

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN**

**PALANI (AUTONOMOUS)**

**RE-ACCREDITED WITH B<sup>++</sup> GRADE BY NAAC**

**(Affiliated to Mother Teresa Women's University, Kodaikanal)**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**SYLLABUS FOR**

**M.A., ENGLISH**

**UNDER**

**CHOICE BASED CREDIT SYSTEM**

**2023 – 2024 ONWARDS**

**SYLLABI PRESCRIBED BY,**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,**

**CHENNAI – 600 005**

**Preamble:**

The Department of English is one of the earliest to be established by Arulmigu Palaniandavar Arts College for Women in 1970. It has made its foray into Postgraduate education in 2006 and attained the status of Research Department by introducing the M.Phil., Degree Programme in 2007. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society. Every subsequent curriculum revision has been premised on the assumption that society requires students who will serve as its mind, heart and future. Further, one of the major objectives of every curriculum designed by the Department has been the employability of the students upon their successful completion of the programmes.

**Bloom's Taxonomy in fixing the Learning Objectives:**

Since the Academic year 2019 – 2020, the curriculum for Part – II English, B.A., (Eng.Lit), M.A., (Eng.Lit) and M.Phil., (Eng.Lit) has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand K3 / Application = Apply

K4 / Analysis = Analyze K5 / Synthesis = Create K6 / Evaluation = Evaluate

**Mapping COs with POs:**

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

**Programme Educational Objectives:**

The programmes B.A., M.A., and M.Phil., (Eng.Lit) are offered with certain educational objectives.

- To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

- To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

### **Programme Specific Objectives:**

- Providing theoretical and practical research experience in English to the scholars.
- Empowering them with domain specific capabilities and methodological competencies.
- Developing and enhancing their scientific approach to research, understanding of the methods and mechanics of writing.
- Introducing them to multidisciplinary approach to the study of literature through the exposure to the nuances of contemporary literary theory.

### **Programme Outcomes:**

On completion of the programme, the postgraduates will be able to

**PO1.** approach a wide range of literary texts and critical perspectives in English with an open mind; and contextually locate, critically evaluate, and creatively synthesize large amounts of ideologically conflicting information, concepts and theories

**PO2.** negotiate the social, environmental and global implications of English studies; recognize the ethical implications of reading literary texts; and interpret literary texts within and beyond the theoretical framework offered by various literary critical theories

**PO3.** diligently identify and objectively assess the relative merits, values and ways of life and cross cutting issues relating to gender, environment, equality and human rights through national and regional literatures

**PO4.** write well-organized and well-developed text-based essays in standard English with clear thesis statement at the discourse level and with the topic sentence together with supportive ideas at the paragraph level

**PO5.** dispassionately evaluate the secondary sources and synthesize them with their original responses to literary texts; and demonstrate their capacity for critical reading of texts

**PO6.** analyze Modern English both synchronically and diachronically; and teach and research on English as a second language

**PO7.** participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines

**PO8.** document their reading and interpretive practices in assignments, translation works, and independent projects

**PO9.** confidently and effectively articulate their literary and textual experiences

**PO10.** reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and selfregulation

**M.A., ENGLISH / TANSCHÉ PRESCRIBED SYLLABUS / 2023 – 2024 ONWARDS**

**CREDIT DISTRIBUTION / M.A., ENGLISH**

Semester-I	C	H	Semester-II	C	H	Semester-III	C	H	Semester-IV	C	H
1.1. Core-I English Poetry	5	7	2.1. Core-IV American Literature	5	6	3.1. Core-VII Contemporary Literary Criticism	5	6	4.1. Core-XI Twenty First Century Millennial Literature and Culture	5	6
1.2. Core-II English Drama	5	7	2.2. Core-V Shakespeare Studies	5	6	3.2. Core-VIII Canadian Studies	5	6	4.2. Core-XII Subaltern Studies	5	6
1.3. Core – III English Fiction	4	6	2.3. Core – VI Post-colonial Theory and Literature	4	6	3.3. Core – IX Literature of the Marginalized in India	5	6	4.3. Project with viva voce	7	10
1.4. Elective – I Discipline Centric 1. Indian Writing in English 2. Leadership Skills	3	5	2.4. Elective – III Discipline Centric 1. Approaches to English Language Teaching 2. Communication Skills	3	4	3.4. Core – X (Industry Module) Film and Media Studies	4	6	4.4. Elective - VI (Industry / Entrepreneurship) 1. English Literature for NTA, NET, SET & GATE 2. English Literature for Competitive Examinations	3	4
1.5. Generic Elective-II 1. Theatre Art 2. Employability Skills	3	5	2.5. Generic: Elective -IV 1. A Glimpse of Nobel Laureates 2. Technology in Teaching English	3	4	3.5. Elective - V Discipline Centric 1. Translation Studies 2. Technical Writing	3	3	4.5. Skill Enhancement course / Professional Competency Skill English for Careers	2	4
			2.6. Skill Enhancement I NME Entrepreneurship Development	2	4	3.6 Skill Enhancement IINME Functional English	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						Hours - 120					

### M.A., ENGLISH

Courses & Course Code	Credits	Hours	Marks	
			CIA	SE
SEMESTER - I				
Core – I; English Poetry	5	7	25	75
Core – II English Drama	5	7	25	75
Core – III English Fiction	4	6	25	75
Elective – I     1. Indian Writing in English 2. Leadership Skills	3	5	25	75
Elective – II 1. Theatre Art 2. Employability Skills	3	5	25	75
Total	20	30		
SEMESTER - II				
Core – IV American Literature	5	6	25	75
Core – V Shakespeare Studies	5	6	25	75
Core – VI Post-colonial Theory and Literature	4	6	25	75
Elective – III 1. Approaches to English Language Teaching 2. Communication Skills	3	4	25	75
Elective – IV 1. A Glimpse of Nobel Laureates 2. Technology in Teaching English	3	4	25	75
Skill Enhancement Course [SEC] – I Non-major Elective Industry Training & Expectations Entrepreneurship Development	2	4	25	75
Total	22	30		
SEMESTER - III				
Core – VII Contemporary Literary Criticism	5	6	25	75
Core – VIII Canadian Studies	5	6	25	75
Core – IX Literature of the Marginalized in India;	5	6	25	75
Core - X (Industry Module) Film and Media Studies	4	6	25	75
Elective – V 1. Translation Studies 2. Technical Writing	3	3	25	75
Skill Enhancement Course – II	2	3	25	75

Non-major Elective				
Functional English				
Internship / Industrial Activity [Credits]	2	-		
<b>Total</b>	<b>26</b>	<b>30</b>		
<b>SEMESTER - IV</b>				
Core – XI Twenty First Century Millennial Literature and Culture	5	6	25	75
Core – XII Subaltern Studies	5	6	25	75
Project with Viva Voce	7	10	25	75
Elective – VI (Industry Entrepreneurship)	3	4	25	75
1. English Literature for NTA, NET, SET & GATE				
2. English Literature for Competitive Examinations				
Skill Enhancement Course – III Professional Competency Skill English for Careers	2	4	25	75
Extension Activity	1	-		
<b>Total</b>	<b>23</b>	<b>30</b>		
<b>Grand Total</b>	<b>91</b>	<b>120</b>		

