

MOTHER TERESA WOMEN'S UNIVERSITY

M.A. ENGLISH

REGULATIONS & SYLLABUS

(from 2021-2022)



Curriculum Framework and Syllabus for

M.A. ENGLISH

(For the candidates to be admitted from the academic year 2021-2022)

(UNDER CHOICE BASED CREDIT SYSTEM- CBCS)

Mother Teresa Women's University
Department of English & Foreign Languages

Choice Based Credit System (CBCS)

(2021-2022 onwards)

M.A. English

1. About the Programme

A degree in English language and literature is designed to get students reading books, analyzing theories, critiquing prose and verse, and taking a more critical look at the signs and words surrounding us every day. The aim is to get students thinking creatively and analytically about the English language; this differs from other modern language degrees as it is intended for students already proficient in written and spoken English. A course with a focus on English literature typically allows students to study literary texts from throughout history. The programme modules cover a diverse range of literature from different periods. The programme enables students to study and analyze passages, relating texts to their cultural, social, historical and political contexts.

An English language-focused degree will train students to analyze the workings of the English language outside of literature, including language-based communication in all kinds of forms and contexts. This could include analysis of casual spoken conversation, text speak, advertising methods or the uses of language in specialized legal and medical discourse.

2. Programme Educational Objectives

PEO1	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.
PEO2	To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
PEO3	To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
PEO4	To assist students in the development of intellectual flexibility, creativity and cultural literacy so that they may engage in life-long learning.
PEO5	To provide students with the critical faculties necessary in an academic environment, and in the complex and interdependent world.

3. Eligibility

A candidate who has passed and secured 50% in any UG degree courses of this University or any other University accepted by the syndicate is eligible for admission to the M.A. Programme. A relaxation of 5% in the total percentage will be given to SC, ST candidates.

4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25
- External Theory: 75

- **Question Paper Pattern for External examination for all course papers.**

Max. Marks: 75

Time: 3 Hrs.

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10
2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

*** Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

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

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

M.A ENGLISH

Sl. No	Course Code	Course Title	Credits	Hours		(CIA)	(ESE)	Total
				L	P			
Semester I								
1.	P21ENT11	Core I: Indian Writing in English	4	5	-	25	75	100
2.	P21ENT12	Core II: Chaucer and the Elizabethan Age	4	6	-	25	75	100
3.	P21ENT13	Core III: The Augustan and the Romantic Age	4	6	-	25	75	100
4.	P21ENT14	Core IV: Children's Literature	4	6	-	25	75	100
5.	P21ENT15	Core V: Women's Writings	4	5		25	75	100
6.	P21ENS11	Skill-based Supportive Course -ITechnology in Teaching English	2	2		25	75	100
		Total	22	30		-	-	600
Semester II								
7.	P21ENT21	Core VI: Indian Literature in English Translation	4	4	-	25	75	100
8.	P21ENT22	Core VII: The Victorian Age	4	4	-	25	75	100
9.	P21ENT23	Core VIII: The Contemporary Literature	4	4	-	25	75	100
10.	P21ENT24	Core IX: Subaltern Literature	4	5	-	25	75	100
11.	P21ENT25	Core X: Literary Criticism – I	4	5	-	25	75	100
12.		Non Major Elective	4	4	-	25	75	100
13.	P21CSS22	Supportive Course- II: Computer Skills for Web Designing and Video Editing	2	-	4	25	75	100
		Total	26	30		-	-	700
Semester III								
14.	P21ENT31	Core XI: Post-colonial	4	5	-	25	75	100

		Literature						
15.	P21ENT32	Core-XII: Eco-Literature	4	5	-	25	75	100
16.	P21ENT33	Core-XIII: Translation – Theory and Practice	4	5	-	25	75	100
17.	P21ENT34	Core-XIV: Literary Criticism – II	4	5	-	25	75	100
18.	P21ENT35	Core-XV: Research Methodology	4	4	-	25	75	100
19.	P21ENT36	Core-XVI: Intensive Study of an Author	4	4	6	25	75	100
20.	P21WSS33	Skill-based Supportive Course III - Women Empowerment	2	2	-	25	75	100
Total			26	30				700
Semester IV								
21.	P21ENE411 / P21ENE412	Elective I* English for Careers/Presentations Skills/Any MOOC Course [§]	4	4	-	25	75	100
22.	P21ENE421 / P21ENE422	Elective II* English Grammar and Usage / English Language Teaching/ Any MOOC Course [§]	4	4	-	25	75	100
23.	P21ENR41	Project	8		22	25	75	100
Total			12	30				300
Total			90	120				2300

Non-Major Elective

The candidates, who have joined the PG Programme, can also undergo Non-Major Elective offered by other Departments.

Non-Major Elective (NME) offered by the Department of English and Foreign Languages

NME P21ENN211-Writing Skills/P21ENN212-Art of Public Speaking

*Those who have CGPA 9 and want to do the project in industry/institution during 4th semester., these two paper can be opted in third semester

§The students can also take either one 4-credit course or two 2-credit courses in MOOC, with the approval of Departmental Committee.

Short-term and Value-added courses offered by the department to all PG students

Code	Title	Credit	Semester
P21ENV11	Media Writing (Value added Course)	2	First
S21SET21	Short Term Course in Spoken English	2	Second
P21ENO31	Online Course – MOOC	2	Third
S21FRT31	Short Term Course in French	2	Third
P21ENV42	Appreciation of Films- Value Added Courses	2	Fourth
P21ENI21	Internship/Industrial Training	2	End of Second Semester

Outside Class Hours (Attendance compulsory)

- Health, Yoga and Physical fitness.
- Library information access and utilisation
- Employability Training.
- Students Social Responsibility.

PROGRAMME OUTCOMES (POs)

On successful completion of the M.A., (Eng. Lit) Degree Programme, the learners of the course would have attained:

PO1	Mastery of English language skills and forms to be used in explicitly meaningful contexts through literature and criticism.
PO2	Linguistic competence to be mastered in various real-life situations.
PO3	Appreciation and evaluation of the components, organizations, and structure of academic texts.
PO4	Capability to become full-fledged literary critics with a good attitude towards objective criticism and unbiased conclusions.
PO5	Integrated human values to become respectful humans and law-abiding citizens.
PO6	Managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
PO7	Widened perspective to face the literary and artistic challenges and incorporate ICT skills to clear competitive examinations like NET, SET, UPSC, TNPSC etc.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

Upon completion of the M.A., Degree Programme, the students must be able to

PSO1	gain knowledge of modern literature and technical aspects.
PSO2	prepare research articles and write creatively.
PSO3	acquire competency over the subjects learnt.
PSO4	score well in competitive and qualifying examinations.
PSO5	imbibe human values in making model citizens.

SEMESTER - I

Course Code	P21ENT11	INDIAN WRITING IN ENGLISH	L	T	P	C
CORE- I			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> analyze poetic techniques and themes in Indian writing in English distinguish strategies and topics in Indian English Literature from that of Western models assess literature as a kind that portrays the country with specific accentuation on postcolonial Indian experience of the country, its set of experiences, governmental issues and the job of memory evaluate current composition as a portrayal of India's variety integrate writing and society discussing the social construction of Indian culture and Human Rights issues. 					

