

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.



DEPARTMENT OF ENGLISH

MASTER OF ARTS – ENGLISH

SYLLABUS

Choice Based Credit System – CBCS

(As per TANSCH/MKU Guidelines)

with

Outcome Based Education (OBE)

(with effect from Academic Year 2023 -2024 onwards)

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College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckonsthe Mission continues forever.

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Department Vision and Mission

Vision

- To foster knowledge, love of literature and language among students
- To demonstrate our commitment to the society through the intensive curriculum of English Language and Literature
- To cater to the needs of general education - communication, diversity, global perspectives and interdisciplinary studies through a coherent curricular framework
- To assure the students' creativity, fundamental to learning English Language and Literature through drama, poetry, prose, fiction, critical theory as well as develop their creative, critical production and presentation
- To assist students to view themselves as professionals, as a part of their discipline with valuable skills and abilities to pursue higher and prospective career

Mission

- To build knowledge of the content and methods of English education, literary studies as well as academic profession and creative writing in students through the autonomy of framing a suitable syllabus.
- To provide appropriate pedagogies within an environment (classroom, equipment, resources, and technology) that will lead to students' development of knowledge in the field of education
- To instill in the faculty, a commitment to an interdisciplinary approach to knowledge
- To prepare graduates for professional study as well as train them in various fields such as publication, research, business, law, government services
- To encourage students to communicate effectively in English

Methods of Assessment

Methods of Assessment	
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Programme Scheme

Eligibility

A Candidate with a pass B.A. English Major / a pass in Part – II English Paper of B.A., B.Sc. Degree (4 Semesters) or any other equivalent degree accepted by University.

For Programme Completion

A Candidate shall complete:

- Part III - Core papers in semesters I, II, III and IV respectively
- Part III - Elective papers in semesters I, II, III and IV respectively
- Part IV - Non- Major Elective papers in semester II and III respectively
- Part IV - Skill Enhancement Course papers in semester II, III and IV respectively
- Part V – Extension activity in semester IV respectively

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	-	75
Marks Continuous Internal Assessment Examinations (CIAE)	-	25
Marks Total	-	
		100

Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	-	20
Marks		
Seminar / Quiz / Assignment	-	05
Marks		
Total	-	25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern

Section – A (10 X 1 = 10 Marks)

Answer ALL the questions.

- Question numbers 1 to 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL the questions, choosing either a or b.

- Question numbers 11 to 15
- one question from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

- Answer ALL the questions, choosing either a or b.
- Question numbers 16 to 18
- Descriptive Type

Passing Marks

A Candidate passes the M.A., English degree by scoring a minimum of 50% of Marks (internal + external) in each course of the Programme. No minimum marks for internal assessment.

- Minimum 34 Marks (45%) for External Examination in Theory Courses.

MA English**Semester-I**

Part	Course Code	List of Courses	Credit	No. of Hours
	23PENCC11	Core– I English Poetry – From Chaucer to 20 th Century	5	7
	23PENCC12	Core – II ENGLISH DRAMA - Elizabethan Age to 20 th Century	5	7
	23PENCC13	Core – III English Fiction	4	6
	23PENDE11	Elective – I Indian Writing in English	3	5
	23PENGE11	Elective– II Theatre Art	3	5
			20	30

Semester-II

Part	Course Code	List of Courses	Credit	No. of Hours
	23PENCC21	Core – IV American Literature	5	6
	23PENCC22	Core – V Shakespeare Studies	5	6
	23PENCC23	Core Course – VI Post-colonial Theory and Literature	4	6
	23PENDE21	Elective Course – III Approaches to English Language Teaching	3	5
	23PENGE21	Elective Course – IV A Glimpse of Nobel Laureates	3	5
	23PENSE21	Skill Enhancement Course [SEC I] – Industry Training & Expectations - COMMUNICATION SKILLS	2	2
			22	30

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENCC11	From Chaucer to 20th Century	Core	5	7	25	75	100

Learning Objectives		
L1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.	
L2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.	
L3	A good comprehension of History of English literature is enabled	
L4	Differentiation among the various stages of English could be identified by students.	
L5	Critical approaches towards various literary forms can be learnt.	
UNIT	Contents	No. of Hours
I	Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading : Doctor, Friar	21
II	Elizabethan Poetry-Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning""The Canonization"	21
III	Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"	21
IV	Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476 Gray "Elegy" /"The Bard" /"On a Favourite Cat Drowned in a tub of Goldfishes" Burns "Holy Willie's Prayer""Auld Lang Syne"	21
V	Modern Poetry -Rupert Brooke: "The Soldier"Wilfred Owen: "Anthem for Doomed Youth" W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" &"Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney:"Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"	21
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Students will gain ideas about the old English writing	K1,K2,K3,K4,K5

	style.	
2	The knowledge about various forms of poetry during different centuries can be wellcomprehended.	K1,K2,K3,K4,K5
3	Evaluate various poets as representatives of their periods	K1,K2,K3,K4,K5,K6
4	Trace the evolution of various literary movements	K1,K2,K3,K4,K5,K6
5	Justify British Poetry as an aesthetic record of the societies concerned	K1,K2,K3,K4,K5,K6
Textbooks		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
3		
Reference Books		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford – upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.	
6.	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker &Warburg, London.	
7.	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne toMarvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	http://www.english/.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm	

