

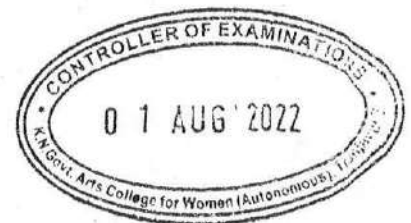
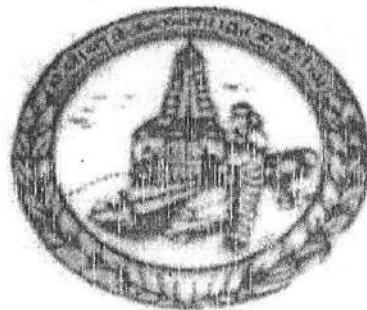
**KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN**

**THANJAVUR- 613007, TAMIL NADU, INDIA**

**(An Autonomous College affiliated to Bharathidasan University, Trichy)**

**Re-accredited by NAAC with 'B' Grade)**

**DEPARTMENT OF ENGLISH**



**POSTGRADUATE COURSE STRUCTURE AND SYLLABUS**

**MA ENGLISH LITERATURE**

**(For the candidates admitted from the academic year 2022 onwards under  
CBCS pattern)**

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN

(AUTONOMOUS) THANJAVUR- 613007

DEPARTMENT OF ENGLISH

**I.VISION**

To develop proficiency in the use of the English language.

To facilitate the learner in appreciation of the aesthetics of English Literature.

**II.MISSION**

To provide an excellent academic and moral ambience to facilitate the learners to become

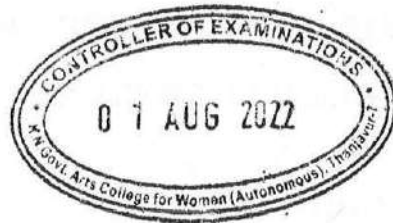
avid readers, active listeners, confident speakers, creative writers and ethical citizens.

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22

*R. Ramapriya*  
25/5/2022

Dr.R.RAMAPRIYA, M.A., M.Phil., Ph.D.  
Head & Assistant Professor,  
PG & Research Department of English,  
Kunthavai Naacchiyaar Govt. Arts  
College for Women(Autonomous),  
THANJAVUR-613 007.



KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN

(AUTONOMOUS) THANJAVUR- 613007

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME (PG)

Programme Outcome	Key Attributes of PO	Programme Outcome
PO 1	Disciplinary Knowledge	To understand and appreciate literatures in translation / original through the lens of literary and critical concepts.
PO 2	Communication Skills	To develop the ability to use critical concepts and viewpoints in academic writing.
PO 3	Critical Thinking	To develop the ability to read, analyze and critique literary texts.
PO 4	Analytical Reasoning	To develop the ability to use critical theories to comparatively assess and substantiate one's viewpoint in reading of literary texts.
PO 5	Reflective Thinking	To develop the literary reading skills and metacognitive reading awareness.
PO 6	Multicultural Competence	To develop the ability to comprehend and appreciate literatures of varied nations and languages.
PO 7	Digital Literacy	To use digital resources to analyse the existing scholarship in area of research and expand the knowledge base.
PO 8	Moral and Ethical Values	To cultivate, correlate and interrogate one's moral / ethical values implicit in literary texts to aid in literary and aesthetic judgement.
PO 9	Self Directed Learning	To develop the ability to carry out independent research in terms of critical reading of literary texts.
PO 10	Scientific Reasoning	To develop the ability to critically analyse literary texts, evaluate ideas and literary / narrative strategies.
PO 11	Research related skills	To develop the ability to formulate a hypothesis and write a research paper.
PO 12	Life long learning	To develop the ability to build on critical reading skills and transfer / apply the same to one's life / work.

*R. Ramapriya*  
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1. *[Signature]* 25/5/2022

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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007

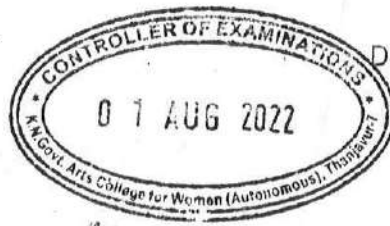
Department of English

Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

Sem	Course	Subject Code	Title of the Paper	Hrs	Credt	Exam Hrs	Marks		Total
							Int	Ext	
I	CC 1	22KP1E01	British Literature – I (1340 – 1660)	6	4	3	25	75	100
	CC2	22KP1E02	Contemporary American Literature	6	4	3	25	75	100
	CC 3	22KP1E03	Contemporary Indian Writing in English	6	4	3	25	75	100
	CC 4	22KP1E04	Linguistics : Theory and Practice	6	4	3	25	75	100
	MBE 1	22KP1EELE1: 1	African American Literature	6	4	3	25	75	100
22KP1EELE1: 2		Introduction to Cultural Studies							
Total				30	20				500
II	CC 5	22KP2E05	British Literature – II (1660 -1798)	7	6.5 ✓	3	25	75	100
	CC 6	22KP2E06	Literary Theory and Criticism	7	6.5 ✓	3	25	75	100
	CC 7	22KP2E07	Indian Literature in Translation	6	5	3	25	75	100
	CC 8	22KP2E08	Comparative Literature	6	4	3	25	75	100
	NME1	22KP2EEL01	English Grammar and Usage-I	4	3	3	25	75	100
	ECC 1	22KP2ECCE1 :1	Critical Terms – I	-	3	3	-	100	100
		22KP2ECCE1 :2	MOOC						
	ECC2	22KP2ECCE2	Creative Writing	-	4	-	-	-	-
Total				30	22 ✓				500
III	CC 9	22KP3E09	British Literature – III (1798 to Present)	7	6	3	25	75	100
	CC 10	22KP3E10	Ecofeminist Literature	7	6	3	25	75	100
	CC 11	22KP3E11	Middle Eastern Literatures	6	4	3	25	75	100
	MBE 2	22KP3EELE2: 1	South Asian Writing in English	6	4	3	25	75	100
		22KP3EELE2: 2	Literature of the Nobel Laureates						
	NME 2	22KP3EEL02	English Grammar and Usage-II	4	3	3	25	75	100
	ECC 3	22KP3ECCE3 :1	Critical Terms – II	-	3	3	-	100	100
22KP3ECCE3 :2		MOOC							
Total				30	23				500

1. *[Signature]* 25/5/2022  
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*R. Ramapriya*  
 25/5/2022

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 THANJAVUR-613 007.



Sem	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs	Marks		Total
							Int	Ext	
IV	CC 12	22KP4E12	Research Methodology	6	5	3	25	75	100
	CC 13	22KP4E13	Translation Studies	6	5	3	25	75	100
	CC 14	22KP4E14	Postcolonial Literature	6	5	3	25	75	100
	MBE 3	22KP4EEL E3:1	Disability Studies and Literature	6	4	3	25	75	100
		22KP4EEL E3:2	Health Humanities						
	PW	22KP4E15 PW	Project Work	6	4	-	-	100	100
Total				30	23	-	-	-	500
Grand Total				120	90	-	-	-	2000

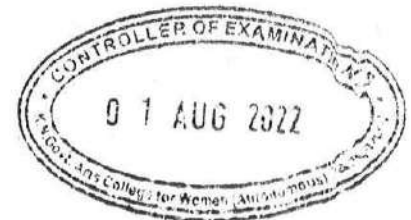
**COURSE STRUCTURE FOR EXTRA CREDIT COURSES (ECC)**

Sem	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs	Marks		Total
							Int	Ext	
II	ECC 1	22KP2ECCE1:1	Critical Terms – I	-	3	3	-	100	100
		22KP2ECCE1:2	MOOC						
	ECC2	22KP2ECCE2	Creative Writing	-	4	-	-	-	-
III	ECC 3	22KP3ECCE3:1	Critical Terms – II	-	3	3	-	100	100
		22KP3ECCE3:2	MOOC						

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SIGNATURE OF THE HEAD OF THE DEPARTMENT

Dr.R.RAMAPRIYA, M.A., M.Phil., Ph.D.  
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**Kunthaval Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007**  
**Department of English**  
**Postgraduate Course Structure – MA English**  
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

**I. Core Courses**

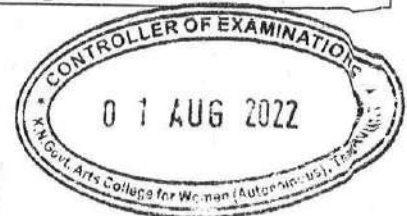
Sem	Course	Subject Code	Title of the Paper
I	CC 1	22KP1E01	British Literature – I (1340 – 1660)
	CC 2	22KP1E02	Contemporary American Literature
	CC 3	22KP1E03	Contemporary Indian Writing in English
	CC 4	22KP1E04	Linguistics : Theory and Practice
II	CC 5	22KP2E05	British Literature – II (1660 -1798)
	CC 6	22KP2E06	Literary Theory and Criticism
	CC 7	22KP2E07	Indian Literature in Translation
	CC 8	22KP2E08	Comparative Literature
III	CC 9	22KP3E09	British Literature – III (1798 to Present)
	CC 10	22KP3E10	Ecofeminist Literature
	CC 11	22KP3E11	Middle Eastern Literatures
IV	CC 12	22KP4E12	Research Methodology
	CC 13	22KP4E13	Translation Studies
	CC 14	22KP4E14	Postcolonial Literature

**II. Major Based Electives**

Sem	Course	Subject Code	Title of the Paper
I	MBE 1	22KP1EELE1:1	African American Literature
		22KP1EELE1:2	Introduction to Cultural Studies
III	MBE 2	22KP3EELE2:1	South Asian Writing in English
		22KP3EELE2:2	Literature of the Nobel Laureates
IV	MBE 3	22KP4EELE3:1	Disability Studies and Literature
		22KP4EELE3 :2	Health Humanities

**III. Non Major Electives**

Sem	Course	Subject Code	Title of the Paper
II	NME 1	22KP2EEL01	English Grammar and Usage-I
III	NME 2	22KP3EEL02	English Grammar and Usage- II



**IV. Extra Credit Courses**

Sem	Course	Subject Code	Title of the Paper
II	ECC 1	22KP2ECCE1:1	Critical Terms – I
		22KP2ECCE1:2	MOOC
III	ECC 3	22KP3ECCE3:1	Critical Terms – II
		22KP3ECCE3:2	MOOC

1. *[Handwritten signature]* 15/2022<sup>6</sup>

2. *[Handwritten signature]* 20/22

*[Handwritten signature]*  
 Dr.R.RAMAPRIYA, M.A., M.Phil., Ph.D.  
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**V. Add – On Course**

<b>Sem</b> II	<b>Course</b> ECC2	<b>Subject Code</b> 22KP2ECCE2	<b>Title of the Paper</b> Creative Writing
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**VI. Details of the number of Courses, Instruction Hours and Credits**

Course	Course Title	No. of Courses	Instruction Hours	Credits
Part III	Core Course	14	91	70
	Major Based Elective	3	19	12
	Non Major Elective	2	4	4
	Project Work	1	6	4
	<b>Total</b>	<b>20</b>	<b>120</b>	<b>90</b>
	<b>ECC 1,2,3</b>	<b>3</b>	<b>-</b>	<b>10</b>

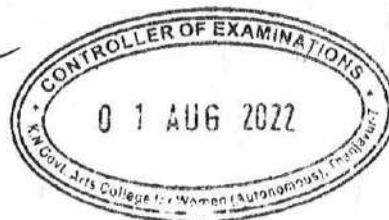
**VII. Semester – Wise Course Structure**

Semester	Course	Total Courses	Instruction Hours	Credits
I	CC 1, CC 2, CC 3, CC 4, MBE 1	5	30	20
II	CC 5, CC 6, CC7, CC 8, NME1	5	30	24
III	CC 9 CC 10, CC 11, MBE2, NME2	5	30	23
IV	CC 12, CC 13, CC 14, MBE 3, PW	5	30	23
	<b>Total</b>	<b>20</b>	<b>120</b>	<b>90</b>

*R. Ramapriya*  
25/5/2022

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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur - 613007

Department of English

Postgraduate Course Structure - MA English

(For the candidates admitted for the academic year 2022 - 2023 onwards under CBCS pattern)

Continuous Internal Assessment System

	Maximum	Components			Passing Minimum
		Attendance	CIA	Seminar/ Assignment	
Int	25	5	15	5	12
Ext	75				38

