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**MUNTHAVAI 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 2023-2024 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.

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21/9/22

*R. Ramapriya*  
21/9/2023

**Dr.R.RAMAPRIYA, M.A., M.Phil, Ph.D.**  
Head & Associate Professor,  
P.T. Res. Dept. of English,  
Kunthavai Naacchiyaar Government  
Arts College for Women (Autonomous),  
Thanjavur - 613 007.



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 2023 – 2024 onwards under CBCS pattern)

1. Preamble

Taxonomy forms three learning domains: the cognitive (knowledge), affective (attitude), and psychomotor (skill). This classification enables to estimate the learning capabilities of students.

Briefly, it is aimed to restructure the curriculum as student-oriented, skill-based, and institution-industry-interaction curriculum with the various courses under "Outcome Based Education with Problem Based Courses, Project Based Courses, and Industry Aligned Programmes" having revised Bloom's Taxonomy for evaluating students skills.

Three Domains:

(i) Cognitive Domain

(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying;  
Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating)

(ii) Affective Domain

(iii) Psychomotor Domain

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TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION	
Programme:	M.A. English
Programme Code:	
Duration:	2 years for PG
Programme Outcomes:	<p><b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.</p> <p><b>PO2: Critical Thinking:</b> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO3: Problem Solving:</b> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.</p> <p><b>PO4: Analytical &amp; Scientific Reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p><b>PO5: Research related skills:</b> Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate</p>

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hypothesis, Test / analyze / Interpret the results and derive conclusions.

**PO6: Self-directed & Lifelong Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

**PO7: Participation & Research:** Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.

**PO8: Reading & Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.

**PO9: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.

**PO 10: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.

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<p><b>Programme Specific Outcomes:</b></p>	<p><b>PSO1:</b> Acquire good knowledge and understanding, to solve specific theoretical &amp; applied problems in different areas of the specific discipline of study.</p> <p><b>PSO2:</b> Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.</p> <p><b>PSO3:</b> To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4:</b> Developing a research framework and presenting their independent ideas effectively.</p> <p><b>PSO5:</b> Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.</p> <p><b>PSO6:</b> Enabling a holistic perspective towards the socio-political inequalities and environmental issues</p>
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S. No	Course	Subject Code	Title of the paper	Hrs	Credit	Exam Hrs	Marks		Total	
							CIA	Ext		
I	1.1 Core I	23KP1E01	English Poetry	7	5	3	25	75	100	
	1.2 Core II	23KP1E02	English Drama	7	5	3	25	75	100	
	1.3 Core III	23KP1E03	English Fiction	6	4	3	25	75	100	
	1.4 Discipline Centric Elective- I	23KP1EECE1:1	Indian Writing in English	5	3	3	25	75	100	
		23KP1EECE1:2	Introduction to Culture Studies							
	1.5 Generic Elective- II	23KP1EECE2:1	Theatre Arts	5	3	3	25	75	100	
	23KP1EECE2:2	African American Literature								
Total				30	20				500	
II	2.1 Core IV	23KP2E04	American Literature	6	5	3	25	75	100	
	2.2 Core V	23KP2E05	Shakespeare Studies	6	5	3	25	75	100	
	2.3 Core VI	23KP2E06	Postcolonial Theory and Literature	6	4	3	25	75	100	
	2.4 Discipline Centric Elective- III	23KP2EECE3:1	Approaches to English Language Teaching	4	3	3	25	75	100	
		23KP2EECE3:2	Language and Linguistics							
	2.5 Generic Elective- IV	23KP2EECE4:1	A Glimpse of Nobel Laureates	4	3	3	25	75	100	
		23KP2EECE4:2	Women's Writing in English							
	2.6 Skill Enhancement Course - I	23KP2ESEC1	Functional English	4	2	3	25	75	100	
	ECC 1 Self Study	23KP2EECC1:1	Critical Terms - I	-	3	-	-	-	-	100
	ECC 1 MOOC	23KP2EECC1:2	MOOC	-	-	-	-	-	-	-
ECC 2 Add On Course	23KP2EECC2	Creative Writing	-	4	-	-	-	-	-	
Total				30	22				600	
III	3.1 Core - VII	23KP3E07	Contemporary Literary Criticism	6	5	3	25	75	100	
	3.2 Core VIII	23KP3E08	Canadian Studies	6	5	3	25	75	100	
	3.3 Core IX	23KP3E09	Literature of the Marginalized and Subaltern Studies	6	5	3	25	75	100	
	3.4 Core X	23KP3E10	Film and Media Studies	6	4	3	25	75	100	
	3.5 Discipline Centric Elective- V	23KP3EECE5:1	Translation Studies	3	3	3	25	75	100	
		23KP3EECE5:2	Classics in Translation							
	3.6 Skill Enhancement Course - II	23KP3ESEC2	Technology in Teaching English	3	2	3	25	75	100	
	3.7 Internship/ Industrial Activity	23KP3 I	Internship		2					
	ECC 3 Self Study	23KP3EECC3:1	Critical Terms - II	-	3	-	-	-	-	100
	ECC 3 MOOC	23KP3EECC3:2	MOOC	-	-	-	-	-	-	-
Total				30	26				600	
IV	4.1 Core XI	23KP4E11	Twenty First Century Millennial Literature and Culture	6	5	3	25	75	100	
	4.2 Core XII	23KP4E12	Ecocriticism and Literature	6	5	3	25	75	100	
	4.3 Project with Viva-voce	23KP4EPW	Project with Viva Voce	10	7	-	-	-	100	
	4.4 Elective – VI (Industry / Entrepreneurship)- 20% Theory 80% Practical	23KP4EECE6:1	Research Methodology	4	3	3	25	75	100	
		23KP4EECE6:2	English Literature for NTA, NET, SET & GATE							
	4.5 Skill Enhancement Course – III/ Professional Competency Skill	23KP4ESEC3	English Literature for Competitive Examinations	4	2	3	25	75	100	
4.6 Extension Activity	23KP4EA		-	1	-	-	-	-	-	
Total				30	23				500	
Grand Total				120	91				2200	

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**SEMESTER I - CORE -1 ENGLISH POETRY**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP1E01	I year/ I Sem	English Poetry From Chaucer to 20 <sup>th</sup> Century	Core	Y	Y	-	-	5	7	25	75	100

**Learning Objective**

LO1	To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> Century.
LO2	To focus on the evolution of poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	A good comprehension of History of English literature is enabled.
LO4	Differentiation among the various stages of English could be identified by students.
LO5	Critical approaches towards various literary forms can be learnt.

**UNIT I- Middle English Poetry**

1. Chaucer- a. "The General Prologue";  
b. Pardoner's Tale  
c. The Nun's Tale

**UNIT II Elizabethan Poetry**

1. Spenser- "Epithalamion"
2. Donne- a. A Valediction: Forbidding Mourning  
b. The Canonization

**UNIT III Seventeenth Century Poetry**

1. John Milton- "Paradise Lost" Book IX
2. Marvell- To His Coy Mistress

**UNIT IV Eighteenth Century Poetry**

1. Dryden "Absalom and Achitophel" Lines 150 – 476
2. Gray- Elegy Written Upon a Country Churchyard
3. Robert Burns- a. Holy Willie's Prayer  
b. Auld Lang Syne.

