# MARUDHAR KESARI JAIN COLLEGE FOR WOMEN (AUTONOMOUS) VANIYAMBADI – 635 751

**P G & Research Department of English**

**for**

**Under Graduate Programme**

**Bachelor of Arts**

**From the Academic Year 2024-2025**

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Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanmudalvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.

| Part – 1 & 2 | Tamil & English | 4 | SEC | Skill Elective Course | 5 |
|---|---|---|---|---|---|
| CC | Core Course | 15 | FC | Foundation Course | 1 |
| EC-AL | Elective Course – Applied | 7 | AEC | Ability Enhancement Course | 4 |
| EC | Elective Course - Major | 4 | SLC | Self-Learning Course | 1 |

# BRITISH LITERATURE-II

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UENC31 | British Literature - II | Core | 3 | 1 | 2 | 0 | 5 | 6 | 25 | 75 | 100 |

| Learning Objectives | |
|---|---|
| LO1 | To help learners to analyze British Literature written from the late 18th Century to the present. |
| LO2 | To understand descriptive, narrative, and argumentative styles. |
| LO3 | To understand how drama functions as a stage play, considering its structure, comedic elements, and audience impact. |
| LO4 | To trace psychological and moral growth, emphasizing her quest for autonomy and self-respect from the selected novel. |
| LO5 | To develop Critical Thinking and Writing Skills in Short Stories. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **Poetry** <br> *Tithonus* - Alfred Tennyson <br> *My Last Duchess* - Robert Browning <br> *The Goblin Market* - Christina Rossetti <br> *The Blessed Damozel* - Dante Gabriel Rossetti <br> (Historical and literary background- Life and literary career - Writing style) | 18 |
| 2 | **Prose** <br> *Sesame and Lilies* – John Ruskin <br> *Dream Children* - Charles Lamb <br> *Indian Jugglers* - William Hazlitt <br> (The Role of Literature – Theme – Impact - Ephemeral Happiness - Philosophy of Perfection and Mastery -) | 18 |
| 3 | **Drama** <br> R. *The Rivals* - B. Sheridan <br><br> (Character Analysis - Themes and Motifs - Literary Elements - Social and Historical Context – | 18 |
| 4 | **Fiction** <br> *Pride and Prejudice* - Jane Austen | 18 |

| | | (Introduction- Family Dynamics and Parental Influence - Theme of Self-Realization and Growth - Character Analysis - Narrative Style - Concept) | |
|---|---|---|---|
| 5 | **Short Stories**<br>*The Monkey's Paw* – W. W. Jacobs<br>*Lamb to the Slaughter* – Roald Dahl (Overview of the stories – plot-themes - motives – characterization – style – Impact) | | 18 |

| CO | Course Outcomes |
|---|---|
| CO1 | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the back drop for the development of early British Literature. |
| CO2 | Appreciate and analyses the basic elements of poetry, including meter, rhyme, and theme. |
| CO3 | Read and discuss the themes, approaches, styles, and contributions to the development of British literature |
| CO4 | Respond to literature on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the Manner and causes by which humans interact with one another. |
| CO5 | Analyze and express about British literature using standard literary lexicon and other literary conventions |

| Prescribed Textbooks: | |
|---|---|
| 1 | Tennyson, Alfred. "Tithonus." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, W.W. Norton & Company, 2012, pp. 1165-1168.<br><br>Browning, Robert. "My Last Duchess." *The Norton Anthology of Poetry*, edited by Margaret Ferguson, Tim Kendall, and Mary Jo Salter, W.W. Norton & Company, 2005, pp. 1255-1256.<br><br>Rossetti, Christina. "Goblin Market." *The Penguin Book of Victorian Verse*, edited by Daniel Karlin, Penguin Books, 1997, pp. 259-273. |
| 2 | *Sesame and Lilies* , John Ruskin, published in 1865<br><br>*Essays of Elia* , Charles Lamb ,published in 1823<br><br>*Table-Talk*  William Hazlitt,published in 1821-1822 |
| 3 | Richard Brinsley Sheridan,*The Rivals* ,Penguin Classics, Oxford World's Classics |
| 4 | Jacob's W. W. The Monkey's Paw. 1902.<br><br>Dahl, Raald. "Lamb to the Slaughter". In Someone Like You, Penguin Books, 1953. |
| 5 | Austen, Jane**.** *Pride and Prejudice (Oxford World's Classics).* Edited by James Kinsley and Fiona Stafford, Oxford University Press, 2008. |

| Reference Books: | |
|---|---|
| 1 | "The Norton Anthology of English Literature: The Victorian Age" |
| 2 | Charles W. Eliot , T*he Harvard Classics, Vol. 28*,  ,P.F. Collier & Son, 1909<br>Charles Lamb *,The Essays of Elia* ,  Macmillan and Co., 1892 |
| 3 | Sheridan, Richard Brinsley. *The Rivals and The School for Scandal.* Edited by Tiffany Stern, Bloomsbury, 2012. |
| 4 | Shuttleworth, Sally. *Charlotte Brontë and Victorian Psychology.* Cambridge University Press, 1996. |
| Web resources: | |
| 1 | https://www.gutenberg.org/ebooks/17977.epub.noimages |
| 2 | https://archive.org/details/gutenberg |

## Mapping with Programme Outcomes and Programme Specific Outcomes

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO3** | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| **CO4** | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 13 | 12 | 13 | 11 | 13 | 13 | 13 | 12 | 13 | 13 | 13 |
| **Average** | 2.6 | 2.4 | 2.6 | 2.2 | 2.6 | 2.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.6 |

