

**GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS)
KUMBAKONAM**

DEPARTMENT OF ENGLISH

M.A., ENGLISH

SYLLABUS

2023-2024

(For the students admitted from the academic year 2023-2024 onwards)

TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION	
Programme:	M.A. English
Programme Code:	
Duration:	2 years for PG
Programme Outcomes:	<p>PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.</p> <p>PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p>PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.</p> <p>PO4: Analytical & Scientific Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p>PO5: Research related skills: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.</p> <p>PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.</p> <p>PO7: Participation & Research: Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.</p> <p>PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.</p> <p>PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.</p> <p>PO 10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.</p>

Programme Specific Outcomes:	<p>PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.</p> <p>PSO2: Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.</p> <p>PSO3: To prepare the students who will demonstrate respectful engagement with</p>
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	<p>other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p>PSO4: Developing a research framework and presenting their independent ideas effectively.</p> <p>PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.</p> <p>PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues</p>
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GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS)KUMBAKONAM

(Curriculum – M.A., English– 2023 - 2024)

Department : English

Programme Code: PAEL

SEMESTER – I

Part	Course type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks			
							CIA	ESE	Total	
Part-I	CC- I	P23ENC101	English Poetry	6	5	3	25	75	100	
	CC – II	P23ENC102	English Drama	6	5	3	25	75	100	
	CC – III	P23ENC103	English Fiction	6	4	3	25	75	100	
	EC - I	P23ENDE1	1.Indian Writing in English		5	3	3	25	75	100
			2.History of English Language							
	EC - II	P23ENDE3	1.Asian Literatures in English		5	3	3	25	75	100
2.Indian Classical Literature										
Part II	SEC- I	P23EN1SE1	Technology in Teaching English	2	2	3	25	75	100	
Total				30	22				600	

SEMESTER – II

Part	Course type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks			
							CIA	ESE	Total	
Part-I	CC- IV	P23ENC204	American Literature	6	5	3	25	75	100	
	CC – V	P23ENC205	Shakespeare Studies	6	5	3	25	75	100	
	CC – VI	P23ENC206	Post-colonial Theory and Literature	6	4	3	25	75	100	
	EC - III	P23ENDE5	Approaches to English Language Teaching		5	3	3	25	75	100
			Classics in Translation: Eastern and Western							
	EC - IV	P23ENDE7	A Glimpse of Nobel Laureates		5	3	3	25	75	100
Language and Linguistics										
Part II	NMSE C- II	P23EN2SE2	Entrepreneurship Development	2	2	3	25	75	100	
			Internship/Industrial Activities	--	--	--	--	--	--	
	ECC-I		MOOC/Swayam courses		2/3					
Total				30	22				600	

FIRST YEAR - SEMESTER I
CORE-1 ENGLISH POETRY – From Chaucer to 20th Century

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC101	Core / Elective	Y	Y	-	-	4	6	25	75	100
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	Good comprehension of History of English literature is enhanced									
LO4	Differentiation among the various stages of English could be identified by students.									
LO5	Critical approaches towards various literary forms can be learnt.									
Details										
UNIT I Middle English Poetry -Chaucer:"The General Prologue"-Pardoner, The Nun, Doctor, Friar UNIT II Elizabethan Poetry -Spenser: "Epithalamion" Donne: "A Valediction: Forbidding Mourning " Andrew Marvell:"To His Coy Mistress" UNIT III Seventeenth Century Poetry - John Milton "Paradise Lost" Book IX UNIT IV Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 - 476 Thomas Gray "Elegy Written in a Country Churchyard " Wordsworth Tintern Abbey Robert Burns "Holy Willie's Prayer" UNIT V Modern Poetry Rupert Brooke: "The Soldier" W.B. Yeats : Sailing to Byzantium W.H. Auden:"The Unknown Citizen" Dylan Thomas:"Do Not Go Gentle Into That Good Night" "Philip Larkin:"Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney:"Digging" Carol Ann Duffy:"Standing Female Nude" Eavn Boland:"Achilles Woman"										

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Gain ideas about the old English writing style.	PO1, PO2
2	Acquire knowledge about various forms of poetry during different centuries.	PO5,PO6