Unit – I: Poetry

Nissim Ezekiel - Goodbye Party for Miss Pushpa T.S

A.K.Ramanujan - A River

Extended Family

Kamala Das - A Hot Noon in Malabar

An Introduction

Sarojini Naidu - Palanquin Bearers

Unit – II: Prose

R.K.Narayan – Headache

In the Confessional

Jawaharlal Nehru - For the Light that Shone in this Country was No Ordinary Light

The Role of Youth in Modern India

GowriRamnarayan - The Patriarch of Carnatic Music

Unit – III: Short Story

Mulk Raj Anand - The Terrorist

Anita Desai - Circus Cat, Alley Cat

Kushwant Singh - The Portrait of a Lady

Unit – IV: Drama

GirishKarnad - The Fire and the Rain

Unit – V: Novel

AravindAdiga - The White Tiger

Books for Reference:

1. Bharat, Meenakshi (ed.). Desert in Bloom: Contemporary Indian Women's Fiction in English. Pencraft International, 2004.
2. De Souza, Eunice. Talking Poems: Conversations with Poets. OUP, 1999.
3. Khair, TabishBabu. Fictions:Alienation in Contemporary Indian English Novels. OUP, 2001.
4. King, Bruce (ed.). Modern Indian Poetry in English. OUP, 2001.
5. Needham, AnuradhaDingwany. Using Master's Tools: Resistance and the Literature of the African and South Asian Diasporas. St. Martin's Press, 2000.
6. Mehrotra, Arvind Krishna (ed.). An Illustrated History of Indian Literature in English. Permanent Black, 2003.
7. Mukherjee, Meenakshi. The Perishable Empire: Essays on Indian Writing in English. OUP, 2000.
8. Sanga, Jaina C. Salman Rushdie's Postcolonial Metaphors: Migration, Translation, Hybridity, Blasphemy, and Globalization. Greenwood Press, 2001.
9. Lau, Lisa and E. Dawson Varughese, Indian Writing in English and Issues of Visual Representation.Macmilliam. 2010.
10. Mukherjee, Upamanyu. Postcolonial Environments: Nature, Culture and the Contemporary Indian Novel in English. Palgrave Macmillan. 2010.

E- Reference :

1. <https://books.google.co.in/books?id=oWSqCQAAQBAJ&lpg=PP1&ots=HFajB8hmQh&dq=indian%20writing%20in%20english%20books&lr&pg=PP1#v=onepage&q&f=false>
2. <https://books.google.co.in/books?id=kFOCDAAAQBAJ&lpg=PP1&ots=G3T6bsyAhM&dq=indian%20writing%20in%20english%20literature%20books%20published%20after%202010&lr&pg=PP1#v=onepage&q&f=false>

Course Outcomes:

At the end of the course, the students will be able to:

K1, K2	CO1	distinguish strategies and topics in Indian English Literature from that of Western models
K1, K2	CO2	analyze poetic techniques and themes in Indian writing in English
K5, K4	CO3	assess literature as a kind that portrays the country with specific accentuation on postcolonial Indian experience of the country, its set of experiences, governmental issues and the job of memory
K5, K1	CO4	evaluate current composition as a portrayal of India's variety
K6, K3	CO5	integrate writing and society discussing the social construction of Indian culture and Human Rights issues.

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT12	CHAUCER AND THE ELIZABETHAN AGE	L	T	P	C
CORE- II			6	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> introduce the great masters of the early period such as Chaucer, Spenser, Shakespeare, Marlowe and Donne. introduce students to the seminal practitioners of English Literature and laying the foundation for contextualising specific texts against definite historical backdrops. introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. 					

Unit – I: Poetry

Geoffrey Chaucer – ‘The Squire’, ‘The Parson’, ‘The Prioress’ and ‘The Host’ in
 “The General Prologue” from The Canterbury Tales

Edmund Spenser – Epithalamion

Shakespeare’s Sonnets and Poems:

Sonnet – 1 (From fairest creatures we desire increase)

Sonnet – 18 (Shall I compare thee to a summer’s day?)

Sonnet – 33 (Full many a glorious morning have I Seen)

Sonnet – 73 (That time of year thou mayst in me behold)

The Phoenix and the Turtle

Unit – II: Prose

Francis Bacon – Essays

Of Studies

Of Great Place

Of Travel

Of Wisdom for Man’s Self

Unit – III: Drama

Christopher Marlowe - Tamburlaine

Ben Jonson – Volpone

Unit – IV: Drama

- Shakespeare – 1. Antony and Cleopatra
2. Hamlet

Unit – V: Fiction

- John Webster - The Duchess of Malfi
AphraBehn – Oroonoko

Books for Reference:

1. Broadbent, John. Milton: An Introduction. Cambridge: Cambridge University Press, 1973.
2. Cunningham, Valentine, ed. Victorian Poets: A Critical Reader features a collection of critical essays focusing on various aspects of Victorian-era poetry from the 1830s to the 1890s. New Jersey: Wiley-Blackwell, 2014.
3. Gardner, Helen, ed. The Metaphysical Poets. New Delhi: Rupa and Co., 1980.
4. Hammond, Gerald. Elizabethan Poetry: Lyrical and Narrative - A Selection of Critical Essays. UK: Palgrave Macmillan, 1984.
5. Higgins, Michael, Clarissa Smith, John Storey. ed. The Cambridge Companion to Modern British Culture. Cambridge: Cambridge University Press, 2010.
6. Persson, James and Watson. R. Robert. Encyclopedia of British Poetry 1900 to the Present. Facts on File. 22 April 2015.

E- Reference:

1. <https://books.google.co.in/books?id=KJ1bAgAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false> Cronin, Richard. Reading Victorian Poetry. Wiley. 21 December 2015.
2. https://books.google.co.in/books?id=gFl_BwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false

Course Outcomes:

At the end of the course, the students will be able to:

K1, K2	CO1	gain in-depth knowledge of the variety of writers and genres of the Elizabethan era
K1, K2	CO2	comprehend the literary merits of the writers of this period
K5, K4	CO3	approach the texts with the knowledge of the socio-economic background of the period
K5, K1	CO4	analyze the works of the poets and dramatists of the age
K6, K3	CO5	understand and apply the creative writing ability by contextualizing the ideas of the writer

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT13	THE AUGUSTAN AND THE ROMANTIC AGE	L	T	P	C
CORE- III			6	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • make them understand the religious, political, literary, and social problems as reflected in the literature of these periods • help students appreciate the seminal works of prominent writers of these periods • enable students to understand the characteristics of the Metaphysical poetry • enhance the students' understanding of the literary conventions followed during these periods • highlight the salient features of Comedy of Manners 					

Unit – I: Poetry

John Donne - The Canonization

Andrew Marvell - The Garden

John Milton – Paradise Lost Book - IX (Lines 473 – 531, 550 – 610, 677 – 695, 745 - 784)

Unit – II: Poetry

Alexander Pope - Canto III in “The Rape of the Lock”

John Dryden - Mac Flecknoe

Thomas Gray - Elegy Written in a Country Churchyard

William Wordsworth - Resolution and Independence

John Keats - Bright star, would I wretched fast as thou art

S.T. Coleridge - The Eolian Harp

P.B. Shelley – Ozymandias

Unit – III: Prose

Jonathan Swift – “The Spider and Bee Episode” from The Battle of the Books
 Joseph Addison – Sir Roger at Church
 Richard Steele – “Trumpet Club” from The Coverley Papers
 Charles Lamb – In Praise of Chimney Sweepers
 William Hazlitt – On the Difference between Writing and Speaking

Unit – IV: Fiction

Johnathan Swift - Gulliver’s Travels
 Oliver Goldsmith - She Stoops to Conquer

Unit – V: Fiction

Daniel Defoe - Moll Flanders
 Jane Austen – Emma

Books for Reference:

- Bloom, Harold. How to Read and Why. New York: Simon & Schuster, 2001.
- Di Mauro, Laurie. Modern British Literature. Detroit: St. James Press, 2000.
- Gross, John. The New Oxford Book of English Prose. Oxford: OUP, 2000.
- Knott, William C. The Craft of Non-Fiction. Reston Publishing Company, 1974.
- Lewin, Gerald. Prose Models. Harcourt Brace Jovanovich, 1964.
- Mayne, Andrew and John Shuttleworth. Considering Prose. Hodder&Stongton, 1988.
- Minto, William. A Manual of English Prose Literature. Atlantic Publishers, 1995.