## **SEMESTER – I**

<b>M.A., ENGLISH / SEMESTER - I</b>				
<b>Courses &amp; Course Code</b>	<b>Credits</b>	<b>Hours</b>	<b>Marks</b>	
			<b>CIA</b>	<b>SE</b>
Core – I English Poetry	5	7	25	75
Core – II English Drama	5	7	25	75
Core – III English Fiction	4	6	25	75
Elective – I     1. Indian Writing in English 2. Leadership Skills	3	5	25	75
Elective – II   Option – I: Theatre Art Option – II: Employability Skills	3	5	25	75
<b>Total</b>	<b>20</b>	<b>30</b>		



Course Code		Hrs	Credits	CIA	CE
Sem – I / Core – I	English Poetry	7	5	25	75

### Learning Objectives

LO1 - To familiarize students with English poetry starting from Medieval England to 17<sup>th</sup> Century

LO2-To focus on the evolution of poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic, etc. LO3 – A good comprehension history of English Literature is enabled.

LO4 – Differentiation among the various stages of English could be identified by the students.

LO5 – Critical approaches towards various literary forms can be learnt.

### COURSE CONTENT

#### Unit – I: Middle English Poetry:

Geoffrey Chaucer:

The Pardoner The Nun

The Doctor

The Friar from "The General Prologue"

#### Unit – II: The Elizabethan Poetry:

Edmund Spenser - Epithalamion

John Donne - A Valediction: forbidding Mourning & The Canonization

#### Unit – III: Seventeenth Century Poetry:

John Milton - Paradise Lost - Book IX

Andrew Marvell - To His Coy Mistress

#### Unit – IV: Eighteenth Century Poetry:

John Dryden - Lines 150 – 476 from *Absalom and Achitophel*

Thomas Gray -

Elegy Written in a Country Churchyard, The Bard & On a Favourite Cat Drowned in a tub of

Goldfishes Robert 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

**Textbooks:**

1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London.

Standard editions of texts

**Reference books:**

T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber Ltd, London.

H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon  
– Avon Studies Vol. II, Edward Arnold, London.

William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.

A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London. David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.

Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

**Web Sources:**

<http://www.english.org.uk/chaucer/html> <https://www.britannica.com/topic/The-Canonization>

[https://www.worldhistory.org/Elizabethan\\_Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/) <https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>

<https://www.britannica.com/topic/Absalom-and-Achitophel>

[https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Students will gain ideas about the old English writing style.	PO1, PO2
<b>CO2</b>	The knowledge about various forms of poetry during different centuries can be wellcomprehended.	PO5, PO6
<b>CO3</b>	Evaluate various poets as representatives of their periods	PO7
<b>CO4</b>	Trace the evolution of various literary movements	PO8
<b>CO5</b>	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Hrs	Credits	CIA	CE
Sem – I / Core – II	English Drama	7	5	25	75

### **Learning Objectives**

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 20<sup>th</sup> 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.

### **COURSE CONTENT**

#### **Unit – I:**

##### **Beginnings of Drama:**

The Miracle Plays

The Morality Plays

Everyman

The Senecan and Revenge Tragedy

Thomas Kyd – The Spanish Tragedy

#### **Unit – II:**

##### **Elizabethan Theatre:**

Theatres, Theatre group, 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

**Textbooks:**

Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.

**Reference books:**

Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.  
Allardyce Nicoll, 1973, British Drama, Harrap, London.  
Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt. Ltd., (6<sup>th</sup> ed) New Delhi.  
Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.  
Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.  
<http://www.britannica.com/art/epic-theatre>

**Web Sources:**

<http://www.questia.com> (online library for research)  
<https://www.clt.astate.edu/wmarey/asste%>  
<https://nosweatshakespeare.com/resources/era/Jacobean-drama-theatre/>  
<https://www.britannica.com/art/English-literature/The-Restoration>  
<https://www.britannica.com/art/epic-theatre>

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I  
Question No. 2 from Unit – I  
Question No. 3 from Unit – II  
Question No. 4 from Unit – II  
Question No. 5 from Unit – III  
Question No. 6 from Unit – III  
Question No. 7 from Unit – IV  
Question No. 8 from Unit – IV  
Question No. 9 from Unit – V  
Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3. Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	An appraise of various aspects of drama and theatre	PO1, PO2
<b>CO2</b>	Identify drama and performance as a cultural process and an artistic discourse	PO3, PO5
<b>CO3</b>	Evaluate plot structure, characterization and dialogue	PO4
<b>CO4</b>	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modernages	PO6, PO7, PO8
<b>CO5</b>	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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



Course Code		Hrs	Credits	CIA	CE
Sem – I / Core – III	English Fiction	6	4	25	75

### Learning Objectives

LO1 - To familiarize the students with the origin and development of the British Novel upto the 20<sup>th</sup> century.

LO2 – The contents of the paper are meant to throw light on various concepts and theories of the novel.

LO3 – To understand the social background based on the prescribed novels. LO4 – Identifying and differentiating various forms of novels.

LO5 – Trying hands in writing a piece of work on their own.

### COURSE CONTENT

#### Unit – I:

Novel as a Form, Concepts and Theories about the Novel

Poetics of the Novel – Definition, Types, Narrative modes: Omniscient Narration. Allegorical

Novel and Satire – John Bunyan – The Pilgrim's Progress

Jonathan Swift – Gulliver's Travels

#### Unit – II:

**The New World Novel: Daniel Defoe – Robinson Crusoe**

**Picaresque Novel:** Lawrence Sterne – 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:** D.H. Lawrence – The Rainbow Quest

**Individual Environment and Class Issues:** James Joyce – Portrait of the Artist as a Young Man

#### Textbooks:

Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.

F. R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.

#### Reference books:

Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.

Frederick R. Karl, 1977, Reader's Guide to the Development of the English Novel till the

18<sup>th</sup> Century, The Camelot Press Ltd. Southampton.

Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Bookstall, New Delhi.

Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.

Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, HongKong.

**Web Sources:** [https://en.wikipedia.org/wiki/English\\_literature](https://en.wikipedia.org/wiki/English_literature)

<https://en.wikipedia.org/wiki/novel> <https://www.britannica.com/art/picaresque-novel>

<https://www.britannica.com/art/novel-of-manners> <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

### **QUESTION PATTERN**

#### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

#### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

#### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code			Hrs	Credits	CIA	CE
Sem – I / Elective – I / Option - I		<b>Indian Writing in English</b>	5	3	25	75

### **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.

### **COURSE CONTENT**

#### **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

R. 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

#### **Textbooks:**

Ramamurti, K. S. (ed.). Twenty Five Indian Poets in English, Macmillan, 1995.