QUESTION PATTERN FOR THE PAPERS TITLED BRITISH LITERATURE - I (1340-1660) / CONTEMPORARY AMERICAN LITERATURE / CONTEMPORARY INDIAN WRITING IN ENGLISH / AFRICAN AMERICAN LITERATURE / BRITISH LITERATURE - II (1660 - 1798) / INDIAN LITERATURE IN TRANSLATION / BRITISH LITERATURE - III (1798 TO PRESENT) / ECOFEMINIST LITERATURE / MIDDLE EASTERN LITERATURE / SOUTH ASIAN WRITING IN ENGLISH / POSTCOLONIAL LITERATURE / DISABILITY STUDIES AND LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III - Drama detailed only - Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

1. *[Signature]* 25/5/2022

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*R. Ramapriya*  
25/5/2022



HEAD EX-IA, M.A., M.Phil., Ph.D.  
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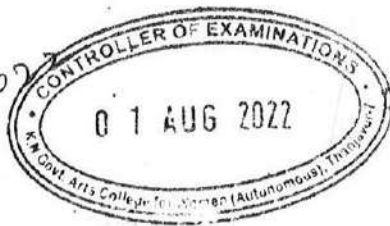
**Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur - 613007**  
**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted for the academic year 2022 – 2023 onwards under CBCS pattern)**

**Question Allocation and Blooms Taxonomy for (Direct) Assessment Titled BRITISH LITERATURE - I (1340-1660) / CONTEMPORARY AMERICAN LITERATURE / CONTEMPORARY INDIAN WRITING IN ENGLISH / AFRICAN AMERICAN LITERATURE / BRITISH LITERATURE - II (1660 – 1798) / INDIAN LITERATURE IN TRANSLATION / BRITISH LITERATURE - III (1798 TO PRESENT) / ECOFEMINIST LITERATURE / MIDDLE EASTERN LITERATURE / SOUTH ASIAN WRITING IN ENGLISH / POSTCOLONIAL LITERATURE / / DISABILITY STUDIES AND LITERATURE**

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-4	I	<b>Level I : Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why.</b> <b>Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate.</b> <b>Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize.</b> <b>Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme.</b> <b>Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value.</b> <b>Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.</b>
	B	21A or 21B 23A	II / III	
	C	26	IV / V	
II	A	5-8	I	
	B	24A	II / III	
	C	27	IV / V	
III	A	9-12	I	
	B	22A / 22B 23B	II / III	
	C	28	IV / V	
IV	A	13-16	I	
	B	24B	II / III	
	C	29	IV / V	
V	A	17-20	I	
	B	25A or 25B	II / III	
	C	30	IV / V	

BL	No of Questions ( Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	-	35	46.6%
II Understanding	10	5	10		
III Applying	-	5	5	10	13.3%
IV Analyzing	-	5	5	10	13.3%
V Evaluating	-	5	5	10	13.3%
VI Creating	-	5	5	10	13.3%
<b>Total Questions</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>75</b>	<b>100%</b>

1. *[Signature]* 25/5/2022  
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*R. Ramapriya*  
 25/5/2022  
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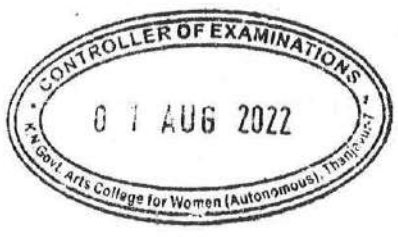
QUESTION PATTERN FOR THE PAPER TITLED LINGUISTICS: THEORY AND PRACTICE /  
INTRODUCTION TO CULTURAL STUDIES / LITERARY THEORY AND CRITICISM

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions ( From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

1. *[Signature]* 25/5/2022

*R. Ramapriya*  
25/5/2022

2. *[Signature]* 25/5/22



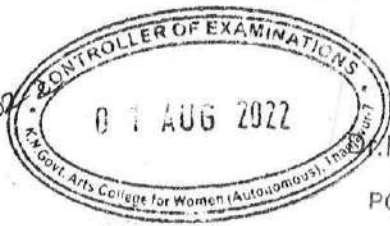
**Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007**  
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**Question Allocation and Blooms Taxonomy for (Direct) Assessment Titled LINGUISTICS:  
 THEORY AND PRACTICE / INTRODUCTION TO CULTURAL STUDIES / LITERARY THEORY  
 AND CRITICISM**

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-4	I	<b>Level I:</b> Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. <b>Level II</b> Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate <b>Level III</b> Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. <b>Level IV</b> Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. <b>Level V</b> Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. <b>Level VI</b> Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, solution, Solve, suppose, Test, Theory.
	B	21A or 21B	II / III	
	C	26	IV / V / VI	
II	A	5-8	I	
	B	22A or 22B	II / III	
	C	27	IV / V / VI	
III	A	9-12	I	
	B	23A or 23B	II / III	
	C	28	IV / V / VI	
IV	A	13-16	I	
	B	24A / 24B	II / III	
	C	29	IV / V / VI	
V	A	17-20	I	
	B	25A / 25B	II / III	
	C	30	IV / V / VI	

BL	No of Questions ( Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	-	35	46.6%
II Understanding	10	5	10		
III Applying	-	5	5		
IV Analyzing	-	5	5		
V Evaluating	-	5	5		
VI Creating	-	5	5		
<b>Total Questions</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>75</b>	<b>100%</b>

1. [Signature] 25/5/22  
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R. Ramapriya  
 25/5/22

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**QUESTION PATTERN FOR THE PAPER TITLED COMPARATIVE LITERATURE / CREATIVE WRITING / LITERATURE OF THE NOBEL LAUREATES / RESEARCH METHODOLOGY / TRANSLATION STUDIES / HEALTH HUMANITIES/ ENGLISH GRAMMAR AND USAGE-I / ENGLISH GRAMMAR AND USAGE - II**

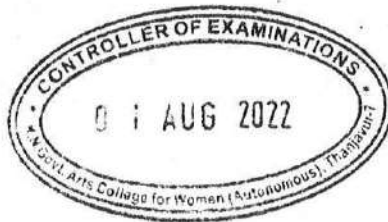
S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short questions	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern – Three Out Of Six Questions - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

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**Question Allocation and Blooms Taxonomy for (Direct) Assessment COMPARATIVE LITERATURE / CREATIVE WRITING / LITERATURE OF THE NOBEL LAUREATES / RESEARCH METHODOLOGY / TRANSLATION STUDIES / HEALTH HUMANITIES ENGLISH GRAMMAR AND USAGE-I / ENGLISH GRAMMAR AND USAGE - II**

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-2	I	<b>Level I :</b> Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. <b>Level II</b> Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. <b>Level III</b> Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. <b>Level IV</b> Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. <b>Level V</b> Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Modify, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. <b>Level VI</b> Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	11A or 11B	II / III	
	C	16	IV / V / VI	
II	A	3-4	I	
	B	12A or 12B	II / III	
	C	17	IV / V / VI	
III	A	5-6	I	
	B	13A or 13B	II / III	
	C	18	IV / V / VI	
IV	A	7-8	I	
	B	14A or 14B	II / III	
	C	19	IV / V / VI	
V	A	9-10	I	
	B	15A or 15B	II / III	
	C	20	IV / V / VI	

BL	No of Questions ( Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	10	35	46.6%
II Understanding	10	5	5		
III Applying	-	5	5		
IV Analyzing	-	5	5		
V Evaluating	-	5	5		
VI Creating	-	5	5		
Total Questions	20	25	30	75	100%



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QUESTION PATTERN FOR THE PAPER TITLED  
CRITICAL TERMS - I & II

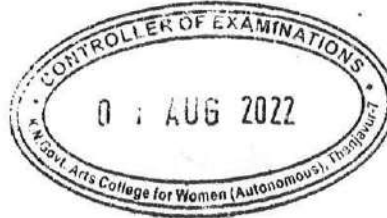
QUESTION PATTERN FOR THE PAPER TITLED CRITICAL TERMS- I/II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1 - 10	Short Questions	10x3=30	30
2.	B	Q.NO 11A OR 12 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph Questions - Either Or Pattern – Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16 - Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x15=45	45
			Total		100

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**Postgraduate Course Structure – MA English**  
**(For the candidates admitted for the academic year 2022 – 2023 onwards under CBCS pattern)**

**Question Allocation and Blooms Taxonomy for (Direct) Assessment CRITICAL TERM - III**

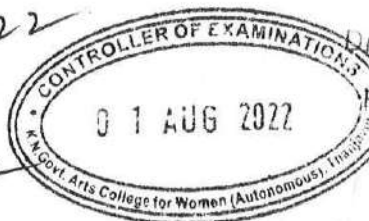
Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-2	I	<b>Level I:</b> Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. <b>Level II</b> Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. <b>Level III</b> Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. <b>Level IV</b> Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. <b>Level V</b> Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. <b>Level VI</b> Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	11A or 11B	II / III	
	C	16	IV / V	
II	A	3-4	I	
	B	12A or 12B	II / III	
	C	17	IV / V	
III	A	5-6	I	
	B	13A or 13B	II / III	
	C	18	IV / V	
IV	A	7-8	I	
	B	14A or 14B	II / III	
	C	19	IV / V	
V	A	9-10	I	
	B	15A or 15B	II / III	
	C	20	IV / V	

BL	No of Questions ( Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	15	-	-	45	60%
II Understanding	15	5	10		
III Applying	-	5	10		
IV Analyzing	-	5	10		
V Evaluating	-	5	5		
VI Creating	-	5	10		
<b>Total Questions</b>	<b>30</b>	<b>25</b>	<b>45</b>	<b>100</b>	<b>100%</b>

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BRITISH LITERATURE – I ( 1340-1660)

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC1	22KP1E01	6	4	3	25	75

**Course Objective**

To introduce the students to some of the seminal texts from 1340-1660 British Literature

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

**Course Outcome**

CO 1	To understand the English literary tradition from 1340 to 1660.
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO 4	To develop a understanding of Renaissance Humanism
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I POETRY (DETAILED)

1. Edmund Spenser - Epithalamion
2. Wyatt and Surrey - I Find no Peace (Sonnet 596)  
The Soote Season
3. Shakespeare-Sonnet 144 "Two Loves I Have of Comfort and Despair".

UNIT-II POETRY (NON- DETAILED)

1. Geoffrey Chaucer -The General Prologue (from the Canterbury Tales)
2. Andrew Marvell -To his coy Mistress.
3. Henry Vaughan-The Retreat

UNIT-III PROSE

1. Francis Bacon -Of Adversity
2. Ben Jonson-The Advancement of Learning
3. Robert Burton-Love Melancholy (Extract from Anatomy of Melancholy)

UNIT-IV DRAMA (DETAILED)

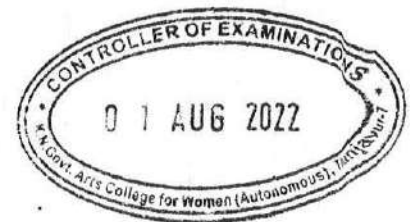
1. Christopher Marlowe - Dr. Faustus

UNIT-V DRAMA (NON-DETAILED)

1. John Webster - The White Devil

UNIT -VI ( INTERNAL ASSESSMENT ONLY)

1. John Donne- The Sun Rising
2. George Herbert-The Pulley
3. Richard Lovelace-The Grasshopper



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**Department of English**  
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**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**BRITISH LITERATURE – I ( 1340-1660)**

**References**

1. Geoffrey Chaucer. *The Canterbury Tales*. Penguin classics, New Delhi, 2003
2. Edmund Spenser. *Amoretti and Epithalamion*. Dodo press Gloucester, 2010.
3. John Webster. *The White Devil*. A&C Black Limited, London, 1996.
4. Joan Bennett. *Five Metaphysical Poets*. Cambridge University Press, 1964.
5. Francis Bacon (Ed). *Bacon's Essay with Introduction and notes*. McMillan London, 1927.

