

**DWARAKA DOSS GOVERDHAN DOSS VAISHNAV
COLLEGE**

(Autonomous)

Reaccredited with A++ grade by NAAC

College with Potential for Excellence, Linguistic Minority Institution

Affiliated to University of Madras

Arumbakkam, Chennai – 600 106

PG DEPARTMENT OF ENGLISH



**LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (LOCF)**

MA ENGLISH

I – IV Semesters

SCHEME AND SYLLABUS

(Effective for the Students admitted from 2025-26 onwards)

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INSTITUTION

VISION

To impart value-based quality academia; to empower students with wisdom and to charge them with rich Indian traditions and culture; to invoke the self, to broaden the same towards nation building, harmony and Universal brotherhood.

MISSION

To ensure sustained progress and development in imparting quality education, to pioneer new avenues of teaching and research and to emerge as an institution with potential for excellence.

PG DEPARTMENT OF ENGLISH

VISION

To cultivate a scholarly community that fosters critical thinking, cultural awareness, and academic excellence in English studies, equipping students with intellectual, ethical, and practical tools to contribute meaningfully to society

MISSION

M1	To provide an in-depth study of English literature and language, encompassing historical, theoretical, and cultural perspectives.
M2	To foster critical thinking, effective communication, and interdisciplinary research through innovative pedagogy and intellectual engagement.
M3	To equip students with advanced skills in analysis, interpretation, and creativity, preparing them for academic, professional, and societal roles.

PROGRAM EDUCATION OBJECTIVES (PEOs)

PEO1	To equip students with advanced knowledge of English literature and language.
PEO2	To develop critical thinking, communication skills, and the ability to analyze and interpret texts across disciplines.
PEO3	To promote research and creative practices in English studies with a commitment to ethics.
PEO4	To foster awareness of cultural diversity and inclusivity through a global and interdisciplinary perspective.
PEO5	To encourage lifelong learning, adaptability, and the pursuit of professional excellence.

PEO TO MISSION STATEMENT MAPPING

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4	PEO5
M1	3	3	2	1	1
M2	2	3	3	3	2
M3	1	2	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

PROGRAM OUTCOMES (PO) IN RELATION TO GRADUATE ATTRIBUTES

PO1	Develop the ability to critically analyze texts from diverse genres, periods, and cultural backgrounds, applying literary theories and methodologies.
PO2	Enhance written and verbal communication skills to articulate ideas with clarity and precision.
PO3	Engage in scholarly research employing ethical practices, sound methodologies, and creative insights to contribute to the field of English studies.
PO4	Cultivate awareness of global cultural narratives and imbibe values of inclusivity, diversity, and ethics.
PO5	Foster creativity and adaptability in exploring connections between literature and other disciplines, including history, philosophy, and media studies.
PO6	Encourage lifelong learning and adaptability in academic and professional contexts through independent, reflective, and self-motivated practices.

Mapping of POs TO PEOs

PEO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
PEO 1	3	2	2	1	1	1
PEO 2	2	3	2	2	1	1
PEO 3	2	2	3	2	1	2
PEO 4	1	2	2	3	3	2
PEO 5	1	1	2	2	3	3

3-Strong Correlation 2- Medium Correlation 1- Low Correlation

PROGRAM SPECIFIC OUTCOMES

PSO1	Master the nuances of literary criticism and theory to analyze texts with precision and depth.
PSO2	Demonstrate proficiency in linking literature with socio-political, historical, and cultural frameworks.
PSO3	Attain advanced linguistic and stylistic competence, enabling nuanced interpretations and applications in diverse contexts.
PSO4	Develop and present original research projects, contributing new perspectives to literary and cultural studies.
PSO5	Engage with global and local narratives to appreciate cultural diversity and advocate ethical practices in academia and beyond.

PG DEPARTMENT OF ENGLISH

ELIGIBILITY FOR ADMISSION

- Candidates must possess a Bachelor's Degree in Arts (B.A.) with English as the main/major/honours subject from a university recognized by the University Grants Commission (UGC).
- Candidates with a B.A. degree in any discipline are also eligible to apply, subject to fulfilling the entrance examination criteria.
- A minimum aggregate of 50% marks (or equivalent CGPA) in the Bachelor's Degree is required. (This percentage may vary based on university regulations and reservation policies).
- Candidates belonging to reserved categories (SC/ST/OBC/PwD, etc.) will be given relaxation in the minimum percentage/CGPA as per the prevailing government/university norms.

DURATION OF THE COURSE

The duration of the course for two academic years consists of four semesters and each semester comprises 90 days.

MA ENGLISH CURRICULUM

DISSERTATION

Semester IV consists of a project and dissertation for 100 marks. Students are allocated individually to dissertations with the faculty of the department. The format for dissertations is similar to the thesis style incorporating an introduction, materials & methods, results, discussion and bibliography. The dissertation is submitted in a typewritten and bound form after a plagiarism check and a copy of each dissertation is submitted to the Department for permanent record. Each student should present/ publish a paper on his/her project.

ELIGIBILITY FOR THE AWARD OF DEGREE

Completion of required course credit.

SCHEME ON EXAMINATIONS

As per the University Regulation, the following split up of marks are to be followed.

(i) SPLIT UP FOR INTERNAL AND EXTERNAL MARKS FOR THEORY AND PRACTICAL PAPER:

Sl. No.	Paper	Internal	External	Total
1.	Theory	50	50	100
2.	Practical	50	50	100

(ii) SPLIT UP FOR INTERNAL ASSESSMENT MARKS FOR THEORY

CIE- Continuous Internal Evaluation (50 Marks)

CIA	30
Generic Skill	15
Attendance	5
Total	50

SCHEME OF I SEMESTER MA ENGLISH PROGRAM

SEMESTER I												
Component	Course Category	Course Code	Name of the course	Overall Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CIA	ESE	Total
Part I	Core Course I	2565101	Poetry I - From Chaucer to 17 th Century	4	5	1			6	50	50	100
	Core Course II	2565102	Drama I - Elizabethan and Jacobean Drama	4	5	1			6	50	50	100
	Core Course III	2565103	Fiction I - Origins and Developments up to 18 th Century	4	5	1			6	50	50	100
	Core Course IV	2565104	Indian Writing in English and in Translation	4	5	1			6	50	50	100
	Discipline Specific Elective I Employability Course I (A)	2565105 (A)	Technical Writing	3	4	1			5	50	50	100
		OR										
	Discipline Specific Elective I Employability Course I (B)	2565105 (B)	Content Writing	3	4	1			5	50	50	100
		OR										
	Discipline Specific Elective I Employability Course I (C)	2565105 (C)	Theatre & Communication	3	4	1			5	50	50	100
Part II	Soft Skill I	2550101	Effective Communication in English	2					2	50	50	100
Total				21					30			

SCHEME OF II SEMESTER MA ENGLISH PROGRAM

SEMESTER II												
Component	Course Category	Course Code	Name of the course	Overall Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CI A	ES E	Tota l
Part I	Core Course V	2565206	Poetry II - Eighteenth to Nineteenth Century	4	5	1			6	50	50	100
	Core Course VI	2565207	Drama II - Restoration to Twentieth Century	4	5	1			6	50	50	100
	Core Course VII	2565208	Fiction II - Nineteenth to Twentieth Century	4	5	1			6	50	50	100
	Core Course VIII	2565209	American Literature	4	5	1			6	50	50	100
	Discipline Specific Elective II Entrepreneurship Course II (A)	2565210 (A)	English for Professional Communication	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective II Entrepreneurship Course II (B)	2565210 (B)	Entrepreneurial Skills	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective II Entrepreneurship Course II (C)	2565210 (C)	English Language Teaching	3	3	1			4	50	50	100
Part II	Soft Skill II	2550201	English for Competitive Exam	2					2	50	50	100
Total				21					30			

SCHEME OF III SEMESTER MA ENGLISH PROGRAM

SEMESTER III												
Component	Course Category	Course Code	Name of the course	Overall Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CIA	ESE	Total
Part I	Core Course IX	2565311	Shakespeare Studies	4	5	1			6	50	50	100
	Core Course X	2565312	Postcolonial Literature	4	5	1			6	50	50	100
	Core Course XI	2565313	Literary Theory and Criticism	4	5	1			6	50	50	100
	Discipline Specific Elective III Employability Course III (A)	2565314 (A)	English Language and Linguistics	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective III Employability Course III (B)	2565314 (B)	World Classics in Translation	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective III Employability Course III (C)	2565314 (C)	Digital Writing	3	3	1			4			
	Multi Discipline Elective/Open Elective I	2565315	Life Writing and Media	3	2	1			3	50	50	100
	Internship			2								
Part II	Skill Enhancement Course-Discipline Specific I (Practical I)	2565316	Designing for Media	3	1	2			3	50	50	100
	Soft Skill III	2565301	Personality Development	2	2				2	50	50	100
Total				25					30			

SCHEME OF IV SEMESTER MA ENGLISH PROGRAM

SEMESTER IV												
Component	Course Category	Course Code	Name of the course	Overall Credits	Hrs Distribution				Total contact Hours	Marks		
					L	T	P	S		CIA	ESE	Total
Part I	Core Course XII	2565417	Twentieth Century Poetry	4	5	1			6	50	50	100
	Core Course XIII	2565418	Women's Studies	4	5	1			6	50	50	100
	Discipline Specific Elective IV Entrepreneurship Course IV(A)	2565419 (A)	Academic Writing	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective IV Entrepreneurship Course IV(B)	2565419 (B)	Publication Ethics	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective IV Entrepreneurship Course IV (C)	2565419 (C)	Introduction to Translation Studies	3	3	1			4	50	50	100
	Discipline Specific Elective V Employability Course V(A)	2565420 (A)	Copywriting	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective V Employability Course V (B)	2565420 (B)	Communication Skills for Career Advancement	3	3	1			4	50	50	100
		OR										
	Discipline Specific Elective V Employability Course V (C)	2565420 (C)	Advanced Digital Writing	3	3	1			4	50	50	100
	Core Project	2565421		4					4	50	50	100
Part II	Skill Enhancement Course-Discipline Specific II (Practical II)	2565422	E- Publishing	3	2	2			4	50	50	100
	Soft skill IV	2565401	Computer Skills	2					2	50	50	100
	Industrial Visit	2565423		1								
Total				24					30			

OVERALL SEMESTER-WISE CREDIT DISTRIBUTION

Component	Credits
Part I	76
Part II	15
Total	91

Si No	Category	Course Category	No of Courses	Credits	Total Credits
1.	Part I	Core Theory	13	4	52
2.		Core Project	1	4	4
3.		Core Internship	1	2	2
4.		Discipline Specific Elective	5	3	15
5.		Multi Disciplinary Elective	1	3	3
6.	Part II	Skill Enhancement Course - Discipline Specific	2	3	6
7.		SOFT SKILL	4	2	8
8.		INDUSTRIAL VISIT	1	1	1
9.	Total Mandatory Credits			91	
10.	Extra Credits Note: Students can take extra credit course from their own department or from other department as per the Admitting Body / University norms. Self-Study course (2C) - (Department specific , curriculum and Evaluation scheme and assessment to be framed by the department Value added course - minimum 30hrs (2C) Certificate Course/Short-Time Course - minimum of 15 days (minimum 45 hrs) (3C) - preferred online Swayam/NPTEL/MOOC courses (2C) - maximum of 12 credits Skilled based vocational courses (2C) e.g. basic computing skill, tailoring, jewel making, beauty parlour course, interiors etc., through skill development cell of college. Other languages (2C) International HRD program – 30hrs (2C)				

FIRST SEMESTER

CORE - I

Course Title: POETRY I - FROM CHAUCER TO 17th CENTURY

Course Code: 2565101	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours:3	ESE Marks :100

LEARNING OBJECTIVES:

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

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify the Old English writing style and ideas.
CO2	Analyse poetic techniques and gain insight on various forms, narrative, and structural techniques of poetry.
CO3	Develop and interpret thematic concerns in poetry.
CO4	Engage in imagination, critical inquiry, and self-reflection in relation to the poems.
CO5	Develop a deeper understanding of representative writers in relation to their social, cultural, and political milieu.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

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

CO5	1	3	1	3	1	1	3	1	2	1	1
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CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> Geoffrey Chaucer – The Nun's Priest's Tale from The Canterbury Tales 	13	CO1, CO2 & CO3
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> Edmund Spenser – Prothalamion Sir Thomas Wyatt – Whoso List to Hunt Surrey – The Golden Gift that Nature Did Thee Give 	13	CO2 & CO3
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> John Donne – A Valediction: Forbidding Mourning Andrew Marvell – To His Coy Mistress 	13	CO2, CO3 & CO4
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> John Dryden – Alexander's Feast; or, the Power of Music Alexander Pope – Ode on Solitude 	13	CO3 & CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> John Milton – Paradise Lost Book IX 	13	CO5

TEXTBOOKS:

- Kermode, Frank, and John Hollander. *The Oxford Anthology of English Literature*. 1973.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2016.
- Corns, Thomas N., editor. *The Cambridge Companion to English Poetry: Donne to Marvell*. Cambridge University Press, 1993.