#### **Reference books:**

K. R. Srinivas Iyengar, 1962, History of Indian Writing in English, Sterling Publishers, New Delhi.

Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.

K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian Literature, Pencraft

International, New Delhi.

Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.

Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels, OUP.

**Web Sources:**

[https://en.wikipedia.org/wiki/Indian\\_writing\\_in\\_english](https://en.wikipedia.org/wiki/Indian_writing_in_english)

<https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>

<https://www.britannica.com/biography/Sri-Aurobindo>

<https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

<https://www.britannica.com/biography/Anita-Desai>

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Hrs	Credits	CIA	CE
Sem – I / Elective – I / Option - II	Leadership Skills	5	3	25	75

### **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.

### **COURSE CONTENT**

#### **Unit – I: Introduction:**

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

#### **Unit – II: Self-Assessment:**

1. Work/Life Balance
2. Leader/Follower
3. Relationship Making/Leading Change

#### **Unit – III: Leadership Skills:**

1. Time Management (The Priority Matrix-Minimizing Distractions – Avoiding Procrastination-Action Planning)
2. Delegation Skills (Successful Delegation – Barriers to delegation – The Who and How of delegating – The SMART acronym)

#### **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

#### **Textbooks:**

Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication.

Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution.

**Reference books:**

Schiffman, Stephen. Negotiation Techniques (That Really Work)

Open Journal of Leadership – SCIRP ISSN Print: 2167-7743, ISSN Online: 2167-7751

**Web Sources:** <https://www.skillsyouneed.com>leadership-skills>

<https://www.mindtools.com>LeadershipSkills>

<https://www.techtarget.com/searchio/definition/leadership-skills?amp=1>

<https://www.skillsyouneed.com/leadership-skills.html> <https://haiilo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-leader>

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II



Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Theatre Art	Hrs	Credits	CIA	CE
Sem – I / Elective – II / Option - I			5	3	25	75

### **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.

### **COURSE CONTENT**

#### **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, The Eastern Theatre, Conventional theatre, Folk Theatre, Urban Theatre, Third Theatre, Other Theatres in Vogue.

#### **Unit – III:**

Fundamentals of Play directing: Concept, Techniques, 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, managing time and space.

#### **Unit – V:**

##### **Modern Drama**

Characteristic Features of Modern Drama - Expressionism and Dramatic symbolism, Stage design in the Modern World, Lighting in the modern world, Word versus Spectacles.

#### **Textbooks:**

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

#### **Reference books:**

Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008.

Leach, Robert. Theatre Studies: The Basics. Routledge, 2013.

**Web Sources:** [http://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](http://paradisevalley.libguides.com/the111/theatre_history_websites)

<https://www.britannica.com/place/England/Performing-arts>

[https://www.worldhistory.org/Gree\\_Theatre](https://www.worldhistory.org/Gree_Theatre)

[https://archive.org/details/fundamentalsopf10000dean\\_y3x3](https://archive.org/details/fundamentalsopf10000dean_y3x3)

<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

### **QUESTION PATTERN**

#### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

#### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

#### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Employability Skills	Hrs	Credits	CIA	CE
Sem – I / Elective – II / Option - II			5	3	25	75

### **Learning Objectives**

LO1 - To help the 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.

### **COURSE CONTENT**

#### **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 Browser 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.

#### **Textbooks:**

Arvind. M. Nawale, Mahesh. M. Nivargi, An Introduction to Employability Skills – A Textbook for College Students. Macmillan Publications.

A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JKP Publications.

Manojkumar. C. Shimpi, Employability Skills. Neelam Publications.

**Reference books:**

Soft Skills & Employability Skills by Sabina Pillai & Agna Fernandez. Cambridge University Press.

**Web Sources:**

[http://cbseacademic.nic.in/web\\_material/Curriculum21/publication/secondary/Employability\\_Skills10.pdf](http://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf)

<https://leverageedu.com/blog/behavioural-skills/> <https://in.indeed.com/career-advice/career-development/professional-skills> <https://www.countryliving.com/life/g15915245/social-etiquette/>

**QUESTION PATTERN****Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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<b>Course Outcomes</b>		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Get to know value clarification and matching assessment skills into employment.	PO1
<b>CO2</b>	Understand factors that contribute to confidence and self-esteem	PO1, PO2
<b>CO3</b>	Gain knowledge on the skill of communicating effectively with employers, supervisor and co-workers.	PO4, PO6
<b>CO4</b>	Understand teamwork approach to completing tasks	PO4, PO5, PO6
<b>CO5</b>	Get an awareness on the strategies for handling stress and work pressure	PO3, PO8

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

## **SEMESTER – II**



<b>M.A. ENGLISH / SEMESTER - II</b>				
<b>Courses &amp; Course Code</b>	<b>Credits</b>	<b>Hours</b>	<b>Marks</b>	
			<b>CIA</b>	<b>SE</b>
Core – IV American Literature	5	6	25	75
Core – V Shakespeare Studies	5	6	25	75
Core – VI Post-colonial Theory and Literature	4	6	25	75
Elective – III 1. Approaches to English Language Teaching 2. Communication Skills	3	4	25	75
Elective – IV 1. A Glimpse of Nobel Laureates 2. Technology in Teaching English	3	4	25	75
Skill Enhancement Course [SEC] – I Non-major Elective Industry Training & Expectations Entrepreneurship Development	2	4	25	75
<b>Total</b>	<b>22</b>	<b>30</b>		

Course Code		American Literature	Hrs	Credits	CIA	CE
Core – IV			6	5	25	75

### 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.

### COURSE CONTENT

#### Unit – I: Poetry:

Walt Whitman – Out of the Cradle Endlessly Rocking

Emily Dickinson – The Last Night That She Lived, The Soul Selects her own Society

Robert Frost – After Apple Picking

E.E.Cummings – Cambridge Ladies

Wallace Stevens – Anecdote of the Jar

Denis Levertor – Scenario, Thinking of El Salvador

Robert Lowell – Skunk Hour

Sylvia Plath – Lady Lazarus Anne Sexton – Wanting to Die

Adrienne Rich – Snapshots of a Daughter-in-law

#### Unit – II: Prose:

Victor Hernandez Cruz – Today is a day of great joy

Amiri Baraka – An Agony as Now

Gwendolyn Brooks – Kitchenette Building

Joy Harjo – Remember

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

Masha Norman – Night Mother

Ntozake Shange – For Coloured Girls

#### Unit – IV: Fiction/Short Story:

Edgar Allan Poe – The Cask of Amontillado

Herman Melville – Bartle by the Scrivener

N. Scott Momaday – The House Made of Dawn

Toni Morrison – Beloved

Kate Chopkin – The Awakening

**Unit – V: Autobiography:**

Excerpts from:

Malcolm.X, Hispanic Women Writing

Cherrie Moraga – Getting Home Alive

**Textbook:**

Willis Wagner. American Literature – A World View

**Reference books:**

Marcus Cunliffe: Sphere History of Literature – American Literature to 1900.

