laureates
	23111DSC25B- Technology In Teaching English
III	23111DSC35A - Functional English
	23111DSC35B - Employability skills

HOD

DEAN

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

### **Different Types of Courses**

#### **(i) Core Courses ( Illustrative )**

1. English Poetry
2. English Drama
3. English Fiction
4. American Literature
5. Shakespeare Studies
6. Post Colonial Theory and Literature
7. Contemporary Literary Criticism
8. Canadian Studies
9. Subaltern Studies
10. British Literature

#### **(ii) Elective Courses (ED within the Department Experts) ( Illustrative )**

1. Theatre Art
2. Approaches to English Language Teaching
3. A Glimpse of Nobel Laureates
4. Translation Studies
5. English Literature for NTA, NET, SET & GATE
6. Indian Writing in English

#### **(iii) Skill Development Courses**

1. Technical Writing
2. English for Competitive exams
3. Business English
4. Leadership Skills
5. Employability skills

**FIRST YEAR - SEMESTER I**  
**CORE -1 ENGLISH POETRY – From Chaucer to 20th Century**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC11	English poetry	5	1	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> Century.									
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.									
LO3	Good comprehension of History of English literature is enhanced									
LO4	Differentiation among the various stages of English could be identified by students.									
LO5	Critical approaches towards various literary forms can be learnt.									
<b>Details</b>										
<b>UNIT I</b> Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun: Doctor, Friar										
<b>UNIT II</b> Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: Forbidding Mourning" "The Canonization"										
<b>UNIT III</b> Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"										
<b>UNIT IV</b> Gray "Elegy" Wordsworth: Tintern Abbey										
<b>UNIT V</b> Dylan Thomas: "Do Not Go Gentle Into That Good Night" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude"										

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Gain ideas about the old English writing style.	PO1, PO2
2	Acquire knowledge about various forms of poetry during different centuries.	PO5,PO6

3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
<b>Text Book</b>		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
<b>Reference Books</b>		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.	
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.	
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	
<b>Web Resources</b>		
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>	
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>	
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/">https://www.worldhistory.org/Elizabethan_Theatre/</a> <a href="https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>	
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>	
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>	

### Mapping with Programme Outcomes



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

3 – Strong, 2 – Medium, 1 - Low

#### Mapping with Programme Specific Outcomes

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I  
CORE- II - ENGLISH DRAMA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC12	English drama	5	1	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<b>UNIT I Beginnings of Drama</b> - Miracle and Morality Plays -Everyman Thomas Kyd - The Spanish Tragedy										
<b>UNIT II Elizabethan Theatre</b> - Christopher Marlowe: The Jew of Malta Ben Jonson :Volpone										
<b>UNIT III Jacobean Drama</b> -John Webster: The White Devil										
<b>UNIT IV Restoration</b> -William Congreve- The Way of the World, J.M Synge- The Playboy of the Western World										
<b>UNIT V Epic Theatre</b> Bertolt Brecht -Mother Courage and her Children Harold Pinter :Birthday Party										
<b>Course Outcomes</b>								<b>Programme Outcomes</b>		
CO	On completion of this course,students will									
1	Appraise various aspects of drama and theatre						PO1, PO2			
2	Identify drama and performance as a cultural process and an artistic discourse						PO3,PO5			
3	Evaluate plot structure, characterization and dialogue						PO4			

