



**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL - 624101**



DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

M.A. ENGLISH

Curriculum Framework, Syllabus, and Regulations

(Based on TANSCHÉ Syllabus under Choice Based Credit System - CBCS)



(For the candidates to be admitted from the Academic Year 2023-24)

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**Mother Teresa Women's University
Department of English & Foreign Languages**

Choice Based Credit System (CBCS)

(2023 onwards)

1. About the Department

The Department amalgamates disciplines in dynamic dialogue with each other, ensuring both specific knowledge and a more general ability to think. The Traditional courses will be studied in tandem with cutting-edge courses on "Digital Humanities" for wide exposure to different genres. It emphasizes research on Global Feminist literature, Eco Studies, Diaspora studies and ELT. This wide range of courses offered in M.A., M.Phil., and Ph.D., will prepare the graduates for a variety of careers in higher education, and in any field that requires an agile mind able to traverse across borders. It imparts efficient Communicative Skills to the students to be competent, through its well-equipped Foreign Language Lab and offers Certificate Programmes in French and German. The Department of English & Foreign Languages established in 1985 has undertaken research projects and oversees Publication Division of the University. It publishes the University's official Newsletter the "News Flash" and a journal "Gender & Progress". The Department has a Foreign Language Lab which caters to the needs of rural students through imparting Communication Skills. Spoken English and Advanced Grammar Classes are conducted. The Department offers courses with a focus on Feminist Literature and Women's Writings.

2. About the Programme: M.A. ENGLISH

A degree in English language and literature is designed to get students reading books, analyzing theories, critiquing prose and verse, and taking a more critical look at the signs and words surrounding us every day. The aim is to get students thinking creatively and analytically about the English language; this differs from other modern language degrees as it is intended for students already proficient in written and spoken English. A course with a focus on English literature typically allows students to study literary texts from throughout history. The programme modules cover a diverse range of literature from different periods. The programme enables students to study and analyze passages relating texts to their cultural, social, historical, and political contexts.

An English language-focused degree will train students to analyze the workings of the English language outside of literature, including language-based communication in all kinds of forms and contexts. This could include analysis of casual spoken conversation, text speak, advertising methods or the uses of language in specialized legal and medical discourse.

3. Programme Educational Objectives (PEOs)

PEO1	To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
PEO2	To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
PEO3	To graduate those who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
PEO4	To assist students in the development of intellectual flexibility, creativity and cultural literacy so that they may engage in life-long learning.
PEO5	To provide students with the critical faculties necessary in an academic environment, and in the complex and interdependent world.

4. PROGRAMME OUTCOMES (POs)

On successful completion of MA. English Programme, the students will be able to

PO1	develop intellectual flexibility, creativity, and cultural literacy so that they may engage in lifelong learning
PO2	demonstrate an attitude of service and commitment to social change
PO3	appreciate and admired the masterminds of literature and analyze a variety of literary samples to determine the components, organizations, and structure of the academic text
PO4	understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies
PO5	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts.
PO6	promote their managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
PO7	understand the way the ideas, values, and themes inform and impact culture and society, both now and in the future
PO8	perform research, analysis, and criticism of literary and cultural texts from different historical periods and genres
PO9	acquire critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
PO10	write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.

5. PROGRAMME SPECIFIC OUTCOMES (PSOs)

At the end of the programme, the students will be able to

PSO	know and appreciate the location of literature within humanities, establish connections across frontiers of disciplines, critically engage with culture, gender and marginality, become acquainted with narration and representation.
PSO2	distinguish the genres of literature and various approaches to reading literature with acuity and insight (e. g. Realism, Romanticism, Naturalism, Impressionism, Expressionism, Modernism, Post-Modernism, Structuralism, Post-structuralism et al.)
PSO3	demonstrate command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline.
PSO4	appreciate the interconnectedness and interdisciplinary of all knowledge and demonstrate curiosity, humility and courage reflecting a commitment to reading and critical inquiry
PSO5	acquire vital employability skills and employment opportunities in the fields like teaching, media, journalism, content writing, freelance writing, film, drama etc.,

6. Eligibility

A candidate who has passed and secured 50% in any UG Degree Programme of this University or any other University accepted by the syndicate is eligible for admission to the M.A. Programme. A relaxation of 5% in the total percentage will be given to SC, ST candidates.