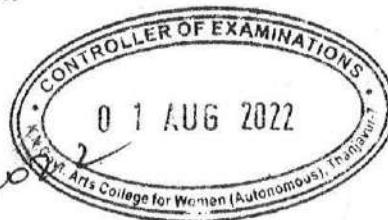
**QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE :I (1340-1660)**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	3	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation



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CONTEMPORARY AMERICAN LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC2	22KP1E02	6	4	3	25	75

Course Objective	
To give an overview of American Literature through seminal texts.	
To enable the students to appreciate and understand the origin and reception of American literature.	
Course Outcome	
CO 1	To understand the historical, religious and philosophical contexts of American literary spirit.
CO 2	To enable the students to distinguish American literary trends from that of other literatures
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts
CO4	To engage with the major genres and forms of American Literature.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts

UNIT- I – POETRY( DETAILED)

1. Laure Anne Bosselaar-Community Garden
2. David St. John -Stone Shadows
3. Peter Cooley - Night Morning Sky

POETRY( NON – DETAILED)

4. Marilyn L. Taylor -For Lucy, who came first
5. Lisa Zaran- Dreams

UNIT- II- PROSE

1. Ralph Waldo Emerson's - The American Scholar
2. Allen Tate's -The Man of Letter's in the Modern World
3. Joan Didion – On Self-Respect.

UNIT- III - DRAMA (DETAILED)

1. Sam Shepard - Burried Child

UNIT- IV - SHORT STORIES

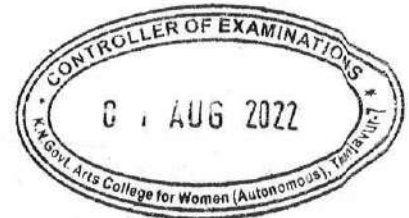
1. John Updike- Gesturing
2. E.L. Doctorow-The Hunter
3. Truman Capote- Children on their Birthdays

UNIT- V - FICTION

1. Jonathan Franzen- The Corrections

UNIT- VI( Internal Assessment only)

1. S. Merwin- Unknown Bird
2. Allen Ginsberg- A Supermarket in California
3. Eudora Welty- A Visit of Charity



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CONTEMPORARY AMERICAN LITERATURE

References

1. James K Bracken. *Reference works in British and American Literature* Englewood Co: Libraries Unlimited (1998)
2. Jonathan Franzen .*The Corrections*. Farrar, Straus & Giroux ,2001.
3. David G. Nicholls. *Introduction to Scholarship in Modern Language and Literature*. Modern Language Association of America, 2007.
4. Erik. V.R. Rangno *Contemporary American Literature (1945 – present)*. Chelsea House Publishers, 2010.
5. Shepard Sam. *Buried Child*. Dramatists play service inc, 1997.

QUESTION PATTERN FOR THE PAPER TITLED CONTEMPORARY AMERICAN LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

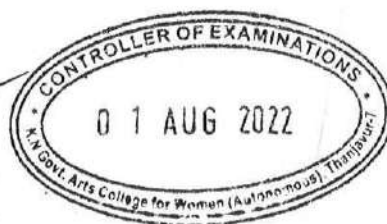
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	2	-
CO3	-	-	3	3	-	-	-	-	-	2	2	-
CO4	3	-	3	3	-	-	-	-	-	-	2	-
CO5	-	-	-	3	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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Department of English

Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

CONTEMPORARY INDIAN WRITING IN ENGLISH

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC3	22KP1E03	6	4	3	25	75

**Course Objective**

To introduce the students to some of the seminal texts of the Indian Writing in English.

To enable the students to grasp the social and intellectual backgrounds relevant to the study of verse and drama within the relevant time-frame

**Course Outcome**

CO 1	To understand the Indian English literary tradition.
CO 2	To engage with the major genres and forms of Indian Writing in English.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO 4	To develop an understanding of socio-political movements that influenced Indian writers in English.
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT- I POETRY(DETAILED)

1. Gieve Patel- Servants
2. Sujatha Bhatt- What is Worth Knowing
3. Vikram Seth- A Doctor's Journey Entry for August 6, 1945.

POETRY (NON-DETAILED)

4. Jeet Thayil- Nativism
5. Dilip Chitre - Death of Grandmother.

UNIT-II PROSE

1. G.N.Devy - Language Diversity from *The Question of Silence*(Lecture).
2. A.K.Ramanujan- Is There an Indian Way of Thinking
3. Amitav Ghosh- The Great Derangement (Part-II: History from page No:117 to 132)

UNIT- III DRAMA(DETAILED)

1. Vijay Tendulkar- Kamala

UNIT- IV SHORT STORIES

1. Amit Chaudhuri- Real Time
2. Neelam Kumar- A New Tomorrow
3. Shashi Deshpande - Why a Robin?

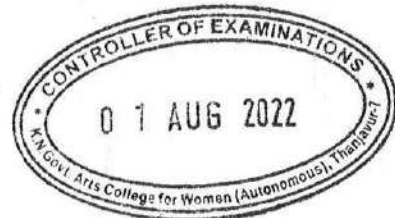
UNIT- V FICTION

1. Salman Rushdie- Midnight's Children

UNIT VI ( Internal Assessment only)

1. Arun Kolatkar- The Stationmaster
2. Keki N. Daruwalla- Migrations From: The Map maker
3. A. K. Mehrotra- Aligarh

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CONTEMPORARY INDIAN WRITING IN ENGLISH

References

- 1.G.N.Devy. *The Question of Silence, A Para-Biography*. Orient Blackswan Pvt Ltd, 2019
- 2.Eunice De Souza. *Nine Indian Women Poets*.Oxford India Paperback, 2001.
3. Vijay Tendulkar. *Kamala*.PopularPrakashan ,1982.
4. Chandrasekhar Kambar. *Two Plays*.Penguin Random House, 2020
5. Salman Rushdie. *Midnight's Children*.JonathanCape , 1981.

QUESTION PATTERN FOR THE PAPER TITLED CONTEMPORARY INDIAN WRITING IN ENGLISH

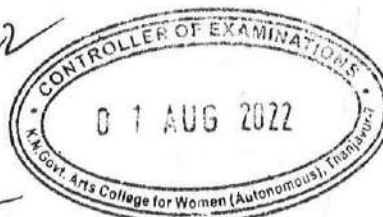
S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	2	2	-
CO5	-	-	3	-	-	-	-	-	-	2	2	2

1-Low, 2-Moderate, 3- High Correlation

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LINGUISTICS : THEORY AND PRACTICE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC4	22KP1E04	6	4	3	25	75

Course Objective	
To offer an over review of the major linguistic influences on the English language	
To enable the student to understand the linguistic processes that have contributed to the development of the English language	
Course Outcome	
CO 1	To develop an understanding of language as a communication system shaped by cognitive, biological, cultural, and social factors.
CO 2	To demonstrate an understanding of the concepts, theories, and methodologies used by linguists in analysis of linguistic structure
CO 3	To demonstrate an understanding of processes of language change and variation.
CO 4	To demonstrate an understanding of the role of language in reflecting and constructing social identities
CO 5	To enable the students acquire the technical vocabulary and theoretical tools in the discipline of linguistics.

UNIT – I : HISTORY OF LANGUAGE, THEORIES AND APPROACHES.

The origin of language -language Theories - Bow Wow Theory - Ding Dong Theory- Pooh – Pooh Theory, YoYo Theory of justice theory language in spoken and written mode and relationship between them Semiotic Approach - Communicative functions - Emotive, Conative, Referential, Poetic, Meta linguistic and phetic.

UNIT – II : PHONETIC AND LANGUAGE VARIETIES.

The organs of speech - Vowels - Pure vowels and Diphthongs - Consonants – Phonetics vs Phonology, Phoneme, Allophone - Language varieties – Dialects, Idiolect register, Jargon, Pidgin and Creole.

UNIT – III MORPHOLOGY AND SYNTAX

Morphology - Morph - Allomorph - Morpheme classification of Morphemes Free and Bound Morpheme - Syntax - Syntactic categories - IC analysis - Transformation grammar – Deep structure and Surface structure.

UNIT – IV : SEMANTICS AND PRAGMATICS

Semantics - Definition - Type of Semantics- Semantic Theory - Formal semantics – Conceptual Semantics, Cognitive Semantics, Lexical Semantics, Cross-cultural Semantics, Computational Semantics -Pragmatics. The importance of context - Types of context – Physical context and linguistic context - Theories of Pragmatics- Relevance Theory, Cooperation Theory, Argumentation Theory.

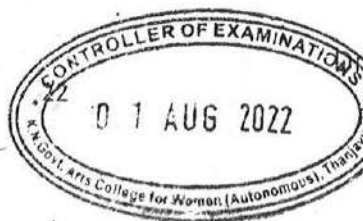
UNIT – V : LINGUISTICS AND ITS BRANCHES

Structural Linguistics - Sociolinguistics – Psycholinguistics, Neurolinguistics- Applied Linguistics.

UNIT - VI ( INTERNAL ASSESSMENT ONLY)

Transcription - stress in words and sentences – Intonation.

1. *[Signature]* 25/5/2022  
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**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**LINGUISTICS : THEORY AND PRACTICE**

**References**

- 1 Aitchison *Linguistics. An introduction.* Hadder and Stughton, London, 1995
2. Aitchison & D. Kilby. *Foundations of General Linguistics.* George Allen & Unwin, London, 1982.
3. A Radford. *Linguistics. An introduction.* Cambridge University Press UK, 1999.
4. George Yule. *The Study of Language.* Cambridge University UK, 2014.
5. R. Wardhough. *An Introduction to Sociolinguistics.* Blackwell, Massachussetts, 1986

**QUESTION PATTERN FOR THE PAPER TITLED LINGUISTICS THEORY AND PRACE**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions ( From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	3	3	-	-	-	-	-	-	-
CO2	3	-	2	3	2	-	-	-	-	-	-	-
CO3	3	-	2	2	2	-	-	-	-	-	-	-
CO4	3	-	2	3	2	-	-	-	-	-	-	-
CO5	3	-	2	2	2	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022  
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**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**AFRICAN AMERICAN LITERATURE**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	MBE 1	22KP1EELE1:1	6	4	3	25	75

Course Objective	
To introduce the students to texts by African American writers as critical representations of the black experience emphasising on themes of resistance, oppression, exclusion, and identity-formation.	
To examine the significance of a African American literary tradition in shaping both the identities and the histories of the diverse people of African descent in the United States.	
Course Outcome	
CO 1	To demonstrate an understanding of such literary terms, themes, strategies, and issues relevant to the texts prescribed.
CO 2	To understand the relationship between literature and the historical/cultural contexts.
CO 3	To recognize the range and variety of the writing of African descent.
CO4	To articulate the dynamics of the relationships between African American literature and the broad discipline of American literature
CO5	To analyse African-American literary texts not only as a testimony to the life and culture of the descendants of African slaves but also as an agent in the discussion of race, ethnicity and identity in American society.

**UNIT – I POETRY (DETAILED)**

1. Phillis Wheatley - A Hymn To Evening
2. Paul Laurence Dunbar- The Poet and His Song
3. Audre Lorde - A Woman Speaks

**POETRY (NON – DETAILED)**

4. Maya Angelou - Still I Rise
5. Langston Hughes- The Negro Speaks of Rivers

**UNIT- II PROSE**

1. Hoyt W Fuller- Towards a Black Aesthetics
2. Le roi Jones - The Myth of a Negro Literature.
3. Barbara Smith - Towards a Black Feminist Criticism

**UNIT- III DRAMA (DETAILED)**

1. August Wilson- Fences

**UNIT- IV SHORT STORIES**

1. Dorothy West - The Typewriter
2. Edward P. Jones - Bad Neighbours.
3. Nadine Gordimer- The Life of the Imagination

**UNIT- V FICTION**

1. Alice Walker - Meridian

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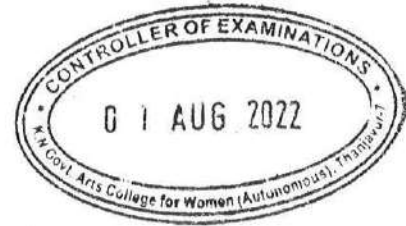
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**AFRICAN AMERICAN LITERATURE**

**UNIT-VI ( INTERNAL ASSESSMENT ONLY)**

1. Gwendolyn Brooks- A Song in a Front Yard
2. Imamu Amiri Baraka- Ka Ba
3. Yusuf Komunyakaa- Prisoners



**References**

1. Angelyn Mitchell. *Within The Circle : An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*. Duke University Press, 1994.
2. Kenneth W. Warren. *What Was African American Literature?* Harvard Press Greenwood, 2011.
3. Alice Walker, *Meridian*, Orion books Ltd, London, 2004.
4. Lorraine Hansberry, *A Raisin in the Sun*, Knopf Doubleday Publishing Group, 2011.
5. Maryemma Graham & Jerry W. Ward, Jr (eds.). *The Cambridge History of African and American Literature*. Cambridge University Press, 2015.