4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
<b>Text Book</b>		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
<b>Reference Books</b>		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell <a href="https://www.britannica.com/art/epic-theatre">Publishing.https://www.britannica.com/art/epic-theatre</a>	
<b>Web Resources</b>		
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarey/asste%">http://www.clt.astate.edu/wmarey/asste%</a>	
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>	
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>	
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I**  
**CORE III - ENGLISH FICTION**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC13	English Fiction	5	1	-	-	4	4	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> Century.									
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.									
LO3	To understand the social background base on the prescribed novels.									
LO4	Identifying and differentiating various forms of novels.									
LO5	Trying hands in writing a piece of work on their own.									
<b>Details</b>										
<p><b>UNIT I - Allegorical Novel and Satire</b> John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels</p> <p><b>UNIT II - The New World Novel :</b> Robinson Crusoe: Tristram Shandy.</p> <p><b>UNIT III - Middle Class Novel of Manners :</b>Jane Austen-Emma</p> <p><b>UNIT IV - Women's Issues :</b> Charlotte Bronte- Jane Eyre</p> <p><b>UNIT V - D.H.Lawrence :</b>The Rainbow ,</p>										
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Gain wide knowledge about different types of novels.							PO1, PO10		
<b>CO2</b>	Learn the art of writing different forms of novel with the learned notions.							PO2, PO3		
<b>CO3</b>	Explore Social, domestic and gothic novels.							PO4, PO5		
<b>CO4</b>	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
<b>Text Books (Latest Editions)</b>		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 <sup>th</sup> Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
<b>Web Resources</b>		
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>	
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>	
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>	
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>	
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>	

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I**  
**ELECTIVE- I INDIAN WRITING IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211GEC14	Indian writing in English	5	0	-	-	4	4	25	75	100
<b>Learning Objectives</b>										
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.									
<b>Details</b>										
<p><b>UNIT I - Aurobindo: Tiger and the Deer,</b> Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p><b>UNIT II - Kamala Das: Looking Glass</b> Nissim Ezekiel: Morning Prayer,</p> <p><b>UNIT III - Asif Currimbhoy: Inquilab.</b></p> <p><b>UNIT IV – Dr. S. Radhakrishnan : Emerging World Society,</b> Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).</p> <p><b>UNIT V - Anita Desai: Where Shall we go this Summer?</b></p>										



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
<b>CO5</b>	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Resources</b>		
1.	<a href="http://en.wikipedia.org/wik/indian_writing_in_english">http://en.wikipedia.org/wik/indian_writing_in_english</a>	
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>	
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>	
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>	
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping Specific Outcome:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER I  
ELECTIVE II -THEATRE ART**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC15A	Theatre art	5	0	0	-	3	4	25	75	100
<b>Learning Objectives</b>										
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.									
<b>Details</b>										
<p><b>UNIT I</b> - Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.</p> <p><b>UNIT II</b> - Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - Folk theatre, urban theatre, third theatre, other theatres in vogue.</p> <p><b>UNIT III</b> - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage</p> <p><b>UNIT IV</b> - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.</p> <p><b>UNIT V</b> - Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.</p>										
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Understand a broad range of theatrical disciplines and Experiences							PO2		
<b>CO2</b>	Identify the diversity of theatrical experiences and the role of theatre in society							PO1, PO2		
<b>CO3</b>	Discover the relationships among the various facets of Theatre							PO4, PO5		
<b>CO4</b>	Estimate drama as a performing art and the aspects of Stagecraft							PO4, PO5, PO6		
	Gain exposure to diverse components of									

CO5	acting and techniques	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.	
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.	
<b>Web sources</b>		
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>	
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>	
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>	
4.	<a href="https://archive.org/details/fundamentalsofpl0000dean_y3x3">https://archive.org/details/fundamentalsofpl0000dean_y3x3</a>	
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>	
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-</a> Expressionist-theatre	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

### TECHNICAL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC15B	TECHNICAL WRITING	5	0	0	-	3	3	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 discursal features and functions of technical writing including the technical reports, project reports and related documents.
LO4	The knowledge of computing appropriate to the discipline.
LO5	The ability to use current technologies, skills, and tools necessary for computing practices.

