

ANNAMALAI  UNIVERSITY
(AFFILIATED COLLEGES)

302 M.A. ENGLISH

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Part	Course Code	Study Components & Course Title	Credit	Hours/Week	Maximum Marks		
					CIA	ESE	Total
SEMESTER – I							
A	23PENG11	Core-I: English Poetry	5	7	25	75	100
	23PENG12	Core-II: English Drama	5	7	25	75	100
	23PENG13	Core III: English Fiction	4	6	25	75	100
	23PENG14-1 23PENG14-2	Elective-I: Indian Writing in English (or) World Popular Short Stories	3	5	25	75	100
	23PENG15-1 23PENG15-2	Elective-II: English Literature for Competitive Examinations (or) Translation Theory and Practice	3	5	25	75	100
			20	30			500
SEMESTER – II							
A	23PENG21	Core-IV: American Literature	5	6	25	75	100
	23PENG22	Core-V: Shakespeare Studies	5	6	25	75	100
	23PENG23	Core-VI: Post Colonial Theory and Literature	4	6	25	75	100
	23PENG24-1 23PENG24-2	Elective-III: Comparative Literature (or) Women's Writing	3	5	25	75	100
	23PENG25-1 23PENG25-2	Elective-IV: World Mythology (or) Indian Classics in Translation	3	5	25	75	100
B (i)	23PENG26	Skill Enhancement Course (SEC-I): Approaches to English Language Teaching	2	2	25	75	100
			22	30			600
SEMESTER – III							
A	23PENG31	CORE -VII : Contemporary Literary Criticism	5	6	25	75	100
	23PENG32	CORE -VIII : Twenty First Century Millennial Literature and Culture	5	6	25	75	100
	23PENG33	CORE- IX : Literature of the Marginalized in India	5	6	25	75	100
	23PENG34	CORE- X (Industry Module) : Journalism and Mass Communication	4	6	25	75	100
	23PENG35-1 23PENG35-2	Elective-V: Oral Narratives (or) New Literature in English	3	3	25	75	100
B (i)	23PENG36	Skill Enhancement Course (SEC-II) : English for Tourism	2	3	25	75	100
B (ii)	23PENG37	Summer Internship *	2	-	25	75	100
			26	30			700

SEMESTER – IV							
A	23PENG41	CORE- XI: Subaltern Studies	5	6	25	75	100
	23PENG42	CORE - XII : Canadian Studies	5	6	25	75	100
	23PENG43	PROJECT : Research Methodology, Project Writing and Viva	7	10	25	75	100
	23PENG44	Elective VI: Entrepreneurship	3	4	25	75	100
B(i)	23PENG45	Skill Enhancement Course (SEC III) : English for Careers	2	4	25	75	100
C	23PENG46	Extension Activity	1	-	100	-	100
			23	30			600
		Total Credits / Hours	91	120			2400

* Students should complete two weeks of internship before the commencement of III semester.

Credit Distribution for PG Arts Programme

Part	Course Details	No. of courses	Credit per course	Total Credit
A	Core (including Industry Module)	12	4 or 5	57
	Elective Course	6	3	18
	Project Work with VIVA-VOCE	1	7	7
B(i)	Skill Enhancement Course	3	2	6
B(ii)	Summer Internship/ Industrial Activity	1	2	2
C	Extension Activity	1	1	1
				91

Component-wise Credit Distribution

Part	Courses	Sem I	Sem II	Sem III	Sem IV	Total
A	Core (including Practical and Project)	14	14	19	17	64
	Elective	6	6	3	3	18
B(i)	Skill Enhancement Course	-	2	2	2	6
B(ii)	Summer Internship/IndustrialActivity	-	-	2	-	2
C	Extension Activity	-	-	-	1	1
						91

Part A and B(i) component will be taken into account for CGPA calculation for the post graduate programme and the other components Part B(ii) and C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining PG degree.

Semester: I CORE I	23PENG11: ENGLISH POETRY	Credits: 5 Hours: 7
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Learning Objectives	
LO1	To familiarize students with English Poetry starting from Medieval England to the 17th Century.
LO2	To make them focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	To enhance their good comprehension of History of English literature
LO4	To develop their aesthetic sense.
LO5	To acquaint them with various literary devices.
Details	
<p>UNIT I Middle English Poetry - Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar</p> <p>UNIT II Elizabethan Poetry - Spenser: "Epithalamion" Donne: "A Valediction: Forbidding Mourning" "The Canonization"</p> <p>UNIT III Seventeenth Century Poetry - John Milton "Paradise Lost Book IX" Marvell: "To His Coy Mistress"</p> <p>UNIT IV Eighteenth Century Poetry – Dryden : "Absalom and Achitophel" Lines 150 - 476 Gray : "Elegy Written in a Country Churchyard" Wordsworth: "Tintern Abbey" Burns : "Holy Willie's Prayer" & "Auld Lang Syne"</p> <p>UNIT V Modern Poetry - Rupert Brooke: "The Soldier" W.B. Yeats: "Sailing to Byzantium" 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" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"</p>	

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
CO1	Gain ideas about the old English writing style.	PO1, PO2
CO2	Acquire knowledge about various forms of poetry during different centuries.	PO5, PO6
CO3	Evaluate various poets as representatives of their periods	PO7
CO4	Trace the evolution of various literary movements	PO8
CO5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.	
6	David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.	
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	http://www.english.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan_Theatre/ https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html	

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Semester: I CORE II	23PENG12: ENGLISH DRAMA	Credits: 5 Hours: 7
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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 scenarios can be well comprehended through a study of representative texts from the Elizabethan age to the 20th century.	
LO4	Evaluating different forms of drama from the historical background could be learnt.	
LO5	Understanding dramatic techniques implied by the pioneers of English drama	
Details		
UNIT I Beginnings of Drama - Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy - Thomas Kyd : The Spanish Tragedy		
UNIT II Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions of 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 Brech : Mother Courage and her Children Comedy of Menace - Harold Pinter :Birthday Party Postmodern Drama - Samuel Beckett :Waiting for Godot		
Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
CO1	Appraise various aspects of drama and theatre	PO1, PO2
CO2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5