**QUESTION PATTERN FOR THE PAPER TITLED AFRICAN AMERICAN LITERATURE**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	2	-	-	-	-	2	2	-
CO4	3	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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Department of English

Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

INTRODUCTION TO CULTURAL STUDIES

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	MBE 1	22KP1EELE1 :2	6	4	3	25	75

Course Objective

To give an introduction to cultural studies.

To focus on key thinkers in Cultural Studies and the ways in which identities are constructed maintained and re-constructed through everyday practices and engagement with material culture

Course Outcome

CO1	To demonstrate knowledge of key texts and topics related to Cultural Studies
CO 2	To develop fluency in the terminology of cultural studies.
CO 3	To Identify key theorists and terms in Cultural Studies
CO4	To develop an interdisciplinary perspective to understand culture.
CO5	To relate theoretical knowledge with actual day to day life situations

UNIT-I

- 1.TheodorAdorno: "Culture Industry Reconsidered
2. Stuart Hall: "Cultural Studies: Two Paradigms

UNIT-II

- 1.AshisNandy: "Introduction: Indian Popular Cinema as a Slum's Eye"
2. Benedict Anderson: "Maps, Census, Nation"

UNIT-III

- 1.Michel Foucault: "Two Lectures" from Power/Knowledge
2. HomiK.Bhabha: "On Mimicry"

UNIT-IV

- 1.R.W. Connell: "Hegemonic Masculinity: Rethinking the Concept"
- 2.Judith Butler: "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"

UNIT-V

1. Donna Haraway: "A Manifesto for Cyborgs: Science, Technology and Social Feminism in the 1980's" (The Haraway Reader)
2. Martin Heidegger: Letter on "Humanism"

UNIT- VI ( INTERNAL ASSESSMENT ONLY)

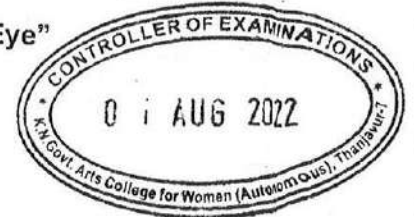
- 1.GayatriChakravortySpivak: "Can the Subaltern Speak?"
- 2.Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction

Reference Books

1. Simon During, Cultural Studies Reader, Routledge, 1993.
2. Michael Ryan, Cultural Studies: A Practical Introduction, Wiley Blackwell, 2010.
3. Angela McRobbie, The Uses of Cultural Studies, Sage, 2005.
4. John Storey, Cultural Theory and Popular Culture, Routledge, 2013
5. Lawrence Grossberg, Cultural Studies in the Future Tense, Duke University Press, 2010
6. Chris Barker and Emma A. Jane. Cultural Studies: Theory and Practice (5th edition), Sage Publications. 2016.

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(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

INTRODUCTION TO CULTURAL STUDIES

QUESTION PATTERN FOR THE PAPER TITLED INTRODUCTION TO CULTURAL STUDIES

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions ( From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	2
CO2	-	-	3	-	-	-	-	3	-	-	3	2
CO3	-	-	3	2	-	-	-	2	-	3	2	2
CO4	3	-	3	2	-	-	-	2	-	-	2	2
CO5	-	-	-	2	2	-	-	2	-	3	2	2

1-Low, 2-Moderate, 3- High Correlation

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**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**BRITISH LITERATURE – II (1660-1798)**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC5	22KP2E05	6	6	3	25	75

Course Objective	
To introduce the students to some of the seminal texts from 1660-1798 British Literature	
To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame	
Course Outcome	
CO1	To understand the English literary tradition from 1660-1798 British Literature
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of Satire, Restoration Comedy and Classicism and Neo-classicism
	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

**UNIT I - POETRY (DETAILED)**

1. John Milton - Lycidas.

**POETRY (NON-DETAILED)**

1. Robert Burns - The Cotter's Saturday Night
2. Robert Herrick - To Marigolds

**UNIT II – PROSE**

1. Joseph Addison – Sir Roger at Church (No 112 From the Spectator)
2. Richard Steele – Of the Club (No:02 from The Spectator )
3. Alexander Pope - Of the Nature and State of Man with Himself as an Individual (Epistle 2 Extract from An Essay on Man)

**UNIT III - DRAMA (DETAILED)**

1. John Dryden : All for Love

**UNIT IV –DRAMA (NON- DETAILED)**

1. John Gay- The Beggar's Opera


**UNIT V – FICTION**

1. Daniel Defoe: Moll Flanders

**UNIT VI – ( INTERNAL ASSESSMENT ONLY)**

1. Thomas Carew – A Rapture
2. Sir John Suckling – A Ballad upon a Wedding
3. Abraham Cowley – Ode: Of Wit

1.  13/02/2023

 13/02/2023

2.  13/02/2023



Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC5	22KP2E05	6	5	3	25	75

Course Objective

To introduce the students to some of the seminal texts from 1660-1798 British Literature  
To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO1	To understand the English literary tradition from 1660-1798 British Literature
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of Satire, Restoration Comedy and Classicism and Neo-classicism
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT I - POETRY (DETAILED)

1. John Milton - Lycidas.

POETRY (NON-DETAILED)

1. Robert Burns - The Cotter's Saturday Night
2. Robert Herrick - To Marigolds

UNIT II – PROSE

1. Joseph Addison – Sir Roger at Church (No 112 From the Spectator)
2. Alexander Pope - Of the Nature and State of Man with Himself as an Individual (Epistle 2 Extract from An Essay on Man)

3. Jonathan Swift - The Lady's Dressing Room

Richard Steele - Of the Clubs (NO: 02 from The Spectator)

UNIT III - DRAMA (DETAILED)

1. John Dryden : All for Love

UNIT IV – DRAMA (NON- DETAILED)

1. John Gay- The Beggar's Opera

UNIT V – FICTION

1. Daniel Defoe: Moll Flanders

UNIT VI – ( INTERNAL ASSESSMENT ONLY)

1. Thomas Carew – A Rapture
2. Sir John Suckling – A Ballad upon a Wedding
3. Abraham Cowley – Ode: Of Wit

1. AS 25/5/2022

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References

1. Danielson, Dennis R. *The Cambridge Companion to Milton*. Cambridge: Cambridge UP, 1989.
2. A R. Humphreys. *The New Pelican Guide to English Literature: - - a Guide for Readers*. Penguin Books, 1983.
3. James Morwood and David Crane. *Sheridan Studies*. Cambridge: Cambridge UP, 1995
4. Basil Willey. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City: Doubleday, 1953.
5. John T. Shawcross. (Ed). *The Complete Poetry of John Milton*. Anchor Press, 1971.

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE II (1660-1798)

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	-	-	-	-	-	2	-	-
CO3	-	-	3	2	-	2	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	2	-	-
CO5	-	-	-	3	3	-	-	-	-	-	-	2

1-Low, 2-Moderate, 3- High Correlation

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Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

LITERARY THEORY AND CRITICISM

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC6	22KP2E06	6	6	3	25	75

Course Objective

To offer a survey of major figures in the development of a critical theory of literature.

To facilitate a reading of primary theoretical texts with attention to historical and social contexts

Course Outcome

CO1 To identify and understand theoretical concepts associated with Literary theorists.

CO 2 To demonstrate an understanding of major literary theories.

CO 3 To apply various theoretical frameworks and concepts to literary and cultural texts.

CO4 To analyze the strengths and limitations of various literary theories in evaluating literary texts.

To develop critical interpretive skills for research.

UNIT- I INDIAN LITERARY CRITICISM

1. Bharatamuni- On Natya and Rasa: Aesthetics of Dramatic Experience (From the Natyasastra (3rd century or older) Translated from Sanskrit by G.K. Bhatt).

2. Abhinavagupta- On Santarasa: Aesthetic Equipose From the Abhinavabharati (Early 11<sup>th</sup> century) Translated from Sanskrit by J.H. Masson & M.V. Patwardhan)

UNIT- II

1. Jean Francois Lyotard- Defining the Postmodern.

2. Jacques Derrida - Of Grammatology

Unit-III

1. Laura Mulvey- Visual Pleasure and Narrative Cinema.

2. Gloria Anzaldua - Borderlands / La Frontera : The New Mestiza.

Unit – IV

1. Antonio Gramsci- The Formation of the Intellectuals.

2. Donna Haraway- A Manifesto for Cyborgs : Science, Technology and Socialist Feminism in the 1980's.

Unit -V

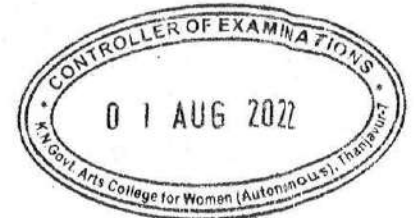
1. Tariq Amin Khan- Hyphenated Postcolonial : A Divergent perspective.

2. Homi Bhaba- Dissemination : Time, narrative and the Modern nation.

UNIT – VI (INTERNAL ASSESSMENT ONLY)

1. Susan Bordo - Body and the Reproduction of Femininity.

2. Gayatri Spivak- Can the Subaltern Speak? .



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**LITERARY THEORY AND CRITICISM**

**References**

1. G.N. Devy *Indian Literary Criticism Theory and Interpretation*. Orient Blackswan Private Limited, Hyderabad, 2014
2. Arun Gupto. *Literary Theory and Criticism: Recent Writings from South Asia*. Routledge, 2022.
3. Vincent B. Leitch. *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company, New York, 2001
4. Mary Klages. *Literary Theory : A Complete Guide*. Bloomsbury Academic, Bloomsbury, 2017.
5. Jeffrey R. Di Leo. *The Bloomsbury Handbook of Literary and Cultural Theory*. Bloomsbury Academic, New York, 2018.

**QUESTION PATTERN FOR THE PAPER TITLED LITERARY THEORY AND CRITICISM**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions ( From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				<b>Total</b>	<b>75</b>

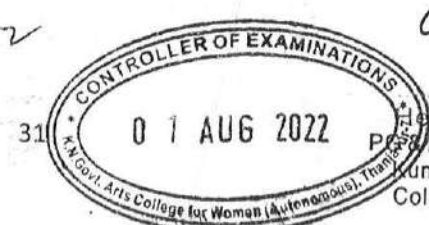
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**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	3	-	-	-	-	-	2	2	-
CO2	3	-	-	3	-	3	-	-	-	2	2	-
CO3	-	-	3	3	-	2	-	-	-	2	2	-
CO4	-	-	3	3	-	2	-	-	-	2	2	-
CO5	-	-	3	3	-	2	-	-	-	-	2	-

1-Low, 2-Moderate, 3- High Correlation

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 2. *[Signature]* 20/5/22



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INDIAN LITERATURE IN TRANSLATION

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC7	22KP2E07	6	5	3	25	75

**Course Objective**

To introduce the students to a rich, challenging and spirited literature of Indian literary tradition

To introduce the reader to major genres of Indian literary genre

**Course Outcome**

CO1 To understand the Indian literary tradition of varied regions.

CO 2 To engage with the major genres and forms of Indian literature in Translation

CO 3 To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.

CO4 To develop a understanding of an Indian literary tradition in terms of its origin, growth and contemporary relevance.