**UNIT V Modern Poetry**

1. Rupert Brooke -The Soldier
2. Wilfred Owen -Anthem for Doomed Youth
3. W. H. Auden - Elegy on the Death of W. B. Yeats
4. Dylan Thomas - Do Not Go Gentle into That Good Night
5. Phillip Larkin -Whitsun Weddings
6. Ted Hughes -Hawk Roosting
7. Seamus Heaney-Digging
8. Carol Ann Duffy -Standing Female Nude
9. Eavan Boland-Achilles Woman

**TEXT BOOK**

1. Frank Kermod- *The Oxford Anthology of English Literature Vol. I, The Middle Ages Through the Eighteenth century*. Oxford University Press, 1973. London.

**REFERENCE BOOKS**

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

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**SEMESTER I - CORE - I ENGLISH POETRY**

7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

**WEB RESOURCES**

1. <http://www.english.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton](https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton)
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)

**QUESTION PATTERN FOR THE PAPER TITLED ENGLISH POETRY**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		Programme Outcomes
CO 1	On completion of this course, students will gain ideas about the old English writing style.	PO1 PO2
CO 2	The knowledge about various forms of poetry during different centuries can be well comprehended.	PO5,PO6
CO 3	Evaluate various poets as representatives of their periods.	PO7
CO4	Trace the evolution of various literary movements.	PO8
CO5	Justify British Poetry as an aesthetic record of the societies concerned.	PO9, PO10

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER I - CORE -II ENGLISH DRAMA

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23PK1E02	I year/ I Sem	English Drama	Core	Y	Y	-	-	5	7	25	75	100

Learning Objective

LO1	To acquaint the students with the origin of drama in Britain.
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
LO4	Evaluating different forms of drama from the historical background could be learnt.
LO5	Understanding dramatic techniques implied by the pioneers of English drama

UNIT- I Beginning of Drama

- 1.Miracle and Morality Plays -Everyman
- 2.Thomas Kyd - The Spanish Tragedy

UNIT- II Elizabethan Theatre

- 1.Theatres, Theatre groups, audience, actors and conventions -Tragedy and Comedy,
- 2.Christopher Marlowe -The Jew of Malta
- 3.Ben Jonson -Volpone

UNIT- III Jacobean Drama

- 1.John Webster - The White Devil
- 2.Thomas Dekker –The Shoemaker's Holiday

UNIT-IV Restoration Drama

- 1.William Congreve - The Way of the World
- 2.J.M Synge -The Playboy of the Western World

UNIT-V - Epic Theatre

- 1.Bertolt Brecht- Mother Courage and her Children
2. Harold Pinter - The Birthday Party

TEXT BOOK

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

REFERENCE BOOKS

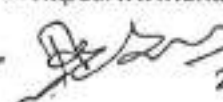
1. Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll,-1973, *British Drama*, Harrap, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
4. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge,


London.

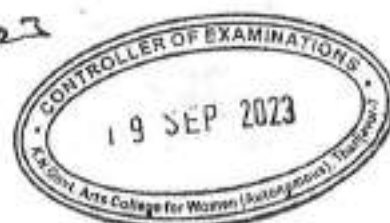
5. Kinney, Arthur.F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

WEB RESOURCES

1. <http://www.questia.com>(online library for research)
2. <http://www.cit.ate.edu/wmarey/asste%>
3. <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
4. <https://www.britannica.com/art/English-literature/The-Restoration>
5. <https://www.britannica.com/art/epic-theatre>

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

**QUESTION PATTERN FOR THE PAPER TITLED ENGLISH DRAMA**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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
			<b>Total</b>		<b>75</b>

Course Outcomes	Programme Outcomes
On completion of this course, students will	
Appraise various aspects of drama and theatre,	PO1, PO2
Identify drama and performance as a cultural process and an artistic discourse.	PO3,PO5
Evaluate plot structure, characterization and dialogue.	PO4
Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages.	PO6,PO7,PO8
Examine the sequential course dealing with Modern and Postmodern British Drama.	PO9,PO10

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP1E03	I year/ I Sem	English Fiction	Core	Y	Y	-	-	4	6	25	75	100

**Learning Objectives**

LO1	To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background base of the prescribed novels.
LO4	Identifying and differentiating various forms of novels.
LO5	Trying hands in writing a piece of work on their own.

**UNIT - I**

1. Novel as a form, Concepts and theories about the Novel, Poetics of the Novel – definition, types, narrative modes- omniscient narration, allegorical novel and Satire
2. John Bunyan - The Pilgrim's Progress-
3. Jonathan Swift - Gulliver's Travels.

**UNIT-II THE NEW WORLD NOVEL / PICARESQUE NOVEL**

1. Daniel Defoe - Robinson Crusoe
2. Laurence Sterne - Tristram Shandy

**UNIT-III MIDDLE CLASS NOVEL OF MANNERS**

1. George Eliot – Silas Marner
2. Jane Austen - Emma

**UNIT-IV WOMEN'S ISSUES**

1. Charlotte Bronte - Jane Eyre
2. Thomas Hardy – Tess of the D'urbervilles

**UNIT-V LIBERAL HUMANISM, INDIVIDUAL ENVIRONMENT AND CLASS ISSUES**

1. D.H. Lawrence - The Rainbow
2. James Joyce - A Portrait of the Artist as a Young Man

**TEXT BOOKS (LATEST EDITIONS)**

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London

**REFERENCES BOOKS**

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18<sup>th</sup> Century*. The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel Vol. II*, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

**WEB RESOURCES**

1. [http://en.wikipedia.org/wiki/English\\_Literature](http://en.wikipedia.org/wiki/English_Literature)
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/jane-eyre-novel-by-bronte>

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Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBC S pattern)

SEMESTER I - CORE -II ENGLISH FICTION

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FICTION

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will gain :	
CO1	A wide knowledge about different types of novels.	PO1, PO10
CO2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Evaluate Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH SPECIFIC OUTCOMES

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

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**SEMESTER I - DISCIPLINE CENTRIC ELECTIVE – I – INDIAN WRITING IN ENGLISH**

CourseCode	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP1EECE1:1	I year/ Sem	Indian Writing in English	Elective	Y	Y	-	-	3	5	25	75	100

**Learning Objectives**

LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners to get exposed to the historical movements of the Indiansubcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the students the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

**UNIT - I POETRY**

- 1.Toru Dutt- a. The Lotus  
b. The Casuarina Tree
- 2.Kamala Das - a. Looking Glass  
b. An Introduction
- 3.Parthasarathy - a. A River Once  
b.UnderAnother Sky
- 4.Nissim Ezekiel - a.Morning Prayer,  
b.Enterprise
- 5.Rabindranath Tagore – Geethanjali "Songs 1- 10"

**UNIT - II PROSE**

- 1.Dr. S. Radhakrishnan - Emerging World Society.
- 2.Dr. A. P. J. Abdul Kalam - Orientation ( extract from *Wings of Fire*).
- 3.A.K. Ramanujan – Is There an Indian Way of Thinking.