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	2	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

Reference Books	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, VikasPublishing House Pvt., Ltd., (6 th ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance,Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre
Web Resources	
1.	http://www.questia.com (online library for research)
2.	http://www.clt.astate.edu/wmarey/asste%
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4.	https://www.britannica.com/art/English-literature/The-Restoration
5.	https://www.britannica.com/art/epic-theatre

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal BookStall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, HongKong.
Web Resources	
1.	http://en.wikipedia.org/wiki/English_literature
2.	http://en.wikipedia.org/wiki/novel
3.	https://www.britannica.com/art/picaresque-novel
4.	https://www.britannica.com/art/novel-of-manners
5.	https://www.britannica.com/topic/lane-Eyre-novel-by-Bronte

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

	Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
Web Resources	
1.	http://en.wikipedia.org/wik/indian_writing_in_english
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
3.	https://www.britannica.com/biography/Sri-Aurobindo
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/
5.	https://www.britannica.com/biography/Anita-Desai

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

	University Press,2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Web Resources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENCC21	American Literature	Core	5	6	25	75	100

Learning Objectives		
L1	To introduce the learners to the development of American literature.	
L2	To familiarize social and political events that have a bearing on American writing	
L3	To introduce the concepts and emerging themes in American literature	
L4	To inculcate the movements and trends that shaped American literature,	
L5	To familiarize the students with the relation between aesthetics and racism inFiction	
UNIT	Contents	No. of Hours
I	POETRY Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That SheLived”, “The Soul Selects Her Own Society” Robert Frost “After Apple Picking” E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Denis Levertor“ Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour”Sylvia Plath “Lady Lazarus” Anne Lexton “Wanting to Die” Adrienne Rich “Snapshots of a Daughter-in-law”	18
II	Victor Hernandez Cruz “Today is a day of great joy”, Amiri Baraka “An Agony as Now’ in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks “Kitchenette Building”,Joy Harijo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66 Prose - Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter“Pond”)	18
III	Drama - Arthur Miller - Death of a Salesman, Tennessee Williams - A StreetCar Named Desire Marsha Norman - Night Mother, NtozakeShange – For Colored Girls.	18
IV	Fiction/Short Story - Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Moma day - The House Made of Dawn - Toni Morrison - BelovedKate Chopin - The Awakening	18
V	Autobiography - Excerpts from – MalcolmX, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive	18
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Analyze the movements and trends that shaped	K1,K2,K3,K4,K5

	American literature	
2	Estimate various speeches and concepts of living which changed American history	K1,K2,K3,K4,K5
3	Evaluate the relation between aesthetics and racism in fiction	K1,K2,K3,K4,K5,K6
4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K1,K2,K3,K4,K5,K6
5	The exposure to the different literary genres and its evolution in American Literature	K1,K2,K3,K4,K5,K6
Textbooks		
1	Willis Wagner : American Literature - A World View	
2		
3		
Reference Books		
1.	Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	
Web Resources		
1.	https://www.thoughtco.com/american-literary-periods-741872	
2.	https://www.poetryfoundation.org/poets/walt-whitman	
3.	https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/	
4.	https://www.britannica.com/art/American-literature	
5.	https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/	

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENCC22	Shakespeare Studies	Core	5	6	25	75	100

Learning Objectives		
L1	To examine, understand and enjoy Shakespeare’s plays and Criticism of Theatre.	
L2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages	
L3	Undertake textual analysis of Shakespeare’s Plays and Sonnets	
L4	Appraise Shakespeare’s contribution to English language and literature	
L5	Critically understanding the appreciations by critics on Shakespeare	
UNIT	Contents	No. of Hours
I	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends inShakespeare Studies up to the 19 th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &play production.	18
II	Sonnets – 12, 65, 86,130, Comedies -Much Ado About Nothing, Winter’s Tale.	18
III	Tragedy Othello	18
IV	History Henry IV Part I	18
V	Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial,New historicist;A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedyby A.C.Bradley, London, Macmillan, Third Edition, 1992. Granville Baker - From Prefaces to Shakespeare Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV &Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988 Also in Political Shakespeare: New Essays in Cultural Materialism. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press,1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And RenaissanceDrama, Manchester UP, 1989.	18
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Critically understanding the appreciations by critics on Shakespeare	K1,K2,K3,K4,K5
2	Understand elizabethan theatre and the theatre’s development.	K1,K2,K3,K4,K5
3	Critical perspectives on Shakespeare’s Plays and Sonnets	K1,K2,K3,K4,K5,K6
4	Understand the trends in Shakespeare studies	K1,K2,K3,K4,K5,K6