**3 – Strong, 2 - Medium, 1 - Low**

# CC – 6  CHILDREN'S LITERATURE

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UENC32 | Children's Literature | Core | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |

| Learning Objectives | |
|---|---|
| LO1 | To critically examine the historical, socio-cultural, and ideological dimensions of children's literature by exploring key theoretical concepts and perspectives, including those presented in Peter Hunt's |
| LO2 | To analyze how verbal and visual elements in children's literature work together to convey themes, emotions, and cultural contexts. |
| LO3 | To Understand how authors create immersive, detailed worlds in fantasy fiction. |
| LO4 | To analyze the key traits of realistic fiction in  focusing on character development, social context, and the thematic exploration of morality, love, and societal expectations. |
| LO5 | To analyze and interpret the themes of sacrifice, identity, and morality |

| Unit | Content | Hours |
|---|---|---|
| 1 | a.   Introduction: The World of Children's Literature Studies<br>b.   Essentials: What is Children's Literature? What is Childhood?<br>c.   The Impossibility of Innocence: Ideology, Politics, and Children's Literature"<br>**Introduction to Children's Literature:**<br>Theoretical concepts- historical overview - Socio-cultural perspectives.<br>(Selections from Peter Hunt's Understanding Children's Literature - Chapter 1 & 2)<br>(From Sex-Role Stereotyping to Subjectivity: Feminist Criticism Selections from Marina Warner's Once Upon a Time: *A Short History of Fairy Tale)* | 15 |
| 2 | **Verbal and Visual Narratives:**<br> **Poems:**<br>*Where's that Cat?* - Manjula Pabmanabhan<br>*Where the Wild Things are?* - Maurice Sendak<br>*My Mother's Sari* - Sandhya Rao<br>*Under the Neem Tree* - P.Anuradha | 15 |

| | | | |
|---|---|---|---|
| 3 | *Why are You Afraid to Hold My Hand?* - Sheila Dhir<br>   (Narrative structure and emotions -Visual cues and symbols - Identify themes, motifs, and messages – Nature - Role-playing.) | | |
| 3 | **Fantasy Fiction:**<br> *Alice in Wonderland* - Lewis Caroll<br><br>(Defining - Characters – Common themes -Types of villains in fantasy-The use of archetypes - The influence of folklore - Fantasy Subgenres - The Evolution of Fantasy- The Impact of Fantasy) | 15 | |
| 4 | **Realistic Fiction:**<br> *Anna Karenina* **-** Leo Tolstoy<br> (Definition and key traits of realistic fiction - Character Development - Setting and Social Context- Themes - Conflict and Resolution - Symbolism and Allegory - Role of Dialogue and Language- Realistic Fiction for Different Audiences - The Influence) | 15 | |
| 5 | **Short Stories:**<br>*The Mysterious Stranger* **-** Mark Twain<br>*The Little Mermaid* - Hans Christian Andersen<br>*The Snow Image* **-** Nathaniel Hawthrone<br>   (Themes- Morality - The Nature of Human Suffering- Sacrifice- Love - The Human Desire for Transformation- The Consequences of Desires) | 15 | |

| CO | Course Outcomes |
|---|---|
| CO1 | Gain an in-depth understanding of the historical development of children's literature. |
| CO2 | Recognize and evaluate diverse genres and themes within children's literature. |
| CO3 | Comprehend the cultural, social, and educational influences of children's literature |
| CO4 | Enhance skills in critically analyzing and interpreting literary texts intended for children. |
| CO5 | Evaluate the role of genre in shaping literary themes and character development in the selected works, and moral elements across different literary traditions. |

| **Prescribed Textbooks:** | |
|---|---|
| 1 | Peter Hunt – *Understanding Children's Literature* (3rd Edition) |
| 2 | An anthology of children's literature— such as the following (or equivalent): Griffith, John W. and Charles H. Frey, eds. Classics of Children's Literature, 6th ed. Upper Saddle River: Prentice Hall, 2004. |
| 3 | Alice's Adventures in Wonderland Paperback – Import, 1 March 2003 |

| 4 | Tolstoy, Leo, *Diaries*, ed. and trans. by R.F. Christian (Athlone Press, London and Scribner, New York, 1985) |
|---|---|
| 5 | http://www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature |

**Reference Books:**

| 1 | Hunt, Peter. Criticism, Theory and Children's Literature. Cambridge, Ma: Basil Blackwell, 1999. |
|---|---|
| 2 | Carroll, Lewis. *Alice's Adventures in Wonderland*. Edited by Mark Burstein, Princeton University Press, 2015. |
| 3 | Alexandrov, Vladimir E. *Limits to interpretation: The meanings of Anna Karenina* (U of Wisconsin Press, 2004) online. |
| 4 | *Children's literature* Archived 2016-06-17 at the Wayback Machine at the British Library |

**Web resources:**

| 1 | https://www.researchgate.net/publication/375750688_The_Joy_of_Children's_Literature |
|---|---|
| 2 | https://www.sparknotes.com/lit/alice/ |
| 3 | https://www.gutenberg.org/files/1399/1399-h/1399-h.htm |

## Mapping with Programme Outcomes and Programme Specific Outcomes

|         | PO1  | PO2  | PO3  | PO4  | PO5  | PO6  | PO7  | PO8  | PSO1 | PSO2 | PSO3 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| CO1     | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 2    | 2    | 2    | 3    |
| CO2     | 2    | 3    | 3    | 3    | 2    | 3    | 3    | 2    | 3    | 3    | 2    |
| CO3     | 3    | 3    | 3    | 2    | 3    | 3    | 3    | 2    | 3    | 2    | 2    |
| CO4     | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 2    | 2    | 3    | 3    |
| CO5     | 3    | 2    | 3    | 3    | 3    | 3    | 3    | 2    | 2    | 3    | 3    |
| Total   | 12   | 13   | 11   | 13   | 13   | 12   | 14   | 12   | 12   | 13   | 13   |
| Average | 2.4  | 2.6  | 2.2  | 2.6  | 2.6  | 2.4  | 2.8  | 2.4  | 2.4  | 2.6  | 2.6  |

