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 TANSCHE/MKU Guidelines)

with

Outcome Based Education (OBE)

(with effect from Academic Year 2023 - 2024 onwards)

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.

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 beckons the Mission continues forever.

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 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
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/ Comprehen d (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
Applicatio n (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) Marks Continuous Internal Assessment Examinations (CIAE) Marks Total Marks Pattern of Continuous Internal Assessment Examinations (C	- 75 - 25 - 100 IAE)
Average of Two Internal Tests (each 20 marks) Marks	- 20
Seminar / Quiz / Assignment Marks	- 05
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

				ſS	Marks		
Course Code	Course Title	Category	Credits	Inst. Hour	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 Me 17 th Century.	edieval Er	ngland to	
L2	To focus on the evolution of Poetic forms such as Sonnet, Bal Epic etc.	lad, Lyric	c, Satire,	
L3	A good comprehension of History of English literature is ena	bled		
L4	Differentiation among the various stages of English could be students.	identifie	d by	
L5	Critical approaches towards various literary forms can be lea	arnt.		
UNIT	Contents		No. of Hours	
Ι	Middle English Poetry-Chaucer: "The General Prologue": Par The Nun Additional Reading : Doctor, Friar	doner,	21	
II	Elizabethan Poetry-Spenser: "Epithalamion" Donne: "A Valeo forbidding mourning""The Canonization"	diction:	21	
III	Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"			
IV	Eighteenth Century Poetry – Dryden "Absalom and Achitoph Lines 150 – 476 Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a 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" & ' 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"	"Musee	21	
	Course Outcomes	Knowle	dao Lovol	
СО	On completion of this course, students will	KIIOWIE	edge Level	
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						
2	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,K						
	Textbooks						
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle	Ages Through					
1	the 18th century. OUP, London						
2	Standard editions of texts						
3							
	Reference Books						
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; F						
1.	limited, London.						
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarer	ndon Press, London.					
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford –						
5.	upon – Avon Studies Vol. II, Edward Arnold, London.						
4.	William R. Keats, ed., 1971, Seventeenth Century English Poe in Criticism, Oxford University Press, London.	try: Modern Essays					
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education B	ooks Ltd London					
5.	David Daiches, 1981, A Critical History of English Literature V						
6.	Secker &Warburg, London.	015. 1 011.,					
		aliah Dootwy Dooroo					
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.b	<u>ritannica.com/to</u>					
	pic/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/Modernis	st_poetry_in_En					
glish.htm							

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

				S	Marks		
Course Code	Course Title	Category	Credits	Inst. Hour	CIAE	External	Total
23PENCC12	Elizabethan Age to 20 th Century	Core	5	7	25	75	100

	Learning Objectives					
L1	To acquaint the students with the origin of drama in Britai	n				
L2	Different stages of British Drama and its evolution in the context of theatre can beunderstood by the students.					
L3	Socio-cultural scenario can be well comprehended through a study of					
LS	representative texts from the Elizabethan age to 20th cent	ury.				
L4	Evaluating different forms of drama from the historical ba learnt.	ckground	could be			
L5	Understanding dramatic techniques implied by the pionee	rs of Engl	ish drama			
UNIT	Contents		No. of Hours			
I	Beginnings of Drama :Miracle and Morality Plays -Everyma The Senecan and Revenge Tragedy Thomas Kyd - The Span Tragedy		21			
II	Elizabethan Theatre : Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy, Christopher Marlowe: The Jew ofMalta Ben Jonson :Volpone					
III	Jacobean Drama - John Webster: The White Devil		21			
IV	Restoration - William Congreve The Way of the World, IrishDramaticMovement ,J.M Synge The Playboy of the Western World					
v	Epic Theatre Bertolt Brecht Mother Courage and her Chil Comedy of Menace, Harold Pinter :Birthday Party Post- Drama Samuel Beckett :Waiting for Godot		21			
00	Course Outcomes	Knowle	edge Level			
CO 1	On completion of this course, students will	V1 V2	K3,K4,K5			
	Appraise various aspects ofdrama and theatre, Identify drama andperformance as a cultural process	<u>ΓΙ,Γ</u> ζ,	<u> </u>			
2	and an artistic discourse, iii.	K1,K2,	K3,K4,K5			
3	Evaluate plot structure, characterization and dialogue,	K1,K2,K3,K4,K5,K6				
4	Interpret drama texts asaesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	K1,K2,K3,K4,K5,K6				
5	Examine the sequential course dealing with Modern and Postmodern British Drama K1,K2,K3,K4,K5,K					
	Textbooks					
1	Bradbrook, M.C., 1955, The Growth and Structure and Eliza London.	bethanCo	medy,			
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespear	e, Londor	l			
3						