REFERENCE BOOKS:

- Rogers, Pat, editor. *The Cambridge Companion to Alexander Pope*. Cambridge University Press, 2007.
- Daiches, David. *A Critical History of English Literature Vols. I & II.*, Secker & Warburg, London, 2022.
- Dickinson, Emily, and Brownell, Johanna. *Emily Dickinson: Poems*. Chart well Books, 2015.

WEB RESOURCES:

- <http://www.english.org.uk/chaucer/htm>
- https://milton.host.dartmouth.edu/reading_room/pl/book_9/text.shtml
- <https://englishiva1011.pbworks.com/f/NUNSTALE.PDF>

CORE - II**Course Title: DRAMA I - ELIZABETHAN AND JACOBAN DRAMA**

Course Code: 2565102	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

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 and Jacobean Periods.
LO4	Identify different forms of drama
LO5	Get exposed to the contribution of University Wits.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify the origin and development of drama
CO2	Develop an understanding and appreciation of Tragedies and its importance in the evolution of drama.
CO3	Understand the key elements of Elizabethan drama, its background and conventions.
CO4	Explore the contribution of University Wits in British Drama reflecting social and political issues.
CO5	Interpret and appreciate narrative techniques, character development and thematic depth in drama.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	2	2	3	1	1	2
CO2	3	2	2	2	1	2	3	2	2	2	2
CO3	3	2	2	3	1	2	3	3	2	2	2
CO4	3	2	3	3	2	2	3	3	2	2	3
CO5	3	3	2	2	3	2	3	2	3	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> • Beginnings of Drama, Miracle and Morality Plays Everyman 	13	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> • The Senecan and Revenge Tragedy Thomas Kyd – The Spanish Tragedy 	13	CO2 & CO3
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> • Elizabethan Theatre Theatres, Theatre groups, audiences, actors and conventions 	13	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> • Tragedy and Comedy Christopher Marlowe – Dr. Faustus Ben Jonson – Every Man in His Humour 	13	CO4 & CO5
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> • Jacobean Drama John Webster – The White Devil 	13	CO2 & CO5

TEXTBOOKS:

1. *Everyman: A Morality Play*. Legare Street Press, 2023.
2. Webster, John. *The White Devil*. Edited by Lara Bovilsky, Methuen Drama, 2021.
3. Jonson, Ben. *Every Man in His Humour*. Double 9 Books, 2023.

REFERENCE BOOKS:

1. Nicoll, Allardyce. *British Drama*. 2nd ed., Routledge, 2002.
2. Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*. 6th ed., Vikas Publishing House Pvt. Ltd., 1979.
3. Ellis-Fermor, Una. *The Jacobean Drama: An Interpretation*. Methuen, 1965.

WEB RESOURCES:

1. <https://shorturl.at/opWZy>
2. https://sourcetext.com/wp-content/uploads/2018/01/spanish_tragedy_flues.pdf
3. <https://www.britannica.com/art/theater-building/The-Elizabethan-stage>

CORE - III**Course Title: FICTION I - ORIGINS AND DEVELOPMENTS UP TO 18th CENTURY**

Course Code: 2565103	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To familiarize the students with the origin and development of the British Novel up to the 18 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.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Explore a wide knowledge about different types of novels.
CO2	Understand the different forms of novels and literary devices.
CO3	Critically evaluate novels within their historical, social and cultural backgrounds.
CO4	Apply theoretical frameworks to interpret and analyze fictional narratives.
CO5	Interpret and appreciate narrative techniques, character development and thematic depth in novels.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	1	1	2
CO2	3	2	2	1	2	2	3	2	2	1	1
CO3	3	2	3	3	2	2	3	3	2	2	3
CO4	3	3	3	2	3	2	3	2	2	2	2
CO5	3	3	2	2	3	2	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> • Concepts Novel as a Form, Concepts and Theories about the Novel, Novel — Definition, types, narrative modes. 	13	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> • Allegorical Novel and Satire Jonathan Swift – Gulliver’s Travels Part 1: Voyage to Lilliput 	13	CO1, & CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> • The New World Novel Daniel Defoe – Robinson Crusoe 	13	CO1, CO3 & CO4
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> • Picaresque Novel Charles Dickens – Great Expectations 	13	CO4 & CO5
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> • Novel of Manners Jane Austen – Sense and Sensibility 	13	CO3, CO4 & CO5

TEXTBOOKS:

1. Austen, Jane. *Sense and Sensibility*. Pan Macmillan India, 2016.
2. Defoe, Daniel. *Robinson Crusoe*. HarperCollins Publishers India, 2023.
3. Dickens, Charles. *Great Expectations*. Twelfth ed., Rupa Publications India, 1 June 2000.

REFERENCE BOOKS:

1. Booth, Wayne C. *The Rhetoric of Fiction*. 50th Anniversary ed., University of Chicago Press, 2019.
2. Milligan, Ian. *The Novel in English: An Introduction*. 2nd ed., Macmillan, 2001.
3. Watt, Ian. *The Rise of the English Novel*. 2nd ed., University of California Press, 2001.

WEB RESOURCES:

1. [Novel - Wikipedia](#)
2. [Gulliver's Travels | Project Gutenberg](#)
3. https://victorianweb.org/authors/dickens/ge/pva12.html?utm_source=chatgpt.com

CORE - IV**Course Title: INDIAN WRITING IN ENGLISH AND IN TRANSLATION**

Course Code: 2565104	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and on the impact of the West.
LO3	Comprehending different genres through the representation of different texts.
LO4	The course would enable them to recognize the cultural and social context of the story within Indian literature.
LO5	A wide knowledge about the social cultural issues could be gained.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Explore the nuances of translation.
CO2	Understand the diverse culture and poetry that will further enlighten them about socio- cultural scenarios in the contemporary era.
CO3	Explore themes and narrative techniques employed in the short story.
CO4	To analyze themes and stylistic approaches found in Indian Drama.
CO5	Interpret the role of translation in shaping literary canons, promoting cross-cultural understanding, and addressing socio-political issues.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	3	2	3
CO2	3	2	2	3	2	2	3	3	2	1	3
CO3	3	2	2	2	2	2	3	2	2	1	2
CO4	3	2	3	2	3	2	3	3	3	2	3
CO5	3	3	3	3	3	2	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> ● Concepts Indian Classical literary Tradition; impact of English Studies on India; Colonialism; Nationalism; Nativism and Expatriatism; Socio-Cultural issues such as gender, caste and region. 	13	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Poetry <ul style="list-style-type: none"> ● The following Selections from A.K. Ramanujan’s “Love and War” Kapilar – Akananooru pg. 82 Purananooru pg. 356 ● Rabindranath Tagore – Gitanjali: 12, 36 12) The Time my journey takes is long 36) This is my prayer to Thee ● Nissim Ezekiel – Background Casually ● K.K Daruwalla – Hawk ● Arun Kolatkar – <i>From Jejuri</i> – A Scratch ● Kamala Das – An Introduction 	13	CO2 & CO3
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● Short Story Munshi Premchand – The Child 	13	CO2 & CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Drama Girish Karnad – Hayavadana 	13	CO3 & CO4
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● Fiction - Indian Literature in Translation Thakazhi Sivasankara Pillai – Chemmeen 	13	CO4 & CO5

TEXTBOOKS:

1. Karnad, Girish. Hayavadana. Oxford University Press, 1997.
2. Ramanujan, A.K. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*. Columbia University Press, 2011.
3. Pillai, Thakazhi Sivasankara. *Chemmeen*. Translated by Anita Nair, Harper India, 2011.

REFERENCE BOOKS:

1. Naik, M. K., and Shyamala A. Narayan. *Indian English Literature 1980-2000: A Critical Survey*. D.K. Fine Art Press (P) Ltd., 2001.
2. Srinivasa Iyengar, K. R. *Indian Writing in English*. 3rd ed., Sterling Publishers, 1983.
3. Rajan, P.K., editor. *Indian Literary Criticism in English: Critics, Texts, Issues*. Rawat Publications, 2004.

WEB RESOURCES:

1. http://en.wikipedia.org/wik/indian_wring_in_english
2. <https://ahfsm.ac.in/wp-content/uploads/2024/03/Premchand-The-Child.pdf>
3. <https://kavilit.neocities.org/An%20Introduction%20WEB.pdf>

DISCIPLINE-SPECIFIC ELECTIVE - I
EMPLOYABILITY COURSE - I (A)

Course Title: TECHNICAL WRITING

Course Code: 2565105 (A)	Credits :3
L:T:P:S: 4:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To make students understand the stages of the writing process such as prewriting, writing, and rewriting.
LO2	To produce a set of documents related to technology which improves the accuracy.
LO3	To understand the basic components of the writing process and apply the writing process: planning, drafting, revising, and editing.
LO4	To make students identify the structure and components of technical proposals.
LO5	To understand the practical applications of technical writing.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify and use appropriate formats and conventions on technical writing.
CO2	Identify the basic patterns and guidelines of grammar.
CO3	Develop strategies to understand basic components in the writing process.
CO4	Apply appropriate style, tone, and level of detail in professional reports.
CO5	Identify the practical applications of technical writing.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	3	2	2	3	2	2
CO2	3	2	3	2	3	3	2	2	3	3	2
CO3	2	3	3	2	3	3	2	2	3	2	3
CO4	3	3	2	2	3	3	2	2	3	2	2
CO5	2	3	3	2	3	3	2	2	3	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> ● Introduction: What is Technical Writing? The Scope, role and essential skills of a technical writer. 	10	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Guidelines and Grammar in Technical Writing: Basic Patterns and Elements of the Sentence, Common Grammar, Usage, Punctuation 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● The Writing Process: Audience Analysis, Task Analysis, Writing, Editing, Different Levels of Writing, Proof reading and its importance 	10	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Application of Technical Writing - I: Writing Technical Documents and Drafting Technical Reports 	10	CO4 & CO5
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● Application of Technical Writing - II: Users' Manuals, Brochures, Pamphlets and Writing for the Web, 	10	CO5

TEXTBOOKS:

1. Blake, Gary and Robert W Bly. The Elements of Technical Writing. Macmillan Publishers, 1993.
2. Blicq, Ronald, S and Lisa Moretto. Technically Write!. Prentice Hall, 2004.
3. Marnell, Geoffrey. Essays on Technical Writing. Burdock Books, 2016.

REFERENCE BOOKS:

1. Reddy, Devaki and Shreesh Chaudhary. Technical English. Macmillan, 2009.
2. Rizvi, Ashraf M. Effective Technical Communication. Tata McGraw-Hill, 2006.
3. Samson, C Donald. Editing Technical Writing. Oxford UP, 1995.