To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

**UNIT- I POETRY ( DETAILED)**

1. Ashok Vajpeyi- Being Earth, Nonbeing Sky
2. Salma- Green Angel.
3. K. Satchidanandan - A Man with a Door

**POETRY (NON-DETAILED)**

4. Mamang Dai- Island.
5. Sukirtharani -A Time For Birdsong

**UNIT-II PROSE**

- 1.Y.Kavanasarma - Male Rivalry and Women: Shurpanakha's Sorrow Translated by Alladi Uma and M. Sridhar
- 2.Pumaipittan-Consequence of A Misdeed: Deliverance from the Curse-(Translated by Lakshmi Holmstorm)
- 3.Lalitha Lenin -Struggling with an Ideal: In the Shadow of Sita Translated by RizioYohannan Raj

**UNIT-III DRAMA (DETAILED)**

- 1.Na.Muthuswamy - Narkalikarar

**UNIT-IV SHORT STORIES**

- 1.Imayam - Video Mariamman
- 2.O.V.Vijayan - After the Hanging
- 3.Sreedhara Ganesan- Oorkali

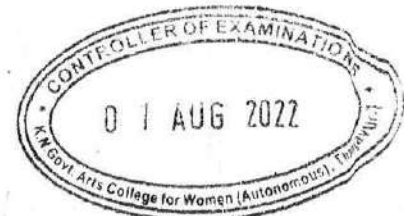
**UNIT-V FICTION**

- 1.Pe rumal Murugan- Poonachi or The Story of a Black Goat

**UNIT-VI ( INTERNAL ASSESSMENT ONLY)**

- 1.Agha Sahid Ali - Desert Landscape
- 2.Va idehi - Girl in the Kitchen
- 3.P.Lankesh - Mother

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2. *[Signature]* 25/5/2022



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INDIAN LITERATURE IN TRANSLATION

References

1. Paula Richman. *Ramayana Stories in Modern South India: An Anthology*. Indiana University Press Bloomington, 2008.
2. Vinay Dharwadker. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, New York, 1999.
3. K. Satyanarayana & Susie Tharu. *No Alphabet In Sign : New Dalit Writing from South India*. Penguin Books, New Delhi 2011.
4. Susie Tharu and K. Latha. *Women Writing in India : Volume II The Twentieth Century*. Oxford University Press, 1993.
5. Ambai. *In a Forest, A Deer*. Translated by Lakshmi Holmstrom. Oxford University Press, 2006

QUESTION PATTERN FOR THE PAPER TITLED INDIAN LITERATURE IN TRANSLATION

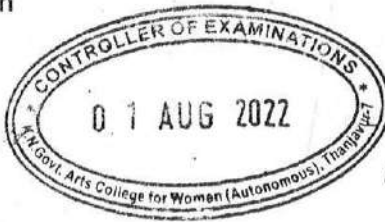
S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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COMPARATIVE LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC8	22KP3E08	6	4A	3	25	75

**Course Objective**

To attain a broad knowledge of various literary traditions both in their specificity and interrelation.

To cultivate a complex, transdisciplinary understanding and appreciation of literary texts, cultural artifacts, and diverse media in their wide political and social contexts

**Course Outcome**

CO1	To demonstrate knowledge of Comparative literary traditions and the continuing influence of those traditions on world cultures.
CO 2	To apply comparative methodologies and literary theory to evaluate literary texts and other cultural product
CO 3	To Interpret and criticize literary texts within social, cultural, and historical contexts
CO4	To analyse the relationship between literature / other cultural production.
CO5	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts, cultural artifacts, and diverse media in their wide political and social contexts

**UNIT- I INTRODUCTION**

Introduction to Comparative Literature -Definition and scope of comparative literature- National Literature, Comparative, General and World Literature.

**UNIT- II DIFFERENT SCHOOLS OF COMPARATIVE LITERATURE**

French, and Russian schools of Comparative Literature, Indian School of Comparative Literature-its principles American -Dravidian School of Comparative Literature

**UNIT- III KEY CONCEPTS OF COMPARATIVE LITERATURE**

The study of influence –imitation and influence-Analogy, Reception study, Movement and School, Epoch and Periodisation

**UNIT -IV STUDY OF GENRES AND THEMATOLOGY**

Definition and method of Genre studies–Prescriptive and descriptive –Traditional classification of Genres-Thematology: its development, scope and kinds.

**UNIT-V LITERATURE AND OTHER DISCIPLINES**

Literature and psychology, Literature and Sociology, Literature and Philosophy, Literature and the History of ideas.

**UNIT-VI ROLE OF TRANSLATION AND CONTRIBUTION OF COMPARATISTS (INTERNAL ASSESSMENT ONLY)**

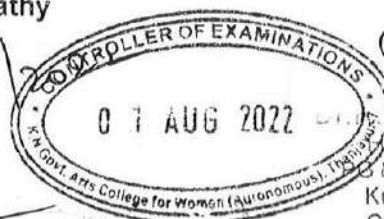
Comparative Literature and translation

Contributions of some important Comparatists

Rene Wellek-Henry H.H. Remak- Fernand Baldensperger-Paul Van Tie ham-

T . P .MeenakshiSundaram- Kailasapathy

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COMPARATIVE LITERATURE

Referances:

1. UlrichWeinstein. *Comparative Literature and Literary theory: Survey and introduction.* University Press, 1974.
2. Rene Wellek and Austin Warren Harcourt. *Theory of Literature.* Brace & Company, 1942.
3. K.M. George. *Comparative Indian Literature. Vol. I & II.* Macmillan India Ltd, 1984.
4. Sussan Bassnett. *Comparative Literature: A Critical Introduction.* Blackwell, 1993.
5. Cleanth Brooks & Robert Pen Warren. *Modern Rhetoric.* Hartcourt, 1970.

QUESTION PATTERN FOR THE PAPER TITLED COMPARATIVE LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern –Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

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**ENGLISH GRAMMAR AND USAGE - I**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	NME 1	22KP2EEL01	4 ✓	3 ✓	3	25	75

Course Objective	
To develop the LSRW skills through literary texts.	
To enable the students to achieve linguistic competence in the use of the English language.	

Course Outcome	
CO 1	To identify the different parts of speech
CO 2	To apply forms of Tenses.
CO 3	To demonstrate Actives and Passives.
CO 4	To develop the skills in writing paragraphs and essays.
CO 5	To practice strong grounding in English Grammar.

**UNIT I**

Nouns - Classification - Number - Gender - Pronoun - Adjectives - Articles.

**UNIT II**

Be - Forms and Functions - Subject - Predicate - Concord - Linking Verbs - Negative Sentences.

**UNIT III**

Verbs - transitive and Intransitive, Regular and Irregular - Complements - Actives and Passive Voices - Tenses.

**UNIT IV**

Comprehension - Developing the Hints - Precise Writing - Dialogue Writing.

**UNIT V**

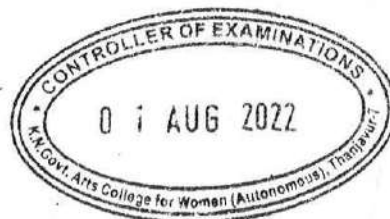
Self-Introduction, Letter-Writing - Inviting a guest, Requisition, Application, Complaints, Ordering of Books.

**UNIT VI**

Paragraph - Proverbs/Idioms, Essays - Descriptive - A Film that you enjoyed, The House or a room in which you live, The India of my dreams, The autobiography of a Question-Paper.

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**ENGLISH GRAMMAR AND USAGE - I**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	NME 1	22KP2EEL01	4 ✓	3 ✓	3	25	75

References

1. Krishnasamy N. Modern English A Book of Grammar, Usage and Composition, Macmillan India Ltd., 1975.
2. Wren & Martin. English Grammar & Composition. S Chand Publishing., 2017.

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH GRAMMAR AND USAGE - I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short questions	10x2=20	20
2.	B	Q.NO 11A OR 11 B Q.NO12A OR 12 B Q.NO 13A OR 13 B Q.NO 14A OR 14 B Q. NO 15 A OR 15 B	Paragraph Questions - Either Or Pattern – Three Out Of Six Questions - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

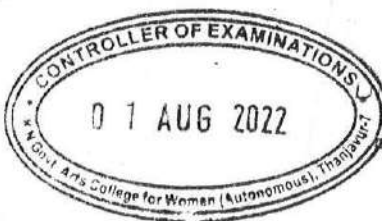
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

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CRITICAL TERMS - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	ECC1	22KP2ECCE1:1	-	3	3	-	100

**Course Objective**

To introduce the students to some of the major literary movements/ concepts that influenced and characterized literatures of the World

To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.

**Course Outcome**

CO1	To understand the English critical literary tradition.
CO 2	To engage with the major genres/ forms /concepts of English Literary critical tradition
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop an understanding of the Literary theoretical concepts
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT- I

Apartheid, Alterity, Anxiety of Influence, Aporia, base Superstructure, Binary opposition, Bricolage, Carnavalesque, Colonial Discourse, Cultural Imperialism, Close Reading, Defamiliarisation.

UNIT – II

Decolonisation, Diaspora, Dissemination, Difference, Differance, Double Consciousness, Ethnicity, Genotext/ phenotext, Hegemony, Hyperreality, Hypertext, Ideology, Interpellation.

UNIT-III

Logocentrism, Liminality, Magical Realism, Multiculturalism, Nativism, Negritude, Orientalism, Posthumanism, Postcolony, Settler Colonialism, Simulation/ Simulacra, Subaltern, Transnationalism

UNIT-IV

Archetypal criticism, Black Feminist Criticism, Formalism, Liberal Humanism, Structuralism, Poststructuralism. Deconstruction, Postmodernism, Cultural Materialism, Ecocriticism.

UNIT-V

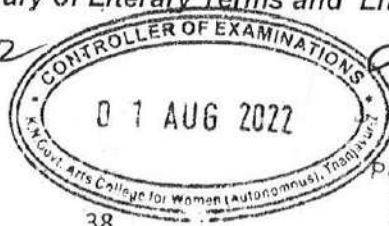
Psychoanalytic criticism, Feminist Criticism, Postcolonial Criticism, Stylistics, Narratology.

References

1. Irena R. Makaryk. *Encyclopedia of Contemporary Literary Theory, Approaches, Scholars, Terms*. University of Toronto Press.
2. Chris Barker. *The Sage Dictionary of Cultural Studies*. Sage Publications, 2004.
3. Peter Bary. *Beginning Theory : An Introduction to Literary and Cultural Theory*. University Press, 2008.
4. J.A Cuddon. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1995.

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**Department of English**  
**Postgraduate Course Structure – MA English**  
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)  
**CRITICAL TERMS – I**

**QUESTION PATTERN FOR THE PAPER TITLED CRITICAL TERMS-I**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x3=30	30
2.	B	Q.NO. 11A OR 12 B Q.NO 12AOR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph Questions - Either Or Pattern – Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x15=45	45
				<b>Total</b>	<b>100</b>

**CO / PO CORRELATION PROBABILITY**

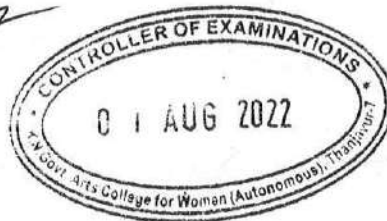
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	-	-	-
CO4	-	-	-	3	3	-	-	-	-	-	-	-
CO5	-	-	-	3	3	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

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**Department of English**  
**Postgraduate Course Structure – MA English**  
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**CREATIVE WRITING**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	ECC2	22KP2ECCE2	-	4	-	-	-

Course Objective	
To introduce the students to original literary compositions	
To orient and encourage the competence of the students into literary composition	
Course Outcome	
CO1	To learn the craft elements of creative writing, including plot, scene, characters, point-of-view, dialogue, imagery, and other elements of literary prose
CO 2	To recognize and explain key features in fiction or creative nonfiction
CO 3	To demonstrate the ability to incorporate literary elements in students' own prose
CO4	To develop the writing skills and strengthen understanding of creativity.
CO5	To produce edited, polished works of fiction or creative nonfiction.

**UNIT- I**

Basics of Writing- General writing- Academic writing- purpose- Sentence structure- Forms of writing- Expository, Argumentative, Persuasive, Descriptive, Narrative.

**UNIT-II**

Principles of sentence structure - Word order of a sentence- Definition of style- Aspects of Style- Literary Style.

**UNIT- III**

Creative Writing- Difference between creative writing and academic writing- purpose- structure- audience- process of Creative Writing- Genre as Form- Genre and situation- Genre and social setting.

**UNIT- IV**

Creative writing and practice- Dialogue writing- Descriptive writing- Narrative writing- writing poetry.

**UNIT V**

Creative writing and practice- Articles- Books and film review – Reports- Advertisement- Web content.

**Prescribed Text**

1.Creative Writing. Board of Editors. Orient Blackswan Pvt Limited, 2014

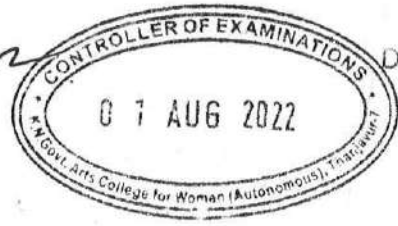
**References**

- 1.Heather Beck. *Teaching Creative Writing*. Palgrave Macmillan, 2012.
- 2.John Singleton. *The Creative Writing Workbook*.Palgrave, 2001.
3. Stephanie Dowrick. *Creative Journal Writing : The Art and Heart of Reflection*. Tarcher,2009.
4. Heather Hirschi. *Creative Writing the Easy Way*.Baron's, 2004.
5. Amy J. Davitt. *Writing Genres*. Southern Illinois University Press, 2004.

