

V	Modern Poetry Tennyson : Lotus Eaters Browning : Abt Vogler Wilfred Owen : "Anthem for Doomed Youth" W. H. Auden : "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas : "Do Not Go Gentle Into That Good Night" Philip Larkin : "Whitsun Weddings" Ted Hughes : "Hawk Roosting" & "Life After Death"	22
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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
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 toMarvell, Cambridge University Press, Cambridge.	
Web Resources		

1.	http://www.english.org.uk/chaucer/htm
2.	https://www.britannica.com/topic/The-Canonization
3.	https://www.worldhistory.org/Elizabethan_Theatre / https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4.	https://www.britannica.com/topic/Absalom-and-Achitophel
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Relationship Matrix for CO,PO&PSO

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

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 PSO	3.0	3.0	3.0	2.8	3.0

Result - High

3 – Strong , 2- Medium , 1 - Low

FIRST YEAR - SEMESTER I

Title of the Course : English Drama
Category of the Course : Core Course - II
Course Code : P1R3EGCC2
Nature of the Course : Reading and Study Skills
Marks : CIA : 25 +Ext: 75 = 100
Credits : 05

Hrs / Week : 07
Total Inst. Hrs :105

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

Unit	Details	No. of Teaching Hours
I	Miracle and Morality Plays –Everyman The Senecan and Revenge Tragedy Thomas Kyd - The Spanish Tragedy	20
II	Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy, Christopher Marlowe: Edward - II Ben Jonson :Volpone	22
III	John Webster: The White Devil	15
IV	William Congreve- The Way of the World, Irish Dramatic Movement , Bernard Shaw : Saint Joan	28
V	Bertolt Brecht -Mother Courage and her Children Post-Modern Drama,- Samuel Beckett :Waiting for Godot.	20

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	

Relationship Matrix for CO, PO & PSO
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	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 PSO	3.0	3.0	3.0	3.0	3.0

Result - High

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I

Title of the Course	: English Fiction	
Category of the Course	: Core Course - III	
Course Code	: P1R3EGCC3	
Nature of the Course	: Reading and Study Skills	
Marks	: CIA : 25 +Ext: 75 = 100	Hrs / Week : 06
Credits	: 04	Total Inst. Hrs :90

Learning Objectives	
LO1	To familiarize the students with the origin and development of the British Novel up to 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.

Unit	Details	No.of Teaching Hours
I	Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition,types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan :The Pilgrim’s Progress Jonathan Swift : Gulliver’s Travels	18
II	Middle Class Novel of Manners: Jane Austen -Emma Scott - Ivanhoe	18
III	Women’s Issues : Charlotte Bronte : Jane Eyre	18
IV	Liberal Humanism, Individual Environment and Class Issues: D.H.Lawrence : The Rainbow James Joyce : Portrait of the Artist as a Young Man	18
V	Huxley – Brave New World Somerset Maugham – The Moon and Six Pence	18

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.	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 BookStall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, HongKong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

**Relationship Matrix for CO, PO& PSO
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 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 PSO	3.0	3.0	3.0	3.0	3.0

Result : High

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I

Title of the Course : Indian Writing in English
Category of the Course : Elective Course - I
Course Code : P1R3EGDSE1
Nature of the Course : Critical Appreciation Skill
Marks : CIA : 25 +Ext: 75 = 100
Credits : 03

Hrs / Week : 05
Total Inst. Hrs :75

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.

Unit	Details	No.of Teaching Hours
I	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers	15
II	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky, Nissim Ezekiel: Morning Prayer, Enterprise	15
III	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab	15
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 of Fire).	15
V	Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows	15

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	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)		
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-writi ng-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	

Relationship Matrix for CO, PO & PSO

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

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 PSO	3.0	3.0	3.0	2.8	3.0

Result : High

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I

Title of the Course	: Theatre Art	
Category of the Course	: Elective Course - II	
Course Code	: P1R3EGDSE2	
Nature of the Course	: Appreciation ,Analysis and Comparison Skills	
Marks	: CIA : 25 +Ext: 75 = 100	Hrs / Week : 05
Credits	: 03	Total Inst. Hrs :75

Learning Objectives	
LO1	To introduce the learners to the literary aspect of dramas.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the components of acting.