Boris Ford: The New Pelican Guide to English Literature – Vol.9. American Literature.

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be**

**answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code	Shakespeare Studies	Hrs	Credits	CIA	CE
Core – V		6	5	25	75

### Learning Objectives

LO1 - To examine, understand and enjoy Shakespeare's play and Criticism of Theatre  
LO2 – Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages

LO3 – Undertake textual analysis of Shakespeare's plays and sonnets

LO4 – Appraise Shakespeare's contribution to English language and literature  
LO5 – Critically understanding the appreciations by critics on Shakespeare

### COURSE CONTENT

#### Unit – I:

Shakespeare Theatre; Theatre Conventions; Sources; problems of categorization; Trends in Shakespeare Studies upto the 19<sup>th</sup> 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 Play:** 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

Granville Baker – Form Preface to Shakespeare

Stephen Greenblatt – Invisible bullets: Renaissance Authority and its Subversion, Henry IV & Henry V in Shakespearean Negotiations

Political Shakespeare: New Essays in Cultural Materialism. Eds. Jonathan Dollimore and Alan Sinfield

Ania Loomba – Sexuality and Racial Difference in Gender, Race and Renaissance Drama

**Textbooks:**

Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W. W. Norton & Co., London.

**Reference books:**

Harrison, 1951, G. B. Shakespeare's Tragedies, Routledge, London.

Knight. G. W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.

Knight. G. W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.

John F. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.

Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

**Web Sources:** <http://www.shakespeare.bham.ac.uk/resources>

<https://www.folger.edu/shakespeares-theater> <https://www.britannica.com/art/sonnet>

<https://www.sparknotes.com/shakespeare/othello/genre/>

[https://www.historytoday.com/archive/british\\_english\\_monarchs/henry-iv](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

**QUESTION PATTERN****Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in 'Either – Or' type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understanding the appreciations by critics on Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre's development	PO3
<b>CO3</b>	Critical perspective on Shakespeare's plays and sonnets	PO4, PO5
<b>CO4</b>	Understand the trends in Shakespeare Studies	PO6
<b>CO5</b>	Modern Approaches in Shakespearean criticism	PO7, PO10

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Post-colonial Theory and Literature	Hrs	Credits	CIA	CE
Core – VI			6	5	25	75

### Learning Objectives

LO1 - To examine and understand current socio-political mood in ‘third-world’ countries through the study of their fiction and poetry.

LO2 – To familiarize students about the basic concepts and theories related o postcolonialism 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.

### COURSE CONTENT

#### 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

Bapsi Sidhwa – Ice Candy Man

#### Unit – IV: Poetry:

Arun Kolatkar – The Priest, at Low Temple

Yeshwant Rao – An old Woman, Scratch

A. K. Ramanujan – Returning, Death of Poem, No Fifth Man, Birthdays, Farewells

Kofi Awonoor – Easter Dawn, 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

### Textbooks:



Macaulay's Minute of 1831/35

Post-Colonial Studies: eds. Ashcroft et.al.

**Reference books:**

Specific issues of Journal of Commonwealth Literature

Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin Canadian Voices. ed. S.

Kudchedkar and Jameela Begum Frantz Fanon : The Wretched of the Earth

Ashish Nandy : The Fear of Nationalism

**Web Sources:**

[https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature)

<https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>

<https://www.britannica.com/biography/Chinua-Achebe>

<https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>

<https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A>

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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<b>Course Outcomes</b>		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understanding the political and social background of the third world nations	PO2
<b>CO2</b>	Understanding the emerging trends in Post-colonial Literature	PO1, PO3
<b>CO3</b>	Problems and consequences of the decolonization of a country	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6, PO10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Approaches to English	Hrs	Credits	CIA	CE
Elective – III/ Option – I		Language Teaching	4	3	25	75

### Learning Objectives

LO1 - To enhance the learning and teaching skills of English

LO2 – To familiarize students about the basic concepts and theories related to ELT  
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.

### COURSE CONTENT

#### Unit – I: A Brief History of Language Teaching:

The Grammar-Translation Method  
The Direct Method

The Audiolingual Method

Language Teaching Innovations in the nineteenth century

#### Unit – II: Nature of approaches and methods in language Teaching:

Definition of Approach and Method

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

**Textbooks:**

Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.

The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

**Reference books:**

Dr. Shaikh Mowla *Methods of Teaching English*

Dr. Gurav H.K *Teaching Aspects of English Language*

**Web Sources:**

[http://www.ehow.com/way-5557572\\_effective-teaching-strategies-prose.htm/](http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/)

<https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

<https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>

<https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>

[https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT- 48% 20 The % 20Use% 20of% 20the% 20Media% 20in% 20English% 20Language %20Teaching\\_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

**QUESTION PATTERN****Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Communication Skills	Hrs	Credits	CIA	CE
Elective – III/ Option – II			4	3	25	75

### 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.

### COURSE CONTENT

#### UNIT I Communication: An Introduction Definition, Nature and Scope of Communication

Types of Communication

Process of Communication

Barriers to Communication

#### UNIT II Oral /Aural Communication

Describing directions and routes in English

Congratulating people on their success Expressing Opinions

#### UNIT III Corporate Communication

Demanding explanations

Giving Instructions

Requesting and responding to requests

#### UNIT IV Verbal Communication- Written

Circular

Memorandum

Minutes

#### UNIT V Practical Assessment

Making Comparisons

Reporting what others say

Persuading

### Text Books

Brent C. Oberg. Interpersonal Communication

John Seely. The Oxford Guide to Writing and Speaking

### References Books

Asha Kaul. Effective Business Communication

S.K. Mandel. Effective Communication and Public Speaking

## **Web Resources**

[www.researchgate.net](http://www.researchgate.net)

[https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms- 308048](https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048)

[https://wikieducator.org/INTRODUCTION\\_TO\\_COMMUNICATION](https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION) <https://akpsi.org/what-is-oral-communication/> <https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the role of communication in professional success.	PO1
<b>CO2</b>	Develop an awareness of appropriate communication strategies.	PO1, PO2
<b>CO3</b>	Analyze a variety of communication acts with reference to written and oral skills.	PO4, PO6
<b>CO4</b>	Prepare and present messages with a specific intent.	PO4, PO5, PO6
<b>CO5</b>	An understanding of professional, ethical and social responsibilities.	PO3, PO8

#### Mapping with POs:

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

#### Mapping with Programme Specific Outcomes:

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



Course Code		A Glimpse of Nobel Laureates	Hrs	Credits	CIA	CE
Elective – IV/ Option – I			4	3	25	75

### **Learning Objectives**

LO1 – To introduce the learners 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 evaluating critically and aesthetically the prescribed texts LO5 –

Understanding the contribution of the Nobel laureates to the society.