7. General Guidelines for PG Programme

- a) **Duration:** The Programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- b) **Medium of Instruction:** English

8. Project Report

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 50 typed pages in Times New Roman font with 1.5 line space.

9. Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

10. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

11. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with the prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with an attendance of less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

12. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar on the production of the medical certificate.

13. Any Other Information

In addition to the above-mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

14. Structure of the Course

1. Cognitive Domain

(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying;

Higherlevels: K4: Analysing ; K5: Evaluating; K6: Creating)

2. Affective Domain

3. Psychomotor Domain

4. Structure of Course

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
Learning Objectives: (for teachers: what they have to do in the class/lab/field)			
Course Outcomes: (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours)			
Units	Contents		Required Hours
I			17
II			17
III			17
IV			17
V			17

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
Learning Resources:		
<ul style="list-style-type: none"> ● Recommended Texts ● Reference Books ● Web resources 		
Board of Studies Date:		

15. Learning and Teaching Activities

a. Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

b. Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
Total		90 periods

16. Tutorial Activities

Tutorial Count	Topic

17. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech-savvy world.

18. Field Study Activities

Projects and research works are done with a lot of fieldwork and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

19. Assessment Activities

a. Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

b. Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 rd week	2%	2%
Assignment 2	6 th Week	2%	4%
Cycle Test – I	7 th Week	6%	10%
Assignment 3	8 th Week	2%	12%
Assignment 4	11 th Week	2%	14%
Cycle Test – II	12 th Week	6%	20%
Assignment 5	14 th Week	2%	22%
Model Exam	15 th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 th Week	60%	100%

20. TEACHING METHODOLOGIES

- a. **Traditional Teaching method** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.
- b. **Asking students to formulate a problem from a topic covered in a week's time**
Assignment, Class Test, Slip test
- c. **Asking students to use state-of-the-art technologies/software to solve problems**
Applications, Use of Language enhancement software.
- d. **Introducing students to applications before teaching the theory**
- e. **Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**
 - i. Library, Net Surfing, Manuals, NPTEL Course Materials published in the website
 - ii. Other university websites.

21. Faculty Course File Structure-Contents

a.	Academic Schedule	q.	Laboratory Experiments related to the Courses
b.	Students Name List	r.	Internal Question Paper
c.	Time Table	s.	External Question Paper
d.	Syllabus	t.	Sample Home Assignment Answer Sheets
e.	Lesson Plan	u.	Three best, three middle level and three average Answersheets
f.	Staff Workload	v.	Result Analysis (CO wise and whole class)
g.	Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern interms of Revised Bloom's Taxonomy).	w.	Question Bank for Higher studies Preparation(GATE/Placement)
h.	Sample CO Assessment Tools	x.	List of mentees and their academic achievements
i.	Faculty Course Assessment Report(FCAR)		
j.	Course Evaluation Sheet		
k.	Teaching Materials (PPT, OHP etc)		
l.	Lecture Notes		
m.	Home Assignment Questions		
n.	Tutorial Sheets		
o.	Remedial Class Record, if any		
p.	Projects related to the Course		

22. Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			2.6 NME I	2	4	3.6 NME II	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	20	30		22	30		26	30		23	30
Total Credit Points -91											

23.Template for Semester

**Choice Based Credit System (CBCS),
Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours
Distribution System
for all Post – Graduate Courses including Lab Hours**