Unit	Details	No. of Teaching Hours
I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres	15
II	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.	15
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage	15
IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting- as an art form, violence in the theatre, need for censorship, managing time and space.	15
V	Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stagedesign in the modern world, Lighting in the modern world, Word versus spectacles	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a broad range of theatrical disciplines and Experiences	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4,

		PO5, PO6
CO5	Gain exposure to diverse components of acting and techniques	PO8, PO9
Text Books (Latest Editions)		
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.	
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.	
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/fundamentalsopl0000dean_y3x3	
5.	http://scriptclickcreate.weebly.com/acting.html	
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre	

Relationship Matrix for CO,PO& PSO

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

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 PSO	3.0	3.0	3.0	3.0	3.0

Result : High

3 – Strong, 2 – Medium , 1 - Low

FIRST YEAR - SEMESTER II
(Students Admitted from 2023-2024)

Title of the Course	: American Literature
Category of the Course	: Core - IV
Course Code	: P2R3EGCC4
Nature of the Course	: Appreciation and Interpretative Skills
Marks	: CIA: Int 25 +Ext: 75 = 100
Credits	: 05

Hrs / Week:06
Total Inst. Hrs :90

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 review the movements and trends that shaped American literature.
LO5	To familiarize the students with the relation between literature and society.

Unit	Details	Hrs.
I	Poetry Walt Whitman: “Out of the Cradle Endlessly Rocking” Emily Dickinson :“The Last Night That She Lived”, “The Soul Selects Her Own Society” Robert Frost :“After Apple Picking” E. E. Cummings: “Cambridge Ladies” Wallace Stevens :“Anecdote of the Jar” Robert Lowell: “Skunk Hour” Sylvia Plath :“Lady Lazarus”	20
II	Victor Hernandez Cruz “Today is a day of great joy”, Amiri Baraka: “An Agony. As Now”(Four Centuries of <i>American Literature, Ed, Mohan Ramanan,Macmillan, 1996</i>), Gwendolyn Brooks: “Kitchenette Building” Joy Harijo: “Remember” (<i>From the Language I Give You Back, Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66</i>) Prose: Amy Tan- Mother Tongue, Thoreau - Walden (Chapter“Pond”)	20
III	Drama Arthur Miller - Death of a Salesman, Tennessee Williams - A Street Car Named Desire	18
IV	Fiction/Short Story Edgar Allan Poe - “The Cask of Amontillado”	17

	Herman Melville - "Bartleby the Scrivener", Toni Morrison – Beloved	
V	Criticism Edgar Allan Poe "Philosophy of Composition"	15

Course Outcomes		
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	Have exposure to the different literary genres and their evolution in American Literature	PO8, PO10

Text Books(Latest Editions)	
1.	Willis Wagner : American Literature - A World View
Reference 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

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 toPOs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
(Students Admitted from 2023-2024)

Title of the Course : Shakespeare - Studies
Category of the Course : Core - V
Course Code : P2R3EGCC5
Nature of the Course : Critical Appreciation and Communication Skills
Marks : CIA: Int: 25 +Ext: 75 = 100
Credits : 05

Hrs / Week:06
Total Inst. Hrs: 90

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

Unit	Details	
I	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19 th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production	20
II	Sonnets – 12, 65, 86,130 Comedies -Much Ado About Nothing.	20
III	Tragedy –Othello	15
IV	History -Henry IV Part I	15
V	Shakespeare Criticism – 1. Kenneth Muir - 50 years of Shakespearean Criticism. 2. A. C. Bradley – Shakespeare's Oxford Lectures on Poetry (Theatre and Audience)	20

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	Develop a critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
CO4	Understand the trends in Shakespeare studies	PO6
CO5	Be able to understand Modern Approaches in Shakespearean criticism	PO7, PO10
Text Books (Latest Editions)		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
Reference 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	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.	
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.	
Web 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

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

FIRST YEAR - SEMESTER II

(Students Admitted from 2023-2024)

Title of the Course	: Post-Colonial Theory and Literature
Category of the Course	: Core - VI
Course Code	: P2R3EGCC6
Nature of the Course	: Practical Pedagogical and Communication Skills
Marks	: CIA: 25 +Ext: 75 = 100
Credits	: 04

Hrs / Week :06

Total Inst. Hrs :90

Learning Objectives	
LO1	To enable the students to understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
LO2	To familiarize students with 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	To focus on development of post-colonial Literatures and theory.
LO5	Understanding the critical perspectives in Postcolonial Literatures.

Unit	Details	
I	Prose: Bill Ashcroft , Gareth Griffiths and Helen Tiffin : The Empire Writes Back : Introduction & Chapter-I (Pages 01 - 32.) John McLeod : Beginning Post Colonialism :Introduction &Chapter – I (Pages 01 – 34)	20
II	Fiction: Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children.	20
III	Fiction : Samuel Selvon : The Lonely Londoners. Bapsi Sidhwa : Ice Candy Man	15
IV	Poetry: Arun Kolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch A.K.Ramanujan. : Returning, On the Death of Poem, No Fifth Man. Kofi Awonor : Easter Dawn, The Weaver Bird, Songs of Sorrow.	18
V	Poetry: Leopold Senghor: In Memoriam, Night of Sine. Grace Nichols: In My Name, Of course when they ask for poems about the 'realities' of black women, Praise Song for my Mother. James Reaney :Maps George Bowering : Grand Father	17