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

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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	Me	dium-2	2	Low-1	Ĺ						

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	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_2 Modium_2	Low-1		-	• •	-

				ſS	Marks		
Course Code	Course Title	Category	Credits	Inst. Hou	CIAE	External	Total
23PENCC13	English Fiction	Core	4	6	25	75	100

To familiarize the students with the origin and developmen Novelup to the 20 th Century. The contents of the paper are meant to throw light on vario theories of the novel. To understand the social background base on the prescribe Identifying and differentiating various forms of novels. Trying hands in writing a piece of work on their own. Contents Novel as a Form, Concepts and Theories about the Novel; Po	us conce	pts and					
The contents of the paper are meant to throw light on vario theories of the novel. To understand the social background base on the prescribe Identifying and differentiating various forms of novels. Trying hands in writing a piece of work on their own. Contents		No. of					
theories of the novel. To understand the social background base on the prescribe Identifying and differentiating various forms of novels. Trying hands in writing a piece of work on their own. Contents		No. of					
To understand the social background base on the prescribe Identifying and differentiating various forms of novels. Trying hands in writing a piece of work on their own. Contents	d novels.	No. of					
Identifying and differentiating various forms of novels. Trying hands in writing a piece of work on their own. Contents	d novels.	No. of					
Trying hands in writing a piece of work on their own. Contents							
Contents							
Novel as a Form, Concepts and Theories about the Novel; Po		Hours					
, <u>1</u> ,	oetics						
of the Novel – definition,types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The							
							Pilgrim's Progress Jonathan Swift Gulliver's Travels
The New World Novel : Daniel Defoe Picaresque Novel 18							
Laurence Stern RobinsonCrusoe: Tristram Shandy.							
		18					
as a Young Man							
Course Outcomes	Knowle	dge Level					
On completion of this course, students will		- 0					
A wide knowledge about different types of novels can	114 110						
bemastered by the students.	K1,K2,	K3,K4,K5					
Students can learn the art of writing different forms	114 110						
ofnovel with the learned notions.	K1,K2,	K3,K4,K5					
Evaluate Social, domestic and gothic novels.	K1,K2,K	3,K4,K5,K6					
Assess philosophical and political underpinnings of							
Victorian morality, antiVictorian realities and the	K1,K2,K	3,K4,K5,K6					
aesthetic movement.							
Infer themes relating to the turn of the century events K1,K2,K3,K4,K5							
		-,,,					
	onoite - D-	0.00					
	ersity Pr	ess,					
	don						
	ondon.						
	narration. Allegorical Novel and Satire John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern RobinsonCrusoe: Tristram Shandy. Middle Class Novel of Manners :Jane Austen Emma Women's Issues : Charlotte Bronte, Jane Eyre Liberal Humanism, Individual Environment and Class Lawrence :The RainbowQuest, James Joyce Portrait of th as a Young Man Course Outcomes On completion of this course, students will A wide knowledge about different types of novels can bemastered by the students. Students can learn the art of writing different forms ofnovel with the learned notions. Evaluate Social, domestic and gothic novels. Assess philosophical and political underpinnings of Victorian morality, antiVictorian realities and the aesthetic movement. Infer themes relating to the turn of the century events through close reading of text. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago Univ London. F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	narration. Allegorical Novel and Satire John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern RobinsonCrusoe: Tristram Shandy. Middle Class Novel of Manners :Jane Austen Emma Women's Issues : Charlotte Bronte, Jane Eyre Liberal Humanism, Individual Environment and Class Issues. Lawrence :The RainbowQuest, James Joyce Portrait of the Artist as a Young Man Course Outcomes Knowle On completion of this course, students will A wide knowledge about different types of novels can bemastered by the students. Students can learn the art of writing different forms ofnovel with the learned notions. Evaluate Social, domestic and gothic novels. K1,K2,K2 Assess philosophical and political underpinnings of Victorian morality, antiVictorian realities and the aesthetic movement. Infer themes relating to the turn of the century events through close reading of text. K1,K2,K2 Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Pr London. F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.					