First Year – Semester – I

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT11	Core – I	5	7	-	25	75	100
2.	P23ENT12	Core – II	5	7	-	25	75	100
3.	P23ENT13	Core – III	4	6	-	25	75	100
4.	P23ENE11	Elective – I (Departmental Elective)	3	5	-	25	75	100
5.	P23ENG11	Elective – II (Generic Elective)	3	5	-	25	75	100
		Total	20	30		-	-	500

Semester-II

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
6.	P23ENT24	Core – IV	5	6	-	25	75	100
7.	P23ENT25	Core – V	5	6	-	25	75	100
8.	P23ENT26	Core – VI	4	6	-	25	75	100
9.	P23ENE22	Elective – III (Departmental Elective)	3	4	-	25	75	100
10.	P23ENG22	Elective – IV (Generic Elective)	3	4	-	25	75	100
11.	P23ENN21	NME - Skill Enhancement Course-1	2	4	-	25	75	100
		Total	22	30		-	-	600

24. 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

25. Testing Pattern (25+75)

Evaluation of the candidates shall be through Internal Assessment and End Semester Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Continuous Internal Assessment	13	25	13	25
End Semester Examination	38	75	38	75

Continuous Internal Assessment-CIA (Theory): Test (15) + Assignment (5) + Seminar/Quiz (5) = 25

End Semester Examination (Theory): Max. Marks: 75 Time: 3 Hrs.

*** Minimum credits required to pass: 90**

25.1. Internal Assessment-CIA

Theory Course: For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

Computer Laboratory Courses: For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best

from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

25.2. Written Examination Question Paper Pattern: Theory Paper (Bloom's Taxonomy based)

Question paper Model

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration : Three Hours
	Part –A (10x 2 = 20 Marks) Answer ALL questions Each Question carries 2mark
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	Question 1 to Question 10
	Part – B (5 x 5 = 25 Marks) Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	Either-or Type Both parts of each question from the same UNIT
	Question 11(a) or 11(b) To Question 15(a) or 15(b)
	Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

Each question should carry the course outcome and cognitive level. For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

26. Different Types of Courses

(i) Core Courses (Illustrative)

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation Studies
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

(ii) Elective Courses (ED within the Department Experts) (Illustrative)

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Life Writings
4. Literature and Film
5. Travel Writing
6. Theatre Art

(iii) Skill Development Courses

1. Employability Skills
2. Entrepreneurship Development
3. English for Career
4. Technical Writing
5. English for Competitive exams

27.Syllabus

First Year – Semester – I

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT11	Core – I- Poetry	5	7	-	25	75	100
2.	P23ENT12	Core – II- Drama	5	7	-	25	75	100
3.	P23ENT13	Core – III (Theory / Practical - Depending on the Discipline)- Fiction	4	6	-	25	75	100
4.	P23ENE11	Elective – I (Departmental Elective)- Science Fiction, Fantasy and Detective Literature	3	5	-	25	75	100
5.	P23ENG12	Elective – II (Generic Elective – Women Empowerment)	3	5	-	25	75	100
Total			20	30	-	-	500	

Semester-II

S.No	Course Code	List of Courses	Credits	Hours		CI	ES	Total
				L	P			
1.	P23ENT24	Core – IV Indian Writing in English	5	6	-	25	75	100
2.	P23ENT25	Core – V American Literature	5	6	-	25	75	100
3.	P23ENT26	Core – VI (Theory / Practical - Depending on the Discipline)- Shakespeare Studies	4	6	-	25	75	100
4.	P23ENE22	Elective – III (Departmental Elective) Approaches to English Language Teaching	3	4	-	25	75	100
5.	P23ENG22	Elective – IV (Generic Elective – Cyber Security)	3	4	-	25	75	100
6.	P23ENN21	NME I- Skill Enhancement Course (SEC – I) Communication Skills	2	4		25	75	100
Total			22	30	-	-	600	

SEMESTER I

CORE -1 POETRY**COURSE CODE: P23ENT11**

Course Code	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	Total
P23ENT11	POETRY	Core -I	Y	Y	-	-	5	7	25	75	100
YEAR/ SEM											
YEAR/ SEM											