**UNIT - III DRAMA**

- 1.Asif Currimbhoy- Inqilab

**UNIT-IV SHORT STORIES**

- 1.R.K. Narayan – Hungry Child
- 2.Menon Das – The Bridge in the Moonlit Night
- 3.Sashi Deshpande – Can you hear Silence?

**UNIT-V FICTION**

- 1.Kiran Desai – The Inheritance of Loss
- 2.Shashi Deshpande- Roots and Shadows

**TEXT BOOKS (LATEST EDITIONS)**

- 1.Ramamurti, K.S. (ed.). *Twenty five Indian Poets in English* Macmillan. 1995.

**REFERENCE BOOKS**

**(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)**

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

**WEB RESOURCES**

- 1.[http://en.wikipedia.org/wik/indian\\_writing\\_in\\_english](http://en.wikipedia.org/wik/indian_writing_in_english)
- 2.<https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
- 3.<https://www.britannica.com/biography/Sri-Aurobindo>

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Department of English

Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

**SEMESTER I - DISCIPLINE CENTRIC ELECTIVE – I – INDIAN WRITING IN ENGLISH**

4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poets>

5. <https://www.britannica.com/biography/Anita-Desai>

**QUESTION PATTERN FOR THE PAPER TITLED INDIAN WRITING IN ENGLISH**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will:	
CO1	Understand the themes of Indian Writing in English.	PO1
CO2	Identify the major trends in Indian Writing in English.	PO1, PO2
CO3	Examine the background and settings of the prescribed texts.	PO4, PO6
CO4	Evaluate the cultural significance of Indian English Literature.	PO4, PO5, PO6
CO5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO6

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH SPECIFIC OUTCOMES**

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

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**SEMESTER I - DISCIPLINE CENTRIC ELECTIVE – I – INTRODUCTION TO CULTURE STUDIES**

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										ClA	Ext	Total
23KP1EEC E1:2	I year/ I Sem	Introduction To Culture Studies	Elective	Y	Y	-	-	3	5	25	75	100

**Learning Objectives**

LO1	To give an Introduction to cultural studies.
LO2	To focus on key thinkers in Cultural Studies.
LO3	To focus on the ways in which identities are constructed and maintained.
LO4	To re-construct through everyday practices and engagement with material culture

**UNIT-I**

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

**UNIT-II**

- 1.Ashis Nandy- "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. Homi K.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"

**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.

**QUESTION PATTERN FOR THE PAPER TITLED INDIAN WRITING IN ENGLISH**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

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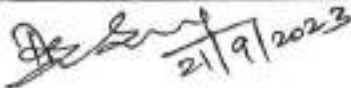

Course Outcome		
CO1	To demonstrate knowledge of key texts and topics related to Cultural Studies	PO1
CO 2	To develop fluency in the terminology of cultural studies.	PO1, PO2
CO 3	To identify key theorists and terms in Cultural Studies	PO4, PO6
CO4	To develop an interdisciplinary perspective to understand culture.	PO4, PO5, PO6
CO5	To relate theoretical knowledge with actual day to day life situations	PO3, PO8

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH SPECIFIC OUTCOMES

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

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**SEMESTER I - GENERIC ELECTIVE – II- THEATRE ARTS**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Exl	Total
23KP1EEC E2:1	I year/I Sem	Theatre Arts	Elective	Y	Y	-	-	3	5	25	75	100

**Learning Objectives**

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

**UNIT-I**

Drama as a performing art- relation between drama and theatre -the role of theatre- the need for permanent theatres.

**UNIT-II**

Greek theatre, Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non-conventional theatre, folk theatre, urban theatre, third theatre, other theatres in vogue.

**UNIT-III**

Fundamentals of Play directing- Concept, technique, physical balance, demonstration - The director and the stage.

**UNIT-IV**

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

**UNIT-V**

Reactions against the theatre of illusion Expressionism and dramatic symbolism -Stage design in the modern world- Lighting in the modern world- Word versus spectacles

**TEXT BOOKS (LATEST EDITIONS)**

- 1.Sangeetha, K and A.Selvalakshmi. *An Introduction to Theatre Art*. New Century Book House (P) Ltd.,2015.

**REFERENCE BOOKS**

**(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)**

- 1.Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.
- 2.Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

**WEB SOURCES**

- 1.[https://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](https://paradisevalley.libguides.com/the111/theatre_history_websites)
- 2.<https://www.britannica.com/place/England/Performing-arts>
- 3.[https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)
- 4.[https://archive.org/details/fundamentalsofpl0000dean\\_y3x3](https://archive.org/details/fundamentalsofpl0000dean_y3x3)
- 5.<http://scriptclickcreate.weebly.com/acting.html>
- 6.<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

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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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will:	
CO1	Identify different theatrical genres	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stage craft	PO4, PO5, PO6
CO5	The exposure to diverse components of acting and techniques	PO8, PO9

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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**SEMESTER I - GENERIC ELECTIVE – II- AFRICAN AMERICAN LITERATURE**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP1EECE 2:2	1 year/1 Sem	African American Literature	Elective	Y	Y	-	-	3	5	25	75	100

**Learning Objectives**

LO1	To introduce the students to texts by African American writers.
LO2	To introduce the critical representations of the black experience emphasising on themes of resistance, oppression, exclusion, and identity-formation.
LO3	To examine the significance of a African American literary tradition.
LO4	To examine the identities and the histories of the diverse people of African descent in the United States.

**UNIT – I POETRY**

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

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

**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.

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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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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**SEMESTER II - CORE COURSE-IV- AMERICAN LITERATURE**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2E04	I year/ II Sem	American Literature	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	To introduce the learners to the development of American literature.
LO2	To familiarize social and political events that have a bearing on American writing
LO3	To introduce the concepts and emerging themes in American literature.
LO4	To inculcate the movements and trends that shaped American literature,
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction

**UNIT I POETRY**

1. Walt Whitman - Out of the Cradle Endlessly Rocking
2. Emily Dickinson - a. The Last Night That She Lived  
b. The Soul Selects Her Own Society
3. Robert Frost - After Apple Picking
4. Wallace Stevens - Anecdote of the Jar
5. Sylvia Plath - Lady Lazarus
6. Anne Sexton - Wanting to Die

**UNIT- II PROSE**

1. Emerson - The American Scholar
2. Amy Tan - Mother Tongue
3. Thoreau - Walden (Chapter "Pond")

**UNIT- III DRAMA**

1. Arthur Miller - Death of a Salesman
2. Marsha Norman - Night Mother

**UNIT IV Short Stories**

1. Edgar Allan Poe - "The Cask of Amontillado"
2. Herman Melville - "Bartleby the Scrivener"
3. N. Scott Momaday - House made of Dawn

**UNIT-V FICTION**

1. Toni Morrison - Beloved
2. Kate Chopin - The Awakening

**TEXT BOOKS (LATEST EDITIONS)**

1. Willis Wagner - *American Literature - A World View*

**REFERENCE BOOKS**

**(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)**

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

**WEB SOURCES**

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

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Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SEMESTER II - CORE COURSE- III- AMERICAN LITERATURE  
QUESTION PATTERN FOR THE PAPER TITLED AMERICAN LITERATURE

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	The exposure to the different literary genres and its evolution in American Literature	PO8, PO10

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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**SEMESTER II - CORE COURSE-V – SHAKESPEARE STUDIES**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2E05	I year/II Sem	Shakespeare Studies	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages.
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets.
CO4	Appraise Shakespeare's contribution to English language and literature.
CO5	Critically understanding the appreciations by critics on Shakespeare.