#### Details

**UNIT I-** Technical Writing: A Curtain Raiser,P-W-R and BPS, From Sentences to paragraphs

**UNIT II** – The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content

**UNIT III** – Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.

**UNIT IV** – Blogging, Vlogging, Posting on Social Media

**UNIT V** - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

#### Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.	PO1
CO2	Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.	PO1, PO2

<b>CO3</b>	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	PO4, PO6
<b>CO4</b>	Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	PO4, PO5, PO6
<b>CO5</b>	Be able to read, understand, and interpret material on technology.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Baker, Mona, In Other Words: A Coursebook on Translation. London: Routledge	
2.	Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics	
2.	Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.	
<b>Web Resources</b>		
1.	<a href="https://www.tech-tav.com/technical-writing-resources">https://www.tech-tav.com/technical-writing-resources</a>	
2.	<a href="https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451">https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451</a>	
3.	<a href="https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/">https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/</a>	
4.	<a href="https://en.m.wikipedia.org/wiki/Technical_writing">https://en.m.wikipedia.org/wiki/Technical_writing</a>	
5.	<a href="https://www.utleystrategies.com/blog/proposal-writing?format=amp">https://www.utleystrategies.com/blog/proposal-writing?format=amp</a>	

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211RMC16	Research Methodology	3	0	0	-	2	2	25	75	100

**Aim:** To create a training in research process to carry out independent literary research work

**Objectives:**

- To develop suitable methods of data collection and interpretation
- To use literary resource base for evaluation and support literary hypothesis and validation
- To carry out basic literature survey using the common data-bases

**Outcome:**



□ Ability to develop research hypothesis and carry out independent literature survey corresponding to the specific publication type.

□ Assess basic literary research tools.

### UNIT I

Research – Definition, Objectives, Elements of Literary research, Ethics & Misconduct in research, Plagiarism

### UNIT II

Planning the thesis-selecting a topic, reviewing the literature, designing the study, the chapter outline  
Writing the thesis- the general format, the page and chapter format

Mechanics of writing-Spelling, Punctuation, Italics, Names, Numbers, Titles, Capitalisation, paragraphs,

quotation, work cited, bibliography

Revising the thesis-editing, evaluating, proof reading

### UNIT III

Data collection-Primary data- works of the author/s, autobiography, Interviews, articles in newspapers,

magazine, letters, data collected through surveys, tools for questionnaire, interviews. Secondary data- Articles

in journals, books, critical books on the author, magazines, e-articles, websites.

### UNIT IV

Rhetoric and its devices, jargon, terminology, slang, colloquialism, formal writing, vague, concrete words,

denotation, connotation, verbosity, precision, sentence structure

### UNIT V

Practical exercise to prepare a paper for a journal-poem, short story, novel, drama

Use of computer in research-literary tools used in research

### Text Books

Name of the Author	Title of the book	Edition / Year	Publisher
Joseph Gibaldi	M LA Hand Book Seventh Edition	Seventh Edition 2009	East-West Press
C.R Kothari	Research Methodology- Methods and technique	Second Edition 2005	New age International Publishers

## FIRST YEAR - SEMESTER II

### AMERICAN LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC21	American literature	4	1	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the learners to the development of American literature.									
LO2	To familiarize social and political events that have a bearing on American writing									

LO3	To introduce the concepts and emerging themes in American literature
LO4	To inculcate the movements and trends that shaped American literature,
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction
<b>UNIT I</b> <b>POETRY</b> Emily Dickinson “The Last Night That She Lived”, Wallace Stevens “Anecdote of the Jar” Anne Sexton “Wanting to Die”  <b>UNIT II - Prose</b> Emerson - The American Scholar, Amy Tan- Mother Tongue, <b>UNIT III Drama</b> Arthur Miller - Death of a Salesman, Ntozake Shange – For Colored Girls.  <b>UNIT IV Fiction/Short Story</b> Edgar Allan Poe - “The Cask of Amontillado” Kate Chopin - The Awakening  <b>UNIT V Autobiography</b> - Excerpts from – Malcolm X, Cherrie Moraga - Getting Home Alive	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Analyze the movements and trends that shaped American literature	PO2
<b>CO2</b>	Estimate various speeches and concepts of living which changed American history	PO1, PO3
<b>CO3</b>	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
<b>CO4</b>	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
<b>CO5</b>	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.
<b>Web Sources</b>	
1.	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>
2.	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>
3.	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>
4.	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>
5.	<a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a>