### **COURSE CONTENT**

#### **Unit – I:**

##### **Detailed Poetry:**

Pablo Neruda - If You Forget, A Song of Despair, Ode to the Onion, Your Laughter

##### **Non-detailed Poetry:**

Octavia Paz – As One Listens to the Rain, The Street

Rudyard Kipling – The Power of the Dog

Seamus Heaney – Oracle

#### **Unit – II:**

##### **Detailed Prose:**

Nadine Gordimer – Loot

Thomas Mann – Disorder and Early Sorrow

##### **Non-Detailed Prose:**

J.M. Coetzee – Excerpts from Disgrace

Toni Morrison – Excerpt from Sula

#### **Unit – III:**

##### **Detailed Drama:**

Harold Pinter – The Caretaker

##### **Non-Detailed Drama:**

George Bernard Shaw – Man and Superman

#### **Unit – IV:**

##### **Short Stories:**

Alice Munro – The Turkey Season, Differently Runaway, The Bear Came Over the Mountain

Boys and Girls

#### **Unit – V:**

##### **Novels:**

John Steinbeck – The Pearl

Gabriel Garcia Marquez – One Hundred Years of Solitude

**Textbooks:**

Nine Nobel Laureates in English Literature. Omega Publications, 2012.

**Reference books:**

Nine Nobel Laureates in English Literature. Omega Publications, 2012.

**Web Sources:** [https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)

<https://www.britannica.com/biography/Pablo-Neruda>

<https://www.britannica.com/topic/Nobel-Prize>

<https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>

<https://www.britannica.com/biography/Alice-Munro>

**QUESTION PATTERN**

**Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Technology in Teaching	Hrs	Credits	CIA	CE
Elective – IV/ Option – II		English	4	3	25	75

### **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.

### **COURSE CONTENT**

#### **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, Meta Data Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.

#### **UNIT III**

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

#### **UNIT IV**

Lexicography

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

#### **UNIT V**

## E-Learning

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

### Text Books

Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.

Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011.

### References Books

Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013

Batson, T., & Bass, R. Teaching and learning in the computer age. Change, Mar-Apr., 1996.

### Web sources

<https://englishpost.org/tools-teach-english-technology/>

[https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers - series](https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series)

<https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1>

[https://en.m.wikipedia.org/wiki/Web\\_development](https://en.m.wikipedia.org/wiki/Web_development)

<https://plato.stanford.edu/entries/computational-linguistics/>

<https://en.m.wikipedia.org/wiki/Lexicography>

## QUESTION PATTERN

### Section – A (10X2=20)

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### Section – B (5X5=25)

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the architecture, digital system, its organization	PO2, PO3
<b>CO2</b>	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	PO1, PO4
<b>CO3</b>	Discuss how technology affects language learning and teaching today	PO5, PO6
<b>CO4</b>	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
<b>CO5</b>	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Entrepreneurship	Hrs	Credits	CIA	CE
SEC – I / NME – I / Industry Training & Expectations		Development	4	2	25	75

### 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.

### COURSE CONTENT

#### UNIT I

Introduction - Meaning and Importance - Evolution of term ‘Entrepreneurship’ - Factors influencing Entrepreneurship - Psychological factors - Social factors - Economic factors - Environmental factors.

#### UNIT II

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

#### UNIT III

Entrepreneurship - health entrepreneurship - tourism entrepreneurship - women entrepreneurship - barriers to entrepreneurship.

#### UNIT IV

Motivation - Maslow’s theory, Herzberg’s theory, McGregor’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.

### Text Books

C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship.  
Venture Point Press (11 April 2017)



Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)

Harpreet S. Grover. Let's build a company, Vibhore Goyal, Penguin Books, 2020.

### **References Books**

Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.

### **Web Resources**

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

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in 'Either – Or' type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be**

**answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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<b>Course Outcomes</b>		
<b>COs</b>	On completion of this course, students will;	<b>PO1</b>
<b>CO1</b>	Define basic terms and understand basic concepts in the area of entrepreneurship	
<b>CO2</b>	Analyze the business environment in order to identify business opportunities	PO1, PO2
<b>CO3</b>	Identify the elements of success of entrepreneurial ventures	PO4, PO6
<b>CO4</b>	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
<b>CO5</b>	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

## **SEMESTER – III**

<b>M.A. ENGLISH / SEMESTER - III</b>				
<b>Courses &amp; Course Code</b>	<b>Credits</b>	<b>Hours</b>	<b>Marks</b>	
			<b>CIA</b>	<b>SE</b>
Core – VII Contemporary Literary Criticism	5	6	25	75
Core – VIII Canadian Studies	5	6	25	75
Core – IX Literature of the Marginalized in India	5	6	25	75
Core - X (Industry Module) Film and Media Studies	4	6	25	75
Elective – V	3	3	25	75
1. Translation Studies				
2. Technical Writing				
Skill Enhancement Course – II Non-major Elective	2	3	25	75
Functional English				
Internship / Industrial Activity [Credits]	2	-		
<b>Total</b>	<b>26</b>	<b>30</b>		

Course Code		Contemporary Literary	Hrs	Credits	CIA	CE
Core – VII		Criticism	6	5	25	75

### 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.

### COURSE CONTENT

#### UNIT I

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

#### UNIT II

M.H. Abrams - The Deconstructive Angel:

#### UNIT III

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

#### UNIT IV

Cleanth Brooks - Irony as Principle of Structure:

Sigmund Freud - Creative Writers and Day Dreaming:

#### UNIT V

Roland Barthes - From Work to Text

Terry Eagleton - Capitalism, Modernism and Post Modernism

#### Text Books

Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.

#### References Books

Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylorand Francis, 2014.

Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016

#### Web Resources

<https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>

<https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>

<https://fs.blog/susan-sontag-against-interpretation/>

<https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560>

<https://www.britannica.com/biography/Roland-Gerard-Barthes>

### **QUESTION PATTERN**

#### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

#### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

#### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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<b>Course Outcomes</b>		
<b>COs</b>	On completion of this course, students will;	PO1
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop the objective analysis of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

#### Mapping with POs:

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

#### Mapping with Programme Specific Outcomes:

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

Course Code		Canadian Studies	Hrs	Credits	CIA	CE
Core – VIII			6	5	25	75

### **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

### **COURSE CONTENT**

#### **UNIT I: Poetry**

(P.K. Page, A.M. Klein, and Smith)

P.K. Page –

A.M. Klein –

M. Atwood -

Smith -

Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry &

Selections from Native Literature in Canada, Ed. By Terry Goldie and others

#### **UNIT II: Fiction**

Thomas King - Survival

Margaret Atwood - Truth and Brightwater

M.G. Vassanji - No New Land

#### **UNIT III: Drama**

George Ryga.-The Ecstasy of Rita Joe Tom Highway - Dry Lips

#### **UNIT IV: Short Story**

Thomas King - Sunshine and Other Stories.

Stephen Leacock - Selections from Autobiography/Autoethnography/Life writings:

Beatrice Mosonior (Culleton - In Search of April Rain tree.

Huriel-Kitagawa - "This is my own: Letters to west and other writings on Japanese Canadians 1941- 1948"

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.