2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel
Δ.	till the 18 th Century, The Camelot Press Ltd. Southampton.
2	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal
3.	BookStall, New Delhi.
Δ	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence,
4.	Chatto&Windus, London.
	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan,
5.	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/Jane-Eyre-novel-by-Bronte

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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	Me	edium-2	2	Low-1	L						

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	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
Cturne 2 Madium 2	Low 1				

					S	Marks		
Course Code		Course Title	Category	Credits	Inst. Hour	CIAE	External	Total
23PENDE	11	Indian Writing in English	Elective	3	5	25	75	100

	Learning Objectives								
L1	Enabling the students to understand the evolution of India	n Writing	in						
LI	English.								
L2	To enable the learners to get exposed to the historical mov	ements o	f the						
	Indiansubcontinent.								
L3	Comprehending different genres through the representation of different texts.								
L4	To inculcate in the students the cultural significance of Indian English literature.								
	To comprehend Indian writing in English with its dual focus on the influence								
L5	of								
	classical Indian tradition and the impact of the West.								
UNIT	Contents		No. of Hours						
	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The	Lotus,							
I	The Casuarina TreeSarojini Naidu: Palanquin Bearers,		15						
	Coromandel Fishers		_						
	Kamala Das: Looking Glass, An Introduction to Parthasara	thv:							
II	A River Once, Underthe Sky Nissim Ezekiel: Morning Prayer,								
	A River Once, Underthe Sky Nissim Ezekiel: Morning Prayer, 15 Enterprise.								
III	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.								
	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.15Sri Aurobindo: The Essence of poetry, Style and Substance (from								
IV.	'The Future Poetry')Dr. S. Radhakrishnan : Emerging World								
IV	Society,		15						
	Dr. A. P. J. Abdul Kalam : Orientation (Wings ofFire).								
v	Anita Desai: Where Shall we go this Summer? Shashi Des	hpande:	15						
• •	Roots and Shadows		15						
	Course Outcomes	Knowle	edge Level						
CO	On completion of this course, students will								
1	Understand the themes of Indian Writing in English		K3,K4,K5						
2	Identify the major trends in Indian Writing in English	K1,K2,	K3,K4,K5						
3	Examine the background and settings of the prescribed	K1,K2,K	3,K4,K5,K6						
	texts								
4	Evaluate the cultural significance of IndianEnglish Literature	K1,K2,K	3,K4,K5,K6						
	The exposure to diverse culture and literature will								
5	further enlighten them about socio-cultural scenario	K1,K2,K	3,K4,K5,K6						
	in the contemporary era.								
	Textbooks								
1	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English M	lacmillar	. 1995.						
	Reference Books								
1.	K.R. Srinivasalyengar, 1962, –History of Indian Writingin Er	nglish, Ste	erling						

	Publishers, New Delhi.						
n	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications,						
2.	Delhi.						
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature,						
5.	Pencraft International, New Delhi.						
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan,						
4.	London.						
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English						
5.	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-						
2.	indian-writi ng-in-english/article5226149.ece/amp/						
3.	https://www.britannica.com/biography/Sri-Aurobindo						
4	https://www.literaryladiesguide.com/author-biography/kamala-das-						
4.	indian-poet/						
5.	https://www.britannica.com/biography/Anita-Desai						