**3 – Strong, 2 - Medium, 1 - Low**

## II YEAR
## SEMESTER - III
## Allied – 3
## SOCIAL HISTORY OF ENGLAND - 2

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UENA 31 | **Social History of England - 2** | **Allied** | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |

| | Learning Objectives |
|---|---|
| LO1 | To recognize the core concepts of both the Agrarian and Industrial Revolutions and their interconnectedness and transformative effects on society, economy, and technology. |
| LO2 | To evaluate the role of humanitarian movements in addressing social issues such as poverty, healthcare, and prison reforms during the 18th and 19th centuries. |
| LO3 | To understand the complex relationship between England and Ireland across different historical periods. |
| LO4 | Analyze the socio-political conditions in Britain that led to the French Revolution and the introduction of the Reform Bills |
| LO5 | Understand Educational Reforms and their Impact of Industrialization |

| Unit | Content | Hours |
|---|---|---|
| 1 | **a. The Agrarian Revolution:** <br> Introduction – What the Term Agrarian Revolution Implies - Causes for Agrarian Revolution – The Reallocation of Land- the Agricultural Improvements Affected by Jethro Tull – Charles Townshend and Rotation of Crops- The Agricultural Experiments of Thomas Coke -– Robert Bakewell and Stock Breeding – Royal Patronage-Setting up of Broad of Agriculture– Result of Agrarian Revolution - Conclusion <br><br> **b. The Industrial Revolution:** <br> Introduction –What is Meant by the Term Industrial Revolution - Factors Favourable in England for Industrial Development – Industries that Affected by the Revolution – Textile Industry Before - Invention Which Revolutionized the Textile Industry – Revolutions in Iron and Coal Industries – Improvements in Means Of Transport- Change for the Better in Inland Navigation- – Use of Steam of Speeding up Means of Transport- Results of the Industrial Revolution – Conclusion | 15 |
| 2 | **a. The Methodist Movement:** <br> Origin - Life and achievements of John Wesley George Whitefield the greatest preacher – social service rendered by the Methodists – division among them – social effects of the movement – influence on English literature <br> **b. Other Humanitarian Movements:** <br> Growing Concern for the Poor in the Age of Dr. Johnson – Establishment of Lying-In Hospitals- Introduction of Inoculation and | 15 |

| | | |
|---|---|---|
| | Vaccination – Captain Coram and the Foundling Hospital – Prison Reform-Service of General Oglethorpe – Revision of Legal System-Introduction of Police System- Anti-Slavery Movement- Abuses of The Workhouse Remedied – The Poor Law Amendment Act – Salvation Army -Factory Legislation- Propaganda for Teetotalism-Government Control on Trade. | |
| 3 | **a. American Revolution**<br>Introduction-Background and Causes of the War – The Navigation Act– the Stamp Act – No Taxation Without Representation- The Boston Massacre – The Boston Tea Party-The Meetings at Philadelphia – The Declaration of Independence – Course of the War-Reasons for the English Defeat- Results of the War- Conclusion.<br>**b. England and Ireland:**<br>The Irish background- English intrusion into Ireland- conquest of Ireland by Oliver Cronwell- Conquest by William- Catholic Emancipation – Home Rule Bill- The First World War – Revolt in 1916- Ireland becoming a full-fledged Republic. | 15 |
| 4 | **a. French Revolution &Effects of The French Revolution**<br>Introduction - Causes for the French Revolution – Happenings During the Revolution- Effects of the Revolution – The National Debt – Passing of The Corn Law – Repeal of Corn Law – The Battle of Peterloo – Reform Bill 1832 – Army and Navy Becoming National Institutions<br>**b. The Reform Bills**<br>Introduction - Parliamentary Democracy in England the Result Of A Political Evolution – Causes for Parliamentary Reform - Defective - Old System Of Election - How the First Reform Bill Was Passed – Provisions of The First Reform Act – Its Results - The Chartist Movement – The Second Reform Act, the Third, Fourth and Fifth Reform Act- The Result - Conclusion. | 15 |
| 5 | **a. The Victorian Age:**<br>Introduction - General Rules - People's Charter - the Oxford movement - Florence Nightingale - Queen Victoria becoming Empress of India- conclusion<br>**Development of Education in the Victorian England**<br>Introduction - Realization of the importance of education – the different kinds of schools in the earlier period - Development of Secondary Education - Dr. Arnold and his Education Reforms – Gladstone's Education Act of 1870 – the Test Act of 1871 – Establishment of London and other Universities – Development of Women's Education – Introduction of Competitive Examination - Establishment of Board of Education - Power to Provide for Primary and Secondary Education - Conclusion.<br>**b. Means of Transport and Communication**<br>Introduction - Remarkable Improvement in the Social Life in 19th Century – Railways the Most Important Means Of Transport - Part Played By George Hudson - Popularity of the Bicycle - Development In English Shipping – Introduction of Penny Post – Inauguration of the Electric Telegraph – Invention of the Telephone - Conclusion. | 15 |

| CO | Course Outcomes |
|-----|-----------------|
| CO1 | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. |
| CO2 | Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity |
| CO3 | Examine the causes and consequences of the war of Americans and French |
| CO4 | Evaluate the effects of the revolutions and their impacts in literature in a better perspective |
| CO5 | Analyze the reforms and the development of education, transport and communication in the modern era. |

| **Prescribed Textbooks:** | |
|-----|-----------------|
| 1 | Social History of England: by A. G. Xavier |

| **Reference Books:** | |
|-----|-----------------|
| 1 | Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press |
| 2 | Roberts J.M,.The Penguin History of Europe. Penguin Books Limited, 1997. |
| 3 | Nayar, Promod K. A Short History of English Literature. Amity university Press, 2018. |
| 4 | Saintsbury, George. A Short History of English Literature. Aitbs Publishers, 2009. |
| 5 | Trevelyan, G.M., English Social History. Penguin, 1987 |

| **Web resources:** | |
|-----|-----------------|
| 1 | A Social History of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive |
| 2 | Edpf.pub>a-s-social-history-of-English. |
| 3 | https://www.cambridge.org/core/series/social-history-of-england/ |