Cognitive Domain:

K1 / Knowledge = Remember
 K2 / Comprehension = Understand
 K3 / Application = Apply
 K4 / Analysis = Analyze
 K5 / Evaluation = Evaluate
 K6/ Synthesis = Create

COURSE OUTCOMES

Upon completion of this course, the students will be able to

K1, K2	CO1	gain thorough knowledge of the contribution of the writers of this period
K1, K2	CO2	understand and apply the judicious outlook on the notable writers of this age
K2, K3	CO3	analyze critically the construction of a text
K5, K2, K3	CO4	appreciate the aspects of literary texts by the writers of this age
K6, K3	CO5	evaluate different themes, strategies and techniques employed by the writers of this age

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT14	CHILDREN'S LITERATURE	L	T	P	C
CORE- IV			6	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • provide an overview of the history of children's literature from its origins as oral literature intended for adults to written literature encompassing all major genres • indicate historical shifts in the purposes for children's literature: as didactic literature intended to provide moral instruction, or as literature intended to stimulate the imagination or provide useful information in interesting ways • show how different purposes are related to different ways of viewing childhood • examine the history and characteristics of the various genres of children's literature • examine the work of major illustrators of the nineteenth and twentieth century and how illustrations in a picture book convey meaning 					

Unit – I: Poetry

S.T. Coleridge - A Child's Evening Prayer
 T.S. Eliot – Macavity, the Mystery Cat
 Jacqueline Woodson – A Girl named Jack
 R.L. Stevenson - From a Railway Carriage
 A.A. Milne - Buckingham Palace
 Roald Dahl - Little Red Riding Hood
 Hilaire Belloc – Matilda

Unit – II: Short Stories

Grimm Brothers – The Juniper-Tree
 Rudyard Kipling – Rikki-Tikki-Tavi
 Beatrix Potter – The Tale of Peter Rabbit
 Nathaniel Hawthorne - The Snow Image
 Hans Christian Anderson - The Snowqueen
 Brothers Grimm - Rapunzel
 James Baldwin - Androcles and the Lion

Unit – III: Drama

Terence Patrick Hughes – Lines

Holly Groome - Henry, the Monster

Unit – IV: Fiction

Lewis Carroll – Alice in the Wonderland

Suzanne Collins - The Hunger Games

Unit - V: Fiction

Patrick Ness - A Monster Calls

C.S. Lewis - The Lion, the Witch and the Wardrobe

Books for Reference:

Russell, D.L. (2015). Literature for Children: A Short Introduction, 8th Ed. Pearson ISBN-10:0-13-352226-1.

COURSE OUTCOMES

Upon completion of this course, the students will be able to

K1, K2	CO1	gain knowledge of literary texts meant for children
K1, K2	CO2	understand and demonstrate the knowledge of diverse value systems
K2, K3	CO3	analyze the moral and cultural values of the works
K5, K2, K3	CO4	make a collection of works for children from the traditions
K6, K3	CO5	create works of the same sort for children of their region

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT15	WOMEN'S WRITING	L	T	P	C
CORE- V				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • make students understand Gender and Women's Studies as an academic field of study • be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character. • analyze the ways in which societal institutions and power structures impact the material realities of women's lives. • evaluate information derived from various women's writing. • interpret information from a variety of sources including Print and electronic media, film, video, and other information technologies and Cater to the needs of women in Society proactively. 					

Unit – I: Poetry:

Judith Wright – Woman to Child, Legend

Maya Angelou – Phenomenal Woman

Elizabeth Barrett Browning –How do I love thee?

Anne Finch – How shall I woo thegentlest

P.K. Page – Adolescence

Unit – II: Prose:

Virginia Woolf – A Haunted House

Meena Alexander – Fault Lines

Bessie Emery Head – Heaven is not closed

Unit – III: Drama:

Charlotte Keatley – My Mother said I never should

Unit – IV: Fiction:

Miles Franklin – My Brilliant Career

Unit – V: Criticism:

Simon de Beauvoir –The Second Sex – “History” from Volume – I

John Stuart Mill – On the Subjection of Women

Books for Reference:

1. Kuumba, M. Bahati. (2003). “Gender and Social Movements”. Rawat Publications, New Delhi.
2. Peterson.H. Linda. The Cambridge Companion to Victorian Women’s Writing. Cambridge University Press. 2015.

E- Reference:

<https://books.google.co.in/books?id=72TCgAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>

COURSE OUTCOME

On successful completion of the course, the students will be able to

K1,K2	CO1	gain knowledge of the literary texts across genres, historical periods and cultural contexts
K1,K2	CO2	understand the range of feminist perspectives, towards the gender issues
K3,K4	CO3	analyze the common and particular challenges that women face
K4,K5	CO4	evaluate the standards of the society and the result of them on the womenfolk
K3,K6	CO5	become creative writers and voicing out their views

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	P21ENS11	TECHNOLOGY IN TEACHING ENGLISH	L	T	P	C
SUPPORTIVE SKILLS - I				2	-	-
Cognitive Level		K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives:		The main objective of this course is to <ul style="list-style-type: none"> • acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing. • integrate these tools into their English language teaching. • enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes. • help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development. • 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 				

Unit I: Definition -Virtual- Learning Environment:

Meaning- Web-Based Learning Environment, Virtual- Learning Environment
 Web Tools, Effective Web Tools in Teaching, and Classroom Tools

Unit II: Webpage Development:

How to develop a webpage, Hosting the 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.

Reference Books:

1. Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.
2. Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011.
3. Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013
4. Batson, T., & Bass, R. Teaching and learning in the computer age. Change, Mar-Apr., 1996.

Course Outcomes:

Upon completion of this course, the students will be able to

K1, K2	CO1	understand the digital system, its organization and architecture
K1, K2	CO 2	identifyneeds and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.
K2, K4	CO 3	discusshow technology affects language learning and teaching today.
K2, K6, K3	CO 4	usestrategies to teach vocabulary growth through social media. convertsource code for a novel language into machine code for a novel computer.
K4, K6	CO5	identifyappropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

SEMESTER – II

Course Code	P21ENT21	INDIAN LITERATURE IN ENGLISH TRANSLATION	L	T	P	C
CORE- VI				4	-	-
Cognitive Level		K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		The Course aims to <ul style="list-style-type: none"> • create awareness among the students of the rich and diverse literary cultures of ancient India • introduce students to the major literary works of Indian classical dramatist. • understand the importance of devotion and dedication in human life. • enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life. • understand the didacticism and ethical value contained in Indian classical literature. 				

Unit -I: Poetry

Kabir – Songs – 91, 112

Ghalib – Temple Lamp

G. M. Muktibodh – The Void

Mirabai – No one knows my invisible life

Unit -II: ProseThiruvalluvar – Thirukkural – (i) The Power of Righteousness
(ii) Gratitude

V. M. Bashir – ‘My Darling’ from Hunger

Prem Chand – The Shroud

IsmatChughtai – The Quilt

Suresh Joshi – On Interpretation

Unit -III: Drama

Kalidasa – Sakuntala

Unit -IV: Drama

Mohan Rakesh – Halfway House

Unit – V: Fiction

Bama – Sangati

G. KalyanRao – Untouchable Spring

Course Outcomes:

Upon completion of this course, the students will be able to

K1, K2	CO1	attain accessibility to regional literary genres
K1, K2	CO 2	develop a comparative perspective in the study and analysis of the texts
K2, K4	CO 3	feel sensitized to the philosophical, cultural and social reinforcement of people across India
K2, K6, K3	CO 4	gain an understanding of the Indianness in the pieces of literature of different regions
K4, K6	CO5	practice the ability to translate literature in Indian languages

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	P21ENT22	THE VICTORIAN AGE			
CORE VII		L	T	P	C
		4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives	The course aims at <ul style="list-style-type: none"> • providing a wide spectrum of literary exuberance of the great masters of The Victorian Age for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired. • helping the students imbibe the abiding human and moral values through the study of great pieces of literature. • developing critical and creative faculties in students. 				