CO3	Evaluate plot structure, characterization and dialogue	PO4
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6,PO7,PO8
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
Text Book		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
Reference Books		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre	
Web Resources		
1.	http://www.questia.com (online library for research)	
2.	http://www.clt.astate.edu/wmarey/asste%	
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/	
4.	https://www.britannica.com/art/English-literature/The-Restoration	
5.	https://www.britannica.com/art/epic-theatre	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: I CORE III	23PENG13: ENGLISH FICTION	Credits: 4 Hours: 6
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Learning Objectives	
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background 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.
Details	
<p>UNIT I - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel -definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels</p> <p>UNIT II - The New World Novel : Daniel Defoe : Robinson Crusoe Laurence Sterne: Tristram Shandy.</p> <p>UNIT III - Middle Class Novel of Manners - Jane Austen : Emma</p> <p>UNIT IV - Women's Issues - Charlotte Bronte : Jane Eyre</p> <p>UNIT V -Liberal Humanism, Individual Environment and Class Issues, D.H.Lawrence :The Rainbow , James Joyce: Portrait of the Artist as a Young Man</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain wide knowledge about different types of novels.	PO1, PO10
CO2	Learn the art of writing different forms of novels with the learned notions.	PO2, PO3
CO3	Explore Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-I	23PENGE14-1: INDIAN WRITING IN ENGLISH	Credits: 3 Hours: 5
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Learning Objectives	
LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the students the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.
Details	
<p>UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II - Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky, Nissim Ezekiel: Morning Prayer, Enterprise.</p> <p>UNIT III - Girish Karnad: Nagamandala Asif Currimbhoy: Inquilab.</p> <p>UNIT IV – Rabindranath Tagore: My School Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).</p> <p>UNIT V - Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the themes of Indian Writing in English	PO1
CO2	Identify the major trends in Indian Writing in English	PO1, PO2
CO3	Examine the background and settings of the prescribed texts	PO4, PO6
CO4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
CO5	Gain exposure to diverse culture and literature and further get enlightened about socio-cultural scenarios in the contemporary era.	PO3, PO8
Text Books (Latest Editions)		
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	K.R. Srinivasayengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.	
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	
Web Resources		
1.	http://en.wikipedia.org/wik/indian_writing_in_english	
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/	
3.	https://www.britannica.com/biography/Sri-Aurobindo	
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/	
5.	https://www.britannica.com/biography/Anita-Desai	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	1 5	15	14	15
Weighted percentage of course contribution to Pos	3.0	3. 0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	23PENGE14-2: WORLD POPULAR SHORT STORIES	Credits: 3 Hours: 5
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Learning Objectives		
LO1	Introduce students to some of the important short stories of the world	
LO2	Enable the students to study the various techniques and styles employed by the authors.	
LO3	Help them in gaining some insights into the socio-cultural aspects of the regions from where the texts are chosen.	
LO4	Stimulate the sympathetic / empathetic imagination by allowing them to see the world through other's eyes.	
LO5	Induce them to apply their analytical, critical and creative skills in interpreting a work.	
Details		
<p>UNIT I - Chinua Achebe (Nigerian) : Marriage is a Private Affair Zacharias Topelius (Finnish) : The Birch and the Star Luigi Pirandello (Italian) : War Anatole France (French) : Our Lady's Juggler</p> <p>UNIT II - Lu Hsn (Chinese) : Medicine Hjalmar Soderberg (Swedish) : The Burning City Franz Kafka (German) : The Outlaws Hans Christian Anderson (Danish) : What the Old man does is Always Right</p> <p>UNIT III -Maxim Gorky : The Mother of a Traitor Leo Tolstoy : The Candle Anton Chekov : Misery</p> <p>UNIT IV - William Faulkner : Barn Burning Edgar Allan Poe : The Black Cat John Stein Beck : The Chrysanthemums</p> <p>UNIT V - P. G. Wodehouse : Leave it to Jeeves Arthur Conan Doyle : A Case of Identity Frank O' Conner (Irish) : The Idealist</p>		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Develop a critical understanding of fiction.	PO2
CO2	Compare their indigenous literature and culture with other literatures and cultures	PO1, PO2
CO3	Gain knowledge about sensitive issues that are dealt with by the writers	PO3, PO6

CO4	Get motivated to explore more works on their own.	PO4, PO5, PO6
CO5	Write critical, analytical and interpretive articles	PO7, PO8
Text Books (Latest Editions)		
1.	Frederick.V. A Pinch of Snuff, Orient Longman, Chennai, 1990.	
2.	Modern Short Stories-A Reader, S.Chandand Co, NewDelhi, 1986.	
3.	Sasikumar.J, Paul Gunasekar, Spectrum an anthology of Prose, Orient Longman, Kolkata, 2007	
4.	Selected Short Stories of the World. Maples Press, 2010.	
Web Resources		
1.	https://en.wikisource.org/wiki/My_Man_Jeeves/Leave_it_to_Jeeves	
2.	https://www.accuracyproject.org/t-France,Anatole-OurLadysJuggler.html	
3.	https://jerrywbrown.com/wp-content/uploads/2020/02/War-Pirandello-Luigi.pdf	
4.	https://cyc-net.org/cyc-online/cycol-0102-soderberg.html	
5.	https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancroft-flach_jessie-brochner_velma-swanston-howard/text/the-outlaws	
6.	https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldManDoesIsAlways_e.html	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	23PENGE15-1: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Credits: 3 Hours: 5
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Learning Objectives		
LO1	Help learners have a wide range of knowledge in literature.	
LO2	Help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship.	
LO3	Keep a focus on every movement of literary devices.	
LO4	Enable the students to have an idea of the spirit of literature.	
LO5	Obtain literary acumen in answering multiple choice questions for SET/NET.	
Details		
UNIT I -Chaucer to Shakespeare Jacobean to Restoration UNIT II - Romantic Period Victorian Period. UNIT III - Modern Period Contemporary Period UNIT IV - American Literature New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching Translation Studies UNIT V - Classicism to New Criticism Contemporary Theory		
Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	
CO1	Appear for competitive examination.	PO2
CO2	Answer multiple choice questions	PO1, PO2
CO3	Gain knowledge of various writers and works	PO3, PO6
CO4	Evaluate different genres.	PO4, PO5, PO6
CO5	Explore more works on their own.	PO7, PO8
Text Books (Latest Editions)		
1.	D, Benet E., and Samuel Rufus.NET. SET..GO... English.N.p., 2014.	