Learning Objectives

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

Details**UNIT I Middle English Poetry**

Chaucer: "The General Prologue": Pardoner, The Nun, The Doctor, The Friar

UNIT II Elizabethan PoetrySpenser: *Epithalamion*

Donne: "A Valediction: forbidding mourning", "The Canonization"

UNIT III Seventeenth Century PoetryJohn Milton: *Paradise Lost* Book IX

Marvell: "To His Coy Mistress"

UNIT IV Eighteenth Century PoetryDryden: *Absalom and Achitophel* Lines 150 – 476

Gray: Ode to a Distant Prospect of Eton College

UNIT V Modern Poetry

Rupert Brooke: "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"
 W. H. Auden: "Elegy on the Death of W. B. Yeat
 Dylan Thomas: "Do Not Go Gentle Into That Good Night"
 Philip Larkin: "Whitsun Weddings"
 Ted Hughes: "Hawk Roosting"
 Seamus Heaney: "Digging"

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	will gain ideas about the old English writing style.	PO1, PO2
2	learn the knowledge about various forms of poetry during different centuries can be well comprehended.	PO5, PO6
3	evaluate various poets as representatives of their periods	PO7
4	be able to trace the evolution of various literary movements	PO8
5	be able to justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10

Text Book

1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2	Standard editions of texts

Reference Books

1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6.	David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7.	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

Web Resources

1.	http://www.english.org.uk/chaucer/htm
2.	https://www.britannica.com/topic/The-Canonization
3.	https://www.worldhistory.org/Elizabethan_Theatre https://www.britannica.com/to

	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/Modernist_poetry_in_English.htm

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

Mapping with Programme-Specific Outcomes

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

CORE- II – DRAMA**COURSE CODE: P23ENT12**

Course Code	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	External	Total
P23ENT12 I YEAR/ I SEM	<u>Drama</u>	Core	Y	Y	-	-	5	7	25	75	100

Learning Objective

LO1	To acquaint the students with the origin of drama in England.
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.
LO4	To enable the students to identify different forms of drama.
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

Details

UNIT I	Beginnings of Drama - Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy - Thomas Kyd - The Spanish Tagedy
UNIT II	Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone
UNIT III	Jacobean Drama -John Webster - The White Devil
UNIT IV	Restoration - William Congreve The Way of the World Irish Dramatic Movement - J.M Synge - The Playboy of the Western World
UNIT V	Epic Theatre - Bertolt Brecht - Mother Courage and her Children Comedy of Menace - Harold Pinter - Birthday Party

Post-Modern Drama - Samuel Beckett - Waiting for Godot

	Course Outcomes	Programme Outcomes
CO	On completion of this course, students will	
1.	Appraise various aspects of drama and theatre	PO1, PO2
2.	Identify drama and performance as a cultural process and an artistic discourse	PO3, PO5
3.	Evaluate plot structure, characterization and dialogue	PO4
4.	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6, PO7, PO8
5.	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10
Text Book		
1.	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2.	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
Reference Books		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre	
Web Resources		
1.	http://www.questia.com (online library for research)	
2.	http://www.clt.astate.edu/wmarey/asste%	
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/	
4.	https://www.britannica.com/art/English-literature/The-Restoration	
5.	https://www.britannica.com/art/epic-theatre	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme Specific outcomes

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

CORE III-FICTION**COURSE CODE: P23ENT13**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
P23ENT13	FICTION	Core-III	Y	Y	-	-	4	6	25	75	100
YEAR/ SEMESTER											
I YEAR/ I SEM											

Learning Objectives

LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.
LO2	To throw light on various concepts and theories of the novel.
LO3	To enable the students to understand the social background base on the prescribed novels.
LO4	To practice the learners in identifying and differentiating various forms of novels.
LO5	To encourage the learners for trying hands in writing a piece of work on their own.