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**CORE- V SHAKESPEARE STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC22	Shakespeare studies	4	1	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<p><b>UNIT I</b> - Shakespeare Theatre; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19<sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &amp; play production.</p> <p><b>UNIT II – Sonnets</b> – 12, 65 <b>Comedies</b> -Much Ado About Nothing, Winter's Tale.</p> <p><b>UNIT III – Tragedy</b> Othello</p> <p><b>UNIT IV – History</b> Henry IV Part I</p> <p><b>UNIT V Shakespearean Criticism</b> –</p> <ol style="list-style-type: none"> <li><b>A.C. Bradley</b> - Shakespearean Tragedy (Chapter V &amp; VI)</li> <li>Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.</li> </ol>										

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understand the appreciations by critics on Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre's development.	PO3
<b>CO3</b>	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
<b>CO4</b>	Understand the trends in Shakespeare studies	PO6
<b>CO5</b>	Learn Modern Approaches in Shakespearean criticism	PO7, PO10
<b>Text Books (Latest Editions)</b>		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.	
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.	
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.	
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.	
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.	
<b>Web sources</b>		
1	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>	
2.	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>	
3.	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>	
4.	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>	
5.	<a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a>	

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**CORE VI - POST-COLONIAL THEORY AND LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC23	Post-colonial theory and literature	4	1	-	-	4	5	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**

**UNIT I: Prose**

Bill Ashcroft- Gareth Griffiths and Edward Said - Introduction to Orientation.

**UNIT II -Poetry**

Arun Kolatkar : An Old Woman,  
A.K. Ramanujan. : Returning,  
Kofi Awonoor , The Weaver Bird

**UNIT III-Drama**

Soyinka : Death and the King's Horseman  
Dougals Stuart : Ned Kelly

**UNIT IV – Fiction**

Arundathi Roy – God of Small things  
Bapsi Sidwa – Ice Candyman

**UNIT V – Short Stories**

Kate Grenville – Mate  
Chinua Achebe – Dead Men's path



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understand the political and social background of the third world nations	PO 2
<b>CO2</b>	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**APPROACHES TO ENGLISH LANGUAGE TEACHING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211GEC24	Approaches to English language teaching	4	0	-	-	4	4	25	75	100

**Learning Objectives**

LO1	To enhance the learning and teaching skills of English
LO2	To familiarize students about the basic concepts and theories related to English language teaching
LO3	To focus on the problems and consequences on language teaching
LO4	Emphasis will be laid on tracing the development of language teaching skills
LO5	Understanding the teaching aspects

**Details**

**UNIT I**

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

**UNIT II**

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

1. Definition of Approach and method
2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:
  - Oral approach and situational language teaching
  - Community Language Learning.

**UNIT III**

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

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

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC25A	Glimpse of nobel laureates	4	0	-	-	3	4	25	75	100

**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

**Non-Detailed Poetry**

As One Listens to the Rain - Octavio Paz

Oracle - Seamus Heaney

**UNIT II Detailed Prose**

Loot - Nadine Gordimer

Disorder and Early Sorrow - Thomas Mann

**UNIT III**

**Detailed Drama**

The Caretaker - Harold Pinter

Man and Superman - George Bernard Shaw

**UNIT IV**

**Short Stories**

Alice Munro

The Turkey Season Differently Runaway

The Bear Came Over the Mountain Boys and Girls

**UNIT V**

**Novels**

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

**Course Outcomes**

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

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low



**FIRST YEAR - SEMESTER II**  
**TECHNOLOGY IN TEACHING ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC25B	Technology In Teaching English	4	0	-	-	3	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.