References Books

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

1. Masih, K. Ivan. et.al. An Objective Approach to English Literature: For NET, JRF,SLET and Pre-Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	23PENGE15-2: TRANSLATION THEORY AND PRACTICE	Credits: 3 Hours: 5
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Learning Objectives		
LO1	Introduce the students to the different theories of translation	
LO2	Enable the students to understand the significance of translation studies in General	
LO3	Encourage the students to acknowledge the importance of translation in a multilingual country like India.	
LO4	Familiarize them with the theories of translation and the current practices.	
LO5	Inspire the students to critically evaluate and appreciate the translated Genres	
Details		
<p>UNIT I -History of Translation Problems of Period Study Types of Translation</p> <p>UNIT II - Meaning – Linguistic meaning Denotative meaning and Connotative meaning Equivalence in Translation</p> <p>UNIT III - Problems in Translation, Untranslatability Transference and Transcription</p> <p>UNIT IV - Translations</p> <ol style="list-style-type: none"> 1. Scar – Translated by V. Kadambari 2. Thirukkural – Translated by V.V. S Aiyar, Chapters: 11- Gratitude, 16 - Patience 3. Short Stories <ul style="list-style-type: none"> “Poisoned Bread” – Arjun Dangle “Draupadi” – MahaswetaDevi “The World is Yours” – Translated by Dr. A. Dakshninamurthy <p>UNIT V - Translation Practice A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified</p>		
Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	
CO1	Understand the significance of translation work in literary field and acknowledge the various theories of translation studies	PO2
CO2	Understand how literary translation can work as a medium for cultural exchange between countries	PO1, PO2

CO3	Obtain skill to translate different genres and forms of literary works, applying the different theories	PO3, PO6
CO4	Evaluate and appreciate translated literary works	PO4, PO5, PO6
CO5	Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations	PO7, PO8
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bassnett, Susan. Translation Studies, London: Routledge, 2002	
2.	Catford, J.C. A Linguistic Theory of Translation. Delhi: OUP, 2000.	
3.	Das, Bijay Kumar. A Handbook of Translation Studies. 3rd Revised Ed. Delhi: Atlantic Publishers & Distributors, 2001.	
4.	Kuhiwazak, Piotr & Karin Littau. A Companion to Translation Studies. Hyderabad: Orient BlackSwan, 2011.	
5.	Nida, Eugene, Towards a Science of Translating. Leiden: Brill, 1964	
6.	Sawant, Sunil. Translation Studies: Theories and Applications. Delhi: Atlantic Publishers 2013.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: II CORE- IV	23PENG21 – AMERICAN LITERATURE	Credits: 5 Hours: 6
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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
<p>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”</p> <p>UNIT II - Prose - Emerson - The American Scholar, Amy Tan- Mother Tongue, Thoreau - Walden (Chapter “Pond”)</p> <p>UNIT III Drama - Arthur Miller - Death of a Salesman, Tennessee Williams – All My Sons Marsha Norman - Night Mother, Ntozake Shange – For Colored Girls.</p> <p>UNIT IV Fiction/Short Story - Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Momaday - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening</p> <p>UNIT V Autobiography - Excerpts from – Malcolm X, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in Fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10
Text Books(Latest Editions)		
1.	Willis Wagner : American Literature - A World View	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	
Web Sources		
1.	https://www.thoughtco.com/american-literary-periods-741872	
2.	https://www.poetryfoundation.org/poets/walt-whitman	
3.	https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/	
4.	https://www.britannica.com/art/American-literature	
5.	https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: II CORE- V	23PENG22 – SHAKESPEARE STUDIES	Credits: 5 Hours: 6
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Learning Objectives	
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets
CO4	Appraise Shakespeare's contribution to English language and literature
CO5	Critically understanding the appreciations by critics on Shakespeare
Details	
<p>UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.</p> <p>UNIT II – Sonnets – 12, 65, 86,130, Comedies -Much Ado About Nothing, Winter's Tale.</p> <p>UNIT III – Tragedy Othello</p> <p>UNIT IV – History Henry IV Part I</p> <p>UNIT V Shakespearean Criticism –</p> <ol style="list-style-type: none"> 1. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) 2. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion 3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989. 	

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: II CORE- VI	23PENG C23 – POST-COLONIAL THEORY AND LITERATURE	Credits: 4 Hours: 6
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Learning Objectives	
LO1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5	Understanding the critical perspectives in Postcolonial literatures.
Details	
<p>UNIT I: Prose Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction), Edward Said - Introduction to Orientation.</p> <p>UNIT II -Poetry Arun Kolatkar : The Priest, Yeshwant Rao, An Old Woman, A.K.Ramanujan. : Returning, Death of Poem, Kofi Awonor , The Weaver Bird Leopold Senghor. : In Memoriam, Grace Nichols : In My Name, James Reaney : Maps, George Bowering : Grand Father</p> <p>UNIT III-Drama Soyinka : Death and the King's Horseman Dougals Stuart : Ned Kelly</p> <p>UNIT IV – Fiction Arundathi Roy – God of Small things Bapsi Sidwa – Ice Candyman</p> <p>UNIT V – Short Stories 1. Kate Grenville – Mate 2. Chinua Achebe – Dead Men's path</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understand the political and social background of the third world nations	PO2
CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3

CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

Text Books(Latest Editions)	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3.	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4.	Frantz Fanon : The Wretched of the Earth.
5.	Ashish Nandy : The Fear of Nationalism.
Web Sources	
1	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/
3.	https://www.britannica.com/biography/Chinua-Achebe
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: II Elective- III	23PENGE24 - 1: COMPARATIVE LITERATURE	Credits: 3 Hours: 5
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Learning Objectives	
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.