### **Text Books**

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

### **References Books**

Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer

Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)

Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar  
in Press 2004)

A short History of Canada, Desmond Morton, Edmonton: Hurtig, 1983

**Web sources** [www.india.gc.ca](http://www.india.gc.ca) [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)

[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com) <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>

<https://www.britannica.com/biography/Margaret-Atwood>

<https://canadianliteraryfare.org/bibliography/drama/>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Literature of the Marginalized in	Hrs	Credits	CIA	CE
Core – IX		India	6	5	25	75

### 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

### COURSE CONTENT

#### UNIT I

Lakshmi Narasu - Studies on Caste (Colonial / Postcolonial):

Ambedkar - "Castes in India" and "Annihilation of Caste Genesis and Mechanism of Caste"

Louis Dumont - Homo Hierarchicus

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

M. Sukhdeo Thorat - Case Study

Paul Attewell and Firdaus F. Rizvi - The Legacy of Social Exclusion: A Correspondence Study of Job Description in India, Volume I

#### UNIT V

Kalyan Rao - Untouchable Spring Bama - Kisumbukaran

Imayam - Aarumugam Jayawant Dalvi - Chakra

#### Text Books

Caste and Tribes by Risley

#### References Books

Caste and Tribes by Edgar Thurston Castes of Mind by Nicholas B Dirks

Nationalism without a Nation in India by G. Aloysius

**Web sources** [www.ambedkar.org](http://www.ambedkar.org) [www.saxakali.org](http://www.saxakali.org)

<https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full>

<https://www.jstor.org/stable/2053672>

<https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will;	PO1
<b>CO1</b>	Understand the historical and political background of caste	PO1
<b>CO2</b>	Understanding the dimensions of discriminations	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO3,PO4
<b>CO4</b>	Evaluating the prescribed texts critically.	PO6, PO8
<b>CO5</b>	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9

#### Mapping with POs:

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

#### Mapping with Programme Specific Outcomes:

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

Course Code		Film and Media Studies	Hrs	Credits	CIA	CE
Core - X / (Industry Module)			6	4	25	75

### 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.

### COURSE CONTENT

#### 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 Bordwell [Mc Grawhill. Edn]

#### UNIT II

Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy

Gregory Frame [Ed]

Janet Wasko - How Hollywood Works

#### UNIT III

Geoffrey - Oxford History of World Cinema Nowel – Smith [Ed] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]

#### UNIT IV

Erik Barnow and Indian Film [OUP]

S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema

Neelam Sidhar - Bollywood and Postmodernism Wright [EUP]

#### UNIT V

Literature to Tamil Cinema:

Linda Costanzo Cahir – Theory and Practical Approaches Film Studies:

John Hill - Critical Approaches - Film studies [OUP]

Movies for Appreciation:

A Few Good Men - Legal Drama by Aaron Sorkin's 1989 Confessions of a Sophisticated Woman

Shopaholic Elippathayam – A door Gopalakrishnan

Bridge on River Kwai - Novel to Film

### **Text Books**

Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.

Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

### **References Books**

Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta. Ed. Bill

Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta. Susan Hayward,

2004, Key Concepts in Cinema Studies, Routledge, London.

### **Web Resources**

[www.academicinfo.net/film.html](http://www.academicinfo.net/film.html). <https://www.norton.com/books/9780393420531>

<https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>

[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\\_article/show/51169927.cms](https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_article/show/51169927.cms)

<https://guides.library.yale.edu/c.php?g=295800&p=1975065>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in 'Either – Or' type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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



Course Code		Option – I:	Hrs	Credits	CIA	CE
Elective - V		Translation Studies	3	3	25	75

### 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

### COURSE CONTENT

#### Unit-1: Theories of Translation:

Theodore Savory Eugene Nida

C.J. Catford Host Frenz Peter Newmark

#### Unit-II: Translation Procedures & Problems Translation Procedures:

Transliteration Transference Transcreation Transposition

#### Problems in Translation:

Prose Translation Poetry Translation Dramatic Texts

#### UNIT III: Poetry

Balamani Amma – To My Daughter

Sitanshu Yashashchandra - Drought

V. Indira Bhawani : Avatars

Ali Sardar Jafri - Morsel

#### UNIT IV: Drama

Indira Parthasarathy - The Legend of Nandan“

Mahasweta Devi - Rudaali

#### UNIT V: Fiction and Prose

V. M. Basheer : “The Card Sharper’s Daughter”

Saadat Hasan Manto : “Toba Tek Singh”

Munshi Premchand : Godaan

Fakir Mohan Senapati : Six Acres and a Third

#### Text Books

Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin

#### References Books

Bassnett, Susan and Harish Trivedi. eds. 1999. Post-Colonial Translation. London. Routledge

Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.

R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)

### **Web sources**

[https://en.wikipedia.org/wiki/Translation\\_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation](https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation)

<https://www.tandfonline.com/toc/rtrs20/current> <https://complit.fas.harvard.edu/translation-studies> <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/> <https://www.lit-across-frontiers.org/about-translation-workshops/>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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Course Outcomes		
<b>COs</b>	On completion of this course, students will	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Exposure to effective translation	PO4
<b>CO4</b>	Equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation	PO9

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Option – II:	Hrs	Credits	CIA	CE
Elective - V		Technical Writing	3	3	25	75

### 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

### COURSE CONTENT

#### 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

The Summary: The Art of Brevity

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 aTech-Writer!

#### Text Books

Baker, Mona, In Other Words: A Course book on Translation. London: RoutledgeBassnet,  
Susan. Translation Studies. London & New York: Routledge, 1991

#### References Books

Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied LinguisticsDuff, Alan,

Translations. Oxford: OUP, 1989. London: OUP, 1965.

### **Web Resources**

<https://www.tech-tav.com/technical-writing-resources>

<https://guides.library.unt.edu/c.php?g=528500&p=6841451>

<https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign>

[https://en.m.wikipedia.org/wiki/Technical\\_writing](https://en.m.wikipedia.org/wiki/Technical_writing)

<https://www.utleystategies.com/blog/proposal-writing?format=amp>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

\*\*\*\*\*

Course Outcomes		
<b>COs</b>	On completion of this course, students will	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Exposure to effective translation	PO4
<b>CO4</b>	Equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation	PO9

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Functional English	Hrs	Credits	CIA	CE
SEC – II / NME - II			3	2	25	75

### 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

### COURSE CONTENT

#### UNIT I: Public Speaking

Characteristics of a good speaker  
 Methods of Speaking  
 Preparation and Delivery of Speech

#### UNIT II: Speech for Situations

Speech to inform  
 Speech to Persuade  
 Speeches for Special occasions

#### UNIT III: Occupational Skills

Email  
 Resume  
 Official memorandum

#### UNIT IV: Interview Skills

Preparation and Practice for Interviews  
 Interview Questions  
 Profile Writing for a Job  
 Presentation Skills

#### UNIT V: Interpersonal Skills

Team Developing  
 Relationship and Communication  
 Negotiation

#### Text Books

Mohan, Krishna, et al. *Developing Communication Skills*. Macmillan Publishers India Ltd., 2009.