3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
TextBook		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
ReferenceBooks		
1.	T.S.Eliot, 1932, "The Metaphysical Poets" from Selected Essays; 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/topic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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

**FIRST YEAR - SEMESTER I
CORE- II - ENGLISH DRAMA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC102	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To acquaint the students with the origin of drama in Britain									
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.									
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.									
LO4	Evaluating different forms of drama from the historical background could be learnt.									
LO5	Understanding dramatic techniques implied by the pioneers of English drama									
Details										
UNIT I										
Beginnings of Drama- Miracle and Morality Plays -Everyman										
The Senecan and Revenge Tragedy Thomas Kyd-The Spanish Tragedy										
UNIT II										
Elizabethan Theatre -Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy,										
Christopher Marlowe: Dr. Faustus										
BenJonson:Volpone										
UNIT III										
Jacobean Drama										
John Webster: The White Devil										
Beaumont and Fletcher- Philaster										
UNIT IV										
Restoration Plays										
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										
Course Outcomes								Program 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 Post modern British Drama							PO9,PO10		

TextBook	
1	Bradbrook,M.C.,1955,TheGrowthandStructureandElizabethanComedy,London.
2	TillyardE.M.W.,1958,TheNatureofComedy&Shakespeare,London.
ReferenceBooks	
1.	Una Ellis-Fermor, 1965,TheJacobeanDrama:AnInterpretation,Methuen&Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook,M.C.,1979,ThemesandConventionsofElizabethanTragedy,VikasPublishingHous e Pvt., Ltd., (6 th ed) New Delhi.
4.	MichaelHathaway,1982,ElizabethanPopularTheatre:PlaysinPerformance,Routledge, London.
5.	Kinney,Arthur.F.,2004,ACompaniontoRenaissanceDrama,Oxford:BlackwellPublishing. 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	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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 toPos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I
CORE III - ENGLISH FICTION**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC103	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To familiarize the students with the origin and development of the British Novel upto the 20 th Century.									
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.									
LO3	To understand the social background base on the prescribed novels.									
LO4	Identifying and differentiating various forms of novels.									
LO5	Trying hands in writing a piece of work on their own.									
Details										
UNIT I - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, and narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The Pilgrim's Progress UNIT II The New World Novel: Daniel Defoe- Robinson Crusoe. UNIT III -Middle Class Novel of Manners : Jane Austen-Emma UNITIV-Women's Issues: Charlotte Bronte- Jane Eyre UNIT V - Liberal Humanism, Individual Environment and Class Issues, James Joyce : Portrait of the Artist as a Young Man										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain wide knowledge about different types of novels.							PO1, PO10		
CO2	Learn the art of writing different forms of novel with the learned notions.							PO2, PO3		
CO3	Explore Social, domestic and gothic novels.							PO4, PO5		
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.							PO4, PO5, PO6		
CO5	Infer themes relating to the turn of the century events Through close reading of text.							PO7, PO8,PO10		

Text Books(Latest Editions)	
1.	WayneC.Booth,1961,TheRhetoricoFiction,ChicagoUniversityPress, London.
2.	F.R.Leavis,1973,TheGreatTradition,Chatto&Windus,London.
ReferencesBooks (Latesteditions, andthe style asgiven below mustbe strictlyadhered to)	
1.	IanWatt,1974,RiseoftheEnglishNovel,Chatto&Windus,London.
2.	FrederickR Karl,1977, Reader’sGuide tothe Developmentof the EnglishNoveltillthe18 th Century,TheCamelotPressLtd.Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal BookStall, New Delhi.
4.	RaymondWilliams,1973,TheEnglishNovel:FromDickensstoLawrence, Chatto&Windus,London.
5.	IanMilligan,1983,TheNovelinEnglish:AnIntroduction,Macmillan,HongKong.
WebResources	
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	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with 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 toPos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I
ELECTIVE-I INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE1	Elective	Y	Y	-	-	3	5	25	75	100
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 Indian subcontinent.									
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										
Unit – I (Poetry)										
Sri Aurobindo : “Human Portions of Divinity” From <i>Savitri</i> Book 7, Canto 5, pp.526-27										
Kamala Das : “A Hot Noon in Malabar”										
Nissim Ezekiel : “The Professor”										
A.K. Ramanujan : “Obituary”										
Keki.N. Daruwalla : “The Epileptic”										
R. Parthasarathy : “River, Once”										
Unit – II (Prose)										
Jawaharlal Nehru : “Through the Ages” (Chapter V of the <i>Discovery of India</i>)										
Dr.S. Radhakrishnan : “The World Community”										
Unit – III (Drama)										
GirishKarnad : <i>The Fire and the Rain</i>										
ManjulaPadmanabhan : <i>Lights Out</i>										
Unit – IV (Short Stories)										
Rabindranath Tagore : Kabuliwala										
Anita Desai : The Devoted Son										
Mahaswata Devi : Rudaali										
Unit – V (Fiction)										
Mulk Raj Anand : <i>Two Leaves and a Bud</i>										
Arundhati Roy : <i>The God of Small Things</i>										
Course Outcomes										
Course Outcome	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	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
Text Books(Latest Editions)		

