M.A.,
ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

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

CONTENTS

1. **Cognitive Domain**

   (Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying; Higher

   levels: K4: Analysing ; K5: Evaluating; K6: Creating)

2. **Affective Domain**

3. **Psychomotor Domain**
4. **Structure of Course**

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

be included in the External Examination question paper)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Learning Resources: **Recommended Texts**   **Reference Books**   **Web resources**
Board of Studies Date:

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.

7.2 Assessment Details:

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

8. TEACHING METHODOLOGIES

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

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

Assignment, Class Test, Slip test

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

Applications, Use of Language enhancement software.

8.4 Introducing students to applications before teaching the theory

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

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

8.5.2 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. Projects related to the Course

q. Laboratory Experiments related to the Courses

r. Internal Question Paper

s. External Question Paper

t. Sample Home Assignment Answer Sheets

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/Placement)

x. List of mentees and their academic achievements

Template for P.G., Programmes

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

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)
Guideline Based Credits and Hours Distribution System
for all Post – Graduate Courses including Lab Hours

First Year – Semester – I

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

Semester-II

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

Second Year – Semester – III

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

Semester-IV

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

Total 91 Credits for PG Courses

12. Methods of Assessment

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

13. Testing Pattern (25+75) 13.1Internal Assessment

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

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

13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

Question paper Model

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

Each question should carry the course outcome and cognitive

level For instance,

1. [CO1 : K2] Question xxxx

2. [CO3 : K1] Question xxxx

14 Different Types of Courses

(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

Credit Distribution for MA ENGLISH

First Year
Semester-I

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

Semester-II

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

Second Year
Semester-III

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

Semester-IV

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

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

CORE -1 ENGLISH POETRY

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C I A	External	Total
YEAR/ SEM											
IYEAR/ I SEM	**ENGLISH POETRY** – From Chaucer to 20th Century	Core / Elective	Y	Y	-	-	5	7	25	75	100

	Learning Objective
LO1	To familiarize students with English Poetry starting from Medieval England to 17th Century.
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	A good comprehension of History of English literature is enabled
LO4	Differentiation among the various stages of English could be identified by students.
LO5	Critical approaches towards various literary forms can be learnt.

Details
UNIT I Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading : Doctor, Friar

UNIT II Elizabethan Poetry-   Spenser: "Epithalamion"
Donne: "A Valediction: forbidding mourning"
"The Canonization"

UNIT III Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX
Marvell: "To His Coy Mistress"

| UNIT IV | Eighteenth Century Poetry – |
| | Dryden "Absalom and Achitophel" Lines 150 - 476 |

Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Goldfishes"
Burns "Holy Willie's Prayer""Auld Lang Syne"

UNIT V   Modern Poetry -Rupert Brooke: "The Soldier"
Wilfred Owen: "Anthem for Doomed Youth"
W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts"

Dylan Thomas: "Do Not Go Gentle Into That Good Night" &

"Poem in October" Philip Larkin: "Whitsun Weddings"
Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney:
"Digging"
Carol Ann Duffy: "Standing Female Nude"
Eavan Boland: "Achilles Woman"

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Students will gain ideas about the old English writing style.	PO1, PO2
2	The knowledge about various forms of poetry during different centuries can be well comprehended.	PO5,PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in	

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

Mapping with Programme Outcomes

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

Mapping with Programme Specific Outcomes

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

CORE- II - ENGLISH DRAMA

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**Drama I- Elizabethan Age to 20th Century**	Core / Elective	Y	Y	-	-	5	7	25	75	100

	Learning Objective
LO1	To acquaint the students with the origin of drama in Britain
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
LO4	Evaluating different forms of drama from the historical background could be learnt.
LO5	Understanding dramatic techniques implied by the pioneers of English drama

Details

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

UNIT II Elizabethan Theatre - Theatres, Theatre groups, audience, actors and conventions
Tragedy and Comedy, Christopher Marlowe: The Jew of
Malta Ben Jonson :Volpone