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the digital system, its organization and architecture	PO2,PO3
<b>CO2</b>	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	PO1, P04
<b>CO3</b>	Discuss how technology affects language learning and teaching today	PO5, PO6
<b>CO4</b>	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
<b>CO5</b>	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10
<b>Text Books (Latest Editions)</b>		
1.	Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.	
2.	Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey–Bass/John Wiley and Co, 2011.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web sources</b>		
1.	<a href="https://englishpost.org/tools-teach-english-technology/">https://englishpost.org/tools-teach-english-technology/</a>	
2.	<a href="https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series">https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series</a>	
3.	<a href="https://www.techtargt.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1">https://www.techtargt.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1</a>	
4.	<a href="https://en.m.wikipedia.org/wiki/Web_development">https://en.m.wikipedia.org/wiki/Web_development</a>	
5.	<a href="https://plato.stanford.edu/entries/computational-linguistics/">https://plato.stanford.edu/entries/computational-linguistics/</a>	
6.	<a href="https://en.m.wikipedia.org/wiki/Lexicography">https://en.m.wikipedia.org/wiki/Lexicography</a>	

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211SEC26	Communication skills	4	0	-	-	3	4	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
  3. Expressing Opinions
- Congratulating people on their success

#### 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

<b>CO3</b>	Analyze a variety of communication acts with reference to written and oral skills.	PO4, PO6
<b>CO4</b>	Prepare and present messages with a specific intent.	PO4, PO5, PO6
<b>CO5</b>	Gain an understanding of professional, ethical and social responsibilities.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Brent C. Oberg. Interpersonal Communication	
2.	John Seely. The Oxford Guide to Writing and Speaking	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Asha Kaul. Effective Business Communication	
2.	S.K. Mandel. Effective Communication and Public Speaking	
<b>Web Resources</b>		
1.	<a href="http://www.researchgate.net">www.researchgate.net</a>	
2.	<a href="https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a>	
3.	<a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION</a>	
4.	<a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>	
5.	<a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER III**  
**CORE VII -CONTEMPORARY LITERARY CRITICISM**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC31	Contemporary literary criticism	4	1	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<p><b>UNIT I</b>            Structure, Sign and Play in the Discourse of Human Sciences : Derrida</p> <p><b>UNIT II</b>            The Deconstructive Angel : M.H. Abrams</p> <p><b>UNIT III</b>            Against Interpretation : Susan Sontag Crisis (In Orientalism) : Edward Said</p> <p><b>UNIT IV</b>            Irony as Principle of Structure :Cleanth Brooks            Creative Writers and Day Dreaming : Sigmund Freud</p> <p><b>UNIT V</b>            From Work to Text: Roland Barthes            Capitalism, Modernism and Post Modernism: Terry Eagleton</p>										



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop analytical understanding of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Appreciate a text at emotional, intellectual and aesthetic levels	Q
<b>Text Books (Latest Editions)</b>		
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Resources</b>		
1	<a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>	
2	<a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a>	
3	<a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>	
4	<a href="https://www.studocu.com/in/document/madurai-kamaraj-university/m-a-englis/h/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/m-a-englis/h/the-deconstructive-angel/4517560</a>	
5	<a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER III  
CORE - VIII CANADIAN STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC32	Canadian studies	4	1	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<b>UNIT I</b>										
<b>Poetry</b>										
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										
<b>UNIT II</b>										
<b>Fiction</b>										
Survival-M. Atwood										
Truth and Brightwater (1999)- Thomas King.										
<b>UNIT III</b>										
The Ecstasy of Rita Joe-George Ryga.										
Dry Lips- Tom Highway.										
<b>UNIT IV</b>										
<b>Short Story</b>										
Sunshine sketches of a little down-Stephen Leacock.										
In Search of April Rain tree. Beatrice Mosonior (Culleton)										
<b>UNIT V</b>										
<b>Criticism</b>										
The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King										
Last Essay from The Bush Garden, Northrop Frye										