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)		
K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.		
Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.		
K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.		
Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.		
Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.		

Web Resources		
http://en.wikipedia.org/wik/indian_writing_in_english		
https://www.thehindu.com/books/children/short-history-of-indian-writing-in-english/article5226149.ece/amp/		
https://www.britannica.com/biography/Sri-Aurobindo		
https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/		
https://www.britannica.com/biography/Anita-Desai		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping Specific 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

**FIRST YEAR - SEMESTER I
ELECTIVE-I HISTORY OF ENGLISH LANGUAGE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE2	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To give the students an overview of how English as a language originated, developed and sustained.									
LO2	To help the students understand the receptive nature of English as it borrowed rules of grammar, vocabulary and sounds from other European languages.									
LO3	To make students have a knowledge of the origins of English and its place in respect to other languages of the world.									
LO4	Students will recognize of the major stages in the language and important changes in the development of English from a synthetic to an analytic language.									
LO5	To make the students understand of how the current state of the English language has resulted from historical change.									
Details										
Unit I: The Origin of Language The Descent of the English Language Unit II: The Old English (Anglo Saxon) Period Unit III: The Middle English Period Unit IV: The Renaissance and After The Evolution of Standard English Unit V: The Growth of Vocabulary Change of Meaning.										
Course Outcomes										
Course Outcome	On completion of this course, students will;									
CO1	Get an overview of how English as a language evolved and emerged as an International language								PO1	
CO2	Understand the development of English from regional dialect to full fledged language.								PO1, PO2	
CO3	Analyze how the social and political set up helped in the development of English								PO4, PO6	

	language.	
CO4	Understand the reasons as to why English sounds as an eccentric language.	PO4, PO5, PO6
CO5	Assess the nuances and peculiar elements found in English language	PO3, PO8
Text Books(Latest Editions)		
Wood, T. Frederick, An Outline History of English Language, New Delhi, Macmillan Ltd, 1941		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping Specific 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

FIRST YEAR - SEMESTER I
ELECTIVEII- Asian Literatures in English

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE3	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the students identify and analyze a variety of representative Asian literary masterpieces of various genres									
LO2	To make the students define social and historical contexts out of which Major Asian Literatures in English emerged and trace the development of it over time and across cultures.									
LO3	To make students to compare and contrast the writing styles and generic forms of different literary periods against different Asian cultures									
LO4	To make the students identify the major themes of representative Asian poetic, fictional and dramatic works									
LO5	To trace the influence of Western literature upon Asian literature.									
Details										
<p>Unit I: Poetry Bei Dao-Moon Festival Balakrishna Sama –The Song Faiz Ahmed Faiz-When Autumn Come Edwin Thumboo-Ulysses by the Merlion ShuntaroTanikawa-Two Tokyos Yehuda Amichai-From ‘Seven Laments of the War-Dead’</p> <p>Unit II:Prose HomiBhaba- Of Mimicry and Man: The Ambivalence of Colonial Discourse. Lafcadio Hearn-Mosquitoes J.Vijayatunga-Village Goes to Town Hu Shih- A Chinese Literature of National Speech</p> <p>Unit III:Short Stories Begum Rokeya Sakhawat Hossein-Sultana’s Dream Zawgyi-His Spouse Lu Hsun (China)- A Little Incident Sunethra Rajakarunanyake (Srilanka) - SMS</p> <p>Unit IV: Short Play Zeami Motokiyo -Hagoromo The Ascent of Pain- Krishna Shah Yatri</p> <p>Unit V: Fiction Amy Tan- The Joy Luck Club Khaled Hosseini- A Thousand Splendid Sons</p>										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify and analyse a variety of representative Asian literary masterpieces of various genres							PO2		