WEB RESOURCES:

1. <https://shorturl.at/yVMzM>
2. <https://shorturl.at/0kJlm>
3. <https://openoregon.pressbooks.pub/ctetechwriting/front-matter/introduction/>

DISCIPLINE-SPECIFIC ELECTIVE - I
EMPLOYABILITY COURSE - I (B)

Course Title: CONTENT WRITING

Course Code: 2565105 (B)	Credits :3
L:T:P:S: 4:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To understand the specific technological advancements and content strategies to promote digital learning.
LO2	To understand the effective writing methods for website content.
LO3	To explore different writing styles and their application in content creation
LO4	To familiarize students with the crucial role of visual and auditory elements in enhancing content engagement and effectiveness.
LO5	To identify, master, proofread content for publishing.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the various technological advancements in the field of content writing.
CO2	Familiarize with a variety of professional writers' styles to develop the students.
CO3	Demonstrate knowledge of editing and revision techniques.
CO4	Assess the world of publishing and other career-related aspects of writing.
CO5	Develop a personal style and apply craft techniques to revise written work.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<u>MODULE I</u> <ul style="list-style-type: none"> The Digital Era -Internet information & revolution, digital and online education. 	10	CO1
2	<u>MODULE II</u> <ul style="list-style-type: none"> Types of Content Writing -Websites, Blogs, Social Media and Scripts. 	10	CO1 & CO2
3	<u>MODULE III</u> <ul style="list-style-type: none"> Styles of Content Writing -Narrative, Critical, Promotional. 	10	CO3
4	<u>MODULE IV</u> <ul style="list-style-type: none"> Importance of Audio-Visual Elements -Choosing images, and creating memes, including animations and videos. 	10	CO4
5	<u>MODULE V</u> <ul style="list-style-type: none"> Editing and Technical Tools - Editing and Proofreading, markups, and online tools. 	10	CO3 & CO5

TEXTBOOKS:

1. Gupta, Kounal. Content Writing Handbook. 2021.
2. Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. Harper Perennial, 2016.
3. Clark, Roy Peter. Writing Tools: 55 Essential Strategies for Every Writer. 10th Anniversary ed., Little, Brown and Company, 2008.

REFERENCE BOOKS:

1. James, Anthony. Blog Writing: The Content Creation.
2. Robinson, Joseph. Content Writing Step by Step.
3. Williams, Andy. How to Write Great Website Content in 2019, 2019.

WEB RESOURCES:

1. <https://blog.digitalj2.com/different-styles-of-writing>
2. <https://storychief.io/blog/types-of-content-writing>
3. <https://igloolab.co/en/importance-of-audiovisual-content>

DISCIPLINE-SPECIFIC ELECTIVE - I
EMPLOYABILITY COURSE - I (C)

Course Title: THEATRE & COMMUNICATION

Course Code: 2565105 (C)	Credits :3
L:T:P:S: 4:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To comprehend the importance of theater and cultivate a fundamental admiration for the performing arts.
LO2	To investigate and use essential performance components in theatrical settings, including voice, body, character, and movement.
LO3	To create basic theatrical scripts and comprehend how they are organized and performed on stage.
LO4	To comprehend the fundamentals of stage production and how various elements work together to support a performance.
LO5	To actively engage in both solo and group performance assignments, putting the abilities acquired in earlier modules to use in a creative, cooperative setting.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Analyze the historical evolution of theatre, its diverse forms, and its profound cultural influence as a performing art.
CO2	Apply fundamental acting techniques such as effective voice projection, expressive body language, nuanced facial expressions, and compelling stage presence.
CO3	Develop concise and well-structured theatrical scripts featuring clearly defined characters, engaging dialogues, and coherent scene development.
CO4	Employ introductory knowledge of stage configuration, the function of props and costumes, elementary lighting techniques, and backstage coordination during a performance.
CO5	Engage in group work to create, prepare, and perform a novel short play, applying learned theatrical and technical abilities.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	Cos
1	<p style="text-align: center;"><u>MODULE I</u></p> <p>Introduction to theatre:</p> <ul style="list-style-type: none"> • History and evolution of theatre • Importance of theatre in society • Types of theatre - Classical, Modern, Street 	10	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <p>Elements of Performance:</p> <ul style="list-style-type: none"> • Voice and speech in performance • Body language and facial expressions • Stage movement and positioning • Basics of rehearsal techniques 	10	CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <p>Script Writing for Theatre:</p> <ul style="list-style-type: none"> • Structure of a script - Beginning, Middle, End • Creating characters and dialogues • Writing short scenes and monologues 	10	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <p>Stage and Production Basics:</p> <ul style="list-style-type: none"> • Props, costumes - Basics of set design • Lighting and sound in performance • Dos and Don'ts in stage performance 	10	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <p>Performance Activity: Collaborate and write a short play, and perform it.</p>	10	CO5

TEXTBOOKS:

1. Mitchell, Charles. *Theatrical Worlds*. Orange Grove Texts Plus, School of Theatre and Dance, University of Florida, 2014.

REFERENCE BOOKS:

1. Banham, Martin, editor. *The Cambridge Guide to World Theatre*. Cambridge University Press, 1995.
2. Smiley, Sam. *The Art of Writing for the Theatre: An Introduction to Script Analysis, Criticism, and Playwriting*. Wadsworth Publishing, 2005.

WEB RESOURCES:

1. https://youtu.be/sNWrOuwzax8?si=rrArT7_GABBL0kFq
2. <https://youtu.be/HVWD4S4jdX0?si=W10YTWz5zAvPAm6y>

SECOND SEMESTER**CORE - V****Course Title: POETRY II - EIGHTEENTH TO NINETEENTH CENTURY**

Course Code: 2565206	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Exposure to English Poetry starting from the Augustans to the beginning of the Romantic Period in English Literature.
LO2	Course intends to sensitize the students to certain exclusive poetic qualities of these two periods.
LO3	Assessing the importance of different poetic forms.
LO4	Critically analyzing the poem using poetic techniques.
LO5	To create an interest in identifying different forms of poetry during different stages.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Define and explain the key characteristics of Classicism and Augustan poetry.
CO2	Identify and analyze the use of heroic couplets and verse satire in poetry.
CO3	Critically evaluate poems within their historical, social and cultural backgrounds.
CO4	Develop an understanding of Romanticism and the techniques used by the writers.
CO5	Interpret and appreciate narrative techniques, poetic forms and thematic depth in poems.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	3	3	3	2	3
CO2	3	2	2	2	3	3	3	3	3	2	3
CO3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Classicism and Augustan Ideals: Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction; Heroic Couplet; Verse Satire and Urbanism; Romantic Revolt; Pre-Raphaelites 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Augustan Satire Alexander Pope – The Rape of the Lock, Canto I 	13	CO1 & CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Transitionists William Blake – <i>From Songs of Innocence</i> <ul style="list-style-type: none"> ● The Chimney Sweeper ● Night <i>From Songs of Experience</i> <ul style="list-style-type: none"> ● London 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Romantics <ul style="list-style-type: none"> ● William Wordsworth – Tintern Abbey ● S.T. Coleridge – Kubla Khan ● P.B. Shelley – Ode to Skylark ● John Keats – Ode to a Nightingale 	13	CO3, CO4 & CO5
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Victorians <ul style="list-style-type: none"> ● Robert Browning – My Last Duchess ● Lord Alfred Tennyson – Lotus Eaters ● G.M. Hopkins – Pied Beauty ● Matthew Arnold – Dover Beach 	13	CO3 & CO5

TEXTBOOKS:

1. Hough, Graham. *The Romantic Poets*. Routledge, 2018.
2. Kermode, Frank, and John Hollander, editors. *The Oxford Anthology of English Literature*. Vol. 2, 1800 to the Present, Oxford University Press, 1973.
3. Bristow, Joseph, editor. *The Cambridge Companion to Victorian Poetry*. Cambridge University Press, 2000.

REFERENCE BOOKS:

1. Kumar, Shiv K., editor. *British Romantic Poets: Recent Revaluations*. University of London Press Ltd., 1968.
2. Daiches, David. *A Critical History of English Literature*. Vols. II & III, Secker & Warburg, 1981.
3. Grant, Douglas, editor. *The New Oxford English Series*. Oxford University Press, 1965.

WEB RESOURCES:

1. http://en.wikipedia.org/wiki/English_poetry
2. [Lines Composed a Few Miles above Tintern Abbey, On Revisiting the Banks of the Wye during a Tour. July 13, 1798](#)
3. <https://www.poetryfoundation.org/poems/44399/pied-beauty>

CORE - VI**Course Title: DRAMA II - RESTORATION TO TWENTIETH CENTURY**

Course Code: 2565207	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To equip the students in examining different forms of drama from the Restoration period to the Twentieth Century.
LO2	To familiarize them with current trends in drama in the context of changing socio- cultural values.
LO3	Critically analyzing a drama is enabled.
LO4	Evaluating different forms of drama from the historical background could be learnt.
LO5	Understanding dramatic techniques implied by the pioneers of English drama.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understanding of the development, types and of drama from restoration to twentieth century can be mastered by the students.
CO2	Identify and explore the rebirth of theatre after the Puritan Interregnum and the emergence of new theatrical forms.
CO3	Understand key elements of drama and its background and conventions.
CO4	Develop an understanding of representative writers in relation to their social, cultural and political milieu.
CO5	Interpret and appreciate narrative techniques, character development and thematic depth in drama.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	2	3	3	2	1	2
CO2	3	2	2	2	2	2	3	3	2	1	2
CO3	3	2	2	1	2	2	3	2	2	1	2
CO4	2	2	3	3	2	2	3	3	2	2	3
CO5	3	3	2	2	3	2	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Concepts: The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre. 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Restoration <ul style="list-style-type: none"> ● John Dryden – All for Love ● Richard Brinsley Sheridan – School for Scandal 	13	CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Irish Dramatic Movement J.M Synge – The Playboy of the Western World 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Epic Theatre Bertolt Brecht – Mother Courage and her Children ● Comedy of Menace Harold Pinter – The Caretaker 	13	CO3, CO4 & CO5
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Postmodern Drama Samuel Beckett – Waiting for Godot 	13	CO3, CO4 & CO5

TEXTBOOKS:

1. Ward, A. C. *Longman Companion to Twentieth Century Literature*. 2nd ed., Longman, 2000.
2. Williams, Raymond. *Drama from Ibsen to Brecht*. 2nd ed., Routledge, 2000.
3. Love, Harold, editor. *Restoration Literature: Critical Approaches*. 2nd ed., Methuen & Co. Ltd., 1989.

REFERENCE BOOKS:

1. Banham, Martin. *The Cambridge Guide to Theatre*. Cambridge University Press, 1995.
2. Innes, Christopher. *Modern British Drama: The Twentieth Century*. 2nd ed., Cambridge University Press, 2002.
3. Watson, G.J. *Drama: An Introduction*. Praeger, 1985.

WEB RESOURCES:

1. http://en.wikipedia.org/wiki/English_drama<http://eb.com>
2. <http://en.wikipedia.org/wiki/>
3. <http://www.questia.com>

CORE - VII**Course Title: FICTION II - NINETEENTH TO TWENTIETH CENTURY**

Course Code: 2565208	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To focus the attention on several technical issues associated with Fiction per se such as narrative technique, characterization and space-time treatment.
LO2	To examine the rich cultural, social and political backdrop which contributed to the diversity of fictional writing.
LO3	Assessing the contribution of major fiction writers to the field of English literature.
LO4	Evaluating the impact of movements on literature.
LO5	Critically analyzing the different narrative techniques.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Develop a wide knowledge about different types of novels between the nineteenth and twentieth century
CO2	Identify the postcolonial, political and economic background of the novels.
CO3	Understand the narrative techniques and characterization with cultural background and subaltern perspectives.
CO4	Apply theoretical frameworks to interpret and analyze fictional narratives.
CO5	Interpret and appreciate narrative techniques, character development and thematic depth in novels.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	2	1	2
CO2	3	2	3	3	2	2	3	3	1	2	3
CO3	3	2	2	3	3	2	3	3	3	1	3
CO4	3	3	3	2	3	2	3	2	2	2	2
CO5	3	3	2	2	3	2	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Concepts: Victorian Social and Political Scene – Colonial Expansion – Liberal Humanism – Modernism, multiple narration, stream of consciousness, point of view. 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● The Victorian Socio - Political and Economic Scenario Joseph Conrad – Heart of Darkness. 	13	CO2 & CO3
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Women’s Issues Charlotte Bronte – Jane Eyre 	13	CO2, CO3 & CO4
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Liberal Humanism, Individual Environment and Class Issues <ul style="list-style-type: none"> ● Thomas Hardy – The Mayor of Casterbridge ● Virginia Woolf – To the Lighthouse 	13	CO3 & CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Quest James Joyce – Portrait of the Artist as a Young Man 	13	CO3, CO4 & CO5

TEXTBOOKS:

1. Brontë, Charlotte. *Jane Eyre*. Maple Press Pvt Ltd, 2021.
2. Woolf, Virginia. *To the Lighthouse*. Peacock Books, 1 Jan. 2024.
3. Hardy, Thomas. *The Mayor of Casterbridge*. Edited by Keith Wilson, illustrated by Coralie Bickford-Smith, Penguin Classics, 2018.