UNIT III Jacobean Drama -John Webster: The White Devil

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

UNIT V   Epic Theatre Bertolt Brecht Mother Courage and her Children
Comedy of Menace, Harold Pinter :Birthday Party Post-Modern
Drama Samuel Beckett :Waiting for Godot

	Course Outcomes	Programme Outcomes
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre,	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse, iii.	PO3,PO5
3	Evaluate plot structure, characterization and dialogue,	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
Text Book		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific outcomes:

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

CORE III - ENGLISH FICTION

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**ENGLISH FICTION**	Core	Y	Y	-	-	5	6	25	75	100

	Learning Objectives
LO1	To familiarize the students with the origin and development of the British Novel up to the 20th Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background base on the prescribed novels.
LO4	Identifying and differentiating various forms of novels.
LO5	Trying hands in writing a piece of work on their own.

Details

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

UNIT II - The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.

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

UNIT IV - Women's Issues **:** Charlotte Bronte, Jane Eyre

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	A wide knowledge about different types of novels can be mastered by the students.	PO1, PO10
CO2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Evaluate Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8,PO10

Text Books (Latest Editions)	
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

Web Resources	
1.	http://en.wikipedia.org/wiki/English_literature
2.	http://en.wikipedia.org/wiki/novel
3.	https://www.britannica.com/art/picaresque-novel
4.	https://www.britannica.com/art/novel-of-manners
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

Mapping with Programme Outcomes:

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

Mapping with Specific Outcomes:

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

ELECTIVE- I INDIAN WRITING IN ENGLISH

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	**Indian Writing in English**	Core	Y	Y	-	-	3	5	25	75	100

	Learning Objectives										
LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the students the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Details

UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel   Fishers

UNIT II - Kamala Das: Looking Glass, An Introduction   to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT III - Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.

UNIT IV - Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry') Dr. S. Radhakrishnan : Emerging World Society,Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).

UNIT V - Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the themes of Indian Writing in English	PO1
CO2	Identify the major trends in Indian Writing in English	PO1, PO2
CO3	Examine the background and settings of the prescribed texts	PO4, PO6
CO4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
CO5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8

Text Books (Latest Editions)	
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	K.R. SrinivasaIyengar, 1962, –History of Indian Writingin English, Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

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

Mapping with Programme Outcomes:

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

Mapping Specific Outcome:

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

ELECTIVE II -THEATRE ART

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
I YEAR/ I SEMESTER	**Theatre Art**	Core	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	To introduce the learners to the literary aspect of dramas.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the components of acting.

Details
UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres. **UNIT II -** Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue. **UNIT III -** Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

UNIT IV - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.
UNIT V - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern worldWord versus spectacles

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

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS

Course Code Year/ Semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	**ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS**	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Build the knowledge of literary terms and theory strong in students.
LO2	Develop the competency of students to face competitive examinations.
LO3	Improve the learning skills of students through various modes of testing.
LO4	The ability to succeed in competitive exams.
LO5	An understanding of professional, ethical and social responsibilities.

Details

UNIT I - Literature of the Absurd to Burlesque.
UNIT II - Canons of Literature to Dream Vision.
UNIT III - Edition to Great Chain of Being
UNIT IV - Haiku to Ivory Tower
UNIT V - Jeremiad to Myth

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand he different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

Text Books
(Latest Editions)

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

<table>
<tr><td colspan="2" align="center">References Books
(Latest editions, and the style as given below must be strictly adhered to)</td></tr>
</table>

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SOFT SKILL I - TECHNICAL WRITING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/I SEMESTER	**TECHNICAL WRITING**	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	Technical Writing is ultimately important as it provides information on a company's products and services
LO2	Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
LO3	The course in technical writing focuses on the discoursal features and functions of technical writing including the technical reports, project reports and related documents.
LO4	The knowledge of computing appropriate to the discipline.
LO5	The ability to use current technologies, skills, and tools necessary for computing practices.