Mitra, Barun K. *Effective Technical Communication: a Guide for Scientists and Engineers*. Oxford University Press, 2006

#### References Books

Sudha, S. *Job Fair Keys*, Jayalakshmi Publications, 2017

Functional English Grammar: An Introduction for Second Language Teachers (Cambridge

Language Education)

### **Web sources**

Team Development- <https://blog.vantagecircle.com/team-development/5.Relationship> and

Communication- <https://2012books.lardbucket.org/books/a-primer-on-communication>

Negotiation-<https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>

<https://in.indeed.com/career-advice/interviewing/interviewing-skills>

<https://careerwise.minnstate.edu/careers/occupational-skills.html>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV



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Course Outcomes		
<b>COs</b>	On completion of this course, students will	
<b>CO1</b>	Define communicative skills	PO2
<b>CO2</b>	Utilize the nuances of English language in public speaking	PO1, PO2
<b>CO3</b>	Evaluate language skills in day to day life	PO3, PO4
<b>CO4</b>	Develop different styles of occupational skills	PO5, PO6
<b>CO5</b>	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Internship / Industrial	Hrs	Credits	CIA	CE
Internship / Industrial Activity		Activity	-	2	-	-

### **Learning Objectives:**

LO1 – To offer a hands-on-learning experience, that allows the learners to maximize the outcome and benefits of their theoretical knowledge through practical implementation. LO2 – By adding technical skills, soft skills and professional experience to the learners' resume, they can enhance their chances of securing the job they desire

LO3 – To provide the learners an experience of the real corporate world and thus help them understand the expectations and requirements of the industry

LO4 – To enable the learners build their network and professional relationships, which turns them into confident future professionals.

### **Duration of the Training:**

The learners of all the Under-Graduation Programmes are to undergo the Internship /Industrial Training during the summer vacation, after completion of the IV Semester examinations. The training period is 30 working days.

### **Evaluation:**

After completion of the training, the evaluation of the performance of the learners will be done in the V semester.

Two credits will be awarded for the best performers.

Viva-voce examination will be conducted and the learners have to appear for the Viva-voce individually.

At the time of Viva-voce, the learners have to submit the given records to the examiner.

Work Diary, endorsed by the trainer

A complete report on the objectives, modules and outcomes. A certificate, duly signed and issued by the trainer

## **SEMESTER – IV**

<b>SEMESTER - IV</b>				
<b>Courses &amp; Course Code</b>	<b>Credits</b>	<b>Hours</b>	<b>Marks</b>	
			<b>CI</b>	<b>ASE</b>
Core – XI Twenty First Century Millennial Literature and Culture	5	6	25	75
Core – XII Subaltern Studies	5	6	25	75
Project with Viva Voce	7	10	25	75
Elective – VI (Industry Entrepreneurship)	3	4	25	75
1. English Literature for NTA, NET, SET & GATE				
2. English Literature for Competitive Examinations				
Skill Enhancement Course – III	2	4	25	75
Professional Competency SkillEnglish for Careers				
Extension Activity	1	-		
<b>Total</b>	<b>23</b>	<b>30</b>		
<b>Grand Total</b>	<b>91</b>	<b>120</b>		

Course Code	Twenty First Century Millennial	Hrs	Credits	CIA	CE
Core - XI	Literature and Culture	6	5	25	75

### Learning Objectives

LO1- To sensitize the students to various aspects of new studies in twenty first century millennial literature.

LO2- Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21<sup>st</sup> century life of people at the global level.

LO3- Identify the possibilities for multidisciplinary analysis of literary texts.

LO4- Analyze literary texts by employing appropriate interdisciplinary theories.

LO5- Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

### COURSE CONTENT

#### UNIT-I: Blue Studies

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

#### UNIT-II: Animal Studies

Margo De Mello - "Human Animal Studies" from *Animals and Society: An Introduction to Human-Animal Studies* (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

Barbara King solver – "Introduction to Climate Change and Studies" from *Flight behaviour*

#### 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*

### Text Books

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

### References Books

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

DeMello, Margo. Body Studies: An Introduction. 1<sup>st</sup> ed., Routledge, 2013  
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**

<http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>

<http://www.jstor.org/stable/25614299>. <https://www.timeshighereducation.com/student/student-services/blue-studies-international>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>

[https://en.m.wikipedia.org/wiki/Medical\\_humanities](https://en.m.wikipedia.org/wiki/Medical_humanities)

### **QUESTION PATTERN**

### **QUESTION PATTERN**

#### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

#### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

#### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Subaltern Studies	Hrs	Credits	CIA	CE
Core - XII			6	5	25	75

### 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 Subaltern lens

LO4- To examine the defined role of social constructions that affecting the space of the Marginalized

LO5- Critically analyzing subaltern writing.

### 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 Sirumalesh, K.V. The Untouchables Claude McKay - If we Must Die Langston Hughes – Dinner Guest:

### Me UNIT II: Prose– Detailed:

Martin Luther King (Jr) – I Have a Dream

### Prose-Non-Detailed

Gayatri C.Spivak - Can the Subaltern Speak?

### UNIT III: Drama – Detailed

C.T. Indra – Nandan (Translation)

**Drama – Non- Detailed** Vijay Tendulkar – Kanyadan

### UNIT IV: Fiction

Malala Yousafzai with Christina Lamb - I am Malala

Bama – Karukku

### UNIT IV: Fiction

Chinua Achebe - Things Fall Apart

Arundati Roy - God of Small Things

### Text Books

Guha, R. S. of P. S. R. (1988). *Selected Subaltern Studies*. Oxford University Press.

### References Books

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

**Web sources** <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt>



ern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.

<https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>

[https://www.sas.upenn.edu/~dludden/ReadingSS\\_INTRO.pdf](https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf)

### **QUESTION PATTERN**

#### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

#### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

#### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Project with Viva-Voce	Hrs	Credits	CIA	CE
Project			7	10	25	75

### **Learning Objective:**

Other than class room teaching through theory and practical lectures, internships, field visits, assignments and seminars, the learners are put in the practice of doing research at the Post-Graduation level.

### **Methodology:**

Every individual learner has to carry out a minor research work. The area of focus can be related to the core subjects.

Inter-disciplinary research works are encouraged.

The project work must retain its originality and avoidance of plagiarism is mandatory.

### **Evaluation Pattern:**

After completion of eighty percent of the working days in the concerned semester, the candidate has to submit the research/ project work to the Examination section of the institution for evaluation.

The final product of the research work must be duly signed by the candidate, the Research Supervisor and the Head of the Department.

The Examination section of the institution will fix a date for Viva-voce examination. Each individual has to appear for the Viva-voce.

### **Allocation of Marks:**

CIA – 25 marks

The research supervisor will award the marks assessing the performance of the researcher throughout the process of research.