REFERENCE BOOKS:

1. Bradbury, Malcolm, and David Palmer, editors. *The Contemporary English Novel*. Edward Arnold, 1979.
2. Watt, Ian, editor. *The Victorian Novel: Modern Essays in Criticism*. Oxford University Press, 1991.
3. Williams, Raymond. *The English Novel: From Dickens to Lawrence*. Chatto & Windus, 1973.

WEB RESOURCES:

1. http://en.wikipedia.org/wiki/English_literature
2. https://www.ibiblio.org/ebooks/Conrad/Heart_Darkness.pdf
3. <https://www.gutenberg.org/files/4217/4217-h/4217-h.htm>

CORE - VIII**Course Title: AMERICAN LITERATURE**

Course Code:2565209	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Exposure to various movements in American Literature.
LO2	Course intends to draw the attention of the students to explore diverse poetic voices and themes in American poetry.
LO3	Critically analyzing a text from the historical and social background.
LO4	Understanding social cultural background through different literary genres.
LO5	Evaluate the contribution of major writers to the field of American Literature

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify and connect religion, philosophy and literature.
CO2	Interpret themes in American poetry and analyze stylistic differences among poets.
CO3	Evaluate ideas of individualism, cultural conflict, and personal growth in selected American essays.
CO4	Understand themes and the struggles of the American Dream through character-driven dramatic expression.
CO5	Develop an understanding of representative writers in relation to their social, cultural and political milieu.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	2	3	3	2	1	3
CO2	3	3	2	2	3	2	3	2	3	1	2
CO3	3	3	3	3	2	2	3	3	2	2	3
CO4	3	3	2	3	2	2	3	2	3	1	3
CO5	3	2	3	3	2	2	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Concepts and Movements Beginnings of American Literature; Transcendentalism; Individualism; The American South; The Frontier; Counter – Culture; Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism 	13	CO1, CO3 & CO5
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Poetry <ul style="list-style-type: none"> ● Walt Whitman – O Captain! My Captain! ● Emily Dickinson – Because I could not stop for death ● Robert Frost – Fire and Ice ● Wallace Stevens – The Idea of Order at Key West ● Gwendolyn Brooks – Kitchenette Building 	13	CO2 & CO5
3	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Prose <ul style="list-style-type: none"> ● R.W. Emerson – Self-Reliance ● Amy Tan – Two Kinds 	13	CO1 & CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Drama <ul style="list-style-type: none"> ● Arthur Miller – The Crucible ● Marsha Norman – 'Night, Mother 	13	CO4 & CO5
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Fiction <ul style="list-style-type: none"> ● Ernest Hemingway – A Farewell to Arms ● Alice Walker – The Color Purple 	13	CO3 & CO5

TEXTBOOKS:

1. Brown, John Russell, and Bernard Harris, editors. *American Theatre*. 2nd ed., Routledge, 2013.
2. Miller, Arthur. *The Crucible*. Student Edition, Methuen Drama, 2015.
3. Norman, Marsha. *'night, Mother*. Mermaid Dramabook, Hill & Wang, 1983.

REFERENCE BOOKS:

1. High, Peter B. *An Outline of American Literature*. Longman, 1986.
2. Bloom, Harold. *The American Canon: Literary Genius from Emerson to Pynchon*. Edited by David Mikics, Library of America, 2019.
3. Tan, Amy. *The Joy Luck Club*. Penguin Books, 2006.

WEB RESOURCES:

1. www.gonzago.edu/faculty/cample/enl311/litfram.html
2. <https://archive.org/stream/in.ernet.dli.2015.209262/2015.209262.A- djvu.txt>
3. <https://archive.org/details/the-color-purple-alice-walker/page/n9/mode/2up>

DISCIPLINE SPECIFIC ELECTIVE - II
ENTREPRENEURSHIP COURSE - II (A)

Course Title: ENGLISH FOR PROFESSIONAL COMMUNICATION

Course Code: 2565210 (A)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To equip students with the necessary competence required for emerging areas in the field of Knowledge Management; to develop mastery over presentation skills.
LO2	Preparing the students for content writing and other communicative skills.
LO3	Developing efficient writing in Journalism.
LO4	Equipping skillful communication tactics.
LO5	Enhancing technical based writing skill.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Critically analyze and compare various communication theories.
CO2	Identify Aristotle's Model, the Shannon-Weaver Model, the Helical Model, and Schramm's Model, explaining their strengths and weaknesses.
CO3	Explain how understanding communication theories can improve communication effectiveness in different contexts.
CO4	Identify and explain the nuances of intrapersonal, interpersonal, group, and mass communication, recognizing the appropriate contexts for each.
CO5	Explore the effective usage of English technically at the appropriate places of business and management.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	2	2	1	1	2	1
CO2	3	3	2	1	1	2	1	2	1	1	1
CO3	3	3	2	2	3	2	3	2	3	1	2
CO4	3	3	2	2	2	2	2	2	3	1	2
CO5	2	3	2	2	3	3	2	1	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Communication Theory <ul style="list-style-type: none"> ● Mode of Communication ● Importance of Communication Theory ● Types of Communication (Intrapersonal, Interpersonal, Group, Mass Communication) ● Key Terms in Communication (Self Concept, Proxemics, Noise) 	10	CO1, CO3 & CO4
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Models of Communication <ul style="list-style-type: none"> ● Aristotle's Model ● Shannon-Weaver Model ● Helical Model ● Schramm's Model 	10	CO1 & CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Effective Speaking - Effective Listening Work ethics, Gender, Culture, and Workplace skills 	10	CO3 & CO5
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Introduction to Modern Communication Media Websites and Blogs, LinkedIn, Facebook, Twitter, Instagram 	10	CO3 & CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Workplace Communication Skills Online video conference, GD, Interviews and Meeting 	10	CO3 & CO5

TEXTBOOKS:

1. Heller, Robert. *DK Essential Managers: Communicate Clearly*. Dorling Kindersley Ltd., 1999.
2. Monippally, Matthukutty M. *Business Communication: From Principles to Practice*. McGraw-Hill Education, 2013.
3. Farhatullah, T.M. *Communication Skills for Technical Students*. Orient Longman, 2002.

REFERENCE BOOKS:

1. Balan, Jayashree. *Spoken English*. Vijay Nicole Imprints, 2005.
2. Dumame, Deborah. *Write to the Top: Writing for Corporate Success*. Random House, 2004.
3. DeVito, Joseph A. *The Interpersonal Communication Book*. 14th ed., Pearson, 2019.

WEB RESOURCES:

1. <https://www.atlanticlanguage.com/professional-communication-in-english/>
2. <https://teaching.uchicago.edu/node/48>
3. <https://nacmnet.org/wp-content/uploads/Communication-in-the-Workplace-Reference-Guide.pdf>

DISCIPLINE-SPECIFIC ELECTIVE - II
ENTREPRENEURSHIP COURSE - II (B)

Course Title: ENTREPRENEURIAL SKILLS

Course Code: 2565210 (B)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To introduce learners to various qualities required for entrepreneurship.
LO2	To discuss various entrepreneurship models.
LO3	To help them think creatively and innovatively.
LO4	To enable them to understand various schemes supporting entrepreneurship.
LO5	To discuss the steps in venture development and new trends in entrepreneurship.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand the foundation of Entrepreneurship Development and its theories.
CO2	Explore entrepreneurial skills and management function of a company.
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.
CO4	Understand various steps involved in starting a venture.
CO5	Explore marketing methods & new trends in entrepreneurship.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

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

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> ● Introduction to Entrepreneurship: Definition, Roles, The Entrepreneurial Mindset, Characteristics of Entrepreneurship. 	10	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Types of Entrepreneurial Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Critical thinking skills. 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● Entrepreneurship, Types and Strategies: Introduction to various types of entrepreneurship, Strategic thinking and planning, Time management and organizational behavior, Branding 	10	CO2 & CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Marketing and networking: Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace. 	10	CO4 & CO5
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● Entrepreneurship: Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneurs, Meeting with entrepreneurs. 	10	CO1 & CO5

TEXTBOOKS:

1. Allen, Kathleen R. *Launching New Ventures: An Entrepreneurial Approach*. 2nd ed., Houghton Mifflin Company, 1999.
2. Elkington, John, and Pamela Hartigan. *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Harvard Business Press, 2008.
3. Laverty, Michael, and Chris Littel. *Entrepreneurship*. OpenStax, 2019.

REFERENCE BOOKS:

1. Duggan, William. *Strategic Intuition: The Creative Spark in Human Achievement*. Columbia Business School Publishing, 2007.
2. Ries, Eric. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business, 2011.
3. Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin Group, 2009.

WEB RESOURCES:

1. <https://www.geeksforgeeks.org/entrepreneurship-skills>.
2. <https://www.investopedia.com/articles/personal-finance/080615/5-skills-every-entrepreneur-needs.asp>
3. <https://www.investopedia.com/articles/personal-finance/080615/5-skills-every-entrepreneur-needs.asp>.

DISCIPLINE-SPECIFIC ELECTIVE - II
ENTREPRENEURSHIP COURSE - II (C)

Course Title: ENGLISH LANGUAGE TEACHING

Course Code: 2565210 (C)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To comprehend the origin and development of ELT(region and nation-specific)
LO2	To cultivate an understanding of curriculum and syllabus
LO3	To explore significant challenges in ELT
LO4	To analyse techniques and strategies in ELT
LO5	To interpret the role of technologies in ELT

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Outline the development of ELT in Tamil Nadu and India.
CO2	Examine the different teaching methods.
CO3	Examine the principles and challenges in teaching English as a second language.
CO4	Identify different approaches and methods to teach grammar and the genres of poetry and prose.
CO5	Classify various teaching aids and techniques used in English language Teaching.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Origins and Development of ELT in India ● Growth of English Language Teaching in Tamil Nadu ● English as Second Language ● English as Foreign Language. 	10	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Grammar-Translation Method (GTM) ● Direct Method ● Communicative Language Teaching (CLT) ● Audio-Lingual Method (ALM) ● Approaches and Techniques in ELT 	10	CO1 & CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Principles and Challenges of Teaching English as a Second Language ● Preparing a lesson Plan ● Synchronous and Asynchronous Learning, Learning Management Systems (LMS) 	10	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Understanding Curriculum, Syllabus, and Course Design ● Assessment & Evaluation ● Bloom's Taxonomy ● Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis 	10	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Use of Teaching Aids in Language Instruction ● Role of Technology in English Language Teaching ● Computer-Assisted Language Learning (CALL) ● Integration of AI and Digital Tools in ELT 	10	CO3 & CO5

TEXTBOOKS:

1. Scrovermer, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan. 2011.
2. Arora, Navita. *English Language Teaching: Approaches and Methodologies*. Tata Mcgraw Hill Education, India, 2012.

REFERENCE BOOKS:

1. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2012.
2. Kumar, Ashok. *Swiftly Shifting Paradigms of English Language Teaching in India*. Authors Press, India, 2010.

WEB RESOURCES:

1. [ijsell_1.pdf](#)
2. [Top 10 Effective Methods of Teaching English - Getmyuni](#)

THIRD SEMESTER

CORE - IX

Course Title: SHAKESPEARE STUDIES

Course Code: 256311	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
LO2	Undertake textual analysis of Shakespeare's Plays and Sonnets.
LO3	To explore Shakespearean tragedy with a focus on character, moral conflict, and the tragic structure in the plays.
LO4	Appraise Shakespeare's contribution to the English language and literature.
LO5	Critically understanding the appreciation by critics of Shakespeare.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Students will understand Shakespearean theatre conventions, critical trends, and the transformation of Shakespeare's plays.
CO2	Identify and evaluate the use of literary devices such as metaphor, imagery, iambic pentameter, and other literary devices in Shakespeare's Sonnets and Comedy.
CO3	Develop an understanding of tragedies within historical, social, and cultural frameworks.
CO4	Exploration of historical and political contexts in the play of Shakespeare.
CO5	Critically engage with scholarly interpretations and critical reading in Shakespearean literature

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	3	2	1	2
CO2	3	3	2	1	2	2	3	2	3	1	1
CO3	3	2	3	3	2	2	3	3	2	2	3
CO4	3	3	3	3	2	2	2	3	2	2	2
CO5	3	3	3	2	2	2	3	3	2	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> Shakespeare Theatre; Theatre Conventions; Sources; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production. 	13	CO1 & CO5
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> Sonnets – 12, 65, 86,130 Comedy – Twelfth Night 	13	CO2 & CO5
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> Tragedies <ul style="list-style-type: none"> Macbeth Hamlet 	13	CO3 & CO5
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> History – Julius Caesar 	13	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> Shakespeare Criticism <ul style="list-style-type: none"> A.C. Bradley (extract) – Chapter IX in Shakespearean Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992. Samuel Johnson – Preface to Shakespeare T. S. Eliot – Hamlet and His Problems 	13	CO5

TEXTBOOKS:

- Shakespeare, William. *Julius Caesar*. Maple Press Pvt Ltd, 2012.
- Shakespeare, William. *Hamlet*. Revised ed., The Arden Shakespeare, 2016.
- Shakespeare, William. *Twelfth Night*. Peacock Books, Atlantic Publishers & Distributors Pvt Ltd, 14 Jan. 2021

REFERENCE BOOKS:

- Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. 4th ed., edited by Robert Shaughnessy, Red Globe Press, 2018.
- Spurgeon, C.F.E. *Shakespeare's Imagery and What It Tells Us*. Cambridge University Press, 1935.
- Tillyard, E.M.W. *The Elizabethan World Picture*. Chatto and Windus, 1943.