Details
UNIT I- Technical Writing: A Curtain Raiser,P-W-R and BPS,From Sentences to paragraphs
UNIT II – The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content
UNIT III - Letters: Kings and Mechanics 2.The Summary: The Art of Brevity 3.Written Reports: The Basics
UNIT IV – Proposals, Brochures, User Manuals
UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.	PO1
CO2	Able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.	PO1, PO2
CO3	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	PO4, PO6
CO4	Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	PO4, PO5, PO6
CO5	Able to read, understand, and interpret material on technology.	PO3, PO8

Text Books (Latest Editions)	
1.	Baker, Mona, In Other Words: A Coursebook on Translation. London: Routledge
2.	Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics
2.	Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE- IV AMERICAN LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**American Literature**	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	To introduce the learners to the development of American literature.
LO2	To familiarize social and political events that have a bearing on American writing
LO3	To introduce the concepts and emerging themes in American literature
LO4	To inculcate the movements and trends that shaped American literature,
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction

Details

UNIT I

POETRY

Walt Whitman "Out of the Cradle Endlessly Rocking"

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

Robert Frost "After Apple Picking"

E. E. Cummings "Cambridge Ladies" Wallace Stevens "Anecdote of the Jar"

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

Sylvia Plath "Lady Lazarus" Anne Lexton "Wanting to Die"

Adrienne Rich "Snapshots of a Daughter-in-law"

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

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

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

Tennessee Williams - A StreetCar Named Desire

Marsha Norman - Night Mother, NtozakeShange - For

Colored Girls.

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

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

Cherrie Moraga - Getting Home Alive

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

Text Books (Latest Editions)	
1.	Willis Wagner : American Literature - A World View

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE- V SHAKESPEARE STUDIES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
									Marks		
I YEAR/ II SEMESTER	**Shakespeare Studies**	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets
CO4	Appraise Shakespeare's contribution to English language and literature
CO5	Critically understanding the appreciations by critics on Shakespeare

Details

UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &play production.

UNIT II – Sonnets – 12, 65, 86,130, **Comedies -**Much Ado About Nothing, Winter's Tale.

UNIT III – Tragedy Othello

UNIT IV – History Henry IV Part I

UNIT V Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;A.C. Bradley (extract)

Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedy
by A.C.Bradley, London, Macmillan, Third Edition, 1992.

Granville Baker - From Prefaces to Shakespeare

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

Also in Political Shakespeare:New Essays in

Cultural Materialism.Eds.JonathanDollimore and Alan Sinfield Manchester University
Press,1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance
Drama, Manchester UP, 1989.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understanding the appreciations by critics on Shakespeare	PO1
CO2	Understand elizabethan theatre and the theatre's development.	PO3
CO3	Critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
CO4	Understand the trends in Shakespeare studies	PO6
CO5	Modern Approaches in Shakespearean criticism	PO7, PO10
Text Books **(Latest Editions)**		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.	

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE VI - POST-COLONIAL THEORY AND LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR / II SEMESTER	**Post-Colonial Theory and Literature**	Core	Y	Y	-	-	4	6	25	75	100

	Learning Objectives
LO1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5	Understanding the critical perspectives in Postcolonial literatures.

Details
UNIT I Fiction Joseph Conrad : Heart of Darkness. E.M. Forster : A Passage to India. **UNIT II** Fiction Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children. Thomas King : The One About Coyote Going West

UNIT III Fiction - Samuel Selvon : The Lonely Londoners. BapsiSidhwa : Ice Candy Man

UNIT IV Poetry ArunKolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, ScratchA.K.

Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells.
Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.

UNIT V -Poetry
Leopold Senghor. : In Memoriam, Night of Sine, All Day Long. Grace Nichols :

In My Name, Of course when they ask for poems about the 'realities' of black

women, Praise Song for my Mother, Caribbean Women Prayer. James Reaney :

Maps George Bowering : Grand Father

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**Approaches To English Language Teaching**	Core	Y	Y	-	-	3	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

• The Silent Way

• Community Language Learning.
Suggestopedia.Competency based Language teaching

UNIT III

Current Communicative Approaches

The Natural Approach Cooperative language learning Content based

instruction ,Task-based language teaching

UNIT IV

Teaching Aspects Teaching Prose Teaching Poetry Teaching

Grammar, Teaching of Non-Detailed Text.