Details**UNIT I** - Definition, types, narrative modes -

Samuel Richardson - Pamela

UNIT II - Oliver Goldsmith – The Vicar of the Wakefield

Jonathan Swift - Gulliver's Travels

Daniel Defoe - Robinson Crusoe

UNIT III - Jane Austen - Emma

Emily Bronte – Wuthering Heights

UNIT IV – Charles Dickens – Hard Times

William Makepeace Thackeray - Vanity Fair

UNIT V - Liberal Humanism, Individual Environment and Class Issues.

D. H. Lawrence :The Rainbow

James Joyce - Portrait of the Artist as a Young Man

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
CO2	Identify the characteristics of different types of novels	PO2, PO3
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
CO5	Critically examine the works of the writers prescribed	PO7, PO8, PO10
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme-Specific Outcomes

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

DEPARTMENTAL ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

COURSE CODE: P23ENE11

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	Science Fiction, Fantasy and Detective Literature	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
CO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
CO2	To enable them to identify the basic Structure and themes of Science Fiction										
CO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
CO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
CO5	To involve the students to a close reading important representative texts										
Details											
<p>UNIT I BACKGROUND STUDIES Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)</p> <p>UNIT II DETECTIVE FICTION Arthur Conan Doyle : The Hound of Baskervilles Agatha Christie : Murder on the Orient Express</p> <p>UNIT III SCIENCE FICTION Wilkie Collins : The Woman in White H.G.Wells : The Time Machine</p>											

UNIT IV**FANTASY FICTION**

Peter Straub : Shadowland

Gabriel García Márquez: *One Hundred Years of Solitude***UNIT V****SHORT STORIES**

Edgar Alan Poe : The Murders in the Rue Morgues

E.M. Forster : The Machine Stops

Isaac Asimov : The Last Question

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
CO3	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	PO10

Text Books (Latest Editions)

	<ol style="list-style-type: none"> Christie, Agatha. <i>Murder on the Orient Express</i>. 1934. New York: HarperCollins, 2011. Poe, Edgar Allan. <i>The First Detective: The Complete Auguste Dupin Stories</i>. Leonaur, 2009. Wilkie Collins. <i>The Woman in White</i>. New York: Harper and Brothers, 1893.
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References Books**(Latest editions, and the style as given below must be strictly adhered to)**

	<ol style="list-style-type: none"> Frank, Lawrence. <i>Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle</i>. New York: Palgrave Macmillan, 2009. Zemboy, James. <i>The Detective Novels of Agatha Christie: A Reader's Guide</i>. Jefferson, NC: McFarland, 2008. James, P. D. <i>Talking About Detective Fiction</i>. London: Faber & Faber, 2010.
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Web Resources

	https://archive.org/details/EncyclopediaOfScienceFiction https://www.britannica.com/art/science-fiction https://archive.org/details/mammothencyclope0000unse_m8s5 https://www.britannica.com/art/detective-story-narrative-genre https://archive.org/details/shadowland00pete_1 https://archive.org/details/isaac-asimov-the-last-question
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Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme Specific Outcomes

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

ELECTIVE II – (GENERIC ELECTIVE) WOMEN EMPOWERMENT**COURSE CODE: P23ENG11**

Course Code	Year/ semester	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
										C I A	E x t e r n a l	T o t a l
P23ENG11		Women Empowerment	Generic Elective-1	Y	Y	-	-	3	5	25	75	100
I YEAR/ I SEMESTER												

Learning Objectives

LO1	To know the Course Objectives types, determinants of women Empowerment
LO2	To learn the various national and international agencies for women empowerment.
LO3	To uplift women in socially, economically and politically as empowered.
LO4	To make aware of women rights and enhance their life
LO5	To know the women entrepreneurship development in India

Details

Unit 1: Fundamentals of Women's Studies - Meaning and Definition of the concept of Women's studies – Need and Scope - Women's studies as an academic discipline - Women's Studies – International Women's Year 1975 - International Women's Decade 1975 - 1985; Towards Equal Status 1976 – Current trends-Importance of women's education –Life Skill Education to build capacity - Education as a tool of Women Empowerment - Obstacles to Women Education – Social, Economic, Cultural and other factors, limitations of Formal system of education.