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understand the political and social background of the third world nations	PO2
CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
CO3	Assess 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, Griffiths and Tiffin.
3	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4	Frantz Fanon : The Wretched of the Earth.
5	Ashish Nandy : The Fear of Nationalism.
Web 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/E37B702EF39264C41C8CDB523DB74A1A

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

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

FIRST YEAR - SEMESTER II
(Students Admitted from 2023-2024)

Title of the Course	: Approaches to English Language Teaching
Category of the Course	: Discipline Specific Elective - III
Course Code	: P2R3EGDSE3
Nature of the Course	: Appreciation and Communication Skills
Marks	: CIA: 25 +Ext: 75 = 100
Credits	: 03

Hrs / Week :04

Total Inst. Hrs :60

Learning Objectives	
LO1	To enhance student's learning and teaching skills of English
LO2	To familiarize students with the basic concepts and theories related to English language teaching
LO3	To focus on the problems in ELT
LO4	Make students aware of the strategies for learning/ teaching the skills of language
LO5	Enable students to see language teaching in a holistic perspective.

Unit	Details	
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.	12
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	12
III	Current Communicative Approaches The Natural Approach, Cooperative language learning, Content based instruction ,Task-based language teaching.	12
IV	Teaching Aspects: Teaching Prose ,Teaching Poetry ,Teaching Grammar, Teaching of Non-Detailed Text.	12
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.	12

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, role of learners, teachers and materials of different approaches in teaching	PO4, PO5
CO4	Analyze the steps of teaching prose, poetry, grammar, non-detailed text etc. and develop them.	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.	The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.
Reference 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

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 II
(Students Admitted from 2023-2024)

Title of the Course	: A Glimpse of Nobel Laureates
Category of the Course	: Discipline Specific Elective -IV
Course Code	: P2R3EGDSE4
Nature of the Course	: Critical Appreciation and Communication Skills
Marks	: CIA: 25 +Ext: 75 = 100
Credits	: 03

Hrs / Week:04
Total Inst. Hrs :48

Learning Objectives	
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO2	To familiarize students with the works of various Nobel Laureates
LO3	To enable students to interpret the works of various Nobel Laureates
LO4	To make them evaluate critically and aesthetically the prescribed texts
LO5	To make them understand the Nobel Laureates contribution to the society

Unit	Details	Hrs.
I	Detailed Poetry Pablo Neruda If You Forget Me, A Song of Despair, Ode to the Onion, Your Laughter. Non-Detailed Poetry Octavio Paz - As One Listens to the Rain Octavio Paz - The Street The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney	10
II	Detailed Prose Loot - Nadine Gordimer Disorder and Early Sorrow - Thomas Mann Non – Detailed Prose Noble Prize Acceptance Speeches Wole Soyinka (2000) Doris Lessing	10
III	Detailed Drama The Caretaker - Harold Pinter	10
IV	Short Stories Alice Munro: The Turkey Season, Runaway, The Bear Came Over the Mountain, Boys and Girls.	09
V	Novel The Pearl - John Steinbeck	09

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
CO2	Interpret the works of various Nobel Laureates.	PO1, PO2, PO3
CO3	emes with regard to social, 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.
Reference 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	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

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

FIRST YEAR - SEMESTER II
(Students Admitted from 2023-2024)

Title of the Course : Technology in Teaching English
Category of the Course : SEC - I
Course Code : P2R3EGSEC1
Nature of the Course : Employability and Digital Skills
Marks : CIA: 25 +Ext: 75 = 100
Credits : 02

Hrs / Week :04
Total Inst. Hrs :60

Learning Objectives	
LO1	Acquaint learners with technology tools.
LO2	Integrate these tools into English language teaching.
LO3	Help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
LO4	Help learners utilize technology in lesson planning, materials development, feedback, and assessment.
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .

Unit	Details	Hrs
I	Definition -Virtual- Learning Environment: Meaning- Web-Based Learning Environment, Virtual- Learning Environment Web Tools Effective Web Tools in Teaching, Classroom Tools	12
II	Webpage Development: How to develop a webpage, Hosting A Web page, Meta Data Development, Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.	12
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.	12
IV	Lexicography: Introduction to Lexicography, Dictionary Development (e- Dictionary), WordNet, Thesaurus.Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.	12
V	E-Learning: Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions. Application: Machine Translation.	12

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, P04
CO3	Discuss how technology affects language learning and teaching today	PO5, PO6
CO4	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
CO5	Identify appropriate grammatical patterns activities that include opportunities for learners to discover, analyze and learn English grammar during language interactions.	PO10
Text Books (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.	

Reference 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.
Web sources	
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	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

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