**Mapping with Programme Outcomes and Programme Specific Outcomes**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **Total** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 15 | 15 | 15 |
| **Average** | 2.8 | 2.8 | 3 | 2.8 | 2.8 | 3 | 3 | 2 | 3 | 3 | 3 |

**3 – Strong, 2 - Medium, 1 - Low**

# SECOND YEAR –
## SEMESTER III
## SEC- 4
## ENTREPRENEURIAL SKILLS

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | CIA | Marks External | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **24UENS31** | **SEC - 4** ENTREPRENEURIAL SKILLS | SEC - 4 | 1 | 0 | 1 | 0 | 2 | 2 | 25 | 75 | 100 |

| | Learning Objectives |
|---|---|
| LO1 | To define the key concepts and their relevance to literature graduates. |
| LO2 | To explain the role of creative and content writing in entrepreneurship. |
| LO2 | To develop business and marketing strategies for Literary Professionals |
| LO4 | To enable them understand various schemes supporting entrepreneurship |
| LO5 | To discuss the steps in venture development and new trends in entrepreneurship. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **Introduction to Entrepreneurship for Literature Students:** Definition and Importance of Entrepreneurship - Skills Required for Literary Entrepreneurs - Editing, and Content Creation . | 6 |
| 2 | **Creative Writing and Content Development:** Writing for Digital Media: Blogging, Copywriting, and Technical Writing -Developing Storytelling | 6 |
| 3 | **Business and Marketing Strategies for Literary Professionals:** Basics of Freelancing - Social Media Marketing - Networking, | 6 |
| 4 | **Teaching, Training, and Public Speaking:** Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export | 6 |
| 5 | **Digital Tools and Future Trends in Literary Entrepreneurship** Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs. | 6 |

| CO | Course Outcomes |
|---|---|
| CO1 | Identify and explain fundamental entrepreneurial skills required for literature students |
| CO2 | Apply creative writing and content development strategies in digital and print media |
| CO3 | Analyze various marketing and business strategies for self-employment in literary fields |
| CO4 | Understand various steps involved in starting a venture. |
| CO5 | Explore marketing methods & new trends in entrepreneurship. |

| Textbooks: | |
|---|---|
| 1 | *Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York* |
| 2 | Delve Publishing, *Entrepreneurial Skill Development.* |
| 3 | OpenStax, *Introduction to Entrepreneurship.* |
| 4 | Peter F. Drucker, *Innovation and Entrepreneurship.* |
| **Reference Books:** | |
| 1 | **Barringer, Bruce R.** – *Entrepreneurship: Successfully Launching New Ventures* (Pearson, 2015) |
| 2 | **Scarborough, Norman M.** – *Essentials of Entrepreneurship and Small Business Management* (Pearson, 2018) |
| 3 | **Heller, Scott.** – *The Writer's Guide to Making a Digital Living* (Routledge, 2021) |
| 4 | **Hyder, Shama.** – *The Zen of Social Media Marketing* (BenBella Books, 2020) |
| 5 | **Kawasaki, Guy.** – *APE: Author, Publisher, Entrepreneur – How to Publish a Book* (Nononina Press, 2013) |
| **Web resources:** | |
| 1 | https://pressbooks.bccampus.ca/entrepreneurship/chapter/chapter-1-introduction-to-entrepreneurship/ |
| 2 | https://emeritus-org.webpkgcache.com/doc/-/s/emeritus.org/in/learn/how-to-become-a-freelance-digital-marketer/ |

**Mapping with Programme Outcomes and Programme Specific Outcomes**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| **CO4** | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| **Total** | 14 | 13 | 13 | 12 | 12 | 13 | 12 | 14 | 12 | 13 | 14 |
| **Average** | 2.8 | 2.6 | 2.6 | 2.4 | 2.4 | 2.6 | 2.4 | 2.8 | 2.4 | 2.6 | 2.8 |

**3 – Strong, 2 - Medium, 1 - Low**

# SECOND YEAR – SEMESTER III

## AEC – 2

## HUMAN VALUES AND PROFESSIONAL ETHICS

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks CIA | Marks External | Marks Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 24UAEC31 | HUMAN VALUES AND PROFESSIONAL ETHICS | AEC - 2 | 1 | 1 | 0 | 0 | 2 | 2 | 25 | 75 | 100 |

| | Learning Objectives |
|---|---|
| LO1 | To make them know the concept of Values and their significance. |
| LO2 | To sensitize them on the importance of family and social values in life. |
| LO3 | To identify and analyze the effects of mass media on youth and children. |
| LO4 | To apply constitutional and social justice principles to contemporary societal challenges |
| LO5 | To focus on professional ethics, which help citizens to discern desirable and undesirable actions. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **Introduction to Value based Education** <br> Meaning and Classification - Characteristics, Components and Contents - Value crises in social life, economic life - need and importance of value education. | 6 |
| 2 | **Harmony in the Family, Society and Nature:** Family as a basic unit of human interaction and values in relationships - Affection, care, guidance, reverence, glory, gratitude, and love <br> **Harmony in society**: Justice preservation - Production Work, - Exchange Storage <br> **Harmony in nature**: Four orders in nature- The holistic perception of harmony inexistence. | 6 |
| 3 | **Values and Mass Media** <br> **Mass media**: Meaning, functions and characteristics – Effects and Influence on youth and children <br> **Media Power** – socio, cultural and political consequences of mass mediated culture - Consumerist culture – Globalization – New media- Prospects and challenges – Role of media in value building. | 6 |
| 4 | **Social Issues, and Social Justice** <br> **Social issues** : Cyber crime- -Dowry- Drug addiction- Domestic violence- Untouchability- Female infanticide-Atrocities against women- How to tackle them. <br> **Social Justice**: Definition and need – Factors responsible for social injustice: Caste and gender – Contributions of social reformers. | 6 |