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**CREATIVE WRITING**

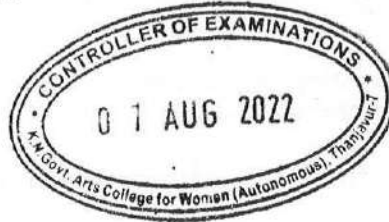
**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	-	-
CO3	-	-	3	3	3	-	-	-	-	2	-	-
CO4	-	-	-	3	3	-	-	-	-	2	-	-
CO5	-	-	-	3	3	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

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Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	CC9	22KP3E09	6	5	3	25	75

**Course Objective**

To introduce the students to some of the seminal texts from 1798 to the present British Literature

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

**Course Outcome**

CO1	To understand the English literary tradition of 1798 to the present British Literature
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of Modernism
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

**UNIT-I POETRY( DETAILED)**

1. John Keats- Ode to a Nightingale
2. Elizabeth Barrett Browning-The Cry of the Children
3. Mathew Arnold - The Scholar Gipsy

**POETRY(NON-DETAILED)**

3. T.S. Eliot- Journey of the Magi
4. Thomas Hardy-The Darkling Thrush

**UNIT-II PROSE**

1. A. G. Gardiner-A Fellow-Traveler
2. William Hazlitt-Indian Jugglers
3. Charles Lamb- Dream Children: A Reverie

**UNIT-III DRAMA( DETAILED)**

1. George Bernard. Shaw-Pygmalion

**UNIT-IV SHORT STORIES**

1. Oscar Wilde-The Model Millionaire
2. Sir Arthur Conan Doyle-The Red-Headed League
3. Somerset Maugham- The Luncheon

**UNIT-V FICTION**

1. Ian Mcewan- Amsterdam

**UNIT-VI ( INTERNAL ASSESSMENT ONLY)**

1. P.B. Shelley-Hymn to Intellectual Beauty
2. Lord Byron - She Walks in Beauty
3. John Clare- The Nightingale's Nest

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**Postgraduate Course Structure – MA English**  
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)  
**BRITISH LITERATURE - III ( 1798 TO PRESENT)**

**References**

- 1.H. Buxton Forman. The Complete Poetical Works Of John Keats. Oxford University Press, 1907.
- 2.M.G. Nayar.(Ed). A Galaxy of English Essayists. Macmillan India Ltd,2007.
- 3.Sir Arthur Conan Doyle. The Red-Headed league. Crest Publishing House, 2007.
- 4.Ian McEwan .Amsterdam. Jonathan Cape, 1998.
- 5.George Bernard Shaw. Pygmalion. Penguin Classics, 2003.

**QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE – III (1798 TO PRESENT)**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	Multiple Choice Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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ECO FEMINIST LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	CC 10	22KP3E10	6	5	3	25	75

Course Objective

- 1.To introduce the students to ecofeminist theory and seminal texts in the discipline.
2. To introduce the students to the major genres of Ecofeminist Literature

Course Outcome

CO1	To understand the historical and critical process involved in the development of Ecofeminism.
CO 2	To develop an understanding of the relation between the oppression of women and nature.
CO 3	To analyse the connection between women and nature in culture, religion, politics and literature
CO4	To recognize and challenge colonizing narratives and representation of women and nature.
CO5	To enable the students to understand and appreciate the social and mythical bonding between women and nature.

UNIT I POETRY (DETAILED)

1. Aemilia Lanyer- the Description of Cooke-ham
2. Forugh Farrokhzad- I Pity the Garden.
3. Linda Hogan- Harvester's of Night and Water.

POETRY (NON-DETAILED)

4. Marge Piercy- The Ordinary Gauntlet
5. Malika Ndlovu- And the Word was Woman.

UNIT II PROSE

1. Susan Griffin- Ecofeminism and Meaning.
2. Sherry Ortner- Is Female to Male as Nature Is to Culture ?
3. Karen Warren- Feminism and Ecology Making Connection.

UNIT III DRAMA (DETAILED)

1. Henrik Ibsen- An Enemy of the People.

UNIT IV SHORT STORIES

- 1.Rabindranath Tagore- The Dumb Girl.
- 2.Dorris Lessing – An Old Woman and her Cat.
3. Alice Munro – Walker Brothers Cowboy.

UNIT V FICTION

- 1.Kamala Markandaya- Nectar In a Sieve.

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Charlotte Mew- The Farmer's Bride.
2. Mary Oliver- The Moth.
3. Judith Wright- At Cedar Creek.

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22/5/2022

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**Postgraduate Course Structure – MA English**  
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)  
**ECO FEMINIST LITERATURE**

References

1. Greta Gaard, *Ecofeminism: Women, Animals, Nature*. Temple University Press, Philadelphia, 1993
2. Catriona Sandilands. *The Goodnatured Feminists :Ecofeminism and the Quest for Democracy*. University of Minnesota Press, Minneapolis , 1999.
3. Karen J Warren. *Ecofeminism : Women, Culture, Nature*. Indiana University Press, USA, 1997
4. Douglas A. Vakoch. *Ecofeminism in Dialogue*. Lexington Books, New York, 2018.
5. Douglas A Vakoch. *Literature and Ecofeminism : Intersectional and International voices*. Routledge, London, 2018.

**QUESTION PATTERN FOR THE PAPER TITLED ECOFEMINIST LITERATURE**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	Multiple Choice Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

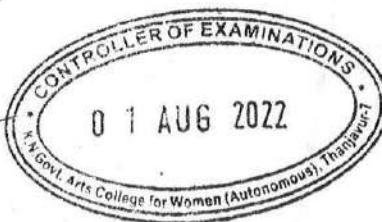
**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C01	3	-	-	-	-	-	-	-	-	-	-	-
C02	-	-	3	3	3	-	-	-	-	2	2	-
C03	-	-	3	3	3	-	-	-	-	2	2	-
C04	-	-	3	3	3	-	-	-	-	2	2	-
C05	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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MIDDLE EASTERN LITERATURES

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	CC 11	22KP3E11	6	4	3	25	75

Course Objective

1. To introduce students to the literatures of the region known as the Middle East, from ancient to modern times
2. To introduce the students to the major genres of Middle Eastern Literature.

Course Outcome

CO1	To introduce the students to Middle Eastern culture and literature.
CO 2	To enable the students to understand the history and culture of Middle East.
CO 3	To enable the students to find commonness and differences between Middle Eastern Literature and World Literature.
CO4	To enable the students to analyse the texts prescribed in their social and cultural context.
CO5	To enable the students to critically analyze Middle Eastern literary texts from the point of view of the historical, cultural and linguistic contexts of their production

UNIT I POETRY (DETAILED)

1. Mahmoud Darwish- In Jerusalem.
2. Nazik-al-Malaika – To Wash Disgrace.
3. Fadwa Tuqan- Longing: Inspired By the Law of Gravity.

POETRY (NON-DETAILED)

4. Muzaffar-al-Nawab- The Tavern.
5. Ali Ahmad Said Esber- Desert.

UNIT II PROSE

1. Edward Said- Introduction : Chap 1,2,3 ( from the text titled Orientalism)
- 2.. Juan R. I. Cole-Between the Postcolonial and the Middle East: Writing the Subaltern in the Arab World
- 3.Wail S. Hassan -Postcolonialism and Modern Arabic Literature: Twenty-first-century Horizons

UNIT III DRAMA (DETAILED)

1. Yussef El Guindi – Ten Acrobats in an Amazing Leap of Faith.

UNIT IV SHORT STORIES

- 1.Samiya At'ut- The Collapse of Barriers.
- 2.Suhayr -al-Qalamawi- A Successful Woman.
3. Mona Ragab- A Helping Hand.

UNIT V FICTION

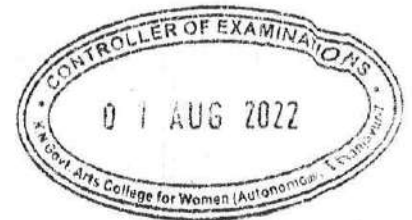
- 1.Khaled Hosseini – The Kite Runner.

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Kalil Gibran- Children.
2. Ahmed Shawqui- Stand For Teacher
3. Sania Saleh – The Condemned Lake.

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References

1. Muhammad Siddiq. *Arab Culture and the Novel: Genre, Identity and agency in Egyptian Fiction*. Routledge, London, 2007.
2. Kamran Rastegar. *Literary Modernity between the Middle East and Europe*. Routledge, London, 2007.
3. Muhsin Jassim al-Musawi. *The Postcolonial Arabic Novel: Debating Ambivalence*. Brill, Boston: 2003
4. Anna Ball and Karim Mattar. *The Edinburgh Companion to the Postcolonial Middle East*. Edinburgh University Press, Edinburgh, 2019
5. Mohammed Ghazi Alghamdi. *Writers and Nations The Case of American and Saudi Literatures*. Lexington Books. London, 2021.

QUESTION PATTERN

QUESTION PATTERN FOR THE PAPER TITLED MIDDLE EASTERN LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	Multiple Choice Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

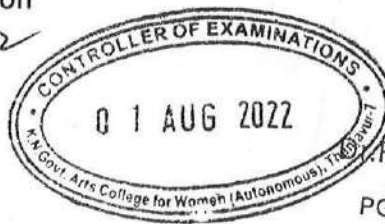
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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**SOUTH ASIAN WRITING IN ENGLISH**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	MBE 3	22KP3EELE3:1	6	4	3	25	75

**Course Objective**

To introduce the students to the South Asian writing.

To explore how Anglophone writing from South Asia has emerged in dialogue with the region's colonial history and has developed into a distinctive literary tradition,

**Course Outcome**

CO1	To define the salient features of South Asian writing
CO 2	To understand and interpret South Asian literary works.
CO 3	To evaluate the relationship between texts and their cultural and historical contexts
CO4	To critically evaluate translations of South Asian literature
CO5	To engage creatively with the literary tradition of South Asian fiction in English

**UNIT I – POERTY (DETAILED)**

1. Kirun Kapur - I Ride upon a Tiger
2. Sujikwock Kim - The Couple Next Door
3. Zulifikar Ghose - View from the Observatory

**POETRY (NON-DETAILED)**

4. Imtiaz Dharker - Blessing
5. Michael Ondaatje - The Cinnamon Peeler

**UNIT II – PROSE**

1. Harish Trivedi- South Asian Literature : Reflection on a Confluence
2. AnanyaJahanaraKabir-Literature of the South Asian Diaspora
3. Umme Al - Wazedi - Hybridity and the Politics of Identity in the Writings/ Texts of Diasporic South Asian Women

**UNIT III – DRAMA (DETAILED)**

1. Manjula Padmanaban - Harvest

**UNIT IV – SHORT STORIES**

1. Bharati Mukherjee - The Middleman
2. Mohsin Hamid- The Third- Born
3. Jean Arasanayagam - The Journey

**UNIT V – FICTION**

1. Kamila Shamshie - Burnt Shadows

**UNIT VI ( INTERNAL ASSESSMENT ONLY)**

1. Agha Shahid Ali 'Even t rain' (from 'call me Ishmael Tonight')
2. Razia Khan – My Daughters Boy friend.
3. Aimee Nezhukumathil – Lucky Fish

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References

- 1.Agha Shahid Ali. *Call Me Ishmael Tonight*. – A Book Of Ghazals. W.W.Norton, 2003.
- 2.SujiKwock Kim. *Notes From A Divided Country*. Louisiana State University Press, 2003.
- 3.Daniyal Mueenuddin. *The Life Of A Willy Pakistani Electrician*. The New Yorker, Aug. 2007.
- 4.KamilaShamshie. *Burnt Shadows*. Bloomsbury Publishing Ltd., 2009
- 5.Rajesh Roy & Peter Reeves. *The South Asian Diaspora*. Routledge Contemporary South Asian Series, 2009.