UNIT II - Issues of Women - Girl Children and Women in Society - Social Networking - Types of Social Networking - impact and consequences of networking - Remedial measures and strategies for solution- NCW: Initiatives to overcome Women's issues - Ministry of Home Affairs and Networking with State Women Commissions: Cyber Crime Prevention against Women and Children (CCPWC)-challenges - Motherhood - Single Parent - Widows – Multiple Roles of Women - Role conflict, Role change - Social Responsibility and Gender Empowerment.

UNIT III - Achievement and Rights of Women- Gender Equality: Achievement of Women - Educational, Political, Economic, Social - Panchayat Raj - Political role and participation - National and International Levels; Women's Rights - Property Rights - Redressal mechanism at different levels - Rights of Women with Disability: Case Studies on Women Achievers in the field of politics, education, arts science, law etc.

UNIT IV - Empowerment of Women- Empowerment of Women: Alternative approaches - Women in Development (WID) - Women and Development (WAD) - Role of Govt. and NGOs - Help line numbers in promoting women's empowerment - National and International Funding Agencies in promoting research on women.

UNIT V - Women Entrepreneurship - Types of Entrepreneurs Opportunities and Risk – Push and Pull Factors –financial Assistance and credit facilities- Micro finance- Entrepreneurship Skill and Competencies - Women Entrepreneurship Development in India: TRYSEM – NABARD – NMEW - Support to STEP – TREAD – Rural Entrepreneurship Development Programme – Gramia Bank –Mahila bank and supportive measures- Industrial Development Bank of India (IDBI) – Small Industries Development Bank of India-SHG and Entrepreneurship opportunities.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	gain knowledge about the concept, need and scope of women's studies.	PO2
CO2	acquaint and analyze issues of women in various contexts.	PO1, PO2
CO3	understand changing role of women in society and issues related to it.	PO4, PO5
CO4	understand the importance of women's education.	PO4, PO5, PO6
CO5	comprehend the empowerment of women and their achievement.	PO8, PO9

Text Books (Latest Editions)

1.	Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.
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References Books

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

1.	Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.
2.	NandalSantosh, "Women and Development", A Mittal Publications, New Delhi, 2012
3.	NandalSantosh, "Women and Development", A Mittal Publications, New Delhi, 2012.
4.	RaoPulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.
5.	Jenny Edwards, Andrea Cornwall, et al. "Feminisms, Empowerment and

	Development: Changing Women“s Lives”, Kindle Edition, 2014.
6.	Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019.
7.	Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.
Web sources	
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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme-Specific Outcomes

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

SEMESTER-II

CORE- IV INDIAN WRITING IN ENGLISH

COURSE CODE- **P23ENT24**

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks	
									CIA	External
	Indian Writing in English	Core	Y	Y	-	-	5	6	25	75
I YEAR/ I SEMESTER										
Learning Objectives										
LO1	Enabling the students to understand the evolution of Indian Writing in English.									
LO2	To enable the learners to get exposed to the historical movements of the Indiansubcontinent.									
LO3	Comprehending different genres through the representation of different texts.									
LO4	To inculcate in the students the cultural significance of Indian English literature.									
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.									
Details										
<p>UNIT I - Aurobindo: Tiger and the Deer, Rose of God , Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II - Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Underthe Sky Nissim Ezekiel: Morning Prayer, Enterprise.</p> <p>UNIT III – Tagore - Chandalika Vijay Tendulkar – Silence, the court is in Session</p> <p>UNIT IV - Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’) Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings ofFire).</p> <p>UNIT V – Mulk Raj Anand- Two Leaves and the Bud Shashi Taroor – Riot Pudumaippittan’s - <i>Redemption</i> (Akalikai and Sabavimochanam)</p>										