Unit – I: Poetry

Alfred Lord Tennyson - Tithonus
 Robert Browning - Andrea delSarto
 Matthew Arnold - The Scholar Gipsy
 G.M. Hopkins - The Windhover

Unit – II: Prose

John Ruskin - Of Queen's Garden (Part – II) from Sesame and Lilies
 Thomas Carlyle – On History

Unit – III: Drama

John Galsworthy - The Silver Box
 Oscar Wilde - The Importance of Being Earnest

Unit -IV: Fiction

Charlotte Bronte - Jane Eyre
 Henry Fielding – Tom Jones

Unit – V: Fiction

Charles Dickens - Nicholas Nickleby
 Thomas Hardy - Tess of d'Urbervilles

Books for Reference:

1. Brown, John Russell. The Oxford Illustrated History of Theatre. UK: Oxford University Press, 2001.
2. Long, William J. English Literature: Its History and Its Significance for the English-Speaking World. New Delhi: Rupa, 2015.
3. Watson, G.J. Drama. London: Macmillan Education, 1983.
4. Wiggins, Martin and Catherine Richardson. British Drama, 1533-1642: 1609-1616.

E-Reference:

1. Oxford University Press. 2012.
https://books.google.co.in/books?id=3B_uCgAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false
2. Killick, Tim. British Short Story Fiction in the Early Nineteenth.Century: The Rise of the Tale.Britain:Ashgate Publishing company, 2008.
3. Bentley, Nick Ed. British Fiction of the 1990s. Taylor & Francis. 2007.
<https://books.google.co.in/books?id=iTx-AgAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>

Course Outcomes

Upon completion of this course, the students will be able to

K1,K2	CO1	gain knowledge of literary texts produced by various literary personalities of this age
K1,K2	CO2	understand and appreciate the intense emotional, and intellectual response in the literary texts of the age
K2,K3	CO3	analyzecritically the literary quality of the texts
K5,K2,K3	CO4	evaluate the works of the poets, prose writers and novelists of this age
K6, K3	CO5	develop imaginative and creative writing by following the literary style of the writers

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	P21ENT23	THE CONTEMPORARY LITERATURE	L	T	P	C
CORE- VIII				4	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims the students to <ul style="list-style-type: none"> • apply key concepts, terminology and methodologies in the analysis of contemporary works • identify contemporary literary works, historical, social, political, cultural and aesthetic contexts. • articulate how literary works respond to and influence societies and cultures, ethically, politically and historically. • engage with literary works through other media: e.g. film, drama, concerts, lectures or readings 					

Unit – I: Poetry

T.S.Eliot - The Waste Land

W.H.Auden - Shield of Achilles

Dylan Thomas - Light Breaks Where No Sun Shines

Ted Hughes - The Thought-Fox

Philip Larkin - MCMXIV

Carol Ann Duffy – The Last Post

Unit – II: Prose

George Orwell – Shooting an Elephant

G.K. Chesterton – The Worship of the Wealthy

Robert Lynd - In Praise of Mistakes

Aldous Huxley – Pleasures

Katrina Best – Bird Eat Bird

Unit – III: Drama

T.S. Eliot - Murder in the Cathedral

Harold Pinter - Birthday Party

Unit – IV: Fiction

James Joyce - A Portrait of the Artist as a Youngman

William Golding – Lord of the Flies

Unit – V: Fiction

Iris Murdoch – The Sea, the Sea

Angela Carter – The Bloody Chamber

Books for Reference:

1. Bradbook, M.C. Themes and Conventions of Elizabethan Literature. Cambridge: OUP, 1935. Browne, E. Martin. The Making of T.S. Eliot's Plays: The Critic. London: Cambridge University Press, 1969.
2. Birch, Dinah and Hooper Katy. Oxford Concise Companion to English Literature. Great Britain: Oxford.University Press, 2012.
3. Cross. L. Wilben.The Development of the English Novel. Ludhiana: Lyall Bool Depot, 1968.
4. Draper, R.P. Hardy. The Tragic Novels. London: Macmillan, 1987.
5. George Hahn, Behm Carl. The Eighteenth-Century British Novel and its Background. USA: Scarecrow Press,1985.

Course Outcomes

Upon completion of this course, the students will be able to

K1,K2	CO1	gain knowledge of new concepts in modern British Literature
K1,K2	CO2	comprehend the literary merits of the writers of this period
K2,K3	CO3	analyzethe various perspective as reflected in the literary texts
K5,K2,K3	CO4	assess the literary texts concerningthe social life of this age
K6, K3	CO5	compare and contrast the literary texts of the modern age with those of the other periods

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

Course Code	P21ENT24	SUBALTERN LITERATURE	L	T	P	C
CORE IX				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		Course aims to <ul style="list-style-type: none"> • have a wider knowledge of the trials and tribulations endured by downtrodden people • enhance their ability to read text analytically to understand the social discrimination • cultivate ability to analyze the elements and strategies of various genres • comprehend literary writing as a platform for recording the voice of the voiceless • evaluate the power of creative writing as a means to recover and to redeem one to get better job. 				

Unit - I: 20th Century

John Betjeman-A Subaltern's Love Song
 Gabriel Okara -Once upon a Time
 MervynGooneratne -There was a Country
 Langston Hughes-The Negro Speaks of Rivers

Unit - II: Middle Age

Chinua Achebe- "The Trouble with Nigeria" (pp. 22 – 64) from An Image of Africa
 Homi.K. Bhabha -The Location of Culture
 DipeshChakraborty-A Small History of Subaltern Studies: 2000 from Habitation of modernity: Essays in the Wake of Subaltern Studies. (pp3-19)
 Nadine Gordimer - Once Upon a Time
 BaburaoBagul– Mother

Unit - III: Drama

George Ryga -The Ecstasy of Rita Joe

Unit – IV: Fiction

BapsiSidhwa -The Crow Eaters

Unit - V: Postcolonial Age

GayathriSpivak - Can the Subaltern Speak?

Richard Wright - Blue Print for Negro Writing

Reference:

1. Deivasigamani. T. Subaltern Discourses. MJP Publisher. 2019.
2. Morris, Rosalind. Can the Subaltern Speak?: Reflections on the History of an Idea. Columbia University Press. 2010.

E-Reference:

1. <https://books.google.co.in/books?id=TzmbDwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>
2. <https://books.google.co.in/books?id=cXInuU4BUDYC&lpg=PP1&pg=PP1#v=onepage&q&f=false>

Course Outcomes

Upon completion of this course, the students will be able to

K1,K2,K4	CO1	gain knowledge of the marginalized, oppressed and exploited on the cultural, political, social and religious grounds
K3,K4,K5	CO2	comprehend the themes such as oppression, marginalization, gender discrimination, subjugation of lower and working classes
K2,K4,K3	CO3	analyze the condition of the third world countries and the marginalized groups in the society
K1,K2,K3,K4	CO4	evaluate the political and cultural autonomy of the people who were subdued in colonial domains, as reflected in literature
K4,K5, K6	CO5	imbibe social consciousness of the plight of the underprivileged people and working for their welfare

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT25	LITERARY CRITICISM - I	L	T	P	C
CORE X			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	Course aims to <ul style="list-style-type: none"> • introduce to the basics of Literary Criticism Widens the knowledge of literary and focuses on their importance • help to write a critical appreciation • provide an insight of practical criticism • in grain the mind towards creative writing, appreciation, critical thinking and critical • analyse and accentuate expression of thoughts and views for critical appreciation and judgmental reviews 					

Unit – I: Classical Period

Longinus
 Plato
 Aristotle
 Ben Johnson
 Philip Sidney

Unit – II: Age of Dryden and Pope

John Dryden
 Joseph Addison
 Alexander Pope
 Dr. Johnson

Unit – III: Romantic Age

William Wordsworth
 S.T. Coleridge

Unit – IV: Modern Age

Walter Pater
 T. S. Eliot
 I.A. Richards
 F.R. Leavis

Unit – V: Practical Criticism:

Analysing a work of art, by applying the critical standards of the above-said writers.