WEB RESOURCES:

- <http://www.shakespeare.bham.ac.uk/resources>
- <https://www.poetryfoundation.org/poems/50646/sonnet-65-since-brass-nor-stone-nor-earth-nor-boundless-sea>
- <https://gacbe.ac.in/pdf/ematerial/18BEN63C-U5.pdf>

CORE - X**Course Title: POSTCOLONIAL LITERATURE**

Course Code: 256312	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Demonstrate an understanding of the concepts related to the study of postcolonialism.
LO2	Examine imperialism and its impact on the history, culture, and language of various once colonized nations.
LO3	Identify and critique racism as a colonial construct.
LO4	Examine how writers from former colonies question the hegemony of colonial histories.
LO5	Understand the importance of the multiplicity of stories.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand postcolonial experiences of around the world exploring historical legacies and contemporary realities through literature through key concepts and topics.
CO2	Analyze theoretical frameworks and concepts in understanding postcolonial texts.
CO3	Identify and interpret recurring themes that resonate with indigenous narratives.
CO4	Develop a comprehensive understanding of postcolonial experiences, cultural conflicts in African narratives.
CO5	Understand the lasting impact of colonialism on indigenous communities.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	2	3	3	2	2	3
CO2	3	3	2	2	2	2	3	3	2	2	2
CO3	3	2	2	3	2	2	3	3	2	1	3
CO4	3	2	3	3	2	2	3	3	2	2	3
CO5	3	2	3	3	2	2	3	3	2	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Concepts: Abrogation, appropriation, binarism, cartography, ethnicity, ecological imperialism, hybridity, orality, other, post-colonialism/postcolonialism, subaltern. 	13	CO1 & CO2
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● India and Pakistan <ul style="list-style-type: none"> ● Agha Shahid Ali – Dacca Gauzes (India- poem) ● Sa’adat Hasan Manto – Khol do! (Pakistan short story) ● Edward Said – Introduction in <i>Orientalism</i> from David Lodge’s <i>Modern Criticism and Theory</i> 	13	CO2 & CO5
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Australia and New Zealand <ul style="list-style-type: none"> ● Witi Ihimera – The Whale Rider (New Zealand- short story) ● A.D. Hope – Australia (Australia- poem) ● Jack Davis – Kullark (Australia- drama) 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● African Subcontinent and West Indies <ul style="list-style-type: none"> ● Kofi Awoonor – The Weaver Bird (Ghana poem) ● Chinua Achebe – Things Fall Apart (Nigeria- novel) ● Chinmamanda Adichie – The Danger of a Single Story (prose) ● Benjamin Zephaniah – Dis Poetry (West Indies- poem) ● Bob Marley – Buffalo Soldier (West Indies- song) 	13	CO3 & CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Canada George Ryga – Ecstasy of Rita Joe (Canada - drama) 	13	CO5

TEXTBOOKS:

1. Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 1970.
2. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*. Routledge, 2007.
3. Goodwin, Ken, and Alan Lawson, editors. *The Macmillan Anthology of Australian Literature*. Macmillan, 2004.

REFERENCE BOOKS:

1. Sarkar, Parama. *Postcolonial Literatures*. Orient Black Swan, 2016.
2. King, Bruce, editor. *The New National and Postcolonial Literatures: An Introduction*. Clarendon Press, 1996.
3. Killam, G. D. *The Novels of Chinua Achebe: Studies in African Literature Series*. Heinemann, 1978.

WEB RESOURCES:

1. <https://youtu.be/D9Ihs241zeg?si=UttslRdSjlheJJT7>
2. <https://www.poetryfoundation.org/poems/57146/the-weaver-bird>
3. [Modern Criticism and Theory](#)

CORE - XI**Course Title: LITERARY THEORY AND CRITICISM**

Course Code: 256313	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Students will understand major shifts in contemporary critical theories.
LO2	Students will apply theoretical frameworks to interpret literary and cultural texts.
LO3	Students will identify the key terms and concepts in theories.
LO4	Students will identify links between theory and texts.
LO5	Develop an understanding of narrative techniques and key concepts in Modernism and Postmodernism.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Delineate the trajectory of literary criticism and its beginnings.
CO2	Develop theoretical frameworks to interpret literary and cultural texts.
CO3	Identify the key terms and concepts in theories.
CO4	Develop critical thinking skills and formulate well supported arguments.
CO5	Demonstrate an understanding of contemporary critical theories.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	3	2	2	2
CO2	3	3	3	2	2	2	3	3	3	2	2
CO3	3	2	2	2	2	2	3	3	2	1	2
CO4	3	3	2	2	2	3	3	2	3	2	2
CO5	3	2	3	2	2	3	3	3	3	2	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Aristotle – Poetics: Definition of Tragedy- Ch. 6 ● Cassius Longinus – On the Sublime Ch. 7 & 8 ● S.T. Coleridge – Biographia Literaria Ch. 13 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Raymond Williams – Marxism and Literature: Sociology of Culture - Ch. 10 ● Vandhana Shiva – Women in Nature (from Staying Alive) 	13	CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Sigmund Freud – The Theme of Three Caskets ● Judith Butler – Performative Acts and Gender Constitution 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Ferdinand De Saussure – Course in General Linguistics - Part I: General Principles: Nature of the Linguistics Sign- Ch. 1 ● Michel Foucault – Panopticism from Discipline and Punish 	13	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● David Lodge – Modernism, Antimodernism and Postmodernism ● Stanley Fish – Is there a Text in this Class? (Part Two Ch.13) 	13	CO5

TEXTBOOKS:

1. De Saussure, Ferdinand. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Roy Harris, Open Court, 1986.
2. Fish, Stanley. *Is There a Text in This Class? The Authority of Interpretive Communities*. Harvard University Press, 1980.
3. Freud, Sigmund. *The Standard Edition of the Complete Psychological Works of Sigmund Freud: Volume XII (1911–1913): The Case of Schreber, Papers on Technique, and Other Works*. Edited by James Strachey, in collaboration with Anna Freud, assisted by Alix Strachey and Alan Tyson, Hogarth Press and the Institute of Psycho-Analysis, 1958.

REFERENCE BOOKS:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.
2. Lodge, David, editor. *Twentieth Century Literary Criticism*. Longman, 1972.
3. Daiches, David. *Critical Approaches to Literature*. Revised ed., Orient Longman, 1984.

WEB RESOURCES:

1. <https://plato.stanford.edu/entries/critical-theory/>
2. <https://www.masterclass.com/articles/literary-theory-explained>
3. <https://iep.utm.edu/literary/>

DISCIPLINE SPECIFIC ELECTIVE - III
EMPLOYABILITY COURSE III (A)

Course Title: ENGLISH LANGUAGE AND LINGUISTICS

Course Code: 256314 (A)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To recognize the use of sounds and structures.
LO2	To provide foundational knowledge of word structure, morphological processes, and morphological analysis.
LO3	To evaluate Applied linguistics, digital literacy and English Language Teaching approaches.
LO4	Comprehending the process and need for a proper curriculum development.
LO5	To familiarize students with digital tools for language teaching and introduce research methods for classroom improvement.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Develop a better understanding about the sounds of language and its practical application in everyday life pertaining to the English language teaching could be achieved.
CO2	understand morphological structure and its importance in word formation.
CO3	Familiarize themselves with the development of applied linguistics and its practical importance in language.
CO4	Familiarize themselves with curriculum development and language assessment.
CO5	Develop an ability to apply digital literacy and evaluate action research.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	2	2	2	3	2	2
CO2	3	2	2	2	3	2	2	2	3	2	2
CO3	3	3	3	2	3	3	3	3	3	2	2
CO4	3	3	3	2	3	3	3	2	3	3	2
CO5	3	3	3	2	3	3	3	2	3	3	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> • The Origin of Language • Animal and Human language 	10	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> • Indo-European family • The History of English 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> • The Sounds of Language • The Sound Patterns of Language • Transcription & Reverse Transcription 	10	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> • Language & the Brain • Language & Culture 	10	CO4
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> • Language & Regional Variation • Language & Social Variation 	10	CO5

TEXTBOOKS:

1. Yule, George. *The Study of Language*. 8th ed., Cambridge University Press, 2022.
2. Crystal, David. *A Dictionary of Linguistics and Phonetics*. 6th ed., Wiley-Blackwell, 2008.
3. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge University Press, 2014.

REFERENCE BOOKS:

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Laxmi Publications, 2013.
2. Richards, Jack C., and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994.
3. Hooke, R., and J. Rowell. *A Handbook of English Pronunciation*. Edward Arnold, 1982.

WEB RESOURCES:

1. <https://www.cambridge.org/elt/blog/2021/05/27/free-at-last-bound-morphemes-make-a-run-for-it/>
2. <https://ebooks.inflibnet.ac.in/engp13/chapter/morpho-phonemics/>
3. <https://www.sheffield.ac.uk/linguistics/home/all-about-linguistics/about-website/branches-linguistics>

DISCIPLINE SPECIFIC ELECTIVE - III
EMPLOYABILITY COURSE III (B)

Course Title: WORLD CLASSICS IN TRANSLATION

Course Code: 256314 (B)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To familiarize the students with the World classics.
LO2	Course intends to draw the attention of the students to appreciate the poetic and ethical dimensions of the text within the cultural context.
LO3	To engage students with classical philosophical discourse through a close reading of Plato's ideas on art and truth.
LO4	A pan cultural understanding could be enabled for the students.
LO5	Connecting and exploring the narrative of spiritual growth and philosophical reflection in a cross-cultural context.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify and connect religion, philosophy and literature
CO2	Interpret the moral, social, and emotional values expressed in the selected text and understand their relevance in translation.
CO3	Analyze Plato's theory of imitation and its implications for literature and aesthetics.
CO4	To cultivate an appreciation for cultural diversity and the common threads that connect humanity through literature.
CO5	Analyze and interpret the spiritual and philosophical journey in text and its place within world literature in translation.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	2	3	3	3	2	3
CO2	3	3	2	3	3	2	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	2	3	3	3	3	3	3	2	3
CO5	3	2	3	3	3	3	3	3	3	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> ● Concepts Religion and literature- Religion as a source of literature and Literature, Naturalism and Realism in fiction- superstition and belief reflected in literature – World literature as one. 	10	CO1 & CO4
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Poetry <ul style="list-style-type: none"> ● Thiruvalluvar – Thirukkural. (Penguin selections translated by Rajaji.) Aram – Adhigaram 4: Aran Valiyuruththal (31- 40) Adhigaram 11: Seinandri Arithal (101-110) Porul – Adhigaram 43: Arivudaimai (421- 430) Adhigaram 45: Periyaarai Thunaikodal (441-450) Inbam – Adhigaram 110: Kuripparithal (1091-1100) 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● Prose Plato – Republic, Book X 	10	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Drama <ul style="list-style-type: none"> ● Sophocles – Oedipus Rex ● Henrik Ibsen – A Doll’s House. 	10	CO4
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● Fiction Herman Hesse – Siddartha 	10	CO5

TEXTBOOKS:

1. Sophocles. *Oedipus Rex: An English Version by Dudley Fitts and Robert Fitzgerald*. Doaba Publications, 2024.
2. Cohen, J. M. *A History of Western Literature*.
3. Dikshitar, Ramachandra. *Studies in Tamil Literature and History*.