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

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

Mapping with Specific Programme Outcome

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

CORE- V - AMERICAN LITERATURE**COURSE CODE: P23ENT25**

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
P23ENT25	American Literature	Core V	Y	Y	-	-	5	6	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To introduce the learners to the development of American literature.										
LO2	To introduce the students to the basic traits of American Literature and its cultural history.										
LO3	To introduce the students to eminent writers of America and their works										
LO4	To introduce the concepts, emerging trends, and movements in American literature.										
LO5	To evaluate and analyze the works of the works prescribed										
Details											
UNIT I- POETRY											
Walt Whitman - Out of the Cradle Endlessly Rocking											
Emily Dickinson - The Soul Selects Her Own Society											
Robert Frost - After Apple Picking											
E. E. Cummings - Cambridge Ladies											
Wallace Stevens -Anecdote of the Jar											
Sylvia Plath “Lady Lazarus”											
Adrienne Rich - Snapshots of a Daughter-in-law											
UNIT II – PROSE											
Emerson - The American Scholar											
Amy Tan- Mother Tongue											
Thoreau - Walden (Chapter“Pond”)											
UNIT III-DRAMA											
Arthur Miller: <i>Death of a Salesman</i>											
Tennessee Williams: <i>A Street Car Named Desire</i>											
Marsha Norman: <i>Night Mother</i>											

UNIT IV- FICTIONWilliam Faulkner – *Light in August*Kate Chopin - *The Awakening***UNIT V - SHORT STORY**Edgar Allan Poe - *The Cask of Amontillad*Herman Melville - *Bartleby the Scrivener*Philip Roth - *The Conversation of the Jews***Course Outcomes**

Course Outcomes	On completion of this course, students will	
CO1	Recognize the contributions of major American writers and their impact on the development of American literature	PO2
CO2	Analyze the movements and trends that shaped American literature	PO1, PO3
CO3	Gain knowledge about the transcendentalist and Romantic movements.	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	PO4, PO5, PO6
CO5	Critically analyze the multicultural sensibility of American society	PO8, PO10

Text Books (Latest Editions)

- | | |
|----|--|
| 1. | Willis Wagner : American Literature - A World View |
|----|--|

References Books

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

- | | |
|----|--|
| 1. | , Marcus Cunliffe : Sphere History of Literature - American Literature to 1900. |
| 2. | Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature. |

Web Sources

- | | |
|----|---|
| 1. | https://www.thoughtco.com/american-literary-periods-741872 |
| 2. | https://www.poetryfoundation.org/poets/walt-whitman |
| 3. | https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/ |
| 4. | https://www.britannica.com/art/American-literature |
| 5. | https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/ |

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme Specific Outcomes

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

CORE- VI SHAKESPEARE STUDIES

COURSE CODE- **P23ENT26**

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
P23ENT26 I YEAR/ II SEMESTER	Shakespeare Studies	Core VI	Y	Y	-	-	5	6	25	75	100

Learning Objectives

CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
CO2	To analyze the context of Elizabethan England from the evolving contemporary perspective down the ages
CO3	To undertake textual analysis of Shakespeare's Plays and Sonnets
CO4	To appraise Shakespeare's contribution to English language and literature
CO5	To recognize Shakespearean critics and their criticism of his works

Details

UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT II – Sonnets – 12, 65, 86,130,
Comedies -*Much Ado About Nothing, Winter's Tale.*

UNIT III – Tragedy-*Othello*

UNIT IV – History-*Henry IV Part I*

UNIT V Shakespeare Criticism –

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist; A.C. Bradley (extract)

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

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	identify the social, cultural and political events as represented in the works of Shakespeare	PO1
CO2	understand Elizabethan theatre and the theatre's development	PO3
CO3	illustrate the linguistic richness and figurative language of the plays	PO4, PO5
CO4	identify the trends and approaches in Shakespeare studies	PO6
CO5	critically analyze the works of Shakespeare	PO7, PO10