Books for Reference:

1. Prasad. A Background to English Criticism, Macmillan Publications. 1965.
2. Goulimari, Pelagia. Literary Criticism and Theory: From Plato to Postcolonialism. Taylor & Francis. 2014.
3. Vaughan, Charles. English Literary Criticism. Good Press. 2019.

Web Sources:

1. <https://books.google.co.in/books?id=IiODBAAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>
2. <https://books.google.co.in/books?id=PtfCDwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>

Course Outcomes

Upon completion of this course, the students will be able to

K1,K2,K4	CO1	gain knowledge of the basic critical concepts and the evolution of criticism
K3,K4,K5	CO2	apply the critical theories to works of literature and testify their standard
K2,K4,K3	CO3	analyze the various forms of literature from the perspective of a literary critic
K1,K2,K3,K4	CO4	gain the ability to discriminate the different standards of literature
K4,K5, K6	CO5	be motivated to know about the forth-coming critical theories and approaches

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	P21ENN211	WRITING SKILLS	L	T	P	C
NME-I				4	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Course Objectives	Course aims to <ul style="list-style-type: none"> introduce the students to the structure, mechanics, vocabulary and different modes of writing. master the structure of Language prepare the students for Competitive Exams. enable the students to write error-free English error-free on various topics 					

Unit I: Sentence Structure

Examples with exercises

Kinds of Sentence structure

Prepositional Phrase

Verbs and Verbal Phases

Unit II: Signal Words

Examples with Exercises

Conjunction and Preposition

Giving Reasons: as, because of, etc.,

Unit III :Mechanics of Writing

Examples with Exercises

Definition, Types and functions and importance of Punctuation

Essential Elements of Writing: Unity, Coherence, Completeness

Unit IV: Vocabulary

Examples with Exercises

Types of Vocabulary: Listening, Speaking, Reading and Writing Vocabulary

Importance of Vocabulary in Writing and Ways to Expand Vocabulary

Commonly misspelt words

Unit V: Writing

Examples with Exercises

Prewriting

Identifying the purpose of writing

Organizing information

Writing the first draft

Editing

Reference Books:

1. Warneir, John E. English Composition and Grammar (I Course) Chicago: Harcourt Brace Jovanovich Publishers, 1998.
2. Hewings, Martin. A Remedial Grammar for Advanced Students, New Delhi: CVP, 2004

Course Outcomes:

Upon completion of this course, the students will be able to

K1	CO1	gain knowledge of the various modes of writing
K2	CO2	comprehend the types of writing depending on the occasion
K3	CO3	apply the acquired styles of writing and practising them
K6	CO4	develop a style of writing of their own and becoming better writers
K6	CO5	market the skill of writing to fix themselves in better jobs

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	P21ENN212	ART OF PUBLIC SPEAKING	L	T	P	C
NME-II				4	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Course Objectives	Course aim <ul style="list-style-type: none"> • to enrich the knowledge of English Oral Communication skill. • to speak error-free English confidently. • to prepare the students for Competitive Exams. • to enable the students to speak and write in English fluently on various topics 					

Unit I :Elements of Public Speaking

Characteristics of Voice, Quality, Pitch, Volume, Body Language _ Personal Appearance, Posture, Gestures and Eye Contact

Unit II : Mastering Public Speaking

1. Organization of Speech - Planning and Developing
2. Beginning and Ending of Speech – Delivery

Unit III: Ceremonial Speaking

Speeches for Special Occasions –Excerpts

- a. “Chicago” – Swami Vivekananda
- b. “ I Have a Dream” – Martin Luther King.
- c. “Blood Toil and Tears” – Churchill

Unit IV :Competitive Speaking

Extemporaneous Speeches, Agreeing and Disagreeing.

Unit V: Speech Writing

Principles of Speech Writing: Choosing the Topic, Analysing the Audience, Sourcing the Information and Outlining and organising the speech Content.

Drafting a Speech (Practical for Internal Assessment)

Reference Books:

1. Krishan Mohan and N.P Singh “Speaking English Effectively” 2nd Edition. Macmillan India. 2009.

E- Reference:

1. <https://www.myperfectwords.com> ›
2. <https://www.lovelearningtutors.com>

Course Outcome

Upon completion of this course, the students will be able to

K1	CO1	plan and prepare speeches that inform, persuade, or fulfil the needs of a special occasion.
K2	CO2	use presentation aids to enhance your speeches.
K3	CO3	conduct meaningful research on a variety of topics.
K6	CO4	analyze your audience and design speeches to reflect your analysis.
K6	CO5	evaluate speeches based on a variety of verbal and non-verbal criteria.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

SEMESTER – III

Course Code	P21ENT31	POST-COLONIAL LITERATURE	L	T	P	C
CORE- XI				5	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Course Objectives	The course aims to <ul style="list-style-type: none"> • introduce the elements of Post-colonial literature. • introduce creative writing in English from countries formerly colonised by Britain. • make the students understand the texts about postcolonial theory. • offer the ideas of nuances handled by the authors of different regions. • provide the picture of different landscapes 					

Unit – I: Poetry

Langston Hughes - I, Too, Sing America

Pablo Neruda - Tonight I can Write the Saddest Line

Derek Walcott – Omeros

Allen Curnow - Time

Richard Nitru - The Shapes of Fear

Unit – II: Short Story

Nagib Mahfuz - The Answer is No

Chinua Achebe - Girls at War

Bessie Head - The Collector of Treasure

Albert Wundt - A Resurrection

Nardine Gordimer - Six Feet of the Country

Unit – III: Drama

George Ryga - The Ecstasy of Rita Joe

Unit – IV: Drama

Wole Soyinka - The Strong Breed

Unit – V: Novel

V.S. Naipaul - A House for Mr. Biswas

Books for Reference:

1. Ashcroft; et al.. Postcolonial Studies: the key concepts, 3rd ed. Routledge. 2013.
2. Loomba, Ania. Colonialism/Postcolonialism. Random House, 1997
3. Huddart, David. "Homi K. Bhabha", Routledge Critical Thinkers, 2006
4. Mullaney, Julie. Postcolonial Literatures in Context. Continuum. 2010.
5. Rushdie, Salman. Imaginary Homelands: Essays and Criticism 1981-1991. London: Granta Books. 1991.
6. W. Said, Edward. Culture and Imperialism (1st Vintage Books ed.). New York: Vintage Books. 1994.
7. Loh, Lucienne, and Malcolm Sen. Postcolonial Literature and Challenges for the New Millennium. Taylor & Francis. 2017.

E- Reference:

1. <https://books.google.co.in/books?id=kmFQDwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>

Course Outcomes

Upon completion of this course, the student will be able to

K2, K1	CO1	identify the key postcolonial authors and texts in their historical and cultural contexts
K3, K4	CO2	examine central concepts, questions and debates in postcolonial studies
K4, K2	CO3	analyze the colonial and indigenous cultural traditions
K5, K4	CO4	engage with relevant critical discourse
K6, K5	CO5	identify the key postcolonial authors and texts in their historical and cultural contexts

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	P21ENT32	ECO-LITERATURE	L	T	P	C
CORE-XII			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims <ul style="list-style-type: none"> • to analyse creative representations of human relationships with the non-human world • to compare environmental literary texts from a range of periods, with attention to their contexts and their formal qualities • to consider issues of environmentalism and sustainability from cultural, historical, and ethical perspectives • to recognise how the present-day landscapes and cultures of the British and Irish islands have been shaped by long- term ecological and political processes 					

Unit -I: Poetry

W. B. Yeats – Wandering of Oisín
 William Bryant – A Forest Hymn
 Ted Hughes – The Thought Fox
 Sarojini Naidu – Summer Woods

Unit -II: Prose

Emerson – Nature
 Roald Dahl – Taste
 Raymond Williams – The Green Language

Unit -III: Drama

John Heywood – The Play of the Weather

Unit – IV: Fiction

Amitav Ghosh – The Hungry Tide

Unit – V: Criticism

R.L. Stevenson – “The Biosphere” from Mankind and Mother Earth

Books for Reference:

1. Glotfelty, Cheryl & Harold Fromm. The Ecocriticism Reader. Athens: The U of Georgia P, 1996. Print

2. Bate, Jonathan. Romantic Ecology: Wordsworth and the Environmental Tradition. London: Routledge, 2013. Print
3. Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered. Salt Lake City, Utah: Peregrine Smith, 1985.
4. Garrard, Greg. Ecocriticism: New Critical Idiom Series. London: Routledge 2004. Print
5. Zapf, Hubert. Literature as Cultural Ecology. Bloomsbury Publishing. 2016.