**UNIT-I**

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

Sonnets – 12 – "When I do count the clock that tells the time"

65- " Since brass, nor stone, nor earth, nor boundless sea"

86- " Was it the proud full sail of his great verse"

130- "My mistress' eyes are nothing like the sun"

**UNIT- II COMEDIES**

1. Much Ado About Nothing,

2. Winter's Tale

**UNIT- III TRAGEDY**

1. Othello

**UNIT-IV HISTORY**

1. Henry IV Part I

**UNIT-V SHAKESPEARE CRITICISM - MODERN APPROACHES - MYTHICAL, ARCHETYPAL, FEMINIST, POST- COLONIAL, NEW HISTORICIST**

1. John Russell Brown- a. Chapter V & VI

b.. New Introduction *Shakespearean Tragedy* by A.C.Bradley, London, Macmillan, Third Edition, 1992.

2. Granville Baker - From Prefaces to Shakespeare

3. Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V (*Shakespearean Negotiations*, New York: Oxford University Press, 1988 and *Political Shakespeare: New Essays in Cultural Materialism*, Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994)

4. Ania Loomba -Sexuality and Racial Difference(*Gender, Race, And Renaissance Drama*, Manchester UP, 1989.)

**TEXT BOOKS (LATEST EDITIONS)**

1. Stephen Greenblatt, ed., 1997, *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.

**REFERENCE BOOKS**

1. Harrison, 1951, G.B. *Shakespeare's Tragedies*, Routledge, London.

2. Knight G.W., 1957, *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York.

3. Knight G.W., 1947, *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford.

4. John f. Andrews, ed., 1985, *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons.

5. Jonathan Dollimore, ed., 1984, *The Radical Tragedy*, The Harvester Press, Cambridge

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**SEMESTER II - CORE COURSE-V – SHAKESPEARE STUDIES**

**WEB SOURCES**

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. [https://www.historytoday.com/archive/british\\_english\\_monarchs/henry-iv](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

**QUESTION PATTERN FOR THE PAPER TITLED SHAKESPEARE STUDIES**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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**SEMESTER II - CORE COURSE- VI- POSTCOLONIAL THEORY AND LITERATURE**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3E06	I year/ II Sem	Postcolonial Theory and Literature	Core	Y	Y	-	-	4	6	25	75	100

**Learning Objectives**

LO1	To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres.
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5	Understanding the critical perspectives in Postcolonial literatures.

**UNIT- I POETRY**

- 1.Arun Kolatkar - The Priest,
- 2.A.K. Ramanujan. – Returning
- 3.Kofi Awoonor - The Weaver Bird
- 4.Leopold Senghor- In Memoriam
- 5.Grace Nichols - Praise Song for my Mother
- 6.George Bowering - Grand Father

**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 Mask.
3. Sara Suleri – Women Skin Deep: Feminism and the Postcolonial Condition.

**UNIT- III DRAMA**

1. Joseph Conrad : Heart of Darkness.
- 2.E.M. Forster : A Passage to India

**UNIT-IV SHORT STORIES**

1. Thomas King : The One About Coyote Going West
2. Amrita Pritam – The Weed
3. V.S. Naipaul – The Perfect Tenants

**UNIT-V FICTION**

1. Bapsi Sidhwa -Ice Candy Man
2. Samuel Selvon -The Lonely Londoners

**TEXT BOOKS (LATEST EDITIONS)**

1. Macaulay's Minute of 1831/35.
2. Post-Colonial Studies: eds. Ashcroft et al.

**REFERENCES BOOKS**

1. Specific issues of Journal of Commonwealth Literature.
2. Ashcroft, Griffiths and Tiffin Post-colonial Studies Reader.
3. S. Kudchedkar and Jameela Begum Canadian Voices.
4. Frantz Fanon - The Wretched of the Earth.
5. Ashis Nandy - The Fear of Nationalism.

**WEB SOURCES**

1. [https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature)
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. [https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF392B4C41C8CDB523DB74A\\_1A](https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF392B4C41C8CDB523DB74A_1A)

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

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER II

DISCIPLINE CENTRIC ELECTIVE – III – APPROACHES TO ENGLISH LANGUAGE TEACHING

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hour	Marks		
										CIA	Ext	Total
23KP2E ECE3:1	I year/II Sem	Approaches To English Language Teaching	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To enhance the learning and teaching skills of English.
LO2	To familiarize students about the basic concepts and theories related to English language teaching.
LO3	To focus on the problems and consequences on language teaching.
LO4	Emphasis will be laid on tracing the development of language teachings skills.
LO5	Understanding the teaching aspects of language teaching.

UNIT-I

A Brief history of Language Teaching -The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations in the nineteenth century

UNIT-II

Nature of approaches and methods in Language Teaching

1. Definition of Approach and method
2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: (1) Oral approach and situational language teaching (2) The Silent Way (3) Community Language Learning (4) Suggestopedia Competency based Language teaching

UNIT-III

1. Current Communicative Approaches
2. The Natural Approach
3. Cooperative language learning
4. Content based instruction
5. Task-based language teaching

UNIT-IV

1. Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching Grammar
2. Teaching of Non-Detailed Text.

UNIT-V

1. Use of Media in ELT
2. The integration of elements in multi-media language learning systems
3. BBC English by Radio and Television - an outline history
4. Using BBC English by Radio and Television in the classroom

TEXT BOOKS (LATEST EDITIONS)

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.
2. *The Use of Media in ELT*. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

REFERENCE BOOKS

1. Dr. Shaikh Mowla *Methods of Teaching English*.
2. Dr. Gurav H.K *Teaching Aspects of English Language*.

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SEMESTER II

DISCIPLINE CENTRIC ELECTIVE – III – APPROACHES TO ENGLISH LANGUAGE TEACHING  
WEB RESOURCES

1. [http://www.ehow.com/way-5557572\\_effective-teaching-strategies-prose.html](http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.html)
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. [https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching\\_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

QUESTION PATTERN FOR THE PAPER TITLED APPROACHES TO ENGLISH LANGUAGE TEACHING

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Know the brief history of language teaching methods	PO3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
CO5	Perceive the use of radio and television in language learning	PO8, PO9

MAPPING WITH PROGRAMME OUTCOMES

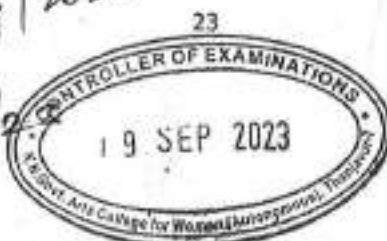
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER II

DISCIPLINE CENTRIC ELECTIVE – III – LANGUAGE AND LINGUISTICS

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										ClA	Ext	Total
23KP2EE CE3:2	I year/ II Sem	Language And Linguistics	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce the students to the developments in the study of language.
LO2	To introduce the students to linguistic variations in the study of language.
LO3	To offer an over view of the major linguistic influences on the English language.
LO4	To enable the students to understand the linguistic processes that have contributed to the development of the English language.