UNIT V

Use of Media in ELT

The integration of elements in multi- media language learning systems

BBC English by Radio and Television - an outline history
Using BBC English by Radio and Television in the classroom

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**A Glimpse Of Nobel Laureates**	Core	Y	Y	-	-	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

A Song of Despair Ode to the Onion Your Laughter

NON-DETAILED POETRY

As One Listens to the Rain - Octavio Paz The Street - Octavio Paz

The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney

UNIT II
DETAILED PROSE

Loot - Nadine Gordimer
Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner

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

UNIT III
DETAILED DRAMA

The Caretaker - Harold Pinter

NON – DETAILED DRAMA
Man and Superman - George Bernard Shaw

UNIT IV

SHORT STORIES

Alice Munro

The Turkey Season Differently Runaway

The Bear Came Over the Mountain Boys and Girls

UNIT V

NOVELS

The Pearl - John Steinbeck
One Hundred Years of Solitude - Gabriel Garcia Marquez

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

	Text Books (Latest Editions)	
1.		Nine Nobel Laureates in English Literature. Omega Publications, 2012.

	References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.		Nine Nobel Laureates in English Literature. Omega Publications, 2012.

	Web Resources
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC I - TECHNOLOGY IN TEACHING ENGLISH

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

Details

UNIT I
Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment 2.Virtual- Learning Environment Web Tools Effective Web Tools in Teaching 5.Classroom Tools.

UNIT II

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

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

UNIT IV
Lexicography

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

UNIT V
E-Learning

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

UNIT III

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

UNIT IV

Lexicography

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

UNIT V

E-Learning

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SOFT SKILL II- COMMUNICATION SKILLS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**COMMUNICATION SKILLS**	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To provide an overview of prerequisites to Business Communication.
LO2	To impart the correct practices of the strategies of Effective Business Writing.
LO3	To equip the students with the knowledge of written and oral communication.
LO4	To familiarize the learners to various oral and written skills.
LO5	The ability to communicate effectively with a range of audiences.

Details

UNIT I

COMMUNICATION: AN INTRODUCTION

1.Definition, Nature and Scope of Communication 2.Types of Communication Process of

Communication Barriers to Communication

UNIT II

ORAL/AURAL COMMUNICATION

1. Describing directions and routes in English
Congratulating people on their success 3.Expressing Opinions

UNIT III

CORPORATE COMMUNICATION

1.Demanding explanations

2.Giving Instructions

3.Requesting and responding to requests

UNIT IV
VERBAL COMMUNICATION- WRITTEN

1. Circular

. Memorandum

. 3.Minutes

UNIT V
 PRACTICAL ASSESSMENT

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the role of communication in professional success.	PO1
CO2	Develop an awareness of appropriate communication strategies.	PO1, PO2
CO3	Analyze a variety of communication acts with reference to written and oral skills.	PO4, PO6
CO4	Prepare and present messages with a specific intent.	PO4, PO5, PO6
CO5	An understanding of professional, ethical and social responsibilities.	PO3, PO8
Text Books (Latest Editions)		
1.	Brent C. Oberg. Interpersonal Communication	
2.	John Seely. The Oxford Guide to Writing and Speaking	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Asha Kaul. Effective Business Communication	
2.	S.K. Mandel. Effective Communication and Public Speaking	

Web Resources	
1.	**www.researchgate.net**
2.	**https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms- 308048**
3.	**https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION**
4.	**https://akpsi.org/what-is-oral-communication/**
5.	**https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEMESTER –III

CORE VII -CONTEMPORARY LITERARY CRITICISM

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	**Contemporary Literary Criticism**	Core	Y	Y	-	-	5	6	25	75	100

	Learning Objectives
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge
LO2	To provide knowledge about the different schools in contemporary literary Criticism
LO3	To focus on interpreting the works of various literary critics
LO4	Focus on evaluate critically and aesthetically the prescribed texts
LO5	Understanding the principles of criticism

Details

UNIT I
Structure, Sign and Play in the Discourse of Human
   Sciences : Derrida
UNIT II
   The Deconstructive Angel : M.H. Abrams
UNIT III
Against Interpretation : Susan Sontag
   Crisis (In Orientalism) : Edward Said
UNIT IV

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop the objective analysis of the subject matter	PO4
CO3	Analyze a literary text with reference to socio-political Issues	PO5
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

Text Books (Latest Editions)	
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor andFrancis, 2014.
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.