E- Reference:

1. https://books.google.co.in/books?id=_F93CwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false

COURSE OUTCOMES

Upon completion of this course, the student will be able to

K2, K1	CO1	gain knowledge of ecology and its relationship with mankind
K3, K4	CO2	comprehend the difference between ecology and environmentalism
K4, K2	CO3	apply the theories of eco-criticism and analyzing the literary texts
K5, K4	CO4	synthesize the learning of eco-consciousness with real life
K6, K5	CO5	imbibe the importance of protection of flora and fauna

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	P21ENT33	TRANSLATION – THEORY AND PRACTICE	L	T	P	C
CORE-XIII			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims to make students <ul style="list-style-type: none"> • understand the evolution of the translation studies as an academic discipline. • recognize major milestones in the history of translation. • gain an in-depth awareness of the theoretical underpinning of translation as cross-linguistic endeavour • translate different types of text in both source and target languages. • evaluate translations on the basis of select criteria 					

Unit – I: Introduction

History of Translation

The Concept & the Definition of Translation

Theories of Translation

Unit – II: Procedures, Types and Trends in Translation:

Translation Procedures

Types of Translation

- Administrative, Commercial, Computer and Economic Translation
- Financial, General, Legal and Literary Translation

Trends in Translation

- Machine Translation, Computer-assisted Translation and Cultural Translation

Unit-III:Trends in Translation

Machine Translation, Computer-assisted Translation and Cultural Translation

Unit – IV: Translated Texts:**Poetry:**

Tiruvalluvar - Tirukkural (Translated by G. U. Pope)

- Chapter-8: The Possession of Love
- Chapter-11: Gratitude
- Chapter-40: Learning

SubramaniaBharathi - Much Adored Face is Forgotten

There is no fear

Mu. Mehta - Charge Sheet

AdavanTheetchanya - Self-Realization

Prose:

The Bhagavad Gita - Chapters - III, IV, XII

The Bible - Sermon on the Mount – Chapters V, VI, VII

The Quran - Women

Short Stories:

Leo Tolstoy - Two Hussars

U. R. Anantha Murthy - A Horse for the Sun

Vaikom Muhammad Basheer- Walls

Ambai (C.S.Lakshmi) - Gifts

Fiction:

SundaraRamaswamy - Tamarind History

Drama:

GirishKarnad - Nagamandala

Unit –V: (Practice)

Translation of Statements, Proverbs, Headlines

Translation of Paragraphs

Translation of Official Letters

Translation of Articles

Translation of Literary Articles

Translation of Religious Texts

Books for Reference:

1. Bassnett, Susan: Translation Studies, 3rd ed. London: Rutledge Newmark, 2002.
2. Newmark, Peter: Approaches to Translation, Oxford. Pergaman Press, 1982
3. Bassnett, Susan &Lefevere Andre: Translation, History and Culture, Pinter Publishers, 1990.
4. Nida, E. The Theory and of Practice of Translation. Leiden:E.J.Brill,1969
5. Steiner, G. After Babel: Aspects of Language and Translation. Oxford: Oxford University Press, 1978.

COURSE OUTCOMES

Upon completion of this course, the student will be able to

K2, K1	CO1	acquire knowledge about various aspects and nuances of translation.
K3,K4	CO2	identify different text types, the problems of the translator and ways of overcoming those problems
K4,K2	CO3	gain skill in the comparison and evaluation of translations.
K5,K4	CO4	identify cultural differences with an impact on the target language of translation and ways to overcome such difficulties
K6,K5	CO5	gain hands-on training in various forms of Translations

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course Code	P21ENT34	LITERARY CRITICISM - II			
CORE-XIV		L	T	P	C
		5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives	Course aims to <ul style="list-style-type: none"> • Introduce to the basics of Literary Criticism • Widen the knowledge of literary and focuses on their importance • Help to write a critical appreciation • Provide an insight of practical criticism • Ingrain the mind towards creative writing, appreciation, critical thinking and critical • Analyse and accentuate expression of thoughts and views for critical appreciation and judgmental reviews 				

Unit I: New Criticism, Formalism and Structuralism

I. A. Richards: Four Kinds of Meaning

Roman Jakobson : Linguistics and Poetics

Ferdinand de Saussure : Course in General Linguistics, Chapter III&IV

Gerard Genette - Structuralism and Literary Criticism

Unit II :Poststructuralism and Deconstruction

Roland Barthes: The Death of the Author

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

M.H. Abhrams: The Deconstruction Angel

Unit III: Psychology, Post-colonialism, Marxism

Sigmund Freud -The Theme of the Three Caskets

HomiBhabha - The Commitment to Theory

Edmund Wilson - Marxism and Literature

Unit IV: Reader Response and Eco-criticism

Michael Foucault - What is an Author

Wolfgang Iser - The Reading Process: A Phenomenological Approach

William Rueckert - Literature in Ecology: An Experiment in Eco Criticism

Unit V: New Historicism and Cultural Studies

Stephen Greenblatt - The Circulation of Social Energy

Stuart Hall – Encoding / Decoding

Judith Butler – Performativity's Social Magic

Books for Reference:

- Lodge, David. 20th Century Literary Criticism: A Reader. London: Longman, 1986. Print.
- Sethuraman, V.S. Contemporary Criticism: An Anthology. S.G. Wasani for Macmillan India Limited, 1989. Print.
- Leitch, Vincent B. The Norton Anthology of Theory and Criticism. W.W.Norton& Company, 2001. print
- Hans Bertens: Literary Theory: The Basics Foundation Books, 2010.
- Wilber Scott: Five Approaches to Literature.
- S. Ramasamy& V.S. Sethuraman: English Critical Tradition, Vol I & II.
- Peter Barry: Beginning Theory: An Introduction to Literary and Cultural Theory, II Ed, 2002.
- Philip Rice and Patricia Waugh: Ed, Modern Literary Theory; A Reader: IV Ed, Oxford University Press.
- N. Krishnaswamy, John Varghese &Sunitha Mishra: Contemporary Literary Theory: A Students Companion, Macmillan, 2001.
- Barker, Chris. Cultural Studies: Theory and Practice. III Ed. Los Angeles: Sage, 2008.