**UNIT-I**

Phonetics and Phonology: General Phonetics, Cardinal Vowels, Consonants, Phonetic Transcription The Phonemic theory: Phoneme, Allophones, Contrastive and Complementary distribution, Free Variation, Phonetic Similarity, Pattern Congruency Plurals and Past tense in English as examples for Phonologically Conditioned Alternation, Rules and Rule Ordering in Phonology (Some examples Syllable, Onset Nucleus and Coda, Foot, Prosody, Stress, Stress Rules, Intonation, Rhythm.

**UNIT-II**

Morphology: The notion of a morpheme, Allomorphy, Zero Morph, Portmanteau Morph Inflection and Derivation, Level I and Level II Affixes in English, Ordering between derivation and inflection, boundary (Morpheme level) and # Boundary (word level) in affixation, Stem Allomorphy, Word level and Morpheme level constraints, Morphophonological Phenomena compounds, criteria for Compound formation (Deletion of Inflection, Junction Phenomena like Vowel Elongation, Gemination, etc.,) Sub Compounds and Co Compounds (tapurusha / dwandwa) Word formation techniques: Blending, Clipping, Back formation, Acronyms, Echo Word formation, Abbreviation, etc.,

**UNIT-III**

Syntax: Traditional Grammar- Fallacies-Saussure, System and Structure, Language as a system of signs, Saussurean Dichotomies: Synchronic- Diachronic, signifier – signified, syntagmatic- Paradigmatic, langue-Parole, form – substance, Structuralism: Contributions of Bloomfield - IC Analysis- Disambiguation using IC Analysis, Limitations of IC Analysis – PS Grammar- PS rules: Context free and Context Sensitive rules, optional and Obligatory rules- TG Grammar Components- Transformational and Generative.

**UNIT-IV**

Semantics- Lexical semantics : Antonymy- Synonymy- Hyponymy – Homonymy (Homophony and Homography) – Polysemy - Ambiguity, Semantic Relations, Componential analysis Prototypes, Implication, entailment, and Presupposition, Semantics Theories: Sense and reference, Connotation and Denotation, Extension and Intension, Truth Conditional Semantics: Propositions, Truth values, Determining the semantic value of a preposition, Compositional procedure, terms and predicates, predicate logic, possible worlds semantics.

**UNIT-V**

Importance of Linguistics- Branches of Linguistics- Theories of Language Evolution- Stages of first language Acquisition- Bilinguality and Second language learning Behaviourism – Nature of methods and Approaches in L2 Teaching- Grammar Translation method – Direct Method- Audio –Lingual Method

**TEXT BOOKS (LATEST EDITIONS)**

1. SK Verma & N. Krishnaswamy. *Modern Linguistics*, Oxford University Press, 1997.
2. Henry Widdowson. *Explorations in Linguistics*, Oxford University Press, 1979.
3. Leonard Bloomfield. *Language*, University of Chicago Press, 1993,

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SEMESTER II

DISCIPLINE CENTRIC ELECTIVE – III – LANGUAGE AND LINGUISTICS

4. JD Fodor. *Semantics: Theories of Meaning in Generative Linguistics*. Harvard University Press, 1980

5. John Lyons. *Introduction to Theoretical Linguistics*. Cambridge University Press, 1968.

REFERENCE BOOKS

1. R. Fasold. *An Introduction to Language and Linguistics*. Cambridge University Press, 2006

2. David Crystal. *A Dictionary of Linguistics and Phonetics*. Willey-Blackwell, 2008.

3. Keith Brown. *Encyclopedia of Language and Linguistics*. Keith Brown, Elsevier, 2006.

4. John Clark. *An Introduction to Phonetics and Phonology*. John Clark, Willey-Blackwell, 1995.

5. Andrew Carstairs McCarthy. *An Introduction to English Morphology: Words and their Structure*. Edinburgh University Press, 2002.

QUESTION PATTERN FOR THE PAPER TITLED LANGUAGE AND LINGUISTICS

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

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.
CO4	To demonstrate an understanding of the role of language in reflecting and constructing social identities.
CO5	To enable the students acquire the technical vocabulary and theoretical tools in the discipline of linguistics.

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER II

GENERIC ELECTIVE – IV – A GLIMPSE OF NOBEL LAUREATES

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Exi	Total
23KP2EE EC4:1	I year/ II Sem	A Glimpse Of Nobel Laureates	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO2	To familiarize students on various Nobel Laureates
LO3	To focus on interpreting the works of various Nobel Laureates
LO4	To focus and evaluate critically and aesthetically the prescribed texts
LO5	Understanding the Nobel Laureates contribution to the society

UNIT-I POETRY

1. Pablo Neruda - A Song of Despair
2. Octavio Paz - As One Listens to the Rain
3. Rudyard Kipling- The Power of the Dog
4. Seamus Heaney- Oracle
5. Rabindranath Tagore – One Day in Spring
6. Wole Soyinka – Civilian and Soldier

UNIT- II PROSE

1. Thomas Mann – "He Comes Round the Corner" – excerpt from Disorder and Early Sorrow.
2. Peter Handke – "Essays on Mushroom Maniac" from Quiet Places : Collected Essays
3. Joseph Brodsky – Less than One

UNIT- III DRAMA

1. Harold Pinter - The Caretaker.
2. George Bernard Shaw - Man and Superman

UNIT-IV SHORT STORIES

1. Nadine Gordimer – Loot
2. Alice Munro – The Turkey Season Differently Runaway
3. Albert Camus – The Guest

UNIT-V NOVELS

1. John Steinbeck – The Pearl.
2. Saul Bellow – Seize the Day

TEXT BOOKS (LATEST EDITIONS)

1. *Nine Nobel Laureates in English Literature*, Omega Publications, 2012.

REFERENCE BOOKS

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO

1. *Nine Nobel Laureates in English Literature*, Omega Publications, 2012

WEB RESOURCES

1. [https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)
2. <https://www.britannica.com/biography/Pablo-Neruda>
3. <https://www.britannica.com/topic/Nobel-Prize>
4. <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>
5. <https://www.britannica.com/biography/Alice-Munro>

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SEMESTER II

GENERIC ELECTIVE – IV- A.GLIMPSE OF NOBEL LAUREATES

QUESTION PATTERN FOR THE PAPER TITLED A GLIMPSE OF NOBEL LAUREATES

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
CO2	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
CO3	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
CO4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
CO5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER II

GENERIC ELECTIVE – IV– WOMEN'S WRITING IN ENGLISH

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2EE EC4:2	I year/II Sem	Women's Writing In English	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To introduce the students to literature written by Women.
LO2	To enable the students to learn about the formal features of women's writing.
LO3	To enable the students to learn ways women adopt, adapt, and challenge mainstream literary traditions.
LO4	To introduce the students to the varied literary genres of Women's Writing in English
LO5	To enable the students to critically evaluate and appreciate the chosen texts from feminist perspective.