DETAILS
<p>Unit I The Study of Influence and Analogy The Study of Reception</p> <p>Unit II Thematology</p> <p>Unit III Genres Comparative Literature and Translation</p> <p>Unit IV Literature and other Arts: Music, Theatre, and Dance Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology</p> <p>Unit V Anita Desai A Village by the sea Chinua Achebe Things fall apart Patrick White Voss Vikram Seth A suitable boy</p>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1, PO2

CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4, PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4, PO5, PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3, PO8
Text Books (Latest Editions)		
1.	Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well, 1993.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010.	
2.	Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature:	
3.	Approaches to Theory and Practice. New York: Cornell UP, 1988	
4.	Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Bloomington: Indiana UP, 1974	
5.	Wellek, Rene and Austin Warren. Theory of Literature. Harcourt: Brace and company. 1948.	
6.	Arts Wellek & Warren: Theory of Literature	

Semester: II Elective-III	23PENGE24 - 2: WOMEN'S WRITING	Credits: 3 Hours: 5
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Learning Objectives	
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help them analyze representations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

Unit I: Poetry

Elizabeth Barrett Browning	:	“How Do I Love Thee?” (sonnet 43) “If Thou must Love Me” “The Cry of the Children”
Sylvia Plath	:	Lady Lazarus
Kamala das	:	The Old Play House
Maya Angelo	:	Phenomenal Women

Unit II: Prose

Arunthathi Roy	:	The Greater Common Good
Virginia Woolf	:	Sojourner Truth; Ain't I A Woman?

UNIT III: Drama

Caryl Churchill	:	Top Girls
Lorraine Hensberry	:	A Raisin in the Sun.

UNIT IV: Novel

Mahasweta Devi	:	Rudali
Rupa Bajwa	:	Sari Shop

UNIT V: General

1. Historical Overview and Major Themes in Women's Writing
2. Mary Wool stone Craft : The Vindication of the Rights of Women
3. Elain Showalter : Toward a Feminist Poetics

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.	PO1
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	PO1, PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6
CO4	Gain awareness of class, race and gender as Social constructs and how they influence women's lives.	PO4, PO5, PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W. W. Norton, 2007.	
2.	Hymn to Aphrodite" and Related Texts. Walterde Gruyter, 2012.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Hand book of Critical Approaches to Literature, ed. Wilfred I.Guerin. etal. Pages. 196-215	
2.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.	
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.	
4.	An anthology of Literary Theory and Criticism, eds.R.Warkol and Diane. PriceHenrdl.p.279-291.	
Web Resources		
1.	"Ambai (C. S. Lakshmi) b. 1944." <i>Name Me a Word</i> , Yale University Press, 2019,pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

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

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

Semester: II Elective-IV	23PENGE25 - 1: WORLD MYTHOLOGY	Credits: 3 Hours: 5
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Learning Objectives	
LO1	To help students at the origin and sources of myths in literature.
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
LO3	Get an In-depth study of the theoretical approaches
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
LO5	Help them to understand the definition of symbolism with its different types and dimensions.
DETAILS	

Unit I

Introduction

Unit I

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops,
 Ulysses & Circe, the story of Penelope. The Story of Romulus and Remus
 The Story of Dido, Queen of Carthage The Story of Cupid & Psyche
 The Story of Orpheus and Eurydice The Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W. Longfellow

Unit IV Legends

Arthurian Cycle (The Holy Grail) Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabharata

Unit I Introduction

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops,
 Ulysses & Circe, the story of Penelope. The Story of Romulus and Remus
 The Story of Dido, Queen of Carthage The Story of Cupid & Psyche
 The Story of Orpheus and Eurydice The Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W. Longfellow

Unit IV Legends

Arthurian Cycle (The Holy Grail) Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabharata

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
Text Books (Latest Editions)		
1.	Bauman, Richard. A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. A Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.	
2.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.	
Web Resources		
1.	<i>Bascom, William. A The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.</i>	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 -
Low**

Mapping with Programme Specific Outcomes:

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

Semester: II Elective-IV	23PENGE25 - 2: INDIANCLASSICS IN TRANSLATION	Credits: 3 Hours: 5
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Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation.
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
DETAILS	

Unit I: Poetry

Kaniyan Poongundran Purananooru (192) (Translated by A. K. Ramanujan)
 Auvaiyar Purananooru 93 (Translated by George L Hart)
 Kabirdas Hey Brother, Why do you want me to talk? I won't talk
 Mirabai Life in the World Strange is the Path when you offer Love
 Mirza Ghalib Heart it is, Not a Brick or Stone
 Muhammed Iqbal The Himalayas

Unit II: Poetry

Thiruvalluvar Chapter - 5 (Family Life) Chapter-79 (On Friendship)
 (From *Thirukkural*—V.V. S. Aiyar's Translation) Ilango Adigal Vazhakuraikaathai
 (From *Silapathikaram*)