Web Resources	
1	**https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/**
2	**https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences**
3	**https://fs.blog/susan-sontag-against-interpretation/**
4	**https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560**
5	**https://www.britannica.com/biography/Roland-Gerard-Barthes**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE - VIII CANADIAN STUDIES

Course Code YEAR/ SEMESTER	Course Name	Category	T	P	O	Credits	Inst. Hours	CIA	External	Total
								Marks		
II YEAR/ III SEMESTER	Canadian Studies	Core	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
LO2	To provide knowledge about the different trends in Canadian studies
LO3	To focus on interpreting the prescribed works critically
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.
LO5	Understanding the folklore and its influence on Canadian Literature

Details

UNIT I
Poetry

Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry
(P.K. Page, A.M. Klein,
M. Atwood and Smith).
Selections from Native Literature in Canada, Ed. By Terry Goldie and others

UNIT II
Fiction

Survival, M. Atwood

Truth and Brightwater (1999), Thomas King.

No New Land, M.G. Vassanji Toronto: Mc Clelland& Stewart, 1997

UNIT III

The Ecstacy of Rita Joe,George Ryga.

Dry Lips, Tom Highway.

Selections from SACLIT DRAMA plays from SouthAsian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996

UNIT IV
Short Story
Sunshine and Other Stories. Stephen Leacock. Selections from Thomas King
Autobiography/Autoethnography/Lifewritings: In Search of April Rain tree. Beatrice Mosonior
(Culleton)
"This is my own: Letters to wes and other writings on Japanese canadians 1941- 1948" by
Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taronbooks, 1985)

Polemical Essays: Selection from The Telling It Collective.

UNIT V
Criticism
The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King Selections
from Robert Kroetsch
Last Essay from The Bush Garden, Northrop Frye.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10
(Text Books in Latest Edition)		

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

<table>
<tr><td colspan="2">References Books
(Latest editions, and the style as given below must be strictly
adhered to)</td></tr>
</table>

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	Literature of the Marginalized in India	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
LO4	Focus on important dimensions to understanding political spheres in India
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

Details

UNIT I
Studies on Caste (colonial/postcolonial): Study on Caste by Lakshmi Narasu

"Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" by Ambedkar) Homo Hierarchicus by
   Louis Dumont

UNIT II
 The Interface between Caste and Gender

 Gendering Caste: Through a Feminist Lens by Uma Chakravarti;
   Caste and Gender by Anupama Rao

UNIT III

History and Theory of Dalit Uprising

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

UNIT IV

Case Study: M. SukhadeoThorat, Paul Attewell and FirdausF.Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India",
Volume I, Number 01, IIDS and Princeton University,USA.

UNIT V

Untouchable Spring by Kalyan Rao

From i)An Anthology of Dalit Literature, ed by Zelliot and Mulk Raj Anand

ii) special issue on dalit literature in the journal, Indian Literature

Short stories from Kisumbukaran by Bama
Aarumugamby Imayam Chakra by JayawantDalvi

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Caste	PO1
CO2	Understanding the dimensions of discriminations	PO2
CO3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
CO4	Evaluating the prescribed texts critically.	PO6, PO8
CO5	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9
Text Books (Latest Editions)		
1.	**Caste and Tribes** by Risley	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	**Caste and Tribes** by Edgar Thurston	

2.	**Castes of Mind** by Nicholas B Dirks	
3	**Nationalism without a Nation in India** by G.Aloysius	
	Web sources	
1	**www.ambedkar.org**	
2	**www.saxakali.org**	
3	**https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full**	
4	**https://www.jstor.org/stable/2053672**	
5	**https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079**	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

ELECTIVE - V TRANSLATION STUDIES

Course Code YEAR / SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	Translation Studies	Core	Y	Y	-	-	3	3	25	75	100