| 5 | **Professional Ethics in Education**<br>Understanding about Professional Integrity - Respect - Equality – Privacy - Building-Trusting Relationships –concepts - Positive co-operation- Dedication to work and duty – Commitment to the Profession **-** Respecting the competence of other professions- Taking initiative and Promoting the culture of openness - Depicting Loyalty towards Goals and objectives. | 6 |
|---|---|---|

| **Course Outcomes** | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| CO1 | Students will be recognize the need for value education in today's world and its importance in shaping responsible, ethical, and compassionate citizens. | PO1 |
| CO2 | Students will gain the importance of family and social values in building a strong and ethical society | PO4,PO6 |
| CO3 | Students to evaluate the ethical and moral responsibilities of media in value-building and social development | PO1,PO2 |
| CO4 | Students will understand constitutional values, key social issues, and the need for social justice. | PO4,PO5,PO6 |
| CO5 | Students will develop a clear understanding of professional ethics in the field of education | PO3,PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Bhandari, R.S. (2003). *Value Education.* New Delhi: Abhishek Publications. | |
| 2. | Ismal, Thamarasseri. (2013). *Value Education.* New Delhi: APH Publishing Corporation | |
| 3. | R. R. Gaur, R. Sangal, and G. P. Bagaria – *A Foundation Course in Human Values and Professional Ethics*, Excel Books, 2019. | |
| 4 | Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan, | |
| 5 | Smarak Swain, S. (2011). Social issues of India. New Vishal publications | |
| 6 | Sushil Kumar Saxena, Satish Mittal, 2012, Sociology of Family, Raj publications. | |
| **References Books (Latest editions, and the style as given below must be strictlydhered to)** | | |
| 1. | Venkataiah, N. (2007). *Moral Education.* Delhi: APH Publishing Corporation | |
| 2. | . Venkataiah, N., and Sandhya, N. (2004). *Research in Value Education.* New Delhi: APH Publishing Corporation | |
| 3. | Dhananjay, Joshi. (2006). *Value Education in Global Perspectives.* Delhi: Lotus Press. | |
| **Web Resources** | | |
| 1. | https://www.yourarticlelibrary.com/essay/value-education-definition-and-the-concept-of-value-education- with-example/ | |
| 2. | https://www.researchgate.net/publication/257197506_Students'_Families_and_Family_Values | |
| 3. | https://soaneemrana.org/onewebmedia/Professional%20Ethics%20and%20Human%20Values%20b y%20R.S%20NAAGARAZAN.pdf | |
| 4. | https://www.msuniv.ac.in/images/academic/centre%20academic%20affairs/revised%20syllabus/2023-24-Batch/UG-Part-IV/PartIV_4sem.pdf | |

**Mapping with Programme Outcomes:**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |

**3–Strong,2-Medium,1-Low**

Core Course- 7
**World Literature in Translation**

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UENC41 | **World Literature in Translation** | Core | 3 | 1 | 2 | 0 | 5 | 6 | 25 | 75 | 100 |

| **Learning Objectives** | |
|---|---|
| LO1 | To develop an understanding of how different cultures and time periods express universal human values such as love, virtue, humility and freedom through poetry and storytelling. |
| LO2 | To explore philosophical and literary reflections on human relationship and cultural expression of emotion, thought and aesthetics across time. |
| LO3 | To understand how 19th century literature uses storytelling, to explore themes of class, power, human morality and unpredictability of life. |
| LO4 | To examine the structure and themes of Greek tragedy, focusing on fate, free will, and the tragic hero through the character of Oedipus |
| LO5 | To explore the spiritual journey of self-discovery, enlightenment and peace through the philosophical narrative of Siddhartha. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **Poetry** <br> Thiruvalluvar -*Thirukkural, Iniyavaikooral (Chapter 10)* <br> Johann Wolfgang Von Goethe - *The Violet* <br> Ovid - *Pyramis and Thisbe* <br> Alexander Pushkin - *The Gypsies* | 18 |
| 2 | **Prose** <br> Montaigne - *Of Friendship* <br> A.K. Ramanujan - *On Ancient Tamil Poetics* | 18 |
| 3 | **Short Story** <br> Fyodor Dostoyevsky -*A Christmas Tree and a Wedding* <br> Leo Tolstoy -*The Empty Drum* <br> Guy de Maupassant – *The Convert* | 18 |
| 4 | **Drama** <br> Sophocles - *Oedipus Rex* | 18 |
| 5 | **Fiction** <br> Herman Hesse -*Siddhartha* | 18 |

| CO | Course Outcomes |
|---|---|
| CO1 | Students will be able to analyze and compare how various literary works from diverse cultural backgrounds convey moral, emotional, and philosophical themes through poetry. |
| CO2 | Critically evaluate how Montaigne and Ramanujan articulate ideas of friendship, emotion, and relate these concepts to broader human experience and literary analysis. |
| CO3 | Analyze and interpret the social, moral, and emotional themes in the stories, and explain how each author uses narrative and character to reflect on human behavior and societal norms. |
| CO4 | Students will be able to analyze how Sophocles uses dramatic irony, character development, and plot structure to convey the inevitability of fate and the flaws of human nature in classical tragedy |
| CO5 | Interpret the themes of spiritual growth, attachment, and the search for meaning, and explain how Hesse blends eastern philosophies with western literary form to convey the protagonist's journey. |