Unit III: Prose

Kalki : Ponnaiyan Selvan – Part I
 Sri Aurobindo : The True Meaning of Freedom

Unit IV: Drama

Rabindranath Tagore : Sacrifice
 Girish : Nagamandala

Unit V: Fiction

Munshi Premchand : Godan
 Asokamitran : The Eighteenth Parallel

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.	PO3, PO8

Text Books (Latest Editions)	
1.	Ramanujan A. K., <i>Poems of Love and War</i> , OUP India, 2006
2.	Standard Editions of Texts for Prose, Drama and Fiction.
3.	Iyengar Srinivasa K.V, <i>Sri Aurobindo: A Biography and a History</i> , Sri Aurobindo, International Centre of Education, Pondicherry, 1985.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Radha Krishnan S, <i>A Centenary Volume Rabindranath Tagore 1861-1961</i> , New Delhi, Sahitya Akademi, 1992.
2.	Rajan P.K, <i>Indian Literary Criticism in English: Critics, Texts, Issues</i> , Rawat Publications, New Delhi, 2004.
Web Resources	
1.	Kabirdas [https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-Me-To-Talk-By-Kabir] [https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come]
2.	Mirabai [https://allpoetry.com/Mirabai] [https://allpoetry.com/Life-In-The-World] [https://allpoetry.com/Strange-Is-The-Path-When-You-Offer-Love]

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

Semester: II SKILL ENHANCEMENT COURSE	23PENG26 APPROACHES TO ENGLISH LANGUAGE TEACHING	Credits: 2 Hours: 2
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Learning Objectives	
LO1	To enhance the learning and teaching skills of English
LO2	To familiarize students about the basic concepts and theories related to English language teaching
LO3	To focus on the problems and consequences on language teaching
LO4	Emphasis will be laid on tracing the development of language teachingskills
LO5	Understanding the teaching aspects
Details	
UNIT I	
Nature of approaches and methods in Language Teaching	
<ol style="list-style-type: none"> 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: <ul style="list-style-type: none"> Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching 	
UNIT II	
Current Communicative Approaches	
The Natural Approach Cooperative language learning Content based instruction ,Task-based language teaching	
UNIT III	
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 classroom	
UNIT IV	
Teaching Aspects Teaching Prose Teaching Poetry	
UNIT V	
Teaching Grammar, Teaching of Non-Detailed Text.	
Teaching practice in the classroom.	

Text Books(Latest Editions)	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
Web Resources	
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/

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

Mapping with Programme Outcomes:

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

3 – Strong,

2 – Medium, 1 -

Low Mapping with Programme Specific

Outcomes:

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

**3 – Strong, 2 –
Medium, 1 –
Low**

SEMESTER: III CORE: VII PART: A	23PENG31: CONTEMPORARY LITERARY CRITICISM	Credits: 5 Hours: 6
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	To focus on evaluate critically and aesthetically the prescribed texts	
LO5	To make them understand the principles of criticism	
Details		
UNIT I Structure, Sign and Play in the Discourse of Human Sciences: Derrida UNIT II The Deconstructive Angel: M.H. Abrams UNIT III Against Interpretation: Susan Sontag Crisis (In Orientalism): Edward Said UNIT IV Irony as Principle of Structure: Cleanth Brooks Creative Writers and Day Dreaming: Sigmund Freud UNIT V From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton		

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

Text Books(Latest Editions)	
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.
Web Resources	
1	https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/
2	https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences
3	https://fs.blog/susan-sontag-against-interpretation/
4	https://www.studocu.com/in/document/madurai-kamaraj-university/ma-englis/h/the-deconstructive-angel/4517560
5	https://www.britannica.com/biography/Roland-Gerard-Barthes

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

SEMESTER: III CORE VIII PART: A	23PENGE32: TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	Credits: 5 Hours: 6
Learning Objectives		
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.	
CO2	To make them understand important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level.	
CO3	To enable them to identify the possibilities for multidisciplinary analysis of literary texts.	
CO4	To help them analyze literary texts by employing appropriate interdisciplinary theories.	
CO5	To enable them to evaluate the viability of interdisciplinary analyses of literary and cultural forms.	
Details		
<p>UNIT I</p> <p>Blue Studies</p> <p>Amitav Ghosh - The Hungry Tide</p> <p>Yann Martel - The Life of Pi</p> <p>UNIT II</p> <p>Animal Studies</p> <p>Margo DeMello “Human Animal Studies” from <i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 3-18</p> <p>Mario Ortiz Robles - “What is it like to be a trope?” from <i>Literature and Animal Studies</i></p>		

UNIT III**Medical Humanities**

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

Dan Millman: *Way of the Peaceful Warrior*

UNIT IV**Climate Studies**

Introduction to Climate Change and Studies.

Barbara Kingsolver *Flight* behavior

UNIT V**Disability Studies**

Lennard J. Davis "Introduction: Disability, Power and Culture" From the *Disability Studies Reader*.

Clarke Barker and Stuart Murray "Introduction: On Reading Disability in Literature" from *The Cambridge Companion to Disability Studies*

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze contemporary issues and its immediate requirement	PO3
CO2	Effectively understand their social responsibility	PO2, PO6
CO3	Gain exposure to the emerging trends in 21 st century millennial literature.	PO4. PO5
CO4	Be equipped in the interdisciplinary theories.	PO6
CO5	Appreciate the viability of interdisciplinary analyses. of literary and cultural forms.	PO10
Text Books (Latest Editions)		
1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 1st ed., Routledge, 2015.	