	Learning Objectives
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature
LO2	To provide knowledge about the regional languages through representative texts in English translation
LO3	To equip the students in the skills as well as the politics of translation.
LO4	Focus on important dimensions of culture through the prescribed texts
LO5	Understanding the nuances of translations

Details

UNIT I
Poetry

BalamaniAmmaTo My Daughter(The Oxford Anthology of Modern

Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)

UNIT II
Drama

Indira Parthasarathy "The Legend of Nandan "(New Delhi, OUP, 2003)
Mahasweta Devi "Rudaali"

UNIT III
Fiction and Prose
Short Fiction from South IndiaEd. Srilata and SubashreeKrishnaswamy, Oxford University Press, 2007.

UNIT IV
Workshops on Translation

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	**FUNCTIONAL ENGLISH**	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To expose the learners towards the organizing and delivery of speech
LO2	To train the learners in various language skill in Public Speaking
LO3	Creating awareness about using language according to the situation
LO4	Helping learners overcome common problems of Indian speakers of English
LO5	Introducing major features of spoken English

Details

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

 UNIT II

 Speech for Situations

 1.Speech to inform 2.Speech to Persuade

 3.Speeches for Special occasions

 UNIT III

Occupational Skills

   1.Email
 2.Resume 3.Official memo

 UNIT IV

Interview Skills

1.Prepare and practice for Interviews 2.Some General Questions in an Interview

3.Profile Writing for a Job

4.Presentation Skills

UNIT V

Interpersonal Skills

1.Team Development 2.Relationship and Communication 3.Negotiation

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Define communicative skills	PO2
CO2	Utilize the nuances of English language in public speaking	PO1, PO2
CO3	Evaluate language skills in day to day life	PO3, PO4
CO4	Develop different styles of occupational skills	PO5, PO6
CO5	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8
Text Books (Latest Editions)		
1.	Mohan, Krishna, et al. *Developing Communication Skills*. Macmillan Publishers India Ltd., 2009.	
2.	Mitra, Barun K. *Effective Technical Communication: a Guide for Scientists and Engineers*. Oxford University Press, 2006.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Sudha,S. *Job Fair Keys,* Jayalakshmi Publications, 2017.	

2.	Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)	

Web sources	
1.	**Team Development-** **https://blog.vantagecircle.com/team- development/5.** **Relationship and Communication-** **https://2012books.lardbucket.org/books/a-primer-on communication-**
2.	**Negotiation-https://www.pon.harvard.edu/daily/nego** **tiation-skills-daily/what-is negotiation/**
3.	**https://in.indeed.com/career-advice/interviewing/inte** **rviewing-skills**
4.	**https://careerwise.minnstate.edu/careers/occupation** **al- skills.html**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC II - ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S		Inst. Hours	Marks		
										External	Total
IIYEAR/ III SEMESTER	**ENTREPRENEURSHIP DEVELOPMENT**	Core	Y	Y	-	-			25	75	100

	Learning Objectives
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.

Details

UNIT I
Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors-
Economic factors-Environmental factors.

UNIT II
Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social
entrepreneurship.

UNIT III
Entrepneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.

UNIT IV
Motivation-Maslow's theory, Herjburg's theory, McGragor's theory- Culture and society-Risk taking behavior.

UNIT V
Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving-assistance to an entrepreneur-Incentives and facilities-New ventures.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1

CO2	Analyse the business environment in order to identify business opportunities	PO1, PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8

Text Books (Latest Editions)	
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3.	Harpreet S. Grover.Let's build a company, Vibhore Goyal, Penguin Books, 2020.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SOFT SKILL III - LEADERSHIP SKILLS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	**LEADERSHIP SKILLS**	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	To introduce the students to all aspects of leadership and organizations.
LO2	Enable them to master Soft Skills.
LO3	Help them improve their body language and Non - Verbal Communication skills.
LO4	To make them become good leaders.

LO5	Teach them organizational behavior, Conflict management, strategy and entrepreneurship.