CO2	Define social and historical contexts out of which Major Asian Literatures in English emerged and trace the development of it over time and across cultures.	PO1, PO2
CO3	Compare and contrast the writing styles and generic forms of different literary periods against different Asian cultures	PO4, PO5
CO4	Identify the major themes of representative Asian poetic, fictional and dramatic works	PO4, PO5, PO6
CO5	Trace the influence of Western literature upon Asian literature	PO8, PO9
Text Books(Latest Editions)		
1.	Asian Voices: An Anthology of Asian Writings in English -Ed.by Dr.S.Ganesan	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I
ELECTIVE II- Indian Classical Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE4	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To introduce Sanskrit literary tradition through translation.									
LO2	To learn on Indian culture and its great heritage through classical texts.									
LO3	To make the students appreciate the two great Indian epics and its impact on Indian psyche									
LO4	To evaluate western literature in juxtaposition to ancient Indian literary works.									
LO5	To induce interest in classics in other Indian languages.									
Details										
Unit I: Kalidasa:AbhijnanaShakuntalam, tr.ChandraRajan, in Kalidasa: The Loom of Time(New Delhi: Penguin, 1989).										
Unit II: Vyasa:‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in The Mahabharata: tr.anded.J.A.B.vanBuitenen(Chicaco:Brill,1975) pp.106-69.										
Unit III: SudrakaMrchakatika:tr.M.M.Ramachandra Kale(New Delhi:MotilalBanarasidass, 1962).										
Unit IV: IlangoAdigal: ‘The Book of Banci’,in Cilappatikaram: The Tale of an Anklet,tr.R. Parathasarathy (Delhi :Penguin, 2004) book 3.										
Unit V: Kambar’s The Ramayanatr.C.Rajagopalachari Chapter 53. Sita and Hanuman										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Analyze Sanskrit literary tradition through translation							PO2		
CO2	Compare and contrast western literature in juxtaposition to ancient Indian literary works							PO1, PO2		
CO3	Analyze the classics in other Indian languages.							PO4, PO5		
CO4	Appreciate the two great Indian epics and its impact on Indian psyche							PO4, PO5, PO6		
CO5	Interpret culture and its great heritage through classical texts.							PO8, PO9		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