**Course Outcomes**

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER III**  
**CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC33	Literature of the marginalized in India	4	1	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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.									
<b>Details</b>										
<p><b>UNIT I</b>            Studies on Caste (colonial/postcolonial): Study on Caste - Lakshmi Narasu            Homo Hierarchicus - Louis Dumont</p> <p><b>UNIT II</b>            Gendering Caste: Through a Feminist Lens –Uma Chakravarti; Caste and Gender - Anupama Rao</p> <p><b>UNIT III</b>            History and Theory of Dalit Uprising            “Power of Invisibility” - Ravikumar</p> <p><b>UNIT IV Poetry</b>            1. Koshal Parwar – Life            2. J.V. Pauer – Birds in Prison            3. Arun Kamble – Which language I should speak</p> <p><b>UNIT V: Fiction</b>            Untouchable Spring - Kalyan Rao            Short stories –            Kisumbukaran - Bama</p>										

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low



**SECOND YEAR - SEMESTER III**  
**TRANSLATION STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211GEC34	Translation studies	3	1	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<p><b>UNIT I</b> Translation- definition, nature, scope Translator and his qualities</p> <p><b>UNIT II</b> Types of Translation</p> <p><b>UNIT III</b> Problems in Translation</p> <p><b>UNIT IV</b> History of translation</p> <p><b>UNIT V</b> Workshops on Translation</p>										

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

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER III**  
**EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC35A	Functional English	3	1	-	-	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

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

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211DSC35B	Employability skills	3	1	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
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.									

<b>Details</b>		
<p><b>UNIT I</b> Behavioural Skills- Personal Strength Analysis-Ethics, Values &amp; Etiquette- Social Etiquette- Role Modeling.</p> <p><b>UNIT II</b> English Literacy- Functional English-Reading-Written English- Communication skills- Self Introduction-Verbal and Non-Verbal Communication-Campus to work.</p> <p><b>UNIT III</b> IT Literacy- Basics of Computers-Operating System- Ms Word-Ms Excel-Web browsers and search engines-email-mobile application.</p> <p><b>UNIT IV</b> Entrepreneurship Skills- Maintaining Efficiency at Workplace-Occupational Safety, Health and Environment Education.</p> <p><b>UNIT V</b> Career plan-basic professional skills-resume preparation- mock interview- career pathways-search and apply for job.</p>		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Get to know their personal strengths and weaknesses.	PO1
<b>CO2</b>	Understand factors that contribute to confidence and self-esteem	PO1, PO2
<b>CO3</b>	Gain knowledge on the skill of communicating effectively with employers, supervisors and co-workers.	PO4, PO6
<b>CO4</b>	Understand teamwork approach to completing tasks.	PO4, PO5, PO6
<b>CO5</b>	Be aware on the strategies for handling stress and work pressure.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
	Arvind M Nawale, Mahesh M Nivargi, An Introduction to	



1.	Employability Skills-A text book for College Students. Macmillan Publications.
2.	A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JKP Publications.
3.	Manojkumar C Shimpi, Employability Skills. Neelam Publications.
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Soft Skills & Employability Skills by Sabina Pillai & Agna Fernandez. Cambridge University Press.
<b>Web sources</b>	
1.	<a href="https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Em_ployability_Skills10.pdf">https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Em_ployability_Skills10.pdf</a>
2.	<a href="https://leverageedu.com/blog/behavioural-skills/">https://leverageedu.com/blog/behavioural-skills/</a>
3.	<a href="https://in.indeed.com/career-advice/career-development/professional-skills">https://in.indeed.com/career-advice/career-development/professional-skills</a>
4.	<a href="https://www.countryliving.com/life/g15915245/social-etiquette/">https://www.countryliving.com/life/g15915245/social-etiquette/</a>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER III**  
**ENTREPRENEURSHIP DEVELOPMENT**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211SEC36	Entrepreneurship development	3	1	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
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.									
<b>Details</b>										
<p><b>UNIT I</b> Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’- Factors influencing Entrepreneurship-Psychological factors-Social factors- Economic factors-Environmental factors.</p> <p><b>UNIT II</b> Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.</p> <p><b>UNIT III</b> Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.</p> <p><b>UNIT IV</b> Motivation-Maslow’s theory, Herzberg’s theory, McGregor’s theory- Culture and society-Risk taking behavior.</p> <p><b>UNIT V</b> Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.</p>										