**UNIT- I POETRY**

1. Adrienne Rich - Aunt Jennifer's Tigers
2. Toru Dutt - Sita
3. Judith Wright - Clock and Heart
4. Maya Angelou - Phenomenal Women
5. Carol Ann Duffy - Originally

**UNIT- II PROSE**

1. Virginia Woolf - Professions for women
2. Margaret Atwood - "Survival" Chapter 1
3. Monique Wittig - One is not Born a Woman

**UNIT- III DRAMA**

1. Lorraine Hansberry - A Raisin in the Sun

**UNIT-IV SHORT STORIES**

1. Anita Desai - The Devoted Son
2. Katherine Mansfield - The Garden party
3. Jhumpa Lahiri - A Temporary matter

**UNIT- V FICTION**

1. Meena Alexander - Nampally Road

**REFERENCES**

1. Margaret Ferguson. *The Norton Anthology of English Poetry*. Norton Publishers, New York, 1967.
2. Monica Das (ed). *Her story so far tales of the girls from India* Delhi. Penguin, 2003.
3. Katherine Mansfield. *Norton Anthology of English Literature* Vol 2. Norton and Co, 2000.
4. Fiona Robertson. *Women's Writing, 1778-1338: An Anthology*. Oxford University Press, 2002.
5. Mary E. John. *Women's Studies in India*. Penguin India, 2008.

**QUESTION PATTERN FOR THE PAPER TITLED WOMEN'S WRITING IN ENGLISH**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

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SEMESTER II

GENERIC ELECTIVE – IV – WOMEN'S WRITING IN ENGLISH

Course Outcome	
CO 1	To understand and interpret literary works by women.
CO 2	To demonstrate the ability to define women's literature and appreciate its place in the canon.
CO 3	To demonstrate understanding of concepts and themes such as place, landscape, identity, silence etc.
CO4	To explain and participate in critical and theoretical debates related to women's writing.
CO5	To explain cultural, intercultural, and transhistorical concerns relating to women's writing.

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER II

SKILL ENHANCEMENT COURSE - I FUNCTIONAL ENGLISH

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2E SEC1	I year/ II Sem	Functional English	SEC	Y	Y	-	-	2	4	25	75	100

Learning Objectives	
LO1	To expose the learners towards the organizing and delivery of speech
LO2	To train the learners in various language skill in Public Speaking
LO3	Creating awareness about using language according to the situation
LO4	Helping learners overcome common problems of Indian speakers of English
LO5	Introducing major features of spoken English

**UNIT- I Public Speaking**

- 1.Characteristics of a good speaker
- 2.Methods of Speaking
- 3.Preparation and Delivery of Speech

**UNIT- II Speech for Situations**

- 1.Speech to inform
- 2.Speech to Persuade
- 3.Speeches for Special occasions

**UNIT- III Occupational Skills**

- 1.Email
- 2.Resume
- 3.Official memo

**UNIT-IV Interview Skills**

- 1.Prepare and practice for Interviews
- 2.Some General Questions in an Interview
- 3.Profile writing for Job
- 4.Presentation Skills

**UNIT-V Interpersonal Skills**

- 1.Team Development
- 2.Relationship and Communication
- 3.Negotiation

**TEXT BOOKS (LATEST EDITIONS)**

- 1.Mohan, Krishna, et al. *Developing Communication Skills*. Macmillan Publishers India Ltd., 2009.
- 2.Mitra, Barun K. *Effective Technical Communication: a Guide for Scientists and Engineers*. Oxford University Press, 2006.

**REFERENCE BOOKS**

- 1.Sudha,S. *Job Fair Keys*, Jayalakshmi Publications, 2017.
- 2.*Functional English Grammar: An Introduction for Second Language Teachers* (Cambridge Language Education)

**WEB SOURCES**

- 1.Team Development- <https://blog.vantagecircle.com/team-development/5>, Relationship and Communication-<https://2012books.lardbucket.org/books/a-primer-on-communication->
- 2.Negotiation-<https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>
- 3.<https://in.indeed.com/career-advice/interviewing/interviewing-skills>
- 4.<https://careerwise.minnstate.edu/careers/occupation-al-skills.html>

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SEMESTER II

SKILL ENHANCEMENT COURSE - I FUNCTIONAL ENGLISH

QUESTION PATTERN FOR THE PAPER TITLED FUNCTIONAL ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10= 50	50
Total					75

Course Outcomes	
Course Out comes	On completion of this course, students will
CO1	Define communicative skills. PO2
CO2	Utilize the nuances of English language in public speaking. PO1, PO2
CO3	Evaluate language skills in day to day life. PO3, PO4
CO4	Develop different styles of occupational skills. PO5, PO6
CO5	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary. PO8

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2E ECC1:1	I year/II Sem	Critical Terms – I	ECC 1	Y	Y	-	-	3	-	-	-	100

Learning Objectives	
LO1	To introduce the students to some of the major literary movements.
LO2	To introduce the students the concepts that influenced and characterized literatures of the World.
LO3	To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.
LO4	To identify literary techniques and creative uses of language in literary texts.
LO5	To develop the ability to critically evaluate a literary text.

**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.

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

S. No.	Section	Questions	Type	Marks	Total marks
1.	Section A	Q. No. 1 – 10	Short Questions	10 x 3 = 30	30
2.	Section B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5 x 5 =25	25
3.	Section C	Q. No. 16 – 20	Three out of Five Essay questions from all the Five Units.	3 x 15 =45	45
				Total	100

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**SEMESTER II**

**ECC – 2 ADD ON COURSE – CREATIVE WRITING**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP2EE CC2	I year/ II Sem	Creative Writing	ECC - 2	Y	Y	-	-	4	-			
<b>Learning Objectives</b>												
LO1	To introduce the students to original literary compositions.											
LO2	To orient and encourage the competence of the students into literary composition.											
LO3	Students can communicate ideas effectively through writing.											
LO4	Students can understand the concept of writing for an audience.											
LO5	To encourage the students to expand the vocabulary as they can explore new ways of expressing themselves.											

**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

**REFERENCE BOOKS**

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 Hirschl. *Creative Writing the Easy Way*. Baron's, 2004.
5. Amy J. Davitt. *Writing Genres*. Southern Illinois University Press, 2004.

**QUESTION PATTERN FOR THE PAPER TITLED CREATIVE WRITING**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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
				<b>Total</b>	<b>75</b>

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**SEMESTER II**

**ECC – 2 ADD ON COURSE – CREATIVE WRITING**

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.
CO2	To recognize and explain key features in fiction or creative nonfiction
CO3	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.