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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
C05	3	3	3	3	3
Charles 2 Madiana 2	I 1				

				S	Marks			
Course Code	Course Title	Category	Credits	Inst. Hou	CIAE	External	Total	
23PENGE11	Theatre Art	Elective	3	5	25	75	100	

	Learning Objectives						
L1	To introduce the learners to the literary aspect of dramas.						
L2	To familiarize Theatre as an art form.						
L3	To introduce the concepts of directing and stage management.						
L4	To inculcate in the students the role of Theatre in society.						
L5	To familiarize the students with the components of acting.						
UNIT	Contents		No. of Hours				
Ι	Drama as a performing art, Relation between drama and the The role of theatreThe need for permanent theatres.	neatre	15				
II	Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular						
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration Thedirector and the stage.						
IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles inacting as an art form, violence in the theatre, need for censorship, managing time and space.						
V	Reactions against the theatre of illusion Expressionism and dramatic symbolism Stagedesign in the modern world Lighting in the modern world Word versus spectacles.						
	Course Outcomes	Knowle	edge Level				
CO	On completion of this course, students will						
1	Understand a broad range of theatrical disciplines and Experiences	K1,K2	K3,K4,K5,				
2	Identify the diversity of theatrical experiences and the role of theatre in society	K1,K2	K3,K4,K5,				
3	Discover the relationships among the various facets of Theatre	K1,K2,K	3,K4,K5,K6				
4	Estimate drama as a performing art and the aspects of Stage craft	K1,K2,K	3,K4,K5,K6				
5	The exposure to diverse com [ponents of acting and techniques	K1,K2,K	3,K4,K5,K6				
	Textbooks						
1	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatr Book House (P) Ltd.,2015.	e Art. Ne	w Century				
	Reference Books						
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theat</i> Cambridge	re Studies					

	University Press,2008.
2.	Leach, Robert. Theatre Studies: The Basics. 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
	https://www.britannica.com/art/theater-building/Production-
6.	aspects-of-Expressionist-theatre

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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	PS05
C01	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

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

	Learning Objectives		
L1	To introduce the learners to the development of American		
L2	To familiarize social and political events that have a bearin writing	-	
L3	To introduce the concepts and emerging themes in America	an literat	ure
L4	To inculcate the movements and trends that shaped Americ	can litera	ture,
L5	To familiarize the students with the relation between aesth racism inFiction	netics and	
UNIT	Contents		No. of Hours
Ι	POETRYWalt Whitman "Out of the Cradle Endlessly Rocking"Emily Dickinson "The Last Night That SheLived", "The SouldHer Own Society"Robert Frost "After Apple Picking"E. E. Cummings "Cambridge Ladies" Wallace Stevens "Aneodthe 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"	cdote of	18
II	Victor Herandez Cruz "Today is a day of great joy", Amiri B "An Agony as Now' in (Four Centuries of American Literatu Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks "Kitchenette Building",Joy Harijo "Remember" (From the Language I Give You Back), Life: A Festival of Poets, Ed Jam Habai, Double Day, 1995. p.165-66 Prose - Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter"Pond")	ire, Ed, nes	18
III	Drama - Arthur Miller - Death of a Salesman, Tennessee W A StreetCar Named Desire Marsha Norman - Night 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 Writing, Cherrie Moraga - Getting Home Alive	Women	18
			.
	Course Outcomes	Knowle	edge 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	K1,K2,K3,K4,K5
Δ.	changed American history	K1,K2,K3,K4,K3
3	Evaluate the relation between aesthetics and racism in	K1,K2,K3,K4,K5,K6
5	fiction	ΚΙ,ΚΖ,Κ Ͽ, Κ 4,ΚϿ,ΚΟ
4	Validate representative socio-political, cultural,	K1,K2,K3,K4,K5,K6
4	racial and gender perspectives in theatrical works	K1,K2,K3,K4,K3,K0
5	The exposure to the different literary genres and its	K1,K2,K3,K4,K5,K6
5	evolution in American Literature	K1,K2,K3,K4,K3,K0
	Textbooks	
1	Willis Wagner : American Literature - A World View	
2		
3		
	Reference Books	
1.	Marcus Cunliffe : Sphere History of Literature - American L	iterature to 1900.
2.	Boris Ford : The New Pelican Guide to English	
Ζ.	Literature - Vol.9. American Literature.	
	Web Resources	
1.	https://www.thoughtco.com/american-literary-period	ls-741872
2.	https://www.poetryfoundation.org/poets/walt-whitm	an
3.	https://blog.eyewire.org/emerson-vs-thoreau-transce	ndentalist-battle/
4.	https://www.britannica.com/art/American-literature	
F	https://ivypanda.com/essays/edgar-allan-poes-and-he	erman-melville-
5.	comparison/	