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
<b>CO2</b>	Analyse the business environment in order to identify business opportunities	PO1, PO2
<b>CO3</b>	Identify the elements of success of entrepreneurial ventures	PO4, PO6
<b>CO4</b>	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
<b>CO5</b>	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)	
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.	
<b>Web Resources</b>		
1.	<a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a>	
2.	<a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>	
3.	<a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip</a>	
4	<a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h</a> ealth-entrepreneurship-on-the-rise	

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER IV**  
**TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC41	Twenty-first century millennial literature and culture	4	1	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.									
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level.									
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.									
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.									
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.									
<b>Details</b>										
<p><b>UNIT I</b>  <b>Blue Studies</b>  The Hungry Tide - Amitav Ghosh  The Life of Pi - Yann Martel</p> <p><b>UNIT II</b>  <b>Animal Studies</b>  Margo DeMello “Human Animal Studies” from <i>Animals and</i>  “What is it like to be a trope?” from <i>Literature and Animal Studies</i></p> <p><b>UNIT III</b>  <b>Medical Humanities</b>  Thomas R. Cole et al “Introducing Medical Humanities” from  <i>Medical Humanities: An Introduction-</i>  Dan Millman Way of the Peaceful Warrior</p> <p><b>UNIT IV</b>  <b>Climate Studies</b>  Introduction to Climate Change and  Studies Barbara Kingsolver Flight  behavior</p>										

**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

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Analyse contemporary issues and its immediate requirement	PO3
<b>CO2</b>	Effectively understand their social responsibility	PO2, PO6
<b>CO3</b>	Gain exposure to the emerging trends in 21 <sup>st</sup> century millennial literature.	PO4. PO5
<b>CO4</b>	Be equipped in the interdisciplinary theories.	PO6
<b>CO5</b>	Appreciate the viability of interdisciplinary analyses of literary and cultural forms.	PO10
<b>Text Books (Latest Editions)</b>		
1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 1st ed., Routledge, 2015.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bleakley, Alan. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.	
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 <sup>st</sup> ed., Routledge, 2013	
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.	

<b>Web sources</b>	
1	<a href="http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/">http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/</a>
2	<a href="http://www.jstor.org/stable/25614299">http://www.jstor.org/stable/25614299.</a>
3.	<a href="https://www.timeshighereducation.com/student/student-services/blue-studies-ii">https://www.timeshighereducation.com/student/student-services/blue-studies-ii</a> nternational
4.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/</a>

5.	<a href="https://en.m.wikipedia.org/wiki/Medical_humanities">https://en.m.wikipedia.org/wiki/Medical_humanities</a>
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**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER IV  
CORE XI - SUBALTERN STUDIES**



Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211AEC42	Subaltern studies	4	1	-	-	4	5	25	75	100

### Learning Objectives

LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups
LO2	Develop strategies to deal with these issues successfully.
LO3	Analysis of literary texts in Subalten lens
LO4	To examine the defined role of social constructions that affecting the space of the marginalized
LO5	Critically analyzing subaltern writing.

### Details

#### UNIT I

##### POETRY – DETAILED

Rokade, L.S. – To Be or Not to Be Born Jagtap,

Sirumalesh, K.V. The Untouchables

(From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)

#### UNIT II

##### PROSE – DETAILED

Martin Luther King (Jr) – I Have a Dream

##### NON-DETAILED

GayatriC.Spivak - Can the Subaltern Speak ?