Course Outcomes

Upon completion of this course, the student will be able to

K1,K2,K4	CO1	gain knowledge of the various aspects of literary theory
K3,K4,K5	CO2	understand and sharpen the critical acumen based on the theory
K2,K4,K3	CO3	apply the modern literary theories to literary texts
K1,K2,K3,K4	CO4	be competent to evolve a methodological framework
K4,K5, K6	CO5	acquire proficiency in theoretical terminology

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	P21ENT35	RESEARCH METHODOLOGY	L	T	P	C
CORE- XV				4	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	This course is designed to <ul style="list-style-type: none"> • introduce students to the methods in research writing • familiarize students with various stages of writing research paper • train students in using appropriate language in writing research projects • enable the students to read and review the literary texts and language • be familiarized with the methods in research writing 					

Unit – I: Foundations of Research

Meaning,
 Objectives,
 Motive
 Utility,
 Empiricism
 Deductive and Inductive theory

Unit – II: Bibliography

Compiling a Working Bibliography
 Evaluating Sources

Unit – III: Plagiarism

Plagiarism and Academic Integrity

Unit – IV: The Mechanics of Writing

Unity, Order, Coherence, Completeness
 Importance of Mechanics of Writing
 Spelling, punctuation, Capitalization,& Abbreviation

Unit – V: Formatting

The Format of the Research Writing
 Abbreviations
 Documentation

Books for Reference:

1. MLA Handbook for Writers of Research Papers: Joseph Gibaldi VIII Edition: Affiliated East – West Press, New Delhi, 2000.
2. Ralph Berry. The Research Project How to Write it, London: Routledge and Kegan Paul, 1995.
3. Bateson, F. W. The Scholar Critic. Abingdon: Routledge&Kegan Paul Books;1972.
4. Tracy Bowell and Gary Kemp Critical Thinking: A Concise Guide
5. Thorpe, J. Aims and Methods of Scholarship in Modern Languages and Literature. New York: MLA of America, 1963.
6. William Campbell. Form and Style in Thesis Writing. New York. Houghton Mifflin Company, 1978.
7. Williamson, Karp & Others. The Research Craft: An Introduction to Social Research Methods. Glenview, Ill.: Scott, Foresman, 1982.

Course Outcomes

Upon completion of this course, the student will be able to

K1,K2,K4	CO1	gain knowledge in applying critical tools and research methodology
K3,K4,K5	CO2	becomewell versed in the mechanics of thesis writing.
K2,K4,K3	CO3	comprehend the language of research
K1,K2,K3,K4	CO4	acquireanalytical and critical thinking
K4,K5, K6	CO5	becomean informed and competent researcher

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	P21ENT36	INTENSIVE STUDY OF AN AUTHOR	L	T	P	C
CORE-XVI				4	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	This course is designed to enable students <ul style="list-style-type: none"> • to acquire knowledge of the writer chosen for detailed research study. • to comprehend the common themes handled by him/her in his/her writings • to analyze the works of the writer in the socio, political and religious background • to evaluate the merits and messages conveyed by the writer and assessing him/her as a writer 					

(All topics are on the writer chosen by the learner for project work)

Unit – I:Background Study

A Study of the Social, Economic, Political and Religious Background of the author
Life and Works of the author
The Essence of his/her writings

Unit – II: Primary Research

A Brief Survey of the works

Unit – III:Characterisation

A Study of the characters in the works

Unit – IV: Major Narrative

Various themes and issues in the works

Unit – V:Common techniques

Narrative Techniques
Style of Writing

Course Outcomes:

Upon completion of this course, the student will be able to

K1,K2,K4	CO1	acquire knowledge of the writer chosen for detailed research study
K3,K4,K5	CO2	comprehend the common themes handled by him/her in his/her writings
K2,K4,K3	CO3	analyze the works of the writer in the socio, political and religious background
K1,K2,K3,K4	CO4	evaluate the merits and messages conveyed by the writer and assessing him/her as a writer
K4,K5, K6	CO5	carry out the detailed research work on the chosen works of the writer

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

SEMESTER – IV

Course Code	P21ENE411	ENGLISH FOR CAREERS	L	T	P	C
ELECTIVE I – Option - 1				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		The course aims to <ul style="list-style-type: none"> • give the students an understanding of the scope of English Language Teaching as a discipline. • Introduce key issues pertaining to Second Language Acquisition. • Provide a broad overview of English language learning, teaching and testing. • Make the students aware of the specific challenges of teaching English in India. 				

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

Books for Reference:

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

Course Outcomes

Upon completion of this course, the student will be able to

K1,K2,K4	CO1	gain knowledge of the various modes of official correspondence and presentation
K3,K4,K5	CO2	comprehend the right use of English at official works
K2,K4,K3	CO3	apply the acquired styles of occupational skills and practising them
K1,K2,K3,K4	CO4	pick up the official behaviour and becoming better doers
K4,K5, K6	CO5	market the skill business correspondence and fixing themselves in better jobs

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	P21ENE412	PRESENTATION SKILLS	L	T	P	C
ELECTIVE I-Option-2				4	-	-
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • consider ways of grabbing the listener's attention, holding their interest, and concluding strongly. • use body language and tone of voice to enhance their presentations. • market the skill of presentation to fix themselves in better jobs • use slides and visual aids effectively. 					

Unit – I: Speech Format

Welcome Address
 Vote of Thanks
 Keynote Address
 Convocation Address

Unit – II: Types of speech

Great Speeches (any 3)
 Soliloquies/ Monologues (any 3)
 Great Poems (any 3)

Unit – III: Effective writing

Motivational Writing
 Argumentative Writing

Unit – IV: Kinds of Writing

Narrative Writing
 Descriptive Writing

Unit – V: Literary Adaptation

Conversion of a Story into Drama
 Conversion of a Drama into a Story

Book Recommended:

Brown Michael: Making Presentations Happen. Allen &Unwin, Australia, 2004.

Course Outcomes

Upon completion of this course, the student will be able to

K1,K2,K4	CO1	gain knowledge of the various modes of official correspondence and presentation
K3,K4,K5	CO2	comprehend the right use of English at official works
K2,K4,K3	CO3	apply the acquired styles of occupational skills and practising them
K1,K2,K3,K4	CO4	pick up the official behaviour and becoming better doers
K4,K5, K6	CO5	market the skill business correspondence and fixing themselves in better jobs

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	P21ENE421	ENGLISH GRAMMAR AND USAGE			
Elective II (Option –1)		L	T	P	C
		4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • make students attain writing skills by making them applying the usage of grammar. • develop fluency among the students. • assess the experience and fluency in English transforming their personality. • learn and brighten up their career. • strengthen the communication skills through exercise and Quiz. 				

Unit – I: Grammar**Exercises with Usage**

Parts of Speech
 Voice
 Tenses
 Speech
 Clause Analysis

Unit – II: Vocabulary**Exercises with Usage**

Synonyms
 Antonyms
 Homonyms
 Spotting Error Zones
 Cloze Test
 Single Word Substitutes
 Rewriting Sentences in the right order

Unit – III: Official Writing

Different types of letters-Personal / Social / Commercial
 Letters to Newspapers
 Letters of Complaints and Suggestions

Unit – IV: Writing for Media

Writing dialogue in a given context

Writing advertisements: Matrimonial/Exhibition/Industry/Fairs/Seminars/Films

Writing reply to Advertisements

Appreciation of a film/play

Unit – V: Creative Writing

Reporting an incident / an experience

Note-making

Expansion of axioms and proverbs

General Essays

Course Outcome

At the end of the course, the students will be able to:

K1, K2	CO1	gain comprehensive knowledge about the nuances of the grammatical structures and vocabulary
K1, K2	CO2	practise basic grammatical structures in short conversations and discussions
K5, K4	CO3	gain the ability to practice the grammar skills involved in writing sentences and short paragraphs
K5, K1	CO4	master the skill to write various types of writing including journals, and personal /academic paragraphs
K6, K3	CO5	acquire confidence to communicate with the external world with the strong grammatical background

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S)

-

3 Marks

Moderately Correlating (M)

-

2 marks

Weakly Correlating (W)

-

1 Mark

No Correlation (N)

-

0 mark

Course Code	P21ENE422	ENGLISH LANGUAGE TEACHING	L	T	P	C
ELECTIVE II (OPTION – II)				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		Course aims to <ul style="list-style-type: none"> • gain knowledge of the various aspects of the language • comprehend the different roles played by the English language in all spheres of life • analyze the impact of English at different socio-political levels genres • evaluate the quality of teaching English in India and other countries as well • analyze and find out innovative methods of teaching English in India 				

Unit – I: Concept of English

English as an International, Colonial and National Language
 English in Post- Independence India

Unit – II: Aims of teaching English

Objectives of Teaching English
 Practical Use of English

Unit – III: Methods of teaching

The Direct Method
 The Reading Method
 The Army Method

Unit – IV: Methodology

The Oral Approach
 Situational Language Teaching
 Structural Approach
 Total Physical Response
 The Silent way

Unit – V: Scope of Teaching

Language Pedagogy and the Teaching of English
 Community Language Teaching
 Use of ICT in ELT
 Modern Applied Linguistics

Books for Reference:

1. N.Krishnaswamy&LalithaKrishnaswamy, Teaching English: Approaches, Methods and Techniques, Macmillan.2003.
2. KripaK.Gautam, English Language Teaching: A Critical Study of Methods and Approaches.
3. New Delhi: Harman Publishing House, 1988.
4. Harold B Allen.Teaching English as a Second Language. Bombay: Tata McGraw Hill
5. Publishing Company, 1965.