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
C05	3	3	3	3	3
	T. 4				

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

	Learning Objectives					
L1	L1 To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.					
L2	Analyzing the context of Elizabethan England from the evolving contem					
	perspective down the ages					
L3	Undertake textual analysis of Shakespeare's Plays and Sonne					
L4	Appraise Shakespeare's contribution to English language and		e			
L5	Critically understanding the appreciations by critics on Shake	espeare				
UNIT	Contents		No. of Hours			
I	Shakespeare Theatre; Theatre Conventions; Sources; Problem categorization; Trends inShakespeare Studies up to the 19 th Ce Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &play production.		18			
II	Sonnets – 12, 65, 86,130, Comedies -Much Ado About Winter's Tale.	Nothing,	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. Bradle (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 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 Manchester University Press, 1994, Ania Loomba Sexuality an Difference in Gender, Race, And RenaissanceDrama, Manche 1989.	and Sinfield ad Racial	18			
	Course Outcomes	Knowla	dgo Loval			
СО	On completion of this course, students will	KIIOWIE	dge Level			
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,K	3,K4,K5,K6			
4	Understand the trends in Shakespeare studies		3,K4,K5,K6			

5	Modern Approaches in Shakespearean criticism	K1,K2,K3,K4,K5,K6							
	Textbooks								
1	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Ror	nances& Poems,							
¹ Tragedies, Comedies), W.W. Norton & Co., London.									
	Reference Books								
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, Lon	idon.							
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation	n of Shakespeare's							
۷.	Sombre Tragedies, New York.								
3.	Knight G.W., 1947, The Crown of Life: Essays in Interpretation	n of Shakespeare's							
5.	Final Plays, Oxford.								
4.	John f. Andrews, ed., 1985, William Shakespeare: His World, H	lis Work, His							
4.	Influence, Charles Scribner's Sons.								
5.	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harv	vester Press,							
5.	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/gen	re/							
Ę	https://www.historytoday.com/archive/british english	monarchs/henry-							
5.	iv								

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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 2	Adjum '	ו	Low 1	1						