| **Prescribed Textbooks:** | |
|---|---|
| 1 | Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.<br><br>Ovid. "*Metamorphoses*". Translated by David Raeburn, Penguin Classics, 2004. |
| 2 | Ramanujan, A.K. "*Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*". Columbia UP, 1985. |
| 3 | Dostoyevsky, Fyodor. "*The Eternal Husband and Other Stories*". Translated by Richard Pevear and Larissa Volokhonsky, Vintage, 2009. |
| 4 | Sophocles. "*Oedipus the King*". Translated by Robert Fagles, Penguin Classics, 1984. |
| 5 | Hesse, Hermann. "*Siddhartha*". Translated by Hilda Rosner, New Directions, 2002 |

| Reference Books: | |
|---|---|
| 1 | Zvelebil, Kamil. "*The Smile of Murugan: On Tamil Literature of South India*". Brill, 1973. Debreczeny, Paul. "*The Other Pushkin: A Study of Alexander Pushkin's Prose Fiction*". Stanford UP, 1983. |
| 2 | Frame, Donald M. "*Montaigne: A Biography*". Harcourt Brace, 1965. Ramanujan, A.K. "*The Collected Essays of A.K. Ramanujan*". Edited by Vinay Dharwadker, Oxford UP, 1999. |
| 3 | Christian, R. F. "*Tolstoy: A Critical Introduction*". Cambridge UP, 1969. |
| 4 | Knox, Bernard. "*The Heroic Temper: Studies in Sophoclean Tragedy*". University of California Press, 1964. |
| Web resources: | |
| 1 | https://www.thefreshreads.com/the-blizzard/ |
| 2 | https://allpoetry.com/poem/8489777-The-Violet-by-Johann-Wolfgang-von-Goethe |

Mapping with Programme Outcomes and Programme Specific Outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Total | 13 | 12 | 13 | 11 | 13 | 13 | 13 | 12 | 13 | 13 | 13 |
| Average | 2.6 | 2.4 | 2.6 | 2.2 | 2.6 | 2.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.6 |

3–Strong, 2- Medium, 1-Low

## II YEAR
## SEMESTER IV
## CORE - 8- LANGUAGE & LINGUISTICS

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | |
| 24UENC42 | LANGUAGE & LINGUISTICS | Core | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |

| Learning Objectives | |
|---|---|
| LO1 | To trace the historical development of the English language from its Indo-European roots. |
| LO2 | Tounderstandthemajorphonological,morphological,andsyntacticchangesin English through different historical periods. To analyze linguistic laws such as Grimm's and Verner's laws. |
| LO3 | To study the impact of foreign languages and invasions on English vocabulary and structure. |
| LO4 | To enable the students to know about the Growth of the language. |
| LO5 | To develop skills in phonetic transcription and understand the phonological system of English. |

| UNIT | Details | Hours |
|---|---|---|
| I | Descent of English Language from the Indo European family | 15 |
| II | Old, Middle & Modern English Verner's Law and Grimms Law | 15 |
| III | Influence–Greek, Latin, Scandinavian, French, Indian | 15 |
| IV | Change of Meaning & Growth of Vocabulary | 15 |
| V | Phonology–Vowels, Consonants & Diphthongs-Transcription of words | 15 |

| Course Outcomes | |
|---|---|
| Course Outcomes | On completion of this course, students will; |
| CO1 | Students will be able to identify the key stages in the historical evolution of English and understand its connection with other Indo-European languages. |
| CO2 | To distinguish between the major stages of English and demonstrate understanding of sound shifts and their systematic nature in language development. |
| CO3 | Students will critically assess the lexical borrowings and structural impacts of Greek, Latin, Norse, French, and Indian languages on English |

| CO4 | Students will analyze the nature of meaning change and apply linguistic concepts to evaluate how the English lexicon has expanded over time. |
|---|---|
| CO5 | Students will perform accurate phonetic transcriptions and understand the phonological structure of English words and their pronunciation patterns. |

**Text Books (Latest Editions)**

| 1. | John Lyons, Language & Linguistics |
|---|---|
| 2. | T. Balasubramanian, A text book of English Phonetics for Indian students |

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

| 1 | The English Language by C.L. Wren |
|---|---|
| 2 | An Outline History Of English Language FtWood |
| 3 | Modern Applied Linguistics: A introduction N. Krishnaswamy, S.K. Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy |
| 4 | Mark Han cock, English Pronouncing Dictionary |
| 5. | Charles F.Mayer, Introducing English Linguistics |

## Mapping with Programme Outcomes:

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO 1 | PSO 2 | PSO 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **Total** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 15 | 15 | 15 |
| **Average** | 2.8 | 2.8 | 3 | 2.8 | 2.8 | 3 | 3 | 2 | 3 | 3 | 3 |

**3 –Strong, 2–Medium, 1-Low**

**EC-4 Allied**
**History of English Literature II**

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| **24UENA41** | **EC-4 Allied -History of English Literature II** | **Allied** | **4** | **1** | **0** | **0** | **4** | **5** | **25** | **75** | **100** |

| **Learning Objectives** | |
|---|---|
| LO1 | To help students with a survey of the history of English literature from Old English times to the Modern period. |
| LO2 | To facilitate them understand the major literary movements and authors of England |
| LO3 | To enable students, develop a comprehensive understanding of the Ages and their characteristics |
| LO4 | To identify the influence of social and cultural events through the works of the writers |
| LO5 | To explore how the writers engage with political, social, and personal themes such as feminism, political commentary, and identity. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **PROSE**<br>Romantic Age – *Charles Lamb, Willam Hazlitt*<br>Victorian Age – *John Ruskin*<br>The Twentieth Century – *Orwell, A.G. Gardiner* | 15 |
| 2 | **POETRY**<br>Romantic Poetry – *Wordsworth, Shelley*<br>Victorian Poetry – *Tennyson, Robert Browning*<br>The Twentieth Century – *T.S. Eliot, Yeats* | 15 |
| 3 | **DRAMA**<br>Revival of Drama – *Oscar Wilde*<br>The Twentieth Century– *G.B. Shaw* | 15 |
| 4 | **NOVEL**<br>Romantic Age – *Jane Austen*<br>Victorian Age – *Dickens* | 15 |
| 5 | The Novel since 2000 – *Doris Lessin*<br>Drama since 2000 – *David Hare* | 15 |