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER III  
CORE COURSE – VII – CONTEMPORARY LITERARY CRITICISM

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
22KP3E07	II year/ III Sem	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge.
LO2	To provide knowledge about the different schools in contemporary literary Criticism.
LO3	To focus on interpreting the works of various literary critics.
LO4	Focus on evaluate critically and aesthetically the prescribed texts.
LO5	Understanding the principles of criticism.

UNIT - I

1. Roland Barthes- From Word to Text
2. Terry Eagleton- Capitalism, Modernism and Post Modernism

UNIT - II

1. Derrida- Structure, Sign and Play in the Discourse of Human Sciences
2. M.H. Abrams- The Deconstructive Angel.

UNIT - III

1. Sigmund Freud- Creative Writers and Day Dreaming
2. Antonio Gramsci- The Formation of the Intellectuals.

UNIT - IV

1. Edward Said- Crisis ( in Orientalism)
2. Homi K. Bhabha - Dissemination : Time, narrative and the Modern nation.

UNIT - V

1. Simone de Beauvoir – "Myth and Reality" The Second Sex

TEXT BOOKS (LATEST EDITIONS)

1. Eagleton, T. (2008). *Literary theory: An introduction*. U of Minnesota Press.


REFERENCE BOOKS

1. Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.
2. Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Routledge, 2016.


WEB RESOURCES

- 1 <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>
- 2 <https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>
- 3 <https://fs.blog/susan-sontag-against-interpretation/>
- 4 <https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560>
- 5 <https://www.britannica.com/biography/Roland-Gerard-Barthes>

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QUESTION PATTERN FOR THE PAPER TITLED CONTEMPORARY LITERARY CRITICISM

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop the objective analysis of the subject matter	PO4
CO3	Analyze a literary text with reference to socio-political issues.	PO5
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER III

CORE COURSE – VIII – CANADIAN STUDIES

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3E08	II year/ III Sem	Canadian Studies	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions.
LO2	To provide knowledge about the different trends in Canadian studies.
LO3	To focus on interpreting the prescribed works critically.
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.
LO5	Understanding the folklore and its influence on Canadian Literature.

**UNIT - I POETRY**

- 1.P.K. Page – First Neighbours
- 2.A.M.Klein – Indian Reservation: Caughnawaga
3. Margaret Atwood – Journey to the Interior
- 4.A.J.M.Smith – Ode on the Death of William Butler Yeats
5. George Bowring –Albertasaurus
6. Earle Birney - The Bear on the Delhi Road

**UNIT - II PROSE**

- 1.Northrop Frye – Conclusion to a Literary History of Canada (Last essay from *The Bush Garden: Essays on The Canadian Imagination*)
2. Linda Hutcheon – "Beginning to theorize Postmodernism" *A Postmodern reader by Joseph Natoli*
3. Margaret Atwood- "Survival" – excerpt from *Survival: A Thematic Guide to Canadian Literature*
- 4.Thomas King – Godzilla vs Post - Colonial

**UNIT - III DRAMA**

1. George Ryga- The Ecstasy of Rita Joe.

**UNIT - IV SHORT STORIES**

- 1.Stephen Leacock – The Beacon on the Hill
- 2.Desmond Pacey - The Boat
3. Joy Kogawa – Intent to Forgive
- 4.Alice Munro – Boys and Girls

**UNIT - V FICTION**

1. Margaret Lawrence – Stone Angels
- 2.Carol Shields – Stone Diary

**TEXT BOOKS (LATEST EDITIONS)**

1. *Media : Selections from Understanding Media: The extensions of Man* Marshall McLuhan, London: Routledge, 2002.

**REFERENCE BOOKS**

1. Rioux Marcel 1978 *Quebec in Question* James Borke, Trans, Toronto: Lorimer
2. . Elspeth Cameron *Multiculturalism in Canada* (Toronto Canadian Scholar Press 2004)
3. Desmond Morton *A short History of Canada* , Edmonton: Hurtig 1983

**WEB-RESOURCES**

1. www.india.gc.ca
2. www.canada.justice.gc.ca
3. www.thecanadianencyclopedia.com
4. <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.htm>
5. <https://www.britannica.com/biography/Margaret-Atwood>

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SEMESTER III  
**CORE COURSE – VIII – CANADIAN STUDIES**  
**QUESTION PATTERN FOR THE PAPER TITLED CANADIAN STUDIES**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER III

CORE COURSE – IX – LITERATURE OF THE MARGINALIZED AND SUBALTERN STUDIES

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										C	IA	Ext
23KP3E09	II year/ III Sem	Literature Of The Marginalized And Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	Sensitizing students in the history of anti-caste and anti-discrimination discourses.
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
LO4	To examine the defined role of social constructions that affecting the space of the marginalized
LO5	Critically analyzing subaltern writing.

**UNIT- I POETRY**

- 1.. Bapurao Jagtap – This country is Broken
- 2.Namdeo Dhasal – Hunger
- 3.J.V. Pawar – Birds in Prison
- 4.Arun Kamble – Which language I should speak
- 5.Claude McKay - If we Must Die
- 6.Langston Hughes - Dinner Guest : Me
- 7.Sukirtharani – Portrait of my village

**UNIT- II PROSE**

- 1.Gayatri C..Spivak - Can the Subaltern Speak?
2. Uma Chakravarti - Gendering Caste: Through a Feminist Lens -
3. Dr.B.R.Ambedkar - Annihilation of Caste, Genesis and Mechanism of Caste

**UNIT- III DRAMA**

- 1.Vijay Tendulkar – Kanyadan
- 2.C.T. Indra (Translation) - Nandan

**UNIT- IV SHORT STORIES**

- 1.Premchand – The Shroud
2. Mahasweta Devi – Breast Stories "Breast - giver"
3. Bama - Kisumbakaran

**UNIT-V FICTION**

- 1.Imayam – Beasts of Burden
2. Kalyan Rao - Untouchable Spring

**TEXT BOOKS (LATEST EDITIONS)**

1. Caste and Tribes by Risley
- 2.Guha, R. S. of P. S. R. (1988). Selected Subaltern Studies. Oxford University Press.

**REFERENCE BOOKS**

**(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)**

1. Caste and Tribes by Edgar Thurston
2. Castes of Mind by Nicholas B Dirks
3. Nationalism without a Nation in India by G.Aloysius
4. Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.

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SEMESTER III

CORE COURSE – IX – LITERATURE OF THE MARGINALIZED AND SUBALTERN STUDIES

WEB RESOURCES

1. www.ambedkar.org
2. www.saxakali.org
3. https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full
4. https://www.jstor.org/stable/2053672
5. https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079
6. https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/
7. http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdt/82-87.pdf
8. https://www.sas.upenn.edu/~dludden/ReadingSS\_INTRO.pdf

QUESTION PATTERN FOR THE PAPER TITLED LITERATURE OF THE MARGINALIZED AND SUBALTERN STUDIES

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Caste	PO1
CO2	Understanding the dimensions of discriminations	PO2
CO3	Analyze a literary text with reference to socio-political issues	PO3,PO4
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Marginalized issues successfully.	PO8, PO1

MAPPING WITH PROGRAMME OUTCOMES

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

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CORE COURSE – IX – LITERATURE OF THE MARGINALIZED AND SUBALTERN STUDIES

Mapping With Programme Specific Outcomes

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

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SEMESTER III

CORE COURSE – X – FILM AND MEDIA STUDIES

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3E10	II year/III Sem	Film And Media Studies	Core	Y	Y	-	-	4	6	25	75	100

Learning Objectives

LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
LO2	Understanding the bond between the films and literature.
LO3	Analyzing the literary texts in comparison with the films.
LO4	Critical appreciation of films in the background of literary theories.
LO5	Tracing the differentiation in films from different parts of the world.