#### UNIT III

##### DRAMA – DETAILED

C.T. Indra (Translation) - Nandan

##### DRAMA – NON - DETAILED

Vijay Tendulkar – Kanyadan

#### UNIT IV FICTION

Bama – Karukku

#### UNIT V Short Stories

1. Premchand – The Shroud
2. Mahasweta Devi – Breast Stories

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Remember the diverse concepts that address issues of subalterns.	<b>PO2</b>

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

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2

<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 – Low**  
**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER IV**  
**FILM AND MEDIA STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
23211AEC43	Film and media studies	4	1	-	-	3	5	25	75	100	
<b>Learning Objectives</b>											
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.										
	<b>Details</b>										
<b>UNIT I</b>											
William Rothman 1 - The 'I' of the Camera [OUP] A Norton Reader - Film Analysis An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]											
<b>UNIT II</b>											
Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication]											
<b>UNIT III</b>											
Geoffrey - Oxford History of World Cinema Novel – Smith [Editor] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]											
<b>UNIT IV</b>											
S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V											
<b>UNIT V</b>											
<b>Lit. to Tamil Cinema</b> Linda Costanzo Cahir - Ory & Practical Approaches											
<b>Film Studies</b> John Hill - Critical Approaches - Film studies [OUP]											
<b>Movies for Appreciation</b> A Few Good Men - Legal Drama by Aaron Sorkin's 1989 Confessions of a - Sophin Kinsella Shopaholic Bridge on River Kwai - Novel to Film											
	<b>Total</b>							<b>90</b>			
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Critically review films							PO1,PO2			
<b>CO2</b>	Connect film and literature nuances effectively							PO3, PO4			
<b>CO3</b>	Gain exposure to film techniques and genres							PO7			

<b>CO4</b>	Critically appreciate cinema	PO6,PO8
<b>CO5</b>	Analyse film forms effectively	PO10
<b>Text Books (Latest Editions)</b>		
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.	
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.	
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.	
<b>Web Resources</b>		
1	<a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .	
2.	<a href="https://wnorton.com/books/9780393420531">https://wnorton.com/books/9780393420531</a>	
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>	

4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

#### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3

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

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER IV  
ENGLISH FOR CAREERS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211SEC44	English for careers	3	1	-	-	3	4	25	75	100

**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**

Preparing Lectures on Topics 2.Preparing Persuasion Talks

**UNIT V**

**Telephone Etiquette**

## 1. Business Talks over Telephone

Discussion on Career Prospects and Advancements

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

<b>Text Books (Latest Editions)</b>	
1.	V.Saraswathi&Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by <u>Leila R. Smith Emeritus</u>
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by <u>Eric Glendinning</u>
2.	English for Careers: Business, Professional, and Technical
<b>Web sources</b>	
1.	<a href="https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true</a>
2.	<a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNO">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNO</a> <a href="#">LO GY_1_Teachers_Resource_book_David_Banamy</a>
3.	<a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a>
4.	<a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942</a>



**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER IV**

**English Teaching methods, Aptitude, Attitude for competitive examination**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23211GEC46	<b>English Teaching methods, Aptitude, Attitude for competitive examination</b>	3	1	-	-	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**

<b>UNIT I</b> Teaching and Research Aptitude
<b>UNIT II</b> Comprehension
<b>UNIT III</b> communication
<b>UNIT IV</b> Logical reasoning
<b>UNIT V</b> Mathematical research and aptitude

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
CO1	Succeed with ease in competitive exams.	PO2, PO3
CO2	Effectively attempt MCQs	PO1

<b>CO3</b>	Gain profound understanding about the various movements in English Literature	PO6
<b>CO4</b>	Understand the nuances of competitive exams	PO7
<b>CO5</b>	Relate to theory and literature	PO6, PO10
<b>Text Books (Latest Editions)</b>		
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	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Resources</b>		
1.	<a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>	
2.	<a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>	
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>	
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>	
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

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