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bleakley, Alan. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 st ed., Routledge, 2013
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: III CORE IX PART: A	23PENG33: LITERATURE OF THE MARGINALIZED IN INDIA	Credits: 5 Hours: 6
Learning Objectives		
LO1	To sensitize 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 caste studies, reflecting upon the history of anti-caste struggle in India.	
LO4	To focus on important dimensions to understand the political spheres in India	
LO5	To understand the disciplines like history, sociology, ethnography, anthropology and literature.	
Details		
UNIT I Studies on Caste (colonial/postcolonial)		
1. A Study of Caste - Lakshmi Narasu		
2. "Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" – Dr.B.R.Ambedkar)		
3. Homo Hierarchicus - Louis Dumont		
UNIT II The Interface between Caste and Gender		
1. Gendering Caste Through a Feminist Lens -Uma Chakravarti		
2. Caste and Gender - Anupama Rao		
UNIT III History and Theory of Dalit Uprising		
1. Dalits and Democratic Revolution in India - Gail Omvedt		
2. "Power of Invisibility" - Ravikumar		
UNIT IV Poetry		
1. Hunger - Namdeo Dhasal		
2. Birds in Prison - J.V. Pauer		

4. Which language should I speak - Arun Kamble
5. The Dalits are coming - Dr.Siddalingaiah

UNIT V: Fiction

1. Untouchable Spring - Kalyan Rao
Short stories:
2. Kisumbukaran - Bama
3. Aarumugam – Imayam
4. Chakra – Jayawant Dalvi

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Semester: III CORE: X PART: A	23PENG34: JOURNALISM AND MASS COMMUNICATION	Credit: 4 Hours: 6
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Learning Objectives

1. To enable the students to get to know the press, its history, and other media
2. To train the students for a profession in journalism.
3. To help the students get the knowledge of print media.
4. To demonstrate an understanding of professional and ethical principles.
5. To help them evaluate the importance of mass media in the society.

Unit I: History and Ideologies of Print Media

The Press Council Act – 1978 News under Emergency
The Centenarian Newspapers in India Ethics of a Newspaper

Unit II: Characteristics of a Newspaper

Headlines - Interviews - Features - Letters to the Editor
Cartoons and Caricatures

Unit III: Techniques of Writing for the Print Media

Report Writing - The Role of an Editor - Qualities of an Interviewer - Book
Review - Film Review

Unit IV: History and Study of Films

The Arrival of Talkies - Lumiere Brothers and the Evolution of Cinematography -
Documentary and Short Films - National Film Festival

Unit V: Uses and Impact of Mass Media on Society

Radio Journalism - Television Journalism - the Film Industry - the Web Media

Course Outcomes		
Course Outcomes	On completion of this course, students will be able to;	
CO1	Understand the different phases of print and broadcast journalism in India.	PO3
CO2	Draft newspaper headlines and do the role of a reporter	PO2, PO6
CO3	Review a book or a film.	PO4. PO5
CO4	Realize the importance of a documentary and short film in imparting social message	PO6
CO5	Appraise and interpret the legal, ethical, and social aspect of media in everyday life.	PO10
Text Books (Latest Editions)		
1.	B. N. Ahuja, Theory & Practice of Journalism. New Delhi: Surjeet Publications, 2010.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		

1.	Swapankr Mukherjee, A Textbook on Journalism
2.	VirbalaAggarwal, Handbook of Journalism and Mass Communication
3.	D.S. Mehta. Mass Communication and Journalism in India. New Delhi
4.	Keval K. Kumar, Mass Communication in India Jaico Publishing House
5.	RengasamyParthasarathy, Basic Journalism, Macmillan publications.
Web sources	
1	https://en.m.wikipedia.org/wiki/journalism
2	https://en.m.wikipedia.org/wiki/massmedia

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

3 – Strong, 2 – Medium, 1 - Low

Semester: III ELECTIVE: V PART: A	23PENGE35-1: ORAL NARRATIVES	Credit: 3 Hours: 3
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Learning Objectives

1. To familiarize the genres of oral literature.
2. To enable them to find connection and continuities as well as to identify the disjuncture between oral and written texts viz. past and present.
3. To develop a sense of appreciation and the aesthetics
4. To encourage free and independent thought in any research orientation
5. To help them develop the skills of interpretation, appreciation of literature as well as writing and presentation skills.

DETAILS

Unit I

A general introduction to oral literature as a genre of literature.

Role of story tellers, musicians, griot, praise-singers, and oral historians in presenting the genealogies.

Historical narratives and oral literature.

Components of oral literature.

Recent developments in the study of oral literature.

Nature and scope of Oral Literature.

Oral Literature and Society

Unit II: Myth & Folklore

- | | | |
|-----------------------|---|--|
| Girish Karnad | : | Nagamandala |
| From the Panchatantra | : | I Strategy - The Elephant and the Sparrow
(Discord among Friends) |
| | | II Strategy – Shandili and Sesame Seeds
(Gaining Friends) |
| | | III Strategy – The Tale of Two Friends
(War and Peace) |
| | | IV Strategy – The Lion and Foolish Donkey
(Loss of Gains) |
| | | V Strategy – The Miserly Father (Impudence) |

Unit III:
Legend Tuhin A Sinha and
 Ankita Verma : The Legend of Birsa Munda

Unit IV: Anand Neelakandan Asura: The Tale of the Vanquished
Fiction

Unit V:
 Myth and Literature Joseph Dorairaj

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Identify the various genres of oral literature	PO3
CO2	Know India's age-old literary tradition and cultural traditions through their exposure to oral literature in English	PO2, PO6
CO3	Oral literary text as a tool of cultural study will help students to know the difference between social traditions and scientific beliefs.	PO4. PO5
CO4	Learn various language patterns and dialogue forms of oral narratives.	PO6
CO5	Be able to recognize the narrative techniques employed by the story tellers, singers, etc.	PO10
Text Books (Latest Editions)		
1.	Devy, G.N.Ed.Painted Words: An Anthology of Tribal Literature. New Delhi: Penguin,2002.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Rohit, Dhankar. The great panchatantra tales. New Delhi: Wordpress, 2010	

Web sources	
1	https://en.m.wikipedia.org/wiki/ORALNARRATIVES
2	<a href="https://rohitdhankar.files.wordpress.com/2016/01/reading-2_the-great-panchatantra-
tales_complet.pdf">https://rohitdhankar.files.wordpress.com/2016/01/reading-2_the-great-panchatantra- tales_complet.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: III ELECTIVE: V PART: A	23PENGE35-2: NEW LITERATURE IN ENGLISH	Credit: 3 Hours: 3
Learning Objectives		
1. To familiarize the students to colonial as well as post-colonial writings.		
2. To introduce the variety of New Literature in English.		
3. To make the students aware of the double identity of both colonizer and colonized.		
4. To introduce them to the post-colonial theories.		
5. To promote understanding of the learners about different approaches to culture, nationalism, multi-culturalism, gender, and race in the context of post-colonial societies and literature.		