| CO | Course Outcomes |
|---|---|
| CO1 | Gain comprehensive knowledge of the history of English literature, with a special focus on various literary movements, genres, and prominent writers representative of their times. |
| CO2 | Analyze the comprehensive knowledge of major literary movements in English literature. |
| CO3 | Become familiar with the socio-cultural context and discursive frameworks of different literary ages. |
| CO4 | Critically analyze the works of key authors within their historical and cultural contexts. |
| CO5 | Articulate how these themes contribute to the authors' overall message and impact. |

| Textbooks: | |
|---|---|
| 1 | Hudson, W. H. *An Outline History of English Literature*. Atlantic Publishers, 2022. |
| 2 | Compton-Rickett, Arthur. *A History of English Literature*. UBS Publishers' Distributors, 2021. |
| 3 | Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2022. |
| **Reference Books:** | |
| 1 | Albert, Edward. *History of English Literature*. 6th ed., Oxford University Press, 2021. |
| 2 | Daiches, David. *A Critical History of English Literature*. 2 vols., Allied Publishers, 2022. |
| 3 | Sampson, George. *The Concise Cambridge History of English Literature*. 3rd ed., Cambridge University Press, 2020. |

Mapping with Programme Outcomes and Programme Specific Outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **Total** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 12 | 10 | 15 |
| **Average** | 2.8 | 2.8 | 3 | 2.8 | 2.8 | 3 | 3 | 2 | 2.4 | 2 | 3 |

3–Strong,2-Medium,1-Low

# EC-5  Allied - Myth and Literature

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| **24UENA42** | **EC-5  Allied - Myth and Literature** | **Allied** | **4** | **1** | **0** | **0** | **4** | **5** | **25** | **75** | **100** |

| Learning Objectives | |
|---|---|
| LO1 | To introduce students to the concept of myth and legend and their role in explaining natural phenomena. |
| LO2 | To help students understand important Greek and Roman myths and their central characters and events. |
| LO3 | To familiarize students with Celtic mythology through selected stories and themes. |
| LO4 | To develop an understanding of legendary traditions such as the Arthurian cycle and the Robin Hood stories. |
| LO5 | To expose students to major Hindu mythological texts and stories and their moral, cultural, and philosophical significance. |

| Unit | Content | Hours |
|---|---|---|
| 1 | **Unit-1:** Introduction<br>Beginnings of myth, Natural Phenomena as Myth, Myth and Legends<br>Prescribed: The Norton Reader-Ed by Linda H.Petrson, Johin C. Brereton: Chapter – Mythology Robert Graves (Pages 1150-1154) | 15 |
| 2 | **Unit-2:** Greek and Roman Mythology<br>1. Hercules (Cleaning of Aegean Tables, Atlas and Hercules)<br>2. Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.<br>3. The Story of Romulus and Remus<br>4. The Story of Dido, Queen of Carthage<br>5. The Story of Cupid & Psyche<br>6. The Story of Orpheus and Eurydice<br>7. The Story of Echo & Narcissus | 15 |
| 3 | **Unit-3:** Celtic Mythology<br>1. Oisin in the Land of Forever Young | 15 |

| | | |
|---|---|---|
| **4** | **Unit-4:** Legends<br>1. Arthurian Cycle (The Holy Grail)<br>2. Robin Hood Cycle | 15 |
| **5** | **Unit-5:** Hindu Mythology<br>1.Stories from Ramayana<br>  ➢ The Story of Mareecha<br>  ➢ The Burning of Lanka<br>2.Stories from Mahabharatha<br>  ➢ Kurukshetra - The Battle & The Deception of Bheema<br>  ➢ The Dog<br>  ➢ The Bhagavad Gita<br>3. Stories from Puranas, Epics and Vedas<br>  ➢ The Story of Nala and Damayanthi<br>  ➢ The Story of Nacheeketa and Yama<br>  ➢ The Story of Ganga<br>  ➢ The Story of Sakuntala | 15 |

| CO | Course Outcomes |
|---|---|
| CO1 | Students will be able to explain the meaning and importance of myths and legends. |
| CO2 | Students will be able to retell important Greek and Roman mythological stories. |
| CO3 | Students will be able to describe key stories from Celtic mythology. |
| CO4 | Students will be able to identify major legendary figures like King Arthur and Robin Hood. |
| CO5 | Students will be able to understand and explain important stories from Hindu mythology. |

| **Textbooks:** | |
|---|---|
| 1 | The Norton Reader - Ed by Linda H.Petrson, Johin C. Brereton |
| 2 | Myths of the Hindus and Buddhists – Ananda K. Coomaraswamy and Sister Nivedita  (Chapters III and VII only) |
| **Reference Books:** | |
| 1 | The Encyclopedia of World Mythology |
| 2 | Bulfinch's Mythology |
| 3 | Myth and Me |

Mapping with Programme Outcomes and Programme Specific Outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **Total** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 12 | 10 | 15 |
| **Average** | 2.8 | 2.8 | 3 | 2.8 | 2.8 | 3 | 3 | 2 | 2.4 | 2 | 3 |