3 – Strong, 2 – Medium, 1 - Low

SEC –I TECHNOLOGY IN TEACHING ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23E N1SE 1	Core	Y	Y	-	-	4	2	25	75	100
Learning Objectives										
LO1	Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.									
LO2	Integrate these tools into their English language teaching.									
LO3	Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.									
LO4	Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.									
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions. Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building									
Details										
<p>UNIT I Definition -Virtual- Learning Environment: 1. Meaning- Web-Based Learning Environment 2. Virtual-Learning Environment 3. Web Tools 4. Effective Web Tools in Teaching 5. Classroom Tools.</p> <p>UNIT II Webpage Development: How to develop a webpage, Hosting A Webpage, Meta Data Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.</p> <p>UNIT III Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech (TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.</p> <p>UNIT IV Lexicography Introduction to Lexicography, Dictionary Development (e-Dictionary), WorldNet, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.</p> <p>UNIT V E-Learning Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions. Application: Machine Translation.</p>										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the digital system, its Organization and architecture	PO2, PO3
CO2	Identify needs and aspirations on a broader spectrum ,Able to recognize the evolving role of Digital Technologies.	PO1, PO4
CO3	Discuss how technology affects language learning and teaching today	PO5, PO6
CO4	Uses strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
CO5	Identify appropriate grammar activities that include opportunities for learner to discover, analyze, and produce English grammar during language interactions.	PO10
TextBooks (Latest Editions)		
1.	Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.	
2.	Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013	
2.	Batson, T., & Bass, R. Teaching and learning in the computer age. Change, Mar-Apr., 1996.	
Websources		
1.	https://englishpost.org/tools-teach-english-technology/	
2.	https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series	
3.	https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1	
4.	https://en.m.wikipedia.org/wiki/Web_development	
5.	https://plato.stanford.edu/entries/computational-linguistics/	
6.	https://en.m.wikipedia.org/wiki/Lexicography	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II
CORE-IVAMERICAN LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC204	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To introduce the learners to the development of American literature.									
LO2	To familiarize social and political events that have a bearing on American writing									
LO3	To introduce the concepts and emerging themes in American literature									
LO4	To inculcate the movements and trends that shaped American literature,									
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction									
UNIT I										
Poetry										
Walt Whitman "Out of the Cradle Endlessly Rocking"										
Emily Dickinson "The Last Night That She Lived"										
Robert Frost "After Apple Picking"										
E. E. Cummings "Cambridge Ladies"										
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 - Death of a Salesman,										
Tennessee Williams - A Street Car Named Desire										
UNIT IV Short Story - Edgar Allan Poe - "The Oval Portrait"										
Herman Melville - "Bartleby the Scrivener",										
Washington Irving- The Legend of Sleepy Hollow										
Charlotte Perkins Gilman- The Yellow Wallpaper										
UNIT V Fiction										
Toni Morrison- Beloved										
Nathaniel Hawthorne – The Scarlet Letter										
Course Outcomes	On completion of this course, students will;									
CO1	Analyze the movements and trends that shaped American literature	PO2								
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3								
CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5								
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6								

CO5	Gain exposure to the different literary genres and its evolution in American Literature	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 e-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	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II
CORE-V SHAKESPEARE STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC205	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.									
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages									
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets									
CO4	Appraise Shakespeare's contribution to English language and literature									
CO5	Critically understanding the appreciations by critics on Shakespeare									
Details										
UNIT I - Sonnets –12,65,86,130, UNIT II – Comedies –Much Ado About Nothing, Midsummer Night's Dream UNIT III–Tragedy Othello UNIT IV– History Henry IV Part I UNIT V Shakespearean Criticism A.C. Bradley- Shakespearean Tragedy (His lectures on Hamlet, Othello, King Lear and Macbeth) E.M.W.Tillyard- Shakespeare's Early Comedies(Essays on The Comedy of Errors, The Taming of the Shrew, The Two Gentlemen of Verona, Love's Labour's Lost)										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Critically understand the appreciations by critics on Shakespeare							PO1		
CO2	Understand Elizabethan theatre and the theatre's development.							PO3		
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets							PO4, PO5		
CO4	Understand the trends in Shakespeare studies							PO6		
CO5	Learn Modern Approaches in Shakespearean criticism							PO7, PO10		
Text Books(Latest Editions)										
Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.										

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.
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3.	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4.	Johnf. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5.	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
Websites	
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	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER II
CORE VI- Post-colonial Theory and Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENC206	Core / Elective	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To examine, understand current socio political mood in 'third-world' countries Through the study of their fiction and poetry.									
LO2	To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres									
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people									
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.									
LO5	Understanding the critical perspectives in Postcolonial literatures.									
Details										
<p>UNIT I: Prose Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction) Edward Said - Introduction to Orientalism. Gayathri Spivak – In Other Worlds Stuart Hall- Cultural Identity and Diaspora</p> <p>UNIT II-Poetry David Diop : “Africa” Allen Curnow : “Time” Judith Wright : “Fire at Murdering Hut” A.D.Hope : “Australia” Leopold Senghor : In Memoriam George Bowering : Grand Father</p> <p>UNIT III-Drama Wole Soyinka : <i>The Swamp Dwellers</i> Chimamanda Ngozi Adichie : <i>Half of a Yellow Sun</i></p> <p>UNIT IV – Fiction Michael Ondaatjee- The English Patient Bapsi Sidwa – Ice Candyman</p> <p>UNIT V– Short Stories Kate Grenville – Mate Chinua Achebe – Dead Men’s path</p>										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Critically understand the political and social background of the third world nations							PO 2		
CO2	Understand the emerging trends in Post-Colonial Literature							PO1, PO3		

CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6, P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

Text Books (Latest Editions)	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds.Ashcroft et.al.
Reference Books (Latest editions ,and the style as given below must be strictly adhered to)	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds.Ashcroft,GriffithsandTiffin.
3	CanadianVoices.ed.S.KudchedkarandJameelaBegum.
4	FrantzFanon:TheWretchedoftheEarth.
5	Ashish Nandy :The Fear of Nationalism.
Web Sources	
1	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/

3.	https://www.britannica.com/biography/Chinua-Achebe
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A_1A

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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 of Pos	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
ELECTIVE-III APPROACHES TO ENGLISH LANGUAGE TEACHING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE5	Elective	Y	Y	-	-	3	5	25	75	100
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 and consequences on language teaching									
LO4	Emphasis will be laid on tracing the development of language teaching skills									
LO5	Understanding the teaching aspects									
Details										
UNIT I										
A Brief history of Language Teaching										
The Grammar – Translation method The Direct method The Audio lingual method Language teaching innovations in the nineteenth century										
UNIT II										
Nature of approaches and methods in Language Teaching										
Definition of Approach and method Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching										
UNIT III										
Current Communicative Approaches The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching										
UNIT IV										
Teaching Aspects Teaching Prose Teaching Poetry Teaching Grammar, Teaching of Non-Detailed Text.										
UNIT V										
Use of Media in ELT The integration of elements in multi- media language learning systems BBC English by Radio and Television- an outline history Using BBC English by Radio and Television in the classroom										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Know the brief history of language teaching methods	PO3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
	Analyse the steps of teaching prose, poetry,	

CO4	grammar, non- detailed text etc and develop it.	PO3, PO7
CO5	Perceive the use of radio and television in language learning	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.	TheUseofMediainELT.TheBritishCouncil1979ProducedinEnglandbythe British Council Printing and Publishing Department, London.
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.GuravH.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	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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 ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER II
ELECTIVE-III Classics in Translation: Eastern and Western

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE6	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	The younger generation must be given an awareness of the socio-cultural flux in the world which in turn shall enhance their perception of the sustainable ethos.									
LO2	Proper perception so cultivated can make one learn of the heritage mankind is heir to									
LO3	To introduce students to a few seminal classics of the world									
LO4	To expose them to classical literary styles and perspectives									
LO5	To gain an understanding of early human experiences from different parts of the world.									
Details										
Unit I Iliad Book I Unit II Rajaji: Mahabharatha Chapters II,III, IV, V, VI,VII,VIII Unit III Odyssey Book I Unit IV Divine Comedia: Inferno Canto I and II Unit V Siddhartha- Herman Hesse										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate familiarity with the principal texts of the Classical canon (the Iliad, the Odyssey and the Aeneid);	PO3
CO2	Demonstrate familiarity with the primary forms of Classical literature (poetry, drama and novels);	PO1, PO2
CO3	Discuss critically and in a socio-historical context some of those texts and forms; and	PO4, PO5
CO4	Demonstrate an understanding of the importance of Classical literature in the formation of Western civilisation	PO3, PO7
CO5	Understand of early human experiences from different parts of the world.	PO8, PO9

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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 ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER II
ELECTIVE-IVA GLIMPSE OF NOBEL LAUREATES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE7	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature									
LO2	To familiarize students on various Nobel Laureates									
LO3	To focus on interpreting the works of various Nobel Laureates									
LO4	Focus on evaluate critically and aesthetically the prescribed texts									
LO5	Understanding the Nobel Laureates contribution to the society									
Details										
UNIT I										
Select Poems of Tagore from Gitanjali										
Pablo Neruda										
If You Forget										
A Song of Despair										
As One Listens to the Rain - Octavio Paz										
The Street - Octavio Paz										
The Power of the Dog-Rudyard Kipling										
Oracle-Seamus Heaney										
UNIT II DETAILED PROSE										
Loot - Nadine Gordimer										
Disorder and Early Sorrow -Thomas Mann He Comes Round the Corner										
NON-DETAILEDPROSE										
Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula- ToniMorrison										
UNITIII DETAILED DRAMA										
The Caretaker - Harold Pinter										
NON-DETAILEDDRAMA										
Man and Superman- George Bernard Shaw										
UNITIV SHORT STORIES										
Alice Munro										
The Turkey Season Differently Runaway										
The Bear Came Over the Mountain Boys and Girls										
UNITV NOVELS										
The Pearl - John Steinbeck										
One Hundred Years of Solitude-Gabriel Garcia Marquez										