QUESTION PATTERN FOR THE PAPER TITLED SOUTH ASIAN WRITING IN ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	Multiple Choice Questions	5x1=5	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

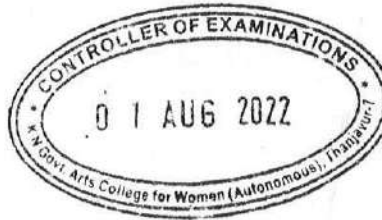
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**LITERATURE OF THE NOBEL LAUREATES**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	MBE 3	22KP3EELE3:2	6	4	3	25	75

**Course Objective**

To introduce the students to the Literature of the Nobel Laureates  
 To facilitate the students to read and understand seminal texts related to the Literature of the Nobel Laureates

**Course Outcome**

CO1	To understand and trace the origin, history and characteristics of the Literature of the Nobel Laureates
CO 2	To understand the nuances reflected in the literary works of Nobel laureates
CO 3	To identify and understand the history of ideas implicit in the literary texts
CO4	To identify the literary narrative techniques.
CO5	To critically analyse the literary fictions

**UNIT-I**

Doris Lessing – The Golden Notebook

**UNIT – II**

John Steinbeck- The Grapes of Wrath

**UNIT – III**

J.M. Coetzee – In the Heart of the Country

**UNIT-IV**

Kazuo Ishiguro – The Remains of the Day

**UNIT V**

Abdulrazak Gurnah- Paradise

**UNIT VI ( INTERNAL ASSESSMENT ONLY)**

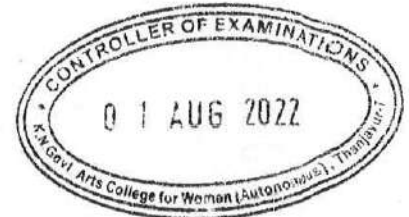
Rabindranath Tagore - Gora

**References**

1. Doris Lessing. *The Golden Notebook*. Micheal Joseph Publishing Ltd., 1962
2. John Steinbeck. *The Grapes of Wrath*. The Viking Press, 1939
3. J. M. Coetzee . *In the Heart of the Country*. Harper&Row(US), 1977
4. Kazuo Ishiguro . *The Remains of the Day*. Faber &Faber , 1989
5. Abdulrazak Gurnah. *Paradise*. Hamish Hamilton, 1994
6. Rabindranath Tagore . *Gora*. Rupa, 2002.

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**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**LITERATURE OF THE NOBEL LAUREATES**

**QUESTION PATTERN FOR THE PAPER TITLED LITERATURE OF THE NOBEL LAUREATES**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				<b>Total</b>	<b>75</b>

**CO / PO CORRELATION PROBABILITY**

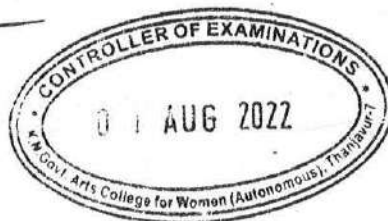
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

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ENGLISH GRAMMAR AND USAGE - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	NME 2	22KP2EEL02	4 2	3 A	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To introduce the basics in English Grammar.
CO 2	To employ linking verbs and tag questions.
CO 3	To explain Auxiliaries in a detailed manner.
CO4	To apply expressions and imaginative features and idioms in paragraphs.
CO5	To summarise Note making, and to prepare e-mail and Resume.

UNIT I

Possessive - Nouns, Adjectives, Pronouns Demonstrative - Numeral Adjectives- Adverbs - Prepositional phrases - Conjunctions – Interjections.

UNIT II

Questions- Yes/ No - Linking Verbs - Informations, Alternatives - Tag - Complements- Adjuncts.

UNIT III

Auxiliaries - Modals - Uses of Tenses - Adverbs of Frequency - Determiners -Agreement between Nouns and Words - Modifiers before Nouns - Indefinite Pronouns.

UNIT IV

Prepositional Verbs - Noun Clauses - Reported Speech, Principles of word formation - Affixation, Conversion, Compounding.

UNIT V

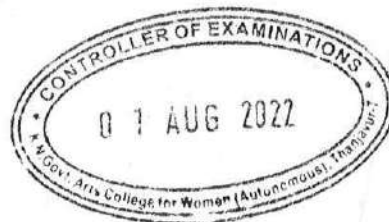
Note Making, how to write email, Conversation - Preparing Resume - Descriptive Writing and Essays.

UNIT VI

Greetings, Some Useful Expressions, Planning a Paragraph, Imaginative Features - Idioms.

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**ENGLISH GRAMMAR AND USAGE - II**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	NME 2	22KP2EEL02	4 ½	3 ½	3	25	75

**References**

1. Krishnasamy N. Modern English A Book of Grammar, Usage and Composition, Macmillan India Ltd., 1975.
2. Wren & Martin. English Grammar & Composition. S Chand Publishing., 2017.

**QUESTION PATTERN FOR THE PAPER TITLED ENGLISH GRAMMAR AND USAGE - II**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short questions	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern – Three Out Of Six Questions - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				<b>Total</b>	<b>75</b>

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	-	3 3	3	-	-	-	-	-	-	-	-
CO5	-	3	-	-	-	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 23/8/22  
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CRITICAL TERMS - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	ECC3	22KP3ECCE3:1	-	3	3	-	100

Course Objective	
To introduce the students to some of the major literary movements/ concepts that influenced and characterized literatures of the World	
To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.	
Course Outcome	
CO1	To understand the English Critical literary tradition.
CO 2	To engage with the major genres/ forms /concepts of English Literary critical tradition
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of the Literary Theoretical concepts
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT- I

Abjection, Affect, Androcentrism, Androgyny, Animal Studies, Anthropocene, Aporia, Archaeology, Archive, Capitalism, Chronotope, Closure.

UNIT- II

Closure, Cognitive Mapping, Intermediality, Cyber feminism, Cyber punk, Cyborg, Deterritorialization, Dialectics, Dialogic, Diaspora.

UNIT- III

Differend, dissemination, Distantiation, Episteme, Ethnocentrism, Heterotopia, Humanism, Hybridity, Imagined Community, Imperialism.

UNIT-IV

Interpretive Community, Trace, Kitsch, Parody, Pastiche, Liminality, Logocentrism, Margin, Metafiction.

UNIT-V

Metonymy, Metalanguage, Metanarrative, Postcapitalism, Postcolonialism, Posthuman, Thirdspace.

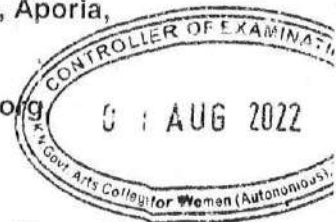
Prescribed Text

1. Peter Brooker. *A Glossary of Literary and Cultural Theory*. Routledge, New York, 2017.

References

1. Irena R. Makaryk. *Encyclopedia of Contemporary Literary Theory, Approaches, Scholars, Terms*. University of Toronto Press.
2. Chris Barker. *The Sage Dictionary of Cultural Studies*. Sage Publications, 2004.
3. Peter Bary. *Beginning Theory : An Introduction to Literary and Cultural Theory*. University Press, 2008.
4. J.A Cuddon. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1995

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**CRITICAL TERMS - II**

**QUESTION PATTERN FOR THE PAPER TITLED CRITICAL TERMS- II**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x3=30	30
2.	B	Q.NO. 11A OR 12 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph Questions - Either Or Pattern –Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x15=45	45
				<b>Total</b>	<b>100</b>

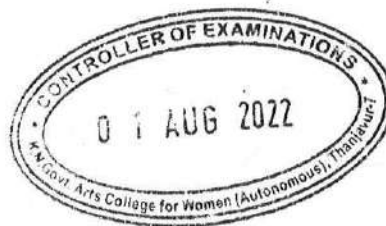
**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	-	-	-
CO4	-	-	-	3	3	-	-	-	-	-	-	-
CO5	-	-	-	3	3	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/05/2022  
 2. *[Signature]* 25/05/22

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**Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur -- 613007**  
**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**RESEARCH METHODOLOGY**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	CC12	22KP4E12	6	5	3	25	75

Course Objective	
To introduce the students to the concept of Research, its need and types of Research	
To introduce the students to the methodology of conducting Research	
Course Outcome	
CO1	To understand the basic concepts of research and its types
CO 2	To understand the philosophy and mechanics of research
CO 3	To understand the use of language, style and discourses suitable for thesis writing
CO4	To gain hands on experience in writing research report and thesis
CO5	To develop the ability to write a research proposal

**UNIT - I INTRODUCTION TO RESEARCH, TYPE AND SOURCE**

Definition, objectives and significance of research- Different types of literary research- Approaches to Research –criteria of good research-Resources-Library, e-resource, Online Repository.

**UNIT -II PROCESS OF RESEARCH**

Research Problem-definition- Formulation of Hypothesis –Choosing a viable topic- finding relevant sources – Primary and secondary sources-Evaluating- developing a thesis and a working outline – collecting the materials- organizing- Writing draft- documentation- Plagiarism check.

**UNIT- III STRUCTURE OF THE THESIS**

Three parts of a thesis- Materials preceding the Text –The Text- Reference material – Chapter division- quotations, work cited and lay out of thesis.

**UNIT - IV MECHANICS OF RESEARCH WRITING**

The use of Quotations- pagination- documentation style-Parentetical Documentation- punctuations -The Format of the thesis -First draft to the final copy-proof reading.

**UNIT V MODES OF WRITING**

Diction – The Style suitable for a literary Thesis- Explanative-Argumentative, Narrative- Descriptive and Reflective types of writing

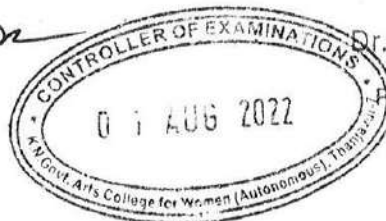
**UNIT -VI( INTERNAL ASSESSMENT ONLY)**

Research Ethics and Scholarly Publishing Ethics-Definition, introduction and importance- Publication ethics, IPR- Intellectual property rights, copy rights, royalty scholarly publishing -citation and acknowledgement, plagiarism- reproducibility and accountability.

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RESEARCH METHODOLOGY

References

1. B Allison. *The Students Guide to Preparing Dissertations and Thesis*. KoganPage, 1997.
2. Joseph Gibaldi. *MLA Handbook for Writers of Research Papers* 8<sup>th</sup> ed.: East- West Press, 2020.
3. Wayne C. Booth, Gregory G. Colombo, Joseph M. Williams and William C. Booth. *The Craft of Research: From Planning to Reporting*. Chicago University Press, 2008.
4. C.R. Kolhari. *Research Methodology: Methods and Techniques*. Wiley Eastern Ltd, 1985.
5. Richard DAltick&John J. Fenstermaker. *The Art of Literary Research*. Norton, 1993

QUESTION PATTERN FOR THE PAPER TITLED RESEARCH METHODOLOGY

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q.NO 15 A OR 15B	Paragraph Questions - Either Or Pattern –Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16-20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

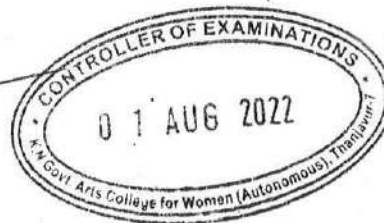
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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TRANSLATION STUDIES

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	CC13	22KP4E13	6	5	3	25	75

Course Objective

To introduce the students to the field of Translation studies.

To familiarize the students with the techniques of translation in the target language.

Course Outcome

CO1	To understand the theories and approaches in the discipline of translation and interpretation.
CO 2	To understand the cultural, ethical, and epistemological aspects of translation and interpreting practices.
CO 3	To understand and appreciate the role of language use as a cultural practice in translation. cultural practice
CO4	To acquire the ability to master the technical tools used in translation or interpretation.
CO5	To demonstrate the skill in creation and production of translated texts.

UNIT-I HISTORY AND THEORY

1.Mona Baker – The changing Landscape of Translation and Interpreting Studies.

2. Susan Bassnett – Variations in Translation

UNIT-II METHODOLOGIES

1.Jeremy Munday – Text Analysis and Translation.

2. Gisele Sapiro – The Sociology of Translation : A New Research Domain.

UNIT-III PROBLEMS IN TRANSLATION

1.GideonToury – Translation Problem

2.Franz Pochhacker – Issues in Interpreting Studies

UNIT-IV VARIETIES OF TRANSLATION PRACTICE

1.Michael Henry Heim – Varieties of English for the Literary Translator

2.Wai-Ping Yau – Translation and Film : Dubbing, Subtitling, Adaptation and Remaking

UNIT V KEY CONCEPTS IN TRANSLATION

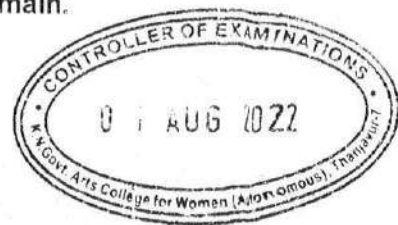
Adaptation, Appropriation, Back Translation , Borrowing , Calque, Coherence, Cohesion, Collocation , Communicative Translation, Compensation , Covert Translation, Dialect Translation , Direct Translation ,Dynamic Equivalence, Equivalence, Free Translation , Idiomatic Translation, Inter linear Translation and Interlingual Translation.