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

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

		Learning Objectives							
т	1	To examine, understand current sociopolitical mood in `third	-world' d	countries					
L	T	through the study of their fiction and poetry.							
L	า	To familiarize students about the basic concepts and theories	s related	to post					
L	Z	colonialism as expressed in different literary genres							
		To focus on the problems and consequences of the decolonization of a co							
L	43 especially relating to the political and cultural independence of former								
		subjugated people							
L	4	Emphasis will be laid on tracing the development of post-color	onialliter	atures					
	5	and theory. Understanding the critical perspectives in Postcolonial litera	tures						
L	3	onderstanding the erritear perspectives in rosteoromar neera	tures.	No. of					
UN	IIT	Contents		Hours					
	_	Fiction Joseph Conrad : Heart of Darkness.		1.0					
	[E.M. Forster : A Passage to India.		18					
		Fiction							
T	T								
-	II Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children.Thomas King : The One About Coyote Going West								
		Fiction - Samuel Selvon : The Lonely Londoners. BapsiSidhwa : Ice							
I	II	Candy Man							
	Poetry ArunKolatkar : The Priest, A Low Temple, Yeshwant Rao, An								
		Old Woman, ScratchA.K.Ramanujan. : Returning, Death of Poem, No							
Γ	V	Fifth Man, Birthdays, Farewells.							
		Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorro)W,						
		Song of War.							
		Poetry							
		Leopold Senghor. : In Memoriam, Night of Sine, All Day Long	-						
V	V	Nichols :In My Name, Of course when they ask for poems ab		18					
		'realities' of black women, Praise Song for my Mother, Ca							
		Women Prayer. James Reaney : Maps George Bowering : Grand	l Father						
0		Course Outcomes	Knowle	edge Level					
C O		On completion of this course, students will							
	Criti	cally understanding the political and socialbackground of							
1		chird world nations	K1,K2,	K3,K4,K5					
2		erstand the emerging trends in Post- ColonialLiterature	K1,K2,	K3,K4,K5					
3	Prob	olems and consequences of the decolonization of a	K1,K2,ŀ	K3,K4,K5,K					
5	cour	-		6					
4		nine the ethnocentric perspective of different colonial	K1,K2,ŀ	K3,K4,K5,K					
1	culti	ares with respect to postcolonial literature		6					

5	Interpret the postcolonial concepts found in different	K1,K2,K3,K4,K5,K								
	literary genres	6								
	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.	4. Frantz Fanon : The Wretched of the Earth.									
5.	Ashish Nandy : The Fear of Nationalism.									
	Web Resources									
	https://en.wikipedia.org/wiki/Postcolonial_literature#Postc	colonial_feminist_l								
1.	it									
	erature									
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcol	onial-literature/								
3.	https://www.britannica.com/biography/Chinua-Achebe									
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2	2020.1718532								
	https://www.cambridge.org/core/books/abs/cambridge-his	story-of-								
5.	postcolonial- liter	ature/poetry-and-								
	postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A									

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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	Me	edium-2	2	Low-1	L						

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
C05	3	3	3	3	3

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

	Learning Objectives								
L									
L	To familiarize students about the basic concepts and theorie	s related	to English						
L	language teaching								
L									
L		e teachin	g skills						
L	5 Understanding the teaching aspects								
UN	IT Contents		No. of Hours						
]		Brief history of Language TeachingThe Grammar – Translationnethod The Direct method The Audio lingual method, Language15eaching innovations in the nineteenth century15							
Ι	 Definition of Approach and method Objectives, Syllabus, learning activities, roles of learners, t and materials of the following approaches: Oral approach and situational language teaching The Silent Way 	 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 							
I	 Current Communicative Approaches The Natural Approach Cooperative language learning Content basedinstruction ,Ta based language teaching 	sk-	15						
Г	Teaching Aspects Teaching Prose		15						
١	Use of Media in ELT The integration of elements in multi- media language learnin systemsBBC English by Radio and Television - an outline his Using BBC English by Radio and Television in the classroom	-	15						
			.						
<u> </u>	Course Outcomes	Knowle	edge 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		,K3,K4,K5						
3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1,K2,I	K3,K4,K5,K 6						

4	Analyse the steps of teaching prose, poetry, grammar, non-	K1,K2,K3,K4,K5,K							
	detailed text etc and develop it.	6							
5	Perceive the use of radio and television inlanguage learning	K1,K2,K3,K4,K5,K							
5		6							
	Textbooks								
1	Richards, Jack C., and Theodore S. Rodgers. Approaches and Meth	odsin							
1	Language Teaching. Cambridge University Press, 2015.								
2	The Use of Media in ELT . The British Council 1979 Produced in E	ngland bythe							
2	British Council Printing and Publishing Department, London.	0 ,							
	Reference Books								
1.	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-stra	ategies-							
1.	prose.htm/								
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-	of-english-							
۷.	language-teaching/								
	https://tesoladvantage.com/methods-and-approaches-of-en	glish-language-							
3.	teac								
	hing/								
	https://www.cambridge.org/core/books/abs/approaches-ar	<u>nd-methods-in-</u>							
4.	language-teaching/current-communicative-								
	approaches/1A7EEF3288E7A5688 C36E1504138AF17								
	https://www.teachingenglish.org.uk/sites/teacheng/files/F	044%20ELT-							
5.	48%20The%20Use%20of%20the%20Media%20in%20Engl								
_	%20Teaching_v3.pdf								
L									