REFERENCE BOOKS:

1. Bloom, Harold, editor. *Sophocles' Oedipus Rex: Bloom's Modern Critical Interpretations*. Chelsea House Publishers, 2006.
2. Williams, Raymond. *Drama from Ibsen to Brecht*. Revised ed., Vintage Digital, 2013.
3. Magness, Lau. *A Dictionary of Modern European Literature*.

WEB RESOURCES:

1. <http://en.wikipedia.org/wiki/Drama>
2. <https://shorturl.at/obTia>
3. <https://www.gutenberg.org/files/2542/2542-h/2542-h.htm>

DISCIPLINE-SPECIFIC ELECTIVE - III
EMPLOYABILITY COURSE - III (C)

Course Title: DIGITAL WRITING

Course Code: 256314 (C)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

CO1	Acquire proficiency in creating compelling and audience-specific digital content.
CO2	Demonstrate the ability to utilize multimedia tools for enhancing written communication.
CO3	Analyze the impact of digital writing on literature, culture, and society.
CO4	Develop strategic thinking for publishing and promoting content across digital platforms.
CO5	Employ critical perspectives to assess the ethical implications of digital writing practices

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

LO1	Understand the principles and techniques of writing in digital environments.
LO2	Explore and analyze various forms of digital content, including blogs, social media, and online publications.
LO3	Develop skills to create, edit, and optimize digital content for different platforms and audiences
LO4	Study the ethical and intellectual property considerations in digital writing.
LO5	Engage with emerging trends and technologies in digital communication and storytelling.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Introduction to Digital Writing <ul style="list-style-type: none"> • Definition and scope of digital writing • Evolution of writing in the digital age • Key characteristics of digital platforms • Writing for diverse digital audiences • Digital storytelling basics 	10	CO1
	<u>MODULE II</u>		
2	Forms and Styles of Digital Content <ul style="list-style-type: none"> • Blogging: Writing, formatting, and publishing • Social media writing: Crafting posts and captions • Web content: Writing for websites and SEO optimization • Video scripting and podcast writing 	10	CO1 & CO2
	<u>MODULE III</u>		
3	Tools and Techniques for Digital Writing <ul style="list-style-type: none"> • Content management systems (e.g., WordPress, Medium) • Multimedia integration: Images, videos, and infographics • Editing and proofreading software (e.g., Grammarly, Hemingway) 	10	CO3
	<u>MODULE IV</u>		
4	Advanced Topics in Digital Writing <ul style="list-style-type: none"> • Emerging trends: AI in content creation • Interactive and immersive storytelling • Digital writing in academia and research • Crafting a professional portfolio in digital writing 	10	CO4
	<u>MODULE V</u>		
5	Ethics and Challenges in Digital Writing <ul style="list-style-type: none"> • Copyright and intellectual property • Plagiarism in the digital era • Managing online identities and reputation • Writing for inclusivity and accessibility 	10	CO3 & CO5

TEXTBOOKS:

Bolter, J. D. (2001). *Writing Space: Computers, Hypertext, and the Remediation of Print*.

Carroll, B. J. (2014). *Writing for Digital Media*.

REFERENCE BOOKS:

Miller, C. R., & Shepherd, D. (2009). "Blogging as Social Action: A Genre Analysis of the Weblog."

McKee, H. A., & Porter, J. E. (2009). *The Ethics of Internet Research: A Rhetorical, Case-Based Process*.

WEB RESOURCES:

<https://sproutsocial.com/insights/>

<https://owl.purdue.edu>

MULTI DISCIPLINE ELECTIVE/OPEN ELECTIVE - I**Course Title: LIFE WRITING AND MEDIA**

Course Code: 256315	Credits :3
L:T:P:S: 2:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To identify the structural differences between biography and autobiography.
LO2	To distinguish between biography and autobiography through structural and narrative differences.
LO3	To analyze personal narratives in their cultural and historical contexts.
LO4	To help them engage in imagination, critical inquiry and self-reflection
LO5	To examine the impact of social media platforms on contemporary life writing, including blogs and micro-narratives.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Demonstrate familiarity with major forms of life writing and their literary significance.
CO2	Critically compare and interpret life narratives from diverse cultural and personal perspectives.
CO3	Apply concepts of truth, memory, and subjectivity in analyzing life writing.
CO4	Reflect on the role of voice, audience, and purpose in both print and digital life narratives.
CO5	Create or analyze life writing samples that reflect current modes of self-representation, including social media formats.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	2	3
CO5	3	3	3	2	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> Introducing life writing- autobiography, biography, memoir, diary, letter, testimonies - evolution of the art of life writing - difference between biography and autobiography – features of life writing. 	10	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> R.K. Narayan - My Days. 	10	CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> Malala Yousafzai - I am Malala 	10	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> Abdul Kalam – Wings of Fire 	10	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> Life writing in social media – blogs – X – Facebook – Instagram posts – flash fiction. 	10	CO5

TEXTBOOKS:

- Narayan, R. K. *My Days*. Penguin Books India Pvt Ltd, 1996.
- Kalam, A.P.J. Abdul, and Arun Tiwari. *Wings of Fire: An Autobiography*. Assorted Editorial, 2023.
- Yousafzai, Malala, and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Little, Brown Books for Young Readers, 2016.

REFERENCE BOOKS:

- Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. University of Minnesota Press, 2001.
- Anderson, Linda. *Autobiography*. Routledge, 2007. New Critical Idiom Series.
- Nair, Rajesh V. *Life Writing: A Short Introduction*. Orient Blackswan, 2024.

WEB RESOURCES:

- <https://ebooks.inflibnet.ac.in/engp14/chapter/an-introduction-to-life-writing-in-india-its-forms-and-development/>
- <https://www.authorhouse.com/en/resources/writing/a-short-history-of-life-writin>
- <https://www.jstor.org/stable/24570356>

SKILL ENHANCEMENT COURSE - DISCIPLINE SPECIFIC - I

Course Title: DESIGNING FOR MEDIA (PRACTICAL I)

Course Code: 256316	Credits :3
L:T:P:S: 2:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To understand the basics of television media and audience engagement.
LO2	To learn to design effective advertisements across media platforms.
LO3	To develop ethical and impactful content for social media.
LO4	To master the fundamentals of news writing and media ethics.
LO5	To conduct fieldwork and create real-world news articles and recordings.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Explain key concepts of television storytelling and genres.
CO2	Create advertisement content with clear branding and design.
CO3	Produce responsible and engaging social media content.
CO4	Write structured news reports, editorials, and features.
CO5	Complete a practical media project with field-based submissions.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Television <ul style="list-style-type: none"> Introduction to Television as a Medium - Basics of visual storytelling - Understanding TV Genres (New, Drama, Reality shows, Documentaries) - Audience engagement strategies - Trends in Modern Television (Streaming platforms, OTT content) 		CO1

	<u>MODULE II</u>		
2	Advertisement <ul style="list-style-type: none"> Purpose and types of advertisements - Key elements of ad design (headline, visuals, slogan) - Branding and message clarity - Designing for print, TV, and digital ads. 		CO2
	<u>MODULE III</u>		
3	Social Media <ul style="list-style-type: none"> Overview of major social media platforms (Instagram, Facebook etc.,) - Writing and Creating for Social Media - Digital Ethics 		CO3
	<u>MODULE IV</u>		
4	News <ul style="list-style-type: none"> Fundamentals of News Writing - Types of News Writing (Reports, Editorials, Feature Stories) - Mass Media and its Ethics and Role in Society. 		CO3
	<u>MODULE V</u>		
5	Final Project - Practical <ul style="list-style-type: none"> Field Exploration: Students must go outside, observe, collect news stories/events Practical Submissions: <ul style="list-style-type: none"> One News Article based on real-world observation. Video Recording based on field-collected content. 		CO4

ASSESSMENT:**Internal Assessment (50 Marks):**

1. Practical Tasks (30 Marks)
2. Class Participation and Attendance (10 Marks)
3. Internal Exam (10 Marks)

External Assessment (50 Marks):

1. Practical Video Recording Submission (20 Marks)
2. External Viva-Voce (30 Marks)

TEXT BOOKS:

1. Branston, Gill, and Roy Stafford. *The Media Student's Book*. 5th ed., Routledge, 2010.
2. Felton, George. *Advertising: Concept and Copy*. 9th ed., Pearson Education, 2018.
3. Luttrell, Regina. *Social Media: How to Engage, Share, and Connect*. 2nd ed., Rowman & Littlefield, 2017.

REFERENCE BOOKS:

1. Miller, Toby. *Television and New Media: The Key Concepts*. 3rd ed., Routledge, 2019.
2. Clow, Kenneth E., and Donald Baack. *Principles of Advertising*. 8th ed., Pearson Education, 2020.
3. Napier, A. David. *Digital Media: An Introduction to New Media*. 2nd ed., Pearson, 2014.

WEB RESOURCES:

1. <https://sendpulse.com/support/glossary/mass-media>
2. <https://www.krmangalam.edu.in/blog/impact-of-mass-media-on-society/>
3. <https://www.northwestern.edu/brand/editorial-guidelines/newswriting-guidelines/>

FOURTH SEMESTER

CORE - XII

Course Title: TWENTIETH CENTURY POETRY

Course Code:	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To sensitize the students to various aspects of new studies in twenty-first-century millennial literature.
LO2	Understanding important ideas, movements, and systems of thought that effectively contribute to the rich diversity of 21st-century life of people at the global level.
LO3	Identify the possibilities for multidisciplinary analysis of literary texts.
LO4	Analyze literary texts by employing appropriate interdisciplinary theories.
LO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Define and explain the key characteristics of Edwardian, Georgian Poetry, Modernism, and Postmodernism.
CO2	Identify and analyze modernist techniques in the poems.
CO3	Critically evaluate poems within their historical, social, and cultural backgrounds.
CO4	Develop an understanding of Anti-modernism and the techniques that differentiate them from modernism.
CO5	Interpret and appreciate narrative techniques, poetic forms and thematic depth in modern and Postmodern poems.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	3	3	3	3	2	3
CO2	3	2	3	3	2	3	3	3	3	3	3
CO3	3	2	3	3	2	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Edwardian and Georgian Poetry - Modernism – Modernity – Religion – Imagism – Symbolism – Influence of representational arts in poetry – European influences – Influence of Marx on World Wars – Welfare State – Free Verse – Montage, Postmodern Poetry and Politics. 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Classical Modernists <ul style="list-style-type: none"> ● W.B. Yeats – Sailing to Byzantium ● T.S. Eliot – The Wasteland 	13	CO1 & CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● War and Modernist Poetry <ul style="list-style-type: none"> ● Wilfred Owen – Strange Meeting ● W.H. Auden – The Shield of Achilles 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Anti-Modernism <p style="text-align: center;">Movement Poets</p> <ul style="list-style-type: none"> ● Philip Larkin – Whitsun Weddings ● Ted Hughes – Thought Fox ● Thom Gunn – On the Move <p style="text-align: center;">Welsh Poets</p> <ul style="list-style-type: none"> ● Dylan Thomas – Do Not Go Gentle Into That Good Night ● R. S. Thomas – A Welsh Testament 	13	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Postmodern Poetry <ul style="list-style-type: none"> ● Seamus Heaney – Digging ● Craig Raine – A Martian Sends a Postcard Home 	13	CO5

TEXTBOOKS:

1. Ellmann, Richard, and Robert O'Clair, editors. *The Norton Anthology of Modern Poetry*. 2nd ed., W.W. Norton & Company, 2003.
2. Schmidt, Michael, editor. *Eleven British Poets: An Anthology*. Methuen & Co. Ltd., 1980.
3. Stern, W. *Eight Contemporary Poets*. Oxford University Press, 1974.

REFERENCE BOOKS:

1. Bloom, Harold, editor. *William Butler Yeats*. Chelsea House Publishers, 1986.
2. Brooks, Cleanth. *Modern Poetry and the Tradition*. University of North Carolina Press, 2018.
3. Rajnath. *T.S. Eliot's The Theory and Poetry*. Arnold Heinemann, 1980.