Details

UNIT I
INTRODUCTION

1. Role of a Leader
2. Leadership Development and   Behavior
3. Trust, Integrity and Ethics
   Personality and Leadership

UNIT II
SELF-ASSESSMENT

1. Work/Life Balance
2. Leader/Follower Relationship

Making /Leading change

UNIT III
LEADERSHIP SKILLS

1.   Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning)

Delegation Skills (Successful Delegation – Barriers to delegation – The who and howof delegating – The SMART acronym)

UNIT IV
NEGOTIATION SKILLS

1.Definition of negotiation 2.Types of negotiation

3.Stages of negotiation

UNIT V

CONFLICT RESOLUTION

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

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

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

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Schiffman, Stephen. Negotiation Techniques (That Really Work)
2.	*Open Journal of Leadership - SCIRP* **ISSN Print:** 2167-7743 **ISSN Online:** 2167-7751 Journal of Leadership & Organizational Studies (JLOS).

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEMESTER –IV

CORE X - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	Twenty first Century Millennial Literature and Culture	Core	Y	Y	-	-	5	6	25	75	100

	Learning Objectives
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

Details

UNIT I

Blue Studies

The Hungry Tide - Amitav Ghosh The Life of Pi - Yann Martel

UNIT II
Animal Studies

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

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

UNIT III

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

 Dan Millman Way of the Peaceful Warrior

UNIT IV
Climate Studies
Introduction to Climate Change and Studies Barbara Kingsolver
Flight behavior

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	PO3
CO2	The social responsibility of the students towards the society can be groomed in an effective way.	PO2, PO6
CO3	Exposuire to the emerging tends in twenty first century millennial literature.	PO4. PO5
CO4	Equiped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10

Text Books
(Latest Editions)

1.	Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical Humanities.1st ed., Routledge, 2015.

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

1.	Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016.

2.	DeMello, Margo. Body Studies: An Introduction. 1st ed., Routledge, 2013	

3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation.* Peter Lang Publishing Inc., 2014.

Web sources

1	**http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/**
2	**http://www.jstor.org/stable/25614299**.
3.	**https://www.timeshighereducation.com/student/student-services/blue-studies-iinternational**
4.	**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/**
5.	**https://en.m.wikipedia.org/wiki/Medical_humanities**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE XI - SUBALTERN STUDIES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100

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

Details

UNIT I

POETRY – DETAILED
Imayam - You and I The Rattle and the Cow that Changed Heads
(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)

Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken
(From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)

Sirumalesh, K.V. The Untouchables
(From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)

Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me
(From commentaries on Commonwealth Poetry and
    Drama Published by Prestige Books, Delhi)

UNIT II
PROSE – DETAILED

Martin Luther King (Jr) – I Have a Dream

NON-DETAILED
GayatriC.Spivak - Can the Subaltern Speak ?

UNIT III
DRAMA – DETAILED
C.T. Indra (Translation) - Nandan

DRAMA – NON - DETAILED
Vijay Tendulkar – Kanyadan

UNIT IV
FICTION
MalalaYousafzai with Christina Lamb - I am Malala Bama – Karukku\

UNIT V
FICTION
Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things

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

1.	Guha, R. S. of P. S. R. (1988). *Selected subaltern studies*. Oxford University Press.	

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

1.	Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.

Web sources

1	https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20 previous.
2.	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/
3.	http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf
4.	https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE XII - FILM AND MEDIA STUDIES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	Film and Media Studies	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
LO2	Understanding the bond between the films and literature.
LO3	Analyzing the literary texts in comparison with the films.
LO4	Critical appreciation of films in the background of literary theories.
LO5	Tracing the differentiation in films from different parts of the world.