3–Strong,2-Medium,1-Low

# II YEAR

## SEMESTER-IV

### SEC-5 - Interview Skills

| Course Code | Course Name | Category | L | T | P | S | Credits | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UENS41 | **Interview Skills** | Skill | **1** | **0** | 1 | 0 | 2 | 2 | 25 | 75 | 100 |

| Learning Objectives | |
|---|---|
| LO1 | To enable students, understand the information needed to prepare for an interview |
| LO2 | To enable them to research company information before heading to an interview |
| LO3 | To familiarize them with how to handle Interview Questions |
| LO4 | To enable them to use comfortable vocabulary |
| LO5 | To analyze advanced students' self-evaluation exercise for improving interview skills and performance |

| Unit | Details | Hours |
|---|---|---|
| 1 | Definition of Interview – Essentials of Interview Skills | 6 |
| 2 | Needs and Requirement of Interview Skills | 6 |
| 3 | Resume Preparation – Do's and Don'ts of an interview | 6 |
| 4 | Body Language – gesture, attitude, facial expression, sound knowledge | 6 |
| 5 | Mock Interview – Conducting a role play for students to understand the skills learnt as an interview | 6 |

| CO | Course Outcomes |
|---|---|
| CO1 | Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/ internship position description and employer. |
| CO2 | Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of Filler words, hand gestures, and verbal pace). |
| CO3 | Demonstrate professional behavior(s)including preparedness, professional attire, and respectful presentation. |
| CO4 | Develop confidence in relationship to their interviewing skills. |
| CO5 | Be able to identify, discuss, and implement key job interview skills |
| **Textbooks:** | |
| 1 | Ros Jay (2002), Brilliant Interview, Prentice Hall |

| | | |
|---|---|---|
| 2 | David Beckham (2013), The illustrated Book, Headline Publications | |
| **Reference Books:** | | |
| 1 | Elizabeth Harrin, ebook, OvercomingImposterSyndrome:Tenstrategiestostopfeelinglikeafraudatwork. | |
| 2 | Web source: Tips for a Successful Interview(ung.edu) | |

### Mapping with Programme Outcomes and Programme Specific Outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Total | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 15 | 15 | 15 |
| Average | 2.8 | 2.8 | 3 | 2.8 | 2.8 | 3 | 3 | 2 | 3 | 3 | 3 |

### 3 – Strong, 2- Medium, 1- Low

| Course Code | Course name | Category | L | T | P | S | Credit | Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | CIA | External | Total |
| 24UAEC41 | ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT | AEC - 3 | 1 | 1 | 0 | 0 | 2 | 2 | 25 | 75 | 100 |

| Learning Objectives | | |
|---|---|---|
| LO1 | To provide basic knowledge of Environmental Science and Sustainability | |
| LO2 | To understand the Fundamentals of Disaster Management | |
| LO3 | To create awareness about Natural Disaster and Management | |
| LO4 | To familiarize students with Manmade Disaster and Management | |
| LO5 | To promote community participation and technological applications in disaster risk reduction | |

| Unit | Contents | Hour |
|---|---|---|
| I | **Environmental Science and Sustainability**<br><br>Ecosystem: structure, types, and functions - Biodiversity: importance and conservation strategies - Environmental pollution: types (Air & Water), causes, effects, and control measures - Climate change and global warming | 6 |
| II | **Fundamentals of Disaster Management**<br>Concepts: disaster, hazard, vulnerability, risk, resilience - Types of disasters: natural and man-made - Disaster management cycle: prevention, mitigation, preparedness, response, recovery. | 6 |
| III | **Natural Disasters and Management**<br>Earthquakes, floods, Oil spill disaster, cyclones, Tsunami, droughts, landslides, Heat wave - Causes, consequences, and case studies - Community and government measures for preparedness and mitigation. Role of Government in Disaster Management – NDMA, SDMA & DDMA. Community Based Disaster Management | 6 |
| IV | **Man-Made Disasters and Management**<br><br>Industrial accidents, fires, chemical and nuclear hazards, Biological hazards, transport accidents - Impacts on society, economy, and environment - Disaster preparedness and management strategies - Case studies: Bhopal Gas Tragedy, Vizag Gas Leak, urban disasters. | 6 |
| V | **Sustainable Development and Disaster Risk Reduction**<br>Principles of sustainable development and Sustainable Development Goals (SDGs) - | 6 |

| | | |
|---|---|---|
| | Climate change and disaster interlinkages - Disaster risk reduction strategies: early warning systems, resilient infrastructure, policy framework. Role of technology, education, and media in environmental sustainability and disaster management | |

**Course Outcomes**

**The students will be able to**

| | |
|---|---|
| CO1 | Describe the importance of ecosystems, biodiversity, and methods of controlling pollution. |
| CO2 | Understand the basic concepts of disaster management, hazards, risks, and resilience. |
| CO3 | Explain the causes, effects, and control measures of major natural disasters. |
| CO4 | Identify different types of man-made disasters and suggest safety and preparedness measures. |
| CO5 | Recognize the role of sustainable development and disaster risk reduction strategies in protecting environment and society. |

**Textbooks**

| | |
|---|---|
| 1 | Government of India – Disaster Management Act, 2005 |
| 2 | P.C. Mishra – Disaster Management and Mitigation |

**Reference Book**

| | |
|---|---|
| 1 | Erach Bharucha – Textbook of Environmental Studies |
| 2 | IGNOU Study Material – Disaster Management |

**Web Resources:**

| | |
|---|---|
| 1 | https://ndma.gov.in/ |

**Mapping Programme Outcomes and Programme Specific Outcomes with Course Outcomes**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO4** | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **Total** | 15 | 13 | 15 | 15 | 15 | 10 | 14 | 15 | 15 | 15 | 11 |
| **Average** | 3 | 2.6 | 3 | 3 | 3 | 2 | 2.8 | 3 | 3 | 3 | 2.2 |

**3 – Strong, 2- Medium, 1- Low**