WEB RESOURCES:

1. http://en.wikipedia.org/wiki/English_literature
2. <http://en.wikipedia.org/wiki/poetry>
3. <https://www.poetryfoundation.org/poems/46569/do-not-go-gentle-into-that-good-night>

CORE - XIII**Course Title: WOMEN'S STUDIES**

Course Code:	Credits :4
L:T:P:S: 5:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To trace the role of feminism in women's empowerment.
LO2	To understand the problems faced by women and how women have responded in their attempt to expose them, through their writings.
LO3	To examine the defined role of gender that affects the space of women.
LO4	To critically analyze Women's writing.
LO5	To evaluate Women's studies and its relation with other disciplines.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Understand key feminist concepts and their relation to literature and society.
CO2	Analyze poems by women in historical, cultural, and social contexts.
CO3	Identify and interpret themes like identity, oppression, resistance, and empowerment in women's writing.
CO4	Recognize the impact of women's writing on literature and society.
CO5	Understand the intersectionality of gender, class, caste, and race by engaging in critical analysis and contemporary perspectives of gender by familiarizing with the power of storytelling.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	3	3	3	2	3
CO2	3	2	3	3	2	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <ul style="list-style-type: none"> ● Concepts: Waves of Feminism – Concept of gender – Virginia Woolf’s Androgynous mind – Environment and women – double marginalisation. 	13	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> ● Poetry <ul style="list-style-type: none"> ● Anne Bradstreet – Prologue ● Marianne Moore – Poetry ● Sylvia Plath – Lady Lazarus. ● Maya Angelou – Still I Rise ● Charmayne D’Souza – When God First Made a Whore 	13	CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> ● Prose <ul style="list-style-type: none"> ● Virginia Woolf – A Room of One’s Own: Chapters 3 & 4 ● Vandana Shiva – Ecofeminism: Introduction to Ecofeminism 	13	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <ul style="list-style-type: none"> ● Drama Jane Harrison – Stolen 	13	CO3 & CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <ul style="list-style-type: none"> ● Fiction <ul style="list-style-type: none"> ● Arundhati Roy – The God of Small Things ● Chimamanda Ngozi Adichie – Purple Hibiscus 	13	CO2 & CO5

TEXTBOOKS:

1. Adichie, Chimamanda Ngozi. *Purple Hibiscus*. Fourth Estate, 1 Oct. 2007.
2. Roy, Arundhati. *The God of Small Things*. 20th Anniversary Edition, Penguin Books India, 2017.
3. Tuttle, Lisa. *Encyclopedia of Feminism*. 2nd ed., Facts on File Publications, 2000.

REFERENCE BOOKS:

1. Gilbert, Sandra M., and Susan Gubar, editors. *The Norton Anthology of Literature by Women*. 3rd ed., W.W. Norton & Company, 2007.
2. Wilson, Kathy J. *Encyclopedia of Feminist Literature*. Greenwood Press, 2004.
3. Rajani, P., V. Rajagopalan, and Nirmal Selvamony, editors. *Who Says My Hand a Needle Better Fits: An Anthology of American Women Writing*. Dept. of English, Madras Christian College, 1989.

WEB RESOURCES:

1. <https://poets.org/poem/poetry>
2. https://archive.org/details/woolf_aroom/page/n21/mode/2up
3. <https://www.poetryfoundation.org/poems/49000/lady-lazarus>

DISCIPLINE-SPECIFIC ELECTIVE - IV
ENTREPRENEURSHIP COURSE IV (A)

Course Title: ACADEMIC WRITING

Course Code:2565419 (A)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To help students understand the formal tone, structure, and clarity in academic writing.
LO2	Students will edit and refine drafts to enhance structure, coherence, and clarity in line with academic standards
LO3	Students will develop the flair scholarly writing that adheres to academic conventions, integrates research effectively, and demonstrates original critical insight.
LO4	Integrate secondary sources effectively into their writing to support arguments.
LO5	Recognize and avoid all forms of plagiarism through correct citation practices.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Demonstrate an understanding of formal tone, structure, and clarity in academic contexts.
CO2	To familiarize students with editing and drafting in academic writing.
CO3	To familiarize students with academic writing that follows academic conventions and insights.
CO4	Navigate academic databases such as JSTOR and Google Scholar to locate relevant scholarly sources.
CO5	Demonstrate ethical use of sources in research and writing tasks.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

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

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	<ul style="list-style-type: none"> ● Introduction to Academic Writing: Understanding academic tone and formal style, Researching and writing, academic clarity, Types of academic writing (essays, reports, critiques, proposals). 	10	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Writing Process: Brainstorming, outlining, drafting, revising, writing goals and self-editing strategies. 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● Writing models: Writing Academic Essay, writing journal articles, writing a research report, writing a book review. 	10	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Research Skills and Source Evaluation: Using academic databases (e.g., JSTOR, Google Scholar), evaluating credibility and relevance of sources, summarizing, paraphrasing, and quoting. 	10	CO4
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● MLA Citation and Documentation: In-text citation format, works cited page formatting, research ethics citations and plagiarism, practice exercises and MLA Handbook overview. 	10	CO5

TEXTBOOKS:

1. MLA Handbook. 9th ed., Modern Language Association of America, 2021.
2. Baily, S. (2006). Academic writing: A handbook for international students. New Delhi: Routledge.
3. Leki, I. (2007). Academic writing: Exploring processes and strategies. Cambridge: CUP.

REFERENCE BOOKS:

1. Brown, K. (2008). Essay writing step by step. New Delhi: Viva Books.
2. Lannon, J. M. (1992). The writing process. New York: Harper Collins Publishers.
3. Seely, J. (1998). The Oxford guide to writing and speaking. New Delhi: OUP.

WEB RESOURCES:

1. https://owl.purdue.edu/owl/general_writing/academic_writing/
2. <https://writingcenter.unc.edu/tips-and-tools/>
3. <https://library.csp.edu/mla/plagiarism>

DISCIPLINE SPECIFIC ELECTIVE - IV
ENTREPRENEURSHIP COURSE IV (B)

Course Title: PUBLICATION ETHICS

Course Code: 2565419 (B)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Introduce students to the principles and practices of book publishing.
LO2	Explore the stages of the book publication process, from manuscript preparation to post-publication marketing.
LO3	Provide insights into traditional, self-publishing, and digital publishing models.
LO4	Analyze the role of editorial, design, and production teams in the publishing process.
LO5	Equip students with knowledge of ethical, legal, and financial aspects of publishing.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Introduce students to the principles and practices of book publishing
CO2	Explore the stages of the book publication process, from manuscript preparation to post-publication marketing.
CO3	Provide insights into traditional, self-publishing, and digital publishing models.
CO4	Analyze the role of editorial, design, and production teams in the publishing process.
CO5	Equip students with knowledge of ethical, legal, and financial aspects of publishing.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <p>Introduction to Book Publishing</p> <ul style="list-style-type: none"> • History and evolution of book publishing • Overview of the publishing industry: Traditional vs. self-publishing • Key stakeholders: Authors, publishers, agents, and distributors • Types of publishing: Academic, trade, and independent 	10	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <p>Manuscript Preparation</p> <ul style="list-style-type: none"> • Writing for publication: Understanding the audience and market • Formatting and editing manuscripts • Writing effective book proposals and query letters • Selecting and approaching publishers and agents 	10	CO1 & CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <p>Production and Design</p> <ul style="list-style-type: none"> • Copyediting and proofreading processes • Layout and typesetting: Tools and techniques • Printing processes: Offset, digital, and print-on-demand (POD) • Digital book formats: E-books and audiobooks 	10	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <p>Marketing and Distribution</p> <ul style="list-style-type: none"> • Marketing strategies: Social media, book tours, and promotional events • Online platforms for self-publishing (e.g., Amazon Kindle Direct Publishing) • Distribution channels: Traditional and digital routes • Building author platforms and reader engagement 	10	CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <p>Legal, Financial, and Ethical considerations</p> <ul style="list-style-type: none"> • Copyright, royalties, and contracts: Key terms and considerations • Ethical issues in publishing: Plagiarism, representation, and censorship • Funding models: Advances, grants, and crowdfunding 	10	CO3 & CO5

TEXTBOOKS:

Clark, G., & Phillips, A. (2019). Inside Book Publishing. Routledge.

Goggin, M. D. (2011). Steps to Successful Book Publishing. Writer's Digest.

REFERENCE BOOKS:

Colombo, J. (2020). The Self-Publishing Blueprint. Self-Published.

Wilson, K. A. (2021). Book Marketing Made Simple: A Guide for Authors. Mango Publishing.

WEB RESOURCES:

<https://publishingperspectives.com>

Writer's Digest: <https://www.writersdigest.com/>.

Alliance of Independent Authors: <https://www.allianceindependentauthors.org/>

DISCIPLINE-SPECIFIC ELECTIVE - IV
ENTREPRENEURSHIP COURSE IV (C)

Course Title: INTRODUCTION TO TRANSLATION STUDIES

Course Code: 2565419 (C)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To Identify and explain basic concepts and types of translation.
LO2	To recognize the role of culture in translation practices.
LO3	To understand translation in the Indian literary context.
LO4	To understand and practice audiovisual translation through the analysis of films and commercials.
LO5	To apply translation techniques in media like films and advertisements.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Identify the role of translation in society.
CO2	Illustrate basic concepts of translation.
CO3	Demonstrate fundamental skills in translation.
CO4	Apply dubbing and subtitling techniques to films and advertisements with attention to cultural and linguistic nuances.
CO5	Perform practical tasks in translation.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

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

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
1	<p style="text-align: center;"><u>MODULE I</u></p> <p>Basic Concepts of Translation</p> <ul style="list-style-type: none"> ● Kinds of Translation <ul style="list-style-type: none"> ● Interlingual ● Intralingual ● Intersemiotic ● Concepts to be derived from practice <ul style="list-style-type: none"> ● Source Language and Target Language ● Equivalence ● Word for word, Sense for Sense ● Translating Culture Codes 	10	CO1
2	<p style="text-align: center;"><u>MODULE II</u></p> <p>Translation in the Indian context</p> <ul style="list-style-type: none"> ● VM Basheer – The World Renowned Nose ● Cho Dharman – Dry Leaves 	10	CO2 & CO3
3	<p style="text-align: center;"><u>MODULE III</u></p> <p>Literary Texts in translation</p> <ul style="list-style-type: none"> ● C.S. Chellappa – Vaadivasal ● Rajam Krishnan – Lamps in the Whirlpool 	10	CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <p>Application of Translation</p> <ul style="list-style-type: none"> ● Dubbing and Subtitling ● Film – Harry Potter and the Order of the Phoenix ● Advertisements 	10	CO4
5	<p style="text-align: center;"><u>MODULE I</u></p> <p>Practical Application Tasks</p>	10	CO5

TEXTBOOKS:

1. Baker, Mona. *In Other Words: A Coursebook on Translation*. 3rd ed., Routledge, 2018.
2. Bassnett, Susan. *Translation Studies*. Routledge, 1991.
3. Catford, J.C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford UP, 1965.

REFERENCE BOOKS:

1. Duff, Alan. *Translations*. Oxford UP, 1989.
2. Newmark, Peter. *A Textbook of Translation*. Prentice Hall, 1988.
3. Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book*. Routledge, 2004.

WEB RESOURCES:

1. <https://shorturl.at/92xcN>
2. <https://blogs.exeter.ac.uk/translation/blog/2018/04/17/what-is-translation-studies/>
3. <https://shorturl.at/UEz6W>

DISCIPLINE-SPECIFIC ELECTIVE - V
EMPLOYABILITY COURSE V (A)

Course Title: COPYWRITING

Course Code: 2565420 (A)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	To orient the students with understanding about the practical knowledge and the language use with critical skills.
LO2	Analyzing the text with practical criticism.
LO3	Developing the art of writing summaries.
LO4	Learning the nuances in writing abstracts and brochures.
LO5	Developing an efficient writing skill.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Develop a comprehensive knowledge of practical criticism.
CO2	Understand the techniques in writing summaries in literature.
CO3	Develop an understanding of report writing techniques.
CO4	Understand the importance of Abstract writing for Academic Papers and learn the accuracy, coherence and relevance in research papers.
CO5	Emerge as career-fit candidates in the job market.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	3	3	2	3	2	3
CO2	2	3	3	2	2	3	2	2	3	3	2
CO3	2	3	3	2	2	3	2	2	3	3	2
CO4	3	3	3	2	2	3	2	2	3	3	2
CO5	3	3	3	2	3	3	3	2	3	3	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Practical Criticism Learning to Critique fiction, plays, prose and poetry	10	CO1
	<u>MODULE II</u>		
2	Writing Summaries Learning to write summaries for fiction, plays, prose and poetry	10	CO2
	<u>MODULE III</u>		
3	Writing Reports and Reviews Learning to prepare reports for academic events Writing Reviews for literary works	10	CO3
	<u>MODULE IV</u>		
4	Writing Abstracts for Academic Papers <ul style="list-style-type: none"> ● Preparing Abstracts for Seminars/ Conferences ● Preparing Abstracts for Articles to be published in Journals 	10	CO4
	<u>MODULE V</u>		
5	Technical Writing Writing for Manuals, Business Correspondence	10	CO5

TEXTBOOKS:

1. Richards, I.A. *Practical Criticism: A Study of Literary Judgment*. Routledge, 2008.
2. Hurling, S., et al. *Academic Writing Skills and Strategies II*. Waseda University International Co., Ltd., 2007.
3. Board of Editors. *Thinkrite: An Introduction to Academic Writing*. Emerald Publishers, 2021.