Viva-voce – 75 marks

The student will appear for Viva-voce examination. The examiner will assess the quality of the research, subject knowledge and the presentation of the learner.

### **Thrust Areas for Research:**

- African-American Literature.
- Literature in the twentieth Century.
- Women's Literature.
- Colonial and Post-Colonial Literature.
- Renaissance Literature.
- Medieval Literature.
- Literary Criticism and Theory.
- Prose Fiction.
- American Literature
- Indian Writing in English and Translation
- Canadian Literature
- Literature of the Marginalized
- English Language Teaching and Learning
- Any relevant area

Course Code		Option – I:	Hrs	Credits	CIA	CE
Elective – VI (Industry Entrepreneurship)		<b>English Literature for NTA, NET, SET &amp; GATE</b>	4	3	25	75

### 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

### COURSE CONTENT

#### 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 Matthew Arnold

T.S. Eliot Northrop Frye

F.R. Leavis

I.A. Richards Jacques Lacan Carl Gustav Jung

Simone de Beauvoir

#### UNIT-V: Literary Forms Rhetoric and Prosody Figures of Speech: Alliteration

Antithesis Apostrophe Assonance Metaphor Simile Paradox Pun

SynecdocheMetonymy

Hyperbole and OxymoronRhyme and Metre

Rhythmic Patterns and Literary Terms.

### **Text Books**

Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching andResearch Aptitude. Oxford, 2020

Ronald Carter and John McRae. The Routledge History of English Literature:Britain and Ireland. Routledge

### **References Books**

SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019

Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.

Henry Beers A. Brief History of English and American Literature. Outlook Verlog, 2020.Peter Barry. An Introduction to Literary and Cultural Theory by Peter Barry.

M.H. Abrams – A Glossary of Literary Terms.

### **Web Resources**

<https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>

<https://byjusexamprep.com/ugc-net-english-books-i>

<https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>

[https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in- tamil-cinema- because-of-its-closeness-to-everyday-life-anand-pandian-author- reel- world/amp\\_articleshow/51169927.cms](https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in- tamil-cinema- because-of-its-closeness-to-everyday-life-anand-pandian-author- reel- world/amp_articleshow/51169927.cms)

<https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

**Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

**Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Option – II:	Hrs	Credits	CIA	CE
Elective – VI (Industry Entrepreneurship)		English Literature for Competitive Examinations	4	3	25	75

### 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

### COURSE CONTENT

#### 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

#### Text Books

A Glossary of Literary Terms, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)

The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

#### References Books

A Dictionary of Literary Terms ,Cuddon.A ( Penguin )

The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

**Web Resources** [https://onlinecourses.nptel.ac.in/noc20\\_hs19/preview](https://onlinecourses.nptel.ac.in/noc20_hs19/preview)

<http://www.luminarium.org/> <https://poemanalysis.com/genre/absurd/>

<https://www.bl.uk/medieval-literature/articles/dream-visions>

<https://www.britannica.com/topic/Great-Chain-of-Being>



## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

#### Mapping with POs:

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

#### Mapping with Programme Specific Outcomes:

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

Course Code		English for Careers	Hrs	Credits	CIA	CE
SEC – III / Professional Competency Skill			4	2	25	75

### **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

### **COURSE CONTENT**

#### **UNIT I Effective Writing**

Features of Effective Writing Business correspondence

E-Mail

Report writing Technical Writing

#### **UNIT II Administrative Process**

Agenda preparation

Preparing minutes

#### **UNIT III Communication**

Presenting Data in Verbal modes

Presenting Data in Non- verbal modes

#### **UNIT IV Effective lecturing**

Preparing Lectures on Topics Preparing Persuasion Talks

#### **UNIT V Telephone Etiquette**

Business Talks over Telephone

Discussion on Career Prospects and Advancements

### **Text Books**

V. Saraswathi & Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000

English for Careers: Business, Professional, and Technical Paperback by Leila R.Smith Emeritus

## **References Books**

Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning

English for Careers: Business, Professional, and Technical

## **Web sources**

<https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true>

[https://www.academia.edu/34266181/Oxford\\_English\\_For\\_Careers\\_TECHNOLOGY\\_1\\_Teachers\\_Resource\\_book\\_David\\_Banamy](https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy)

<https://www.nature.com/scitable/topicpage/effective-writing-13815989/>

<https://libraryguides.mdc.edu/c.php?g=988097&p=7290>

## **QUESTION PATTERN**

### **Section – A (10X2=20)**

**Ten questions are to be given, testing K1 Each question carries two marks.**

Question No. 1 from Unit – I

Question No. 2 from Unit – I

Question No. 3 from Unit – II

Question No. 4 from Unit – II

Question No. 5 from Unit – III

Question No. 6 from Unit – III

Question No. 7 from Unit – IV

Question No. 8 from Unit – IV

Question No. 9 from Unit – V

Question No. 10 from Unit – V

### **Section – B (5X5=25)**

**Five short essay type questions in ‘Either – Or’ type are to be given testing K2 and K3.**

**Each question carries five marks.**

Question No. 11 (a) and (b) from Unit- I

Question No. 12 (a) and (b) from Unit- II

Question No. 13 (a) and (b) from Unit- III

Question No. 14 (a) and (b) from Unit- IV

Question No. 15 (a) and (b) from Unit- V

### **Section – C: (3X10=30)**

**Five long essay questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

Question No. 16 from Unit- I

Question No. 17 from Unit- II

Question No. 18 from Unit- III

Question No. 19 from Unit- IV

Question No. 20 from Unit- V

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

**Mapping with POs:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code		Extension Activity	Hrs	Credits	CIA	CE
Extension Activity				1	-	-

The institution aims at developing amongst students a sense of participation in nation building through extension and outreach programmes. This deepens understanding of the social environment and enriches her personality through actual participation in day-to-day life of the society. This process of learning is not only a desirable supplement to the classroom education but develops in the student a sense of responsibility, tolerance and cooperation.

#### **Objectives:**

- To arouse social consciousness of the students by providing them opportunities to work with and among the people.
- To develop an awareness and knowledge of social realities to have concern for the well being of the community and engage in creative and constructive social action.
- To provide with rich and meaningful educational experiences to them in order to make their education complete and meaningful.
- To develop skill needed in the exercise of democratic leadership and programme development to help them get self-employed.
- To give them the opportunities for their personality development.
- Understand the community in which they work.
- Understand themselves in relation to their community.
- Identify the needs and problems of the social and involve them in problem solving process.
- Develop among themselves a sense of civic responsibility.
- Utilize their knowledge in finding practical solution to individual and community problems.
- Develop competence required for group-living and sharing of responsibilities.
- Gain skill in mobilizing community participation.
- Acquire leadership qualities and democratic attitude.
- Develop capacity to meet emergencies and natural disasters.
- Practice national integration and social harmony.

#### **Evaluation:**

The performance of the students in extension activities throughout the semester will be assessed and the credit will be awarded by the faculty.