5	Modern Approaches in Shakespearean criticism	K1,K2,K3,K4,K5,K6
Textbooks		
1	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
Reference Books		
1.	Harrison, 1951, G.B. Shakespeare’s Tragedies, Routledge, London.	
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare’s Sombre Tragedies, New York.	
3.	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare’s Final Plays, Oxford.	
4.	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner’s Sons.	
5.	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.	
Web Resources		
1.	http://www.shakespeare.bham.ac.uk/resources	
2.	https://www.folger.edu/shakespeares-theater	
3.	https://www.britannica.com/art/sonnet	
4.	https://www.sparknotes.com/shakespeare/othello/genre/	
5.	https://www.historytoday.com/archive/british_english_monarchs/henry-iv	

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENCC23	Post-Colonial Theory and Literature	Core	4	6	25	75	100

Learning Objectives		
L1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.	
L2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres	
L3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people	
L4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.	
L5	Understanding the critical perspectives in Postcolonial literatures.	
UNIT	Contents	No. of Hours
I	Fiction Joseph Conrad : Heart of Darkness. E.M. Forster : A Passage to India.	18
II	Fiction Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children. Thomas King : The One About Coyote Going West	18
III	Fiction - Samuel Selvon : The Lonely Londoners. Bapsi Sidhwa : Ice Candy Man	18
IV	Poetry Arun Kolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch A.K. Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells. Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.	18
V	Poetry Leopold Senghor. : In Memoriam, Night of Sine, All Day Long. Grace Nichols : In My Name, Of course when they ask for poems about the `realities' of black women, Praise Song for my Mother, Caribbean Women Prayer. James Reaney : Maps George Bowering : Grand Father	18
Course Outcomes		Knowledge Level
C O	On completion of this course, students will	
1	Critically understanding the political and social background of the third world nations	K1,K2,K3,K4,K5
2	Understand the emerging trends in Post- Colonial Literature	K1,K2,K3,K4,K5
3	Problems and consequences of the decolonization of a country,	K1,K2,K3,K4,K5,K6
4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K1,K2,K3,K4,K5,K6

5	Interpret the postcolonial concepts found in different literary genres	K1,K2,K3,K4,K5,K6
Textbooks		
1	Macaulay's Minute of 1831/35.	
2	Post-Colonial Studies: eds. Ashcroft et.al.	
Reference Books		
1.	Specific issues of Journal of Commonwealth Literature.	
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.	
3.	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.	
4.	Frantz Fanon : The Wretched of the Earth.	
5.	Ashish Nandy : The Fear of Nationalism.	
Web Resources		
1.	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature	
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/	
3.	https://www.britannica.com/biography/Chinua-Achebe	
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532	
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A	

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENDE21	Approaches To English Language Teaching	Elective	3	5	25	75	100

Learning Objectives		
L1	To enhance the learning and teaching skills of English	
L2	To familiarize students about the basic concepts and theories related to English language teaching	
L3	To focus on the problems and consequences on language teaching	
L4	Emphasis will be laid on tracing the development of language teaching skills	
L5	Understanding the teaching aspects	
UNIT	Contents	No. of Hours
I	A Brief history of Language Teaching The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century	15
II	Nature of approaches and methods in Language Teaching 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: 3. Oral approach and situational language teaching 4. The Silent Way 5. Community Language Learning. Suggestopedia. Competency based Language teaching	15
III	Current Communicative Approaches The Natural Approach Cooperative language learning Content basedinstruction ,Task-based language teaching	15
IV	Teaching Aspects Teaching Prose Teaching Poetry TeachingGrammar, Teaching of Non-Detailed Text.	15
V	Use of Media in ELT The integration of elements in multi- media language learning systemsBBC English by Radio and Television - an outline history Using BBC English by Radio and Television in the classroom	15
Course Outcomes		Knowledge Level
C O	On completion of this course, students will	
1	Know the brief history of language teaching methods	K1,K2,K3,K4,K5
2	Understand the difference between the terms, methods, approaches and techniques used in teaching	K1,K2,K3,K4,K5
3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1,K2,K3,K4,K5,K6