REFERENCE BOOKS:

1. Troyka, Lynn Quitman, and Douglas Hesse. *Simon & Schuster Handbook for Writers*. 4th Canadian ed., Pearson Prentice Hall, 2005.
2. Heather, Anne, Lucille Spina, Karen Townsend, and Kathleen Jenkins-Crowell. *Thinking It Through: A Practical Guide to Academic Essay Writing*. 2nd ed., Academic Skills Centre, Trent University Peterborough, 1995.
3. Samantray, Kalyani. *Academic and Research Writing: A Course for Undergraduates*. Orient BlackSwan, 2015.

WEB RESOURCES:

1. <https://www.scribbr.com/working-with-sources/how-to-summarize/>
2. <https://libguides.reading.ac.uk/reports/structuring>
3. <https://www.everythingtechnicalwriting.com/the-technical-writing-process/>

DISCIPLINE-SPECIFIC ELECTIVE - V
EMPLOYABILITY COURSE V (B)

Course Title: COMMUNICATION SKILLS FOR CAREER ADVANCEMENT

Course Code: 2565420 (B)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Students will apply appropriate tone and clarity in business conversations.
LO2	Create effective, targeted job application documents.
LO3	Demonstrate appropriate behavior and communication styles in professional meetings.
LO4	Write professional documents for workplace use.
LO5	Demonstrate inclusive communication globally.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Demonstrate effective communication in professional contexts.
CO2	Demonstrate confidence and clarity in interview situations.
CO3	Demonstrate the ability to structure and deliver clear, confident presentations using appropriate communication techniques and digital tools.
CO4	To familiarize students with writing professional documents for the workplace.
CO5	Recognize and adapt to diverse cultural communication styles.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	3	2	2	3	2	2
CO2	2	3	2	2	2	3	2	2	3	2	2
CO3	3	3	2	2	3	3	2	2	3	2	3
CO4	3	3	2	2	3	3	2	2	3	2	2
CO5	2	3	2	3	3	3	2	3	3	2	3

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Workplace Communication Skills: Basics of professional communication, Formal vs. informal language, Email, phone, and video conference etiquette, Interpersonal communication.	10	CO1
	<u>MODULE II</u>		
2	<ul style="list-style-type: none"> ● Resume Writing, Cover Letters and Interview Skills: Resume writing, crafting compelling cover letters, common interview questions and professional responses, body language and self-presentation during interviews. 	10	CO2
	<u>MODULE III</u>		
3	<ul style="list-style-type: none"> ● Public Speaking, Presentation and Meetings: Structuring effective presentations, Virtual presentation tools and tips, Phrases for agreement, disagreement, and clarification, Basic negotiation language and tactics. 	10	CO3
	<u>MODULE IV</u>		
4	<ul style="list-style-type: none"> ● Business Writing: Writing professional emails, memos, reports, and proposals. 	10	CO4
	<u>MODULE V</u>		
5	<ul style="list-style-type: none"> ● Cross Cultural Communication and Global Etiquette: Cultural differences in communication, Building intercultural awareness and sensitivity, Global workplace etiquette, Avoiding miscommunication and promoting inclusion 	10	CO5

TEXTBOOKS:

1. Bovee, Courtland L., and John V. Thill. *Business Communication Essentials*. Pearson, 2021.
2. Rutherford, Andrea J. *Basic Communication Skills for Technology*. Pearson Education, 2001.
3. Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press, 2005.

REFERENCE BOOKS:

1. Beamer, Linda, and Iris Varner. *Intercultural Communication in the Global Workplace*. McGraw-Hill Education, 2013.
2. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, 2006.
3. Koneru, Aruna. *Professional Communication*. McGraw Hill Education, 2008.

WEB RESOURCES:

1. <https://www.scribd.com/doc/69146962/Intercultural-Communication-in-the-Global-Workplace>
2. <https://www.wordstream.com/blog/ws/2020/03/11/business-proposals>
3. <https://hbr.org/2022/05/how-to-write-a-cover-letter-that-sounds-like-you-and-gets-noticed>

DISCIPLINE-SPECIFIC ELECTIVE - V
EMPLOYABILITY COURSE - IV (C)

Course Title: ADVANCED DIGITAL WRITING

Course Code: 2565420 (C)	Credits :3
L:T:P:S: 3:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Master advanced writing techniques for specialized digital platforms, including blogs, YouTube, vlogs, and digital newspapers.
LO2	Explore innovative approaches to journalism, storytelling, and audience engagement in digital formats.
LO3	Develop strategies for cross-platform content creation and promotion.
LO4	Critically assess ethical considerations and challenges in digital journalism and content creation.
LO5	Build professional skills for creating content that aligns with evolving trends and monetization models.

COURSE OUTCOMES: At the end of the Course, the Student will be able to:

CO1	Develop audience-specific digital content for blogs, YouTube, vlogs, and digital newspapers.
CO2	Write compelling articles and stories for online journalism platforms.
CO3	Plan and execute cross-platform strategies to maximize reach and engagement.
CO4	Evaluate the ethical, legal, and technical aspects of digital content creation.
CO5	Create a professional portfolio showcasing expertise in advanced digital writing.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Writing for Bloggers <ul style="list-style-type: none"> • Advanced blogging techniques: Niche writing and audience engagement • Writing long-form and short-form content • Strategies for monetisation: Ads, sponsorships, and affiliate marketing 	10	CO1
	<u>MODULE II</u>		
2	Writing for YouTubers and Vloggers <ul style="list-style-type: none"> • Scripting for YouTube videos: Hooks, storytelling, and structure • Crafting authentic narratives for vlogs • Techniques for YouTube SEO: Titles, thumbnails, and descriptions • Writing companion blogs and descriptions for video content 	10	CO1 & CO2
	<u>MODULE III</u>		
3	Writing for Digital Newspapers and Online Journalism <ul style="list-style-type: none"> • News writing: Headlines, leads, and inverted pyramid style • Feature writing: Crafting in-depth and engaging articles • Opinion writing and editorial content 	10	CO3
	<u>MODULE IV</u>		
4	Cross-Platform Content Strategy and Promotion <ul style="list-style-type: none"> • Writing for multiple platforms: Adapting content for blogs, social media, and news websites • Social media writing: Captions, threads, and stories • Podcast and newsletter content development 	10	CO4
	<u>MODULE V</u>		
5	Monetization, Trends, and Ethics in Digital Writing <ul style="list-style-type: none"> • Monetization strategies across platforms: Patreon, YouTube Partner Program, ads • Emerging trends: AI tools in content creation and optimization • Writing for inclusivity, accessibility, and diversity 	10	CO3 & CO5

TEXTBOOKS:

Bolter, J. D. (2001). *Writing Space: Computers, Hypertext, and the Remediation of Print*. Routledge.

Carroll, B. J. (2014). *Writing for Digital Media*. Routledge.

REFERENCE BOOKS:

Rettberg, J. W. (2014). *Seeing Ourselves Through Technology: How We Use Selfies, Blogs, and Wearable Devices to See and Shape Ourselves*. Palgrave Macmillan.

Hart-Davidson, W., & Spinuzzi, C. (2017). *Content Management: Writing for Digital Media*. Springer.

WEB RESOURCES:

<https://www.thinkmedia.com>

<https://www.tubebuddy.com/blog>

SKILL ENHANCEMENT COURSE-DISCIPLINE SPECIFIC - II

Course Title: E-PUBLISHING (PRACTICAL II)

Course Code: 2565422	Credits :3
L:T:P:S: 2:1:0:0	CIA Marks :50
Exam Hours: 3	ESE Marks :100

LEARNING OBJECTIVES:

LO1	Define E-Publishing concepts and differentiate between traditional and self-publishing.
LO2	Identify key publishing elements like ISBN, ISSN, DOI, and explain copyright basics.
LO3	Create an Amazon KDP account and upload an e-book independently.
LO4	Create an Amazon KDP account and upload an e-book independently.
LO5	Publish a complete e-book project by applying all learned skills.

Course Outcomes: At the end of the Course, the Student will be able to:

CO1	Describe the evolution and models of E-Publishing.
CO2	Analyze different publishing identifiers and file types used in digital publishing.
CO3	Demonstrate the setup and management of a Kindle Direct Publishing account.
CO4	Develop structured and properly formatted e-book content with cover designs.
CO5	Construct and publish a short story e-book on Amazon KDP.

Mapping of Course Outcomes to Program Outcomes and Program Specific Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	1	1	2	1	1
CO2	3	3	2	2	2	2	3	2	3	1	2
CO3	2	3	2	1	2	2	2	1	3	1	1
CO4	2	3	3	2	2	3	1	1	2	2	2
CO5	3	3	2	2	3	3	3	2	3	1	2

CORRELATION: 3- STRONG, 2- MEDIUM, 1- LOW

Sl. No.	CONTENTS OF MODULE	Hrs	COs
	<u>MODULE I</u>		
1	Introduction to E-Publishing <ul style="list-style-type: none"> • What is E-Publishing? • Difference between Traditional Publishing and Self-Publishing • Introduction to Amazon Kindle Direct Publishing (KDP) 		CO1

2	<p style="text-align: center;"><u>MODULE II</u></p> <ul style="list-style-type: none"> • Key Concepts in E-Publishing • ISBN, ISSN, DOI, ASIN • What is Copyright? • Common e-book file types: EPUB, MOBI, PDF etc., 		CO2
3	<p style="text-align: center;"><u>MODULE III</u></p> <ul style="list-style-type: none"> • Setting Up for E-Publishing • Creating Amazon KDP account • Uploading a book on KDP • Choosing the right title, keywords, and categories for the book - setting the price for the e-book • Practical Task: Set up a working KDP account. 		CO3
4	<p style="text-align: center;"><u>MODULE IV</u></p> <p>Writing and Formatting e-book</p> <ul style="list-style-type: none"> • Building engaging narratives - Manuscript Structuring and Editing - Formatting with Kindle Create - Book Cover Designing using tools like Canva 		CO4
5	<p style="text-align: center;"><u>MODULE V</u></p> <p>Final Project — Publishing</p> <ul style="list-style-type: none"> • Write Short Stories - Format them into one complete manuscript - Create cover page - Upload and publish the final e-book on Amazon KDP 		CO4 & CO5

ASSESSMENT:**Internal Assessment (50 Marks):**

1. Practical Tasks (30 Marks)
2. Class Participation and Attendance (10 Marks)
3. Internal Exam (10 Marks)

External Assessment (50 Marks):

1. Practical e-book publishing on Amazon KDP (20 Marks)
2. External Viva-Voce (30 Marks)

TEXT BOOKS:

1. Ogwo, Uzoamaka. *Understanding the Basic Principles of E-Publishing*. Independently Published, 2021.
2. Foster, Alex. *Kindle Publishing Guide: Everything You Need to Know to Become a Successful Self-Publisher*. Independently Published, 2015.
3. Chesson, Brian. *Self Publishing To Amazon KDP In 2023: A Beginners Guide To Selling E-books, Audiobooks & Paperbacks On Amazon, Audible & Beyond*. Alex Gibbons, 2023.

REFERENCE BOOKS:

1. Dean, James. *Self-Publishing With Amazon Kindle / KDP: From Beginner to Advanced Techniques All in One Book. Updated For 2024*. Independently Published, 2023.
2. Penn, Joanna. *Successful Self-Publishing: How to Self-Publish and Market Your Book in Ebook, Print, and Audiobook*. Curl Up Press, 2015.

WEB RESOURCES:

1. [Kindle Direct Publishing](#)
2. <https://www.wiley.com/en-us/network/publishing/research-publishing/writing-and-conducting-research/isbn-issn-doi-what-they-are-and-how-to-find-them>
3. <https://designschool.canva.com/>