Details

UNIT I

Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 - The 'I' of the

Camera [OUP]

John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies

A Norton Reader - Film Analysis

An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]

UNIT II

Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication]

Janet Wasko - How Hollywood Works [Sage Publication]

UNIT III

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

Shohini Chaudhiri - Contemporary World Cinema [EUP]

UNIT IV

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

Theodore Baski - Adaptation of Lit. to Tamil Cinema

Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V

UNIT V

Lit. to Tamil Cinema
Linda Costanzo Cahir - Ory & Practical Approaches

Film Studies
John Hill - Critical Approaches - Film studies [OUP]

Movies for Appreciation

1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989

2. Confessions of a - Sophin Kinsella Shopaholic

3. Elippathayam - Adoor Gopalakrishan

Bridge on River Kwai - Novel to Film

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

CO4	Critical appreciation of films	PO6,PO8
CO5	Analysing film forms effectively	PO10

Text Books (Latest Editions)	
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR / IV SEMESTER	**English Literature for NTA NET, SET & GATE**	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
LO2	Evaluating the knowledge of literature.
LO3	Repeated practice to attend MCQs
LO4	Profound understanding about the various movements in English Literature
LO5	Tracing the growth of English literature and literary forms

Details

UNIT I
Teaching and Research Aptitude

UNIT II
History of English Literature

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) /
Contemporary Period

UNIT III
American and Non-British Literatures
Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe

UNIT IV
Literary Theory and Criticism

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

UNIT V
Literary Forms

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
II YEAR / IV SEMESTER	**English Literature for NTA NET, SET & GATE**	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
LO2	Evaluating the knowledge of literature.
LO3	Repeated practice to attend MCQs
LO4	Profound understanding about the various movements in English Literature
LO5	Tracing the growth of English literature and literary forms

Details

UNIT I
Teaching and Research Aptitude

UNIT II
History of English Literature

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) /
Contemporary Period

UNIT III
American and Non-British Literatures

Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe

UNIT IV

Literary Theory and Criticism

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

UNIT V

Literary Forms

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC III- ENGLISH FOR CAREERS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	**ENGLISH FOR CAREERS**	Core	Y	Y	-	-	2	2	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

Course Outcomes

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SOFT SKILL IV - EMPLOYABILITY SKILLS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S		Inst. Hours	Marks		
									External	Total	
II YEAR/ IV SEMESTER	**EMPLOYABILITY SKILLS**	Core	Y	Y	-	-	4	4	25	75	100

	Learning Objectives
LO1	To help students identify the knowledge and skills required for obtaining employment.
LO2	To emphasize on individual skill assessments and interpersonal communication skills.
LO3	To help them understand workplace responsibilities, teamwork skills, safety issues and personal management skills required for the workplace.
LO4	To assist them in understanding long term and short-term goals
LO5	To aid them in understanding decision making strategies and setting priorities in work and personal life.

Details

UNIT I
Behavioural Skills- Personal Strength Analysis-Ethics,

Values & Etiquette- Social Etiquette- Role Modeling.

UNIT II
English Literacy- Functional English-Reading-Written English-Communication skills- Self
Introduction-Verbal and Non-Verbal Communication-Campus to work.

UNIT III
IT Literacy- Basics of Computers-Operating System- Ms Word-Ms Excel-Web browsers and search
engines-email-mobile application.

UNIT IV
Entrepreneurship Skills- Maintaining Efficiency at Workplace-Occupational Safety, Health and
Environment Education.

UNIT V
Career plan-basic professional skills-resume preparation- mock interview- career pathways-search
and apply for
    job.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Get to know value clarification and matching assessment skills into employment.	PO1

CO2	Understand factors that contribute to confidence and self-esteem	PO1, PO2
CO3	Gain knowledge on the skill of communicating effectively with employers, supervisors and co- workers.	PO4, PO6
CO4	Understand teamwork approach to completing tasks.	PO4, PO5, PO6
CO5	Get an awareness on the strategies for handling stress and work pressure.	PO3, PO8

Text Books (Latest Editions)	
1.	Arvind M Nawale, Mahesh M Nivargi, An Introduction to Employability Skills-A text book for College Students. Macmillan Publications.
2.	A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JKP Publications.
3.	Manojkumar C Shimpi, Employability Skills. Neelam Publications.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Soft Skills & Employability Skills by Sabina Pillai & Agna Fernadez. Cambridge University Press.

Web sources	
1.	https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf
2.	https://leverageedu.com/blog/behavioural-skills/
3.	https://in.indeed.com/career-advice/career-development/professional-skills
4.	https://www.countryliving.com/life/g15915245/social-etiquette/

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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