Course Outcomes		
On completion of this course, students will;		
CO1	Relate the outstanding works of Nobel Laureates in anidealistic direction that adds the greatest benefitto humankind	PO1
CO2	Interpret the works of various Nobel Laureates	PO1, PO2,PO3
CO3	Analysethedifferent themeswith regardtosocial, political and cultural aspects.	PO4, PO6

CO4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
CO5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

Text Books(Latest Editions)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Web Resources	
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER II
ELECTIVE-IVLANGUAGE AND LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENDE8	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	Students must have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.									
LO2	To make students understand the current linguistic theories									
LO3	To develop the understanding of the origin of language, development of vocabulary and meaning									
LO4	To comprehend the basic grammatical and semantic categories of English									
LO5	Provide a broad interdisciplinary perspective on work in language to emphasize the connectedness and relevance of work to other fields.									
Details										
Unit I Linguistics as a Scientific study of language, Branches of Linguistics-Anthropological Linguistics, Psycholinguistics, Neurolinguistics, Sociolinguistics, Computational Linguistics, Philosophical Linguistics.										
Unit II Phonology- Phonemes, Phones, Allophones, Minimal Pairs and Sets, Syllables, Intonation, Word Stress										
Unit III Morphology-Morpheme and its types, Morphs and Allomorphs, Morphological Analysis of Words—Lexical Words and Grammatical Words, Word Formation										
Unit IV Syntax- Deep and Surface Structure, Tree diagrams, Phrase structure Rules, Lexical Rules, Back to Recursion.										
Unit V Stylistics – Dialogue and Discourse, Rhythm and Meter, Metaphor and Metonymy										

Course Outcomes		
On completion of this course, students will;		
CO1	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors	PO1
CO2	Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use	PO1, PO2, PO3
CO3	Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research	PO4, PO6
CO4	Ability to compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics	PO3, PO8
CO5	Ability to recognize and analyze the grammatical system of English and other languages.	PO9, PO10

Text Books(Latest Editions)

Sharma, B.D, Linguistics and Phonetics. Anmol Publications pvt.ltd., New Delhi. 2005 Yule, George. The Study of Language 6 th ed. Akash Press, New Delhi. 2017
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Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER II
SEC II - ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S	Inst . H o u r s	Marks		
								Internal	External	Tot al
P23EN2SE2	ENTREPRENEURSHIP DEVELOPMENT	Core	Y	Y	-	-	2	25	75	100
Learning Objectives										
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.									
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.									
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development									
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.									
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.									
Details										
<p>UNIT I Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship- Psychological factors-Social factors- Economic factors-Environmental factors.</p> <p>UNIT II Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation,growth, stages- New generations of entrepreneurship Vs social entrepreneurship.</p> <p>UNIT III Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriersto entrepreneurship.</p> <p>UNIT IV Motivation-Maslow’s theory, Herjburg’s theory, McGragor’s theory- Culture and society-Risk takingbehavior.</p> <p>UNIT V Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving-assistance to an entrepreneur-Incentives and facilities-New ventures.</p>										

Course Outcomes

CO1	Define basic terms and understand basic concepts inthe area of entrepreneurship	PO1
CO2	Analyse the business environment in order to identify business opportunities	PO1, PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8

Text Books (Latest Editions)	
1.	C J Cornell .The Age of Metapreneurship: A journey into the future ofEntrepreneurship. Venture Point Press (11 April 2017)
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business SchoolPublishing (1 October 2016)
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.
Web Resources	
1.	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2.	https://byjus.com/commerce/what-is-entrepreneurship/
3.	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise

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