Unit I: Poetry	R. Parthasarathy	:	Under Another Sky
	A. K. Ramanujan	:	Obituary
	A. J. M. Smith (Canada)	:	Like an old proud King in a Parable
	Margaret Atwood	:	Journey to the Interior
	Edwin Thambu	:	The Exile
Unit II: Poetry	Wole Soyinka	:	Telephone Conversation To my first white Hairs
	Judith Wright	:	Typiest in the Phonix Building
	Cabriel Okara	:	The Mystic Drum
	John Pepper Clark	:	The Casualities
	Derek Walcotte	:	A Far Cry from Africa.
Unit III: Prose	Chinua Achebe	:	The Novelist as Teacher
	Ananda Coomarasamy	:	The Dance of Shiva
	Margaret Atwood	:	Survival (chapter-I)
Unit IV: Drama	Ian Frasar	:	Bring Me Gandhi
	Sharon Pallock	:	Bold Relations
Unit V: Novel	Gurucharan Das	:	Larin Sahib
	Patric White	:	Voss

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Compare, discuss and explain inter-connection and functions of post-colonial literature.	PO3
CO2	Critically evaluate and appreciate the post-colonial literature.	PO2, PO6
CO3	Have independent thinking.	PO4. PO5
CO4	Know how race, class, gender, history and identity are presented in the literary texts.	PO6
CO5	Have an understanding of the relationship between Great Britain and nations that were colonized.	PO10
Text Books (Latest Editions)		
1.	Coomarasamy, Ananda, K. The Dance of Shiva: On Indian Art and Culture. New Delhi: Sagar Publications, 1991.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. New Delhi: Trinity, 2015.	
2.	Thieme, John, The Arnold Anthology of post-colonial literatures in English. London: Oxford up, 2000.	
3.	Loomba, Ania. Colonialist/ Postcolonialism. New York: Routledge, 2016.	
4.	Nayar, Pramod K. Postcolonial Literature: An Introduction. Pearson, 2008.	
Web sources		
1	https://en.m.wikipedia.org/wiki/newliteraturesinenglish	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

SEMESTER: III SEC: II PART: B(i)	23PENGS36 – ENGLISH FOR TOURISM	Credits: 2 Hours: 3
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Learning Objectives
1. To cover a wide range of topics of Tourism.
2. To develop a broad tourism-related vocabulary.
3. To develop speaking skills needed for job-related situations.
4. To promote grammatical accuracy with Language.
5. To gain knowledge of tour guide.
DETAILS

Unit I

Introduction to Tour guiding
The role of the tour guide

Unit II

Legal consideration and Confidentiality
Introduction to travel agency and operation

Unit III

Promoting a Destination
Responsible Tourism

Unit IV

Customer Relations
Complaint Management

Unit V

Tourism-related vocabulary
Speaking Skills

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Develop language proficiency for effective communication in tourism – related context.	PO3
CO2	Acquire specialized vocabulary specific to tourism industry.	PO2, PO6
CO3	Demonstrate cultural awareness and developing a cross cultural communication skill for interacting with tourist.	PO4. PO5
CO4	Have enhanced public speaking ability to convey information about tourist destinations.	PO6
CO5	Have developed writing skills to produce informative documents relevant to the tourism sector.	PO10
Text Books (Latest Editions)		
1.	Strutt, Peter. <i>English for International Tourism</i> . Pearson. 2013.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Gutiérrez Cruz, Merlyn & Caravaca Mendoza, Damaris & Hernández-Ulate, Aurora & Luna Angulo, Jorge Manuel & Rodríguez, Jenny & Obando, Didier. <i>Basic English for Tourism: Listening and Speaking Skills</i> . (2014).	
2.	Robin and Keith Harding 'Tourism' Oxford University Press 2007	
Web sources		
1.	https://en.m.wikipedia.org/wiki/englishfortourism	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

Semester: III PART: B(ii)	23PENGI37: SUMMER INTERNSHIP	Credits: 2
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- Students should complete two weeks (15 days) of internship before commencement of the third semester (during the summer vacation).
- After the internship students should submit attendance certificate and a report of twenty pages.

Suggested Areas:

- **Journalism Intern**
- **Publishing intern**
- **Library Intern**
- **Education Intern**
- **Film and Television Intern**

(Refer to the Regulations for additional information)

Semester: IV CORE: XI PART: A	23PENG41 – SUBALTERN STUDIES	Credits: 5 Hours: 6
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Learning Objectives	
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups
LO2	To make them develop strategies to deal with these issues successfully.
LO3	To help them analyze literary texts through subaltern lens
LO4	To make them examine the defined role of social constructions that affect the space of the marginalized
LO5	To train them to critically analyze subaltern writing.
Details	
UNIT I	
<ol style="list-style-type: none"> 1. Rokade, L.S. – To Be or Not to Be Born 2. Jagtap, Bapurao – This Country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle) 3. Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations) 4. Claude Mckay - If We Must Die 5. Langston Hughes - Dinner Guest: Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi) 	
UNIT II	
<ol style="list-style-type: none"> 1. Martin Luther King (Jr) – I Have a Dream 2. Gayatri C. Spivak - Can the Subaltern Speak? 	
UNIT III	
<ol style="list-style-type: none"> 1. C.T. Indra (Translation) - Nandan 2. Vijay Tendulkar – Kanyadan 	

UNIT IV

1. Bama – Karukku
2. Sharan Kumar Limbale - Hindu

UNIT V

1. Premchand – The Shroud
2. Mahasweta Devi – Draupadi
3. Arjun Dangle – The Poisoned Bread
Promotion

Course Outcomes

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

Text Books (Latest Editions)