**Text Books
(Latest Editions)**

1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
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**References Books
(Latest editions, and the style as given below must be strictly adhered to)**

1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

Web sources	
1	http://www.shakespeare.bham.ac.uk/resources
2.	https://www.folger.edu/shakespeares-theater
3.	https://www.britannica.com/art/sonnet
4.	https://www.sparknotes.com/shakespeare/othello/genre/
5.	https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme-Specific Outcomes

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

DEPARTMENTAL ELECTIVE COURSE – II
APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING

COURSE CODE- P23ENE22

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
P23ENE22	Approaches To English Language Teaching	Departmental Elective	Y	Y	-	-	3	5	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems in language teaching										
LO4	Explore different ways of testing										
LO5	Practice writing lesson plans and teaching										
Details											
UNIT I											
The Grammar – Translation method											
The Direct method											
The Audio-Lingual method.											
Oral situational Approach											
UNIT II-The Communicative Approach											
Task based Language Teaching: L S R W Skills, Grammar and Vocabulary											
UNIT III-Content and Language Integrated Learning											
UNIT IV-Testing and Evaluation											
Norm vs Criterion-Referenced Testing											
UNIT V-Lesson Planning											
Teaching Practice: Lesson Plans											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify teaching methods/approaches	PO3
CO2	Learn to teach skills - L S R W and literature	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
CO4	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
CO5	Learn to prepare lesson plans to teach English	PO8, PO9

Text Books(Latest Editions)	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	Saraswathi. V, English Language Teaching: Principles and Practice
3.	Penny Ur. A Course in Language Teaching Practice and theory
References Books (Latest editions and the style as given below must be strictly adhered to)	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
Web Resources	
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

Mapping with Programme Specific Outcomes

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

P23ENG22

Elective – IV (Generic Elective – Cyber Security)

To be Provided by the Department of Computer Science

NME -I- SKILL ENHANCEMENT COURSE -1
COMMUNICATION SKILLS
COURSE CODE: P23ENN21

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	COMMUNICATION SKILLS	NME-SEC-1	Y	Y	-	-	2	4	25	75	100

Learning Objectives

LO1	To provide an overview of prerequisites to Business Communication.
LO2	To impart the correct practices of the strategies of Effective Business Writing.
LO3	To equip the students with the knowledge of written and oral communication.
LO4	To familiarize the learners to various oral and written skills.
LO5	To inculcate the ability to communicate effectively with a range of audiences.

Details

UNIT I-COMMUNICATION: AN INTRODUCTION

1. Definition, Nature and Scope of Communication
2. Types of Communication Process of Communication Barriers to Communication

UNIT II-ORAL/AURAL COMMUNICATION

1. Describing directions and routes in English
 Congratulating people on their success
3. Expressing Opinions

UNIT III-CORPORATE COMMUNICATION

- 1.Demanding Explanations
- 2.Giving Instructions
- 3.Requesting and responding to requests

UNIT IV-VERBAL COMMUNICATION- WRITTEN

1. Circular
- 2.Memorandum
- 3.Minutes

UNIT V-PRACTICAL ASSESSMENT

- 1.Making Comparisons
- 2.Reporting what others say
- 3.Persuading

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	understand the role of communication in professional success.	PO1
CO2	develop an awareness of appropriate communication strategies.	PO1, PO2
CO3	analyze a variety of communication acts with reference to written and oral skills.	PO4, PO6
CO4	prepare and present messages with a specific intent.	PO4, PO5, PO6
CO5	acquire an understanding of professional, ethical and social responsibilities.	PO3, PO8
Text Books (Latest Editions)		
1	Brent C. Oberg. Interpersonal Communication	
2	John Seely. The Oxford Guide to Writing and Speaking	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

Mapping with Programme-Specific Outcomes:

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

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