4	Analyse the steps of teaching prose, poetry, grammar,non-detailed text etc and develop it.	K1,K2,K3,K4,K5,K6
5	Perceive the use of radio and television inlanguage learning	K1,K2,K3,K4,K5,K6
Textbooks		
1	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.	
2	The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.	
Reference Books		
1.	Dr. Shaikh Mowla Methods of Teaching English.	
2.	Dr. Gurav H.K Teaching Aspects of English Language.	
Web Resources		
1.	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/	
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/	
3.	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/	
4.	https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17	
5.	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf	

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENGE21	A Glimpse of Nobel Laureates	Elective	3	5	25	75	100

Learning Objectives		
L1	To introduce the learners to the Nobel Laureates of various genres of Literature	
L2	To familiarize students on various Nobel Laureates	
L3	To focus on interpreting the works of various Nobel Laureates	
L4	Focus on evaluate critically and aesthetically the prescribed texts	
L5	Understanding the Nobel Laureates contribution to the society	
UNIT	Contents	No. of Hours
I	DETAILED POETRY Pablo Neruda If You Forget A Song of Despair Ode to the Onion Your Laughter NON-DETAILED POETRY As One Listens to the Rain - Octavio Paz The Street - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney	15
II	DETAILED PROSE Loot - Nadine Gordimer Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner NON – DETAILED PROSE Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison	15
III	DETAILED DRAMA The Caretaker - Harold PinterNON – DETAILED DRAMA Man and Superman - George Bernard Shaw	15
IV	SHORT STORIES Alice Munro The Turkey Season Differently Runaway The Bear Came Over the Mountain Boys and Girls	15
V	NOVELS The Pearl - John Steinbeck One Hundred Years of Solitude - Gabriel Garcia Marquez	15
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K1,K2,K3,K4,K5
2	Interpret the works of various Nobel Laureates	K1,K2,K3,K4,K5
3	Analyze the different themes with regard to social, political and cultural aspects.	K1,K2,K3,K4,K5,K6
4	Evaluate critically and aesthetically the prescribed texts.	K1,K2,K3,K4,K5,K6
5	Perceive the influence of Nobel Laureates in Literature	K1,K2,K3,K4,K5,K6

Textbooks	
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Reference Books	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Web Resources	
1.	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2.	https://www.britannica.com/biography/Pablo-Neruda
3.	https://www.britannica.com/topic/Nobel-Prize
4.	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5.	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PENSE21	Communication Skills	SEC	2	2	25	75	100

Learning Objectives		
L1	To provide an overview of prerequisites to Business Communication.	
L2	To impart the correct practices of the strategies of Effective Business Writing.	
L3	To equip the students with the knowledge of written and oral communication.	
L4	To familiarize the learners to various oral and written skills.	
L5	The ability to communicate effectively with a range of audiences.	
UNIT	Contents	No. of Hours
I	COMMUNICATION: AN INTRODUCTION 1. Definition, Nature and Scope of Communication 2. Types of Communication Process of Communication Barriers to Communication	6
II	ORAL/AURAL COMMUNICATION 1. Describing directions and routes in English 2. Congratulating people on their success 3. Expressing Opinions	6
III	CORPORATE COMMUNICATION 1. Demanding explanations 2. Giving Instructions 3. Requesting and responding to requests	6
IV	VERBAL COMMUNICATION- WRITTEN 1. Circular 2. Memorandum 3. Minutes	6
V	PRACTICAL ASSESSMENT 1. Making Comparisons 2. Reporting what others say 3. Persuading	6
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Understand the role of communication in professional success.	K1,K2,K3,K4,K5
2	Develop an awareness of appropriate communication strategies.	K1,K2,K3,K4,K5
3	Analyze a variety of communication acts with referenceto written and oral skills.	K1,K2,K3,K4,K5,K6
4	Prepare and present messages with a specific intent.	K1,K2,K3,K4,K5,K6
5	An understanding of professional, ethical and social responsibilities.	K1,K2,K3,K4,K5,K6
Textbooks		
1	Brent C. Oberg. Interpersonal Communication	
2	John Seely. The Oxford Guide to Writing and Speaking	

Reference Books	
1.	Asha Kaul. Effective Business Communication
2.	S.K. Mandel. Effective Communication and Public Speaking
Web Resources	
1.	www.researchgate.net
2.	https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048
3.	https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION
4.	https://akpsi.org/what-is-oral-communication/
5.	https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
C0 1	3	3	3	3	3	3	3	2	3	2
C0 2	2	3	3	3	2	3	3	2	2	2
C0 3	3	3	3	2	3	3	3	2	3	2
C0 4	3	3	3	3	3	3	3	2	2	2
C0 5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1