Course Outcome

At the end of the course, the students will be able to:

K1, K2	CO1	gain confidence and will be able to be assertive with the skilful acquisition of language and communication skills.
K1, K2	CO2	overcome the fear of learning a second language or a foreign language and equip themselves
K5, K4	CO3	demonstrate how technology can be used for learning the language.
K5, K1	CO4	identify and classify strategies to teach language
K6, K3	CO5	analyze and find out innovative methods of teaching English in India

Mapping of COs with POs& PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
sCO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

VALUE ADDED COURSES**(JUNE 2021 onwards/ (First & Forth Semester)**

Duration	:	Minimum 30 Hours	
Mode	:	Concurrent	
No. of Papers	:	1	
Maximum Marks for each paper : 100			
Evaluation	:	Internal 25Marks	External 75 Marks
Total Marks	:	100	
Passing Minimum	:	50%	
Question Pattern:			
External - Total Marks	:	75	
Part A: 10 Multiple Choice Questions:		10x2 =20	
Part B: 5 out of 7 questions	:	5x5 =25	
Part C: 2 out of 4 questions	:	2x15 =30	
Internal Total Marks	:	25 Assignment-(15) and Quiz-(15)	

Course Code	P21ENV11	MEDIA WRITING	Total Hours	C
VALUE ADDED COURSE - I			30	2
Course Objectives:		Course aims to <ul style="list-style-type: none"> • develop the ability to write articles in journals and magazines. • apply the acquired knowledge in writing columns and editorials • distinguish the writing style for print and broadcast media • exhibit a command over language and general knowledge • develop their communication skills 		

Unit I -Media

Mass Media

Characteristics and Techniques, Ethics for Media Writing

Unit II - Print Media

Writing Headlines, News Features, Advertisements

Writing Reviews- Book and Film

Unit III News broadcaster

Visual Media

News Anchoring

Unit IVe-media

Creating a blog

Writing Scripts

Unit V Internet based applications

Social Media

Face book Profile, Twitter

Text Books:

1. Kumar, KevalJ .Mass Communication in India. Delhi: Jaico Publishing House, 2013. Print.
2. Meera, RaghavendraRao N. Feature Writing. New Delhi: PHI Learning Private Limited, 2009. Print.

Books for Reference:

1. Nick, Ceramilla and Lee Elizabeth. Cambridge English for the Media. New Delhi: Cambridge University Press, 2008. Print.
2. Schiff, Richard. Foreword. Writing for TV and Radio: A Writers' & Artists' Companion by Sue Teddem and Nick Warburton.Eds. Carole Angier and Sally Cline. Bloomsbury. London: 2016. Print.

Course Code	P21ENV42	APPRECIATION OF FILMS (FILM VERSIONS OF LITERARY TEXTS)	Total Hours	C
VALUE ADDED COURSE - II				30
Course Objectives		Course aims to <ul style="list-style-type: none"> • recognize types of films and their impact on society. • understand the concepts behind storytelling, setting & surrounding of an event and cinematography. • compare and contrast the written form (books) and adapted form (movies). • evaluate the role of films on the lives of the people. • understand narrative techniques and stage directions used in films. 		

Unit I- Film Adaptation

What is Film Adaptation? – Key Factors that matter in a Film

Adaptation – Advantages and disadvantages of adopting a written art into visual art.

Mise-en-scène: Setting, Props, Actors, Costumes, Performance, Sound, Lighting & Colour and Composition

Shakespeare (1564-1616): A Midsummer Night's Dream

Unit II

Jane Austen (1775-1817) : Emma

Unit III

Charles Dickens (1812-1870): Oliver Twist

Unit IV

George Bernard Shaw (1856-1950): Pygmalion (My Fair Lady)

Unit V

Yann Martel (b 1963) : Life of Pi

Note:

(Recent BBC versions of films are recommended)

Books for Reference:

1. Corrigan, Timothy. Ed. Film and Literature: An Introduction and Reader. India: Pearson, 1998. Print.
2. Dix, Andrew. Beginning Film Studies. New Delhi: Viva Books, 2010. Print.
3. Bordwell, David and Kristin Thompson. Film Art: An Introduction. New York: McGraw-Hill, 2010. Print.

SEMESTER II-SHORT TERM COURSE IN SPOKEN ENGLISH

Duration	:	Minimum 30 Hours
Hours	:	2 hrs / week
Eligibility	:	Any Graduate
Evaluation	:	Internal - 100 %
I		Test (75) + Assignment (15) + Seminar/Quiz(10) = 100
Total	:	100
Duration of the Practical Examination	:	3 Hrs
No. of Papers	:	1
Passing minimum	:	50%

Course Code	S21SET21	SHORT TERM COURSE IN SPOKEN ENGLISH	Total Hours	C
SHORT TERM COURSE			30	2

Course Objectives :

To enable the students to converse freely in English and deliver a public speech effectively.

To facilitate the students to be placed in suitable jobs.

Unit – I: Speaking Skill through Self Introduction

Self Introduction

Questioning and Answering

UNIT – II: Speaking Skill through Extempore

Speak for a Minute

Extempore

Turncoat

Debate

UNIT – III: Engage in Dialogues and Narration

Dialogues in Formal and Informal Situations

Narrating Experiences

UNIT – III: Engage in Conversation and Story Telling

Conversation in Formal and Informal Situations

Narrating Stories

UNIT – V: Involvement in Discussion

Discussion

Argument

Books Recommended:

1. Krishna Mohan and N.P.Singh: Speaking English Effectively, Macmillan India Limited, 2000.
2. Leo Jones: Activities for Intermediate Students of English, Students Book, Cambridge University Press, 1992.
3. G.Rathakrishnan Pillai and K.Rajeevan: Spoken English for you, Emerald Publishers, Chennai, 2002.
4. Kothur Adhan. Spoken English II for Under Graduates.
5. V.Sasikumar, P.V.Dhamija: Spoken English: A Self Learning Guide to Conversation Practice. New Delhi: Tata McGraw-Hill Pub. Co., 2005.

Course Code	S21FRT31	SHORT TERM COURSE IN FRENCH	L	T	P	C
SHORT TERM COURSE			30	-	-	2

General objectives of the course:

- Develop the two basic language skills of the learner of a foreign language: comprehension and speaking.
- Initiate the learner into French civilization.
- Help the learner have a better insight into French culture and society.

Prescribed Text Book:

Karla Moreira BostosPalmieri : Écho –A1, uneméthodeVeritablementactionnelle.

UNIT I

Leçon 0 – Parcoursd’initiation

Leçon 01 – VousComprenez?

Leçon 02 – Au travail!

UNIT II

Leçon 03 – On Se détend?

Leçon 04 – Racontez - moi

Leçon 05 – Bon Voyage!

UNIT III

Leçon 06 – Bon appétit!

Leçon 07 – QuelleJournée!

UNIT IV

Leçon 08 – Qu’onestbienici!

Leçon 09 – Souvenez–Vous

UNIT V

Leçon 10 – On S’appelle?

Leçon 11 – Un bon conseil!

Leçon 12 – Parlezmoi de vous