UNIT-VI PRACTICE ( INTERNAL ASSESSMENT ONLY)

Translating a Story from Tamil to English

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TRANSLATION STUDIES

References

1. Jeremy Munday. *The Routledge Companion To Translation Studies*, Routledge, 2009.
2. Yves Gambier. *Handbook of Translation Studies*. John Benjamins Publishing Company, Amsterdam, 2010.
3. Susan Bassnett. *Translation Studies*. Routledge, London, 1991.
4. Kristen Malmkjaer and Kevin Windle (ed). *The Oxford Handbook of Translation Studies*. Oxford University Press, 2011.
5. Lawrence Venuti. *The Translation Studies Reader*. Routledge, 2000.

QUESTION PATTERN FOR THE PAPER TITLED TRANSLATION STUDIES

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern – Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

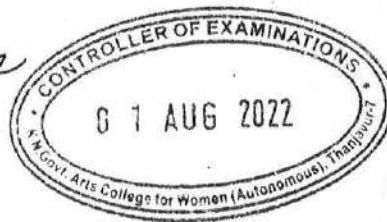
CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	2	2	-
CO3	-	-	-	-	-	-	-	-	-	2	2	-
CO4	-	-	-	-	-	-	-	-	-	2	2	-
CO5	-	-	-	-	-	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

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POSTCOLONIAL LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	CC14	22KP4E14	6	5	3	25	75

**Course Objective**

To introduce the students to recent theoretical approaches to understand the concept of postcoloniality.

To explore literary genres within the context of local histories, politics and cultural patterns, and their relations and reactions to colonial and neo-colonial forces.

**Course Outcome**

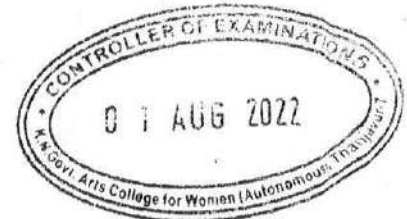
CO1	To Identify the key questions, authors, and literary forms in postcolonial literature.
CO 2	To think critically about these texts prescribed in relation to postcolonial theory.
CO 3	To situate the texts prescribed in their larger cultural contexts.
CO4	To develop interpretative skills of close reading of literary texts.
CO5	To develop nuanced interpretations, articulate coherent arguments, and develop research skills.

**UNIT I – POETRY (DETAILED)**

1. Henry Louise Vivian Derozio – The Harp of India
2. W.W.E. Ross – The Snake Trying
3. Judith Wright – Clock and Heart

**POETRY (NON-DETAILED)**

4. Derek Walcott – Ruins of a Great House
5. Pablo Neruda – If You Forget Me



**UNIT II – PROSE**

1. Ashcraft, Griffiths and Tiffin – Postcolonial Reconstructions: Literature, Meaning, Value (From Chapter V in Empire Writes Back – Pg. No. 178 -186)
2. Frantz Fanon – “Introduction” From Black Skin White Masks
3. Sara Suleri – Women Skin Deep: Feminism and the Postcolonial Condition

**UNIT III – DRAMA (DETAILED)**

1. Wole Soyinka – Kongi’s Harvest

**UNIT IV – SHORT STORIES**

1. Amrita Pritam – The Weed
2. V.S. Naipaul – The Perfect Tenants
3. Mulk Raj Anand – The Price of Bananas

**UNIT V – FICTION**

1. Abdulrazak Gurnah – Memory of Departure

**UNIT VI ( INTERNAL ASSESSMENT ONLY)**

1. Chinua Achebe – Flying
2. A.D. Hope – Standardization
3. Margaret Atwood – Journey to the Interior

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**Department of English**  
**Postgraduate Course Structure – MA English**  
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)  
**POSTCOLONIAL LITERATURE**

References

1. Stephen Alter and WimalDissanayake (ed.,). *A Penguin Book of Modern Indian Short Stories*.Penguin Books. 1999.
2. Ashcroft, Griffiths and Tiffin. *Empire Writes Back*.Brunner-Routledge, 2002.
3. Frantz Fanon. *Black Skin, White Masks*. Pluto Press. 1986.
4. Philip Hensher (ed.,). *British Short Story – Volume II*.UK: Penguin random House, 2015.
5. Abdulrazak Gurnah. *Memory of Departure*. London: Bloomsbury Publishing Pvt. Ltd.1987.
6. Woodcook.G. *The World of Canadian Writing*.Vancouver: Douglas &Mcintyre, 1980.

**QUESTION PATTERN FOR THE PAPER TITLED POSTCOLONIAL LITERATURE**

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

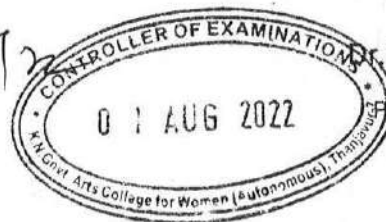
**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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**DISABILITY STUDIES AND LITERATURE**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	MBE3	22KP4EELE31	6	4	3	25	75

**Course Objective**

It offers an introduction to Disability studies and explores disability's capacity to offer special frameworks in the interpretation of knowledge domains such as medicine.

It explores the ways and means with which disability transpires into an interdisciplinary phenomenon

**Course Outcome**

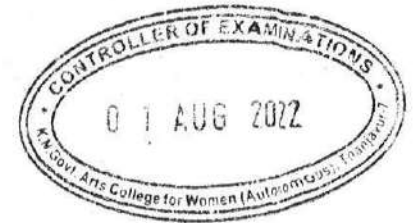
CO1	To enable the students to understand disability and its socio-cultural implications.
CO 2	To demonstrate the ability to read, analyze and critique literary representations of disability
CO 3	To interrogate and examine one's viewpoint on disability through socio-cultural political reading of literary texts.
CO4	To apply critical theories to assess the role disability plays in literature, culture and society.
CO5	To explore Disability studies as an area of research and further study.

**UNIT- I POETRY DETAILED**

1. Seamus Heaney- Bye-child
2. Wilfred Owen- Disabled
3. Sylvia Plath- Tulips

**POETRY NON-DETAILED**

4. Gwendolyn Brooks- Sick Man Looks at Flowers
5. Gregory Orr- Hypoesthesia



**UNIT- II PROSE**

1. David Johnstone- Why study disability? Some explanatory beginnings.
2. Rosemarie Garland- Thomson- Integrating Disability, Transforming Feminist Theory.
3. G. Thomas Couser – Disability, Life Narrative and Representation

**UNIT III DRAMA DETAILED**

1. W.B. Yeats- On Baile's Strand.

**UNIT IV SHORT STORIES**

1. Flannery O Connor- Good Country People.
2. Nathaniel Hawthorne – Birthmark.
3. Raymond Carver- Cathedral.

**UNIT V FICTION**

1. Mark Haddon. The Curious Incident of the Dog in the Night-time.

**UNIT-VI ( INTERNAL ASSESSMENT ONLY)**

1. Fran Gardner- The Lady with a Green Cane.
2. Michael Morrell – I Won't Break.
3. Stuart Sanderson- Maddening

1. *[Signature]* 20/5/2022

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**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**DISABILITY STUDIES AND LITERATURE**

**References**

1. Nick Watson and Simo Vehmas. *Routledge Handbook of Disability Studies* ( Second Edition). Routledge, London, 2020.
2. David Johnstone. *An Introduction to Disability Studies*. Davilfulton Publishers, New York, 2001.
3. Lennard J Davis. *The Disability Studies Reader*( Fifth Edition) Routledge, London, 2017.
4. Jennifer Barlett & Sheila Black. *Beauty is a Verb : The New Poetry of Disability*. Cinco Punto Press: USA, 2011.
5. Michael Oliver. *Understanding Disability : From Theory to Practice*. Palgrave Macmillan, 1996.

**QUESTION PATTERN FOR THE PAPER TITLED DISABILITY STUDIES AND LITERATURE**

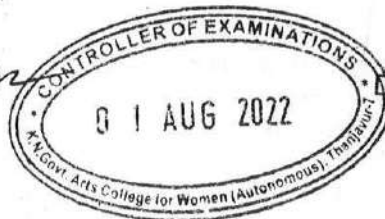
S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

**CO / PO CORRELATION PROBABILITY**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	-	2
CO3	-	-	3	-	-	2	2	-	-	2	2	2
CO4	-	-	3	-	-	-	-	-	2	2	2	2
CO5	-	-	-	2	-	-	-	-	-	2	2	2

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022  
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**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)**  
**HEALTH HUMANITIES**

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	MBE-3	22KP4EELE-2	6	4	3	25	75

Course Objective	
To introduce the students to the conceptualization of health and illness by the Medical culture.	
To introduce the students to the major issues in global health, medicine, and bioethics, particularly as they relate to human rights, inequalities, and social justice;	
Course Outcome	
CO1	To identify the role of humanities and the arts in literary studies.
CO 2	To understand how the arts and culture provide and shape human condition, suffering, and well-being
CO 3	To demonstrate adequate knowledge of different cultural and historical understandings of health, illness, and/or disability
CO4	To apply knowledge of the health humanities to critically evaluate one's own experiences in health-related settings
CO5	To demonstrate a willingness and ability to empathetically consider others' perspectives.

**UNIT – I**

1. Paul Crawford- Introduction : Global Health Humanities and the rise of creative public health.
2. Therese Jones, Delese Wear, and Lester D. Friedman- Introduction : The Why, the What, and the How of the Medical/Health Humanities

**UNIT - II**

1. Sayantani Das Gupta- Visionary Medicine : Race, health, power and speculation
2. Victoria Tischler- Health Humanities and the Creative Discipline

**UNIT - III**

1. Marina Tsaplina and Raymond Barfield- The Role of Imagination in the practice of Health Humanities.
2. Allison Crawford, Lisa Boivin and Lisa Richardson- Indigenous Health Humanities.

**UNIT-IV**

1. Carl Fisher- Teaching and Researching in Health Humanities.
2. Lisa M. Detora and Stephanie M. Hilger- Bodies and Transitions in Health Humanities

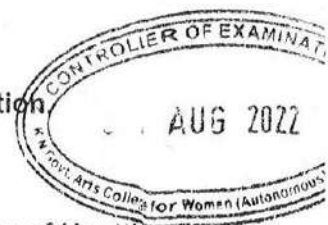
**UNIT-V**

1. Arthur W. Frank- Being a Good Story The Humanities as Therapeutic Practice
2. Sander L. Gilman- Seeing Bodies in Pain- Why Do We Care about Medical Images?

**UNIT -VI ( INTERNAL ASSESSMENT ONLY)**

1. Brian Brown- The Health Humanities : The Genealogies of health care and the consolation of understanding
2. Victoria Tischler- Health Humanities and the Creative Discipline

1. *[Signature]* 25/5/2022  
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References

1. Paul Crawford, Brian Brown and Andrea Charise. *The Routledge Companion to Health Humanities*. Routledge, London 2020.
2. Lisa M. DeTora and Stephanie M. Hilger. *Bodies in Transition in the Health Humanities Representations of Corporeality*. Routledge, London, 2020.
3. Therese Jones, Delese Wear, and Lester D. Friedman- *Health Humanities : Reader*. Rutgers University Press New Brunswick, 2014
4. Paul Crawford. *Health Humanities*. Palgrave Macmillan, 2015.

QUESTION PATTERN FOR THE PAPER TITLED HEALTH HUMANITIES

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions ( From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO 11A OR 11B Q.NO12A OR 12B Q.NO 13A OR 13 B Q.NO 14A OR 14B Q. NO 15 A OR 15B	Paragraph Questions - Either Or Pattern – Questions From All The Five Units	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

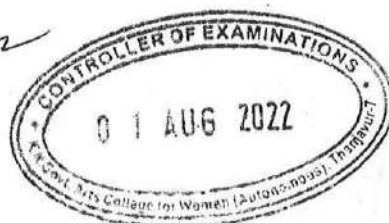
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	-	2
CO3	-	-	3	-	-	2	2	-	-	2	2	2
CO4	-	-	3	-	-	-	-	-	2	2	2	2
CO5	-	-	-	2	-	-	-	-	-	2	2	2

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