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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
Charlen 2 M		\	T 1		1	1				

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
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
C05	3	3	3	3	3

			Cr. Cr.	<u> </u>]	S	
Course Code	Course Title	Category	e	t. Hou	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 Laureat	es					
L4	Focus on evaluate critically and aesthetically the prescribed						
L5	Understanding the Nobel Laureates contribution to the soci	ety					
UNIT	Contents		No. of Hours				
I	As One Listens to the Rain - Octavio Paz The Street - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney						
DETAILED PROSELoot - Nadine GordimerDisorder and Early Sorrow - Thomas Mann He Comes Round theIICornerNON - DETAILED PROSEExcerpts from Disgrace - J.M.Coetzee Excerpt from Sula - ToniMorrison							
III	DETAILED DRAMA IIIThe Caretaker - Harold PinterNON – DETAILED DRAMA Man and Superman - George Bernard Shaw						
IV	SHORT STORIES Alice Munro						
v	NOVELS						
		¥7 ⁴	1 - 1				
	Course Outcomes	Knowle	dge Level				
CO	On completion of this course, students will						
1	Relate the outstanding works of Nobel Laureates in an1idealistic direction that adds the greatest benefitK1,K2to humankindK1,K2						
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,K	3,K4,K5,K6				
4	Evaluate critically and aesthetically the prescribed texts.	K1,K2,K	3,K4,K5,K6				
5	Perceive the influence of Nobel Laureates in Literature	K1,K2,K	3,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-								
4.	summary-analysis/amp/								
5.	https://www.britannica.com/biography/Alice-Munro								

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	P0 6	PO 7	PO 8	PO 9	P010
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	Me	edium-2	2	Low-1	L						

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PSO2	PSO3	PSO4	PSO5
C01	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

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

	Learning Objectives								
L1	To provide an overview of prerequisites to Business Communica	tion.							
L2	To impart the correct practices of the strategies of Effective Busin	ness 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.	1							
UNIT	Contents	No. of Hours							
	COMMUNICATION: AN INTRODUCTION								
I	1.Definition, Nature and Scope of Communication	6							
I	2.Types of Communication Process of Communication Barriers to Communication								
	Barriers to Communication								
	ORAL/AURAL COMMUNICATION								
п	1. Describing directions and routes in English								
11	II 2. Congratulating people on their success								
	3.Expressing Opinions								
	CORPORATE COMMUNICATION								
III	0 1 0								
	3.Requesting and responding to requests								
	VERBAL COMMUNICATION- WRITTEN								
IV	6								
	0								
	3.Minutes								
	PRACTICAL ASSESSMENT								
V	1.Making Comparisons	6							
•	2.Reporting what others say	Ū							
	3.Persuading								
	Course Outcomes								
СО		wledge Level							
LU	On completion of this course, students will								
1	Understand the role of communication in professional K1 success.	,K2,K3,K4,K5							
	Develop an awareness of appropriate communication								
2	strategies.	,K2,K3,K4,K5							
	Analyze a variety of communication acts with								
3	referenceto written and oral skills.	X2,K3,K4,K5,K6							
4		2,K3,K4,K5,K6							
	An understanding of professional ethical and social								
5	responsibilities.	X2,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-								
Ζ.	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-								
э.	<u>communications/</u>								

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
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	Me	dium-2	2	Low-1	L						

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	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