1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.
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References Books

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

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: IV CORE: XII PART: A	23PENG42: CANADIAN STUDIES	Credits: 5 Hours: 6
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Learning Objectives	
LO1	To 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	To focus on important dimensions on understanding Canada including multicultural and immigrant experience.
LO5	To understand the folklore and its influence on Canadian Literature
Details	
<p>UNIT I Poetry</p> <p>1. Winter in Lower Canada : Standish O'Grady 2. Song : Alexander McLachlan 3. Ode on the Death of William Butler Yeats : A.J.M. Smith 4. Indian Reservation : Caughnawaga 5. First Neighbours : P.K. Page</p> <p>Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry (P.K. Page, A.M. Klein, M. Atwood, and Smith).</p>	
<p>UNIT II Prose</p> <p style="padding-left: 40px;">Survival : Margaret Atwood 1 – 4 Chapters</p>	
<p>UNIT III Drama</p> <p style="padding-left: 40px;">The Ecstasy of Rita Joe : George Ryga. Dry Lips Oughta Move to Kapuskasing : Tom Highway.</p> <p>Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996</p>	
<p>UNIT IV Fiction</p> <p style="padding-left: 40px;">Truth and Brightwater : Thomas King. No New Land : M.G. Vassanji</p>	

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
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Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Be familiarized with the folklore's influence on Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Appreciate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual, and aesthetic levels	PO9, PO10
(Textbooks in Latest Edition)		
1.	Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer		
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)		
3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983		

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

SEMESTER: IV PROJECT	23PENG43: RESEARCH METHODOLOGY, PROJECT WRITING AND VIVA	Credits: 7 Hours: 10
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Learning Objectives	
LO1	To make the learners aware of why academic research is undertaken and how far it is different from other research
LO2	To develop better insight into the topic chosen for the research
LO3	To improve the presentation skills (writing and oral presentation)
LO4	To familiarize with style manuals for writing articles, thesis, and project
LO5	To familiarize with the ethical and social issues in research publications

Details	
Unit- I	Research and Writing Plagiarism and Academic Integrity
Unit- II	The Mechanics of Writing
Unit- III	The Format of the Research Paper, Abbreviations
Unit- IV	Documentation: Preparing the list of Works Cited
Unit- V	Documentation: Citing Sources in the text

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Develop critical thinking	PO1, PO2
CO2	Find solution to the theoretical and practical problems	PO3, PO4
CO3	Able to plan a research project from start to finish	PO4 PO5
CO4	Be able to understand the process involved in academic research	PO6, PO8
CO5	Gain confidence and participate in conference and seminars and continue their career as researcher and take independent research projects in future	PO7, PO9, PO10

Text Books (Latest Editions)	
1.	Gibaldi, Joseph: MLA Hand Book for Writers and of Research Paper. 9 th edition, 2021
Reference Books.	
2.	Style Manual: For authors, Editors and Printers. 6 th Edition. Australian Eoverment Publisher Science Snoks & com. The Chicago Manuel of Style.
Web Resources	
1.	https://www.stylemanual.gov.org
2.	https://en.m.wikipedia.org.wiki
3.	https://www.writethedocs.org.guide

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

(Refer to the Regulations for additional information)

Semester: IV ELECTIVE: VI PART: A	23PENGE44 : ENTREPRENEURSHIP	Credits: 3 Hours: 4
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Learning Objectives	
LO1	To 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 analyse various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development
LO4	To acquire the ability to contribute to their entrepreneurial and managerial potentials.
LO5	To master the knowledge necessary to plan entrepreneurial activities.
Details	
<p>UNIT I Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship-Psychological Factors-Social factors- Economic factors- Environmental factors.</p> <p>UNIT II Characteristics of an entrepreneur-Types of entrepreneurs: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.</p> <p>UNIT III, IV & V Script Writing, Short Film making. Practical trainings should be given to students by asking them to visit local channels (Radio, TV, etc.) and Printing Press. After the visit, students should submit a report of twenty pages with attendance sheet.</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
CO2	Analyze the business environment in order to identify business opportunities	PO1, PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8
Text Books (Latest Editions)		
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)	
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
4.	The internet and The Language Classroom – A Practical Guide for Teachers – II Edition – Gavin Dudency, Cambridge University Press, 2007	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.	
Web Resources		
1.	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf	
2.	https://byjus.com/commerce/what-is-entrepreneurship/	
3.	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip	
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: IV SKILL ENHANCEMENT Course III PART: B(i)	23PENGS45 – ENGLISH FOR CAREERS	Credits: 2 Hours: 4
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Learning Objectives	
LO1	To develop effective communication skills in English for professional settings
LO2	To acquire specialized vocabulary and language proficiency for specific career fields
LO3	To enhance critical reading and listening skills
LO4	To strengthen business writing skills
LO5	To develop effective networking and negotiation skills in English
Details	
<p>UNIT I Effective Writing 1.Features of Effective Writing 2.Business Correspondence 3.E-Mail 4.Report Writing Technical Writing</p> <p>UNIT II Administrative Process 1.Agenda Preparation 2.Preparing Minutes</p> <p>UNIT III Communication 1.Presenting Data in Verbal modes 2.Presenting Data in Non- verbal modes</p> <p>UNIT IV Effective lecturing 1.Preparing Lectures on Topics 2.Preparing Persuasion Talks</p>	

UNIT V**Telephone Etiquette**

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

Course Outcomes

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

Text Books (Latest Editions)

1.	V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R.Smith Emeritus

References Books

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

1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical

Web sources

1.	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Semester: IV PART: C	23PENGX46– EXTENSION ACTIVITY	Credits: 1 Hours: --
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Active participation of students in literary association activities, college functions, workshops, seminars, webinars, conference, MOOC Courses.

Students should submit attendance certificate and a report of twenty pages.

(Refer to the Regulations for additional information)