UNIT I

1. Novel Carroll - Interpreting/Moving Image [OUP]
2. William Rothman 1 - The 'I' of the Camera [OUP]
3. John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies
4. A Norton Reader - Film Analysis
5. An Intro-Kristin Thompson - Film History David Bordwell [Mc Grawhill. Edn]

UNIT II

1. Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication]
2. Janet Wasko - How Hollywood Works [Sage Publication]

UNIT III

1. Geoffrey Nowell - Smith - The Oxford History of World Cinema [Edn] [OUP]
2. Shohini Chaudhuri - Contemporary World Cinema [EUP]

UNIT IV

1. Erik Bamouw & Indian Film [OUP]
2. S. Krishnaswamy Yues Thoraval- Indian Cinema
3. Theodore Baski - Adaptation of Lit. to Tamil Cinema
4. Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V

UNIT V

Lit. to Tamil Cinema

Linda Costanzo Cahir - Ory & Practical Approaches

Film Studies

John Hill - Critical Approaches - Film studies [OUP]

Movies for Appreciation

1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989
2. Confessions of a - Sophin Kinsella Shopaholic
3. Elippathayam - Adoor Gopalakrishan
4. Bridge on River Kwai - Novel to Film

TEXT BOOKS (LATEST EDITIONS)

1. Louis Giannetti, 1972, *Understanding Movies*, Prentice Hall, New Jersey.
2. Ed. S. Vasudevan, 2000, *Making Meaning in Indian Cinema*, OUP, New Delhi.

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**Postgraduate Course Structure – MA English**

For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

**SEMESTER III**

**CORE COURSE – X – FILM AND MEDIA STUDIES**

**REFERENCE BOOKS**

1. Ed. Bill Nichols, 1993, *Movies and Methods Vol.1*, Edition Seagull Books, Calcutta.
2. Susan Hayward, 2004, *Key Concepts in Cinema Studies*, Routledge, London.

**WEB RESOURCES**

1. www.academic info.net/film.html.
2. <https://www.norton.com/books/9780393420531>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/wasko>
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

**QUESTION PATTERN FOR THE PAPER TITLED FILM AND MEDIA STUDIES**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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
				<b>Total</b>	<b>75</b>

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Film Review and appreciation becomes handy for the students.	PO1,PO2
CO2	Connecting film and literature nuances effectively.	PO3, PO4
CO3	Exposure to film techniques and genres.	PO7
CO4	Critical appreciation of films.	PO6,PO8
CO5	Analysing film forms effectively.	PO10

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER III

DISCIPLINE CENTRIC ELECTIVE - V – TRANSLATION STUDIES

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3EEC E5:1	II year/III Sem	Translation Studies	Elective	Y	Y	-	-	3	3	25	75	100

Learning Objectives	
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature.
LO2	To provide knowledge about the regional languages through representative texts in English translation
LO3	To equip the students in the skills as well as the politics of translation.
LO4	Focus on important dimensions of culture through the prescribed texts
LO5	Understanding the nuances of translations

**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. Gideon Toury – Translation Problem
2. Franz Pochhammer – 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, Interlinear Translation and Interlingual Translation.

**Textbooks and 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.

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SEMESTER III

DISCIPLINE CENTRIC ELECTIVE - V – TRANSLATION STUDIES

QUESTION PATTERN FOR THE PAPER TITLED TRANSLATION STUDIES

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes		Course Outcomes	
Course Outcomes	M A P	On completion of this course, students will	
	CO1	Understand the systematic study of translation	PO1, PO3
	CO2	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
	CO3	Exposure to effective translation	PO4
	CO4	Equipped in the skills as well as the politics of translation.	PO6, PO8
CO5	Exposure to literature in the regional languages through representative texts in English translation	PO9	

PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

1. *[Signature]* 21/9/2023

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**SEMESTER III**

**DISCIPLINE CENTRIC ELECTIVE - V – CLASSICS IN TRANSLATION**

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3E ECE5:2	II year/ III Sem	Classics In Translation	Elective	Y	Y	-	-	3	3	25	75	100
<b>Learning Objectives</b>												
LO1	To acquaint the students with literatures written in various languages.											
LO2	To enable students to appreciate literary works in their socio-cultural milieu.											
LO3	To introduce the students to a few seminal classics.											
LO4	To expose the students to classical literary styles and perspectives.											
LO5	To enable the students to make a comparative study of the world classics and vernacular literary canonical texts.											

**UNIT I**

Euripides - Medea

**UNIT II**

Kalidasa -Meghadutam

**UNIT III**

Gustav Flaubert – Madam Bovary

**UNIT IV**

Maxim Gorky – The Mother

**UNIT V**

Franz Kafka – The Trial

**TEXT BOOKS (LATEST EDITIONS)**

1. Euripides. *Medea*. Penguin Classics, 1963.
2. Gustav Flaubert. *Madam Bovary*. Penguin Classics, 2005.
3. Maxim Gorky, *The Mother*. Citadel, 1992.
4. Franz Kafka. *The Trial*. Oxford World's Classics, 2009.

**REFERENCE BOOKS**

1. William Allen Euripides: *Medea*. Gerald Duckworth & Co. 2002.
2. Donald J. Mastrorade. *The Art of Euripides: Dramatic Technique and Social Context*. Oxford University Press, 2020.
3. S.K. De and V. Raghavan. *The Megha- Duta of Kalidasa*. Sahitya Academi, 1970.
4. Timothy Unwin, *The Cambridge Companion to Flaubert* Cambridge University Press, 2004.
5. Malcolm V. Jones, *The Cambridge Companion to the classic Russian Novel*. Cambridge University Press, 1998.
6. Julian Preece, *The Cambridge Companion to Kafka*. Cambridge University Press, 2002.

**QUESTION PATTERN FOR THE PAPER TITLED CLASSICS IN TRANSLATION**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

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SEMESTER III

DISCIPLINE CENTRIC ELECTIVE - V – CLASSICS IN TRANSLATION

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Possess an understanding of a few classics	PO1, PO3
CO2	Acquire historical and cultural knowledge of the past	PO2, PO5
CO3	Develop critical thinking by being exposed to original ideas and philosophies	PO4
CO4	Write about early literature, writers and their literary styles	PO6, PO8
CO5	Acquire the significance of translation in reading classics	PO9

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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SEMESTER III

SKILL ENHANCEMENT COURSE II – TECHNOLOGY IN TEACHING ENGLISH

CourseCode	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3ESEC2	II year/ III Sem	Technology In Teaching English	SEC	Y	Y	-	-	2	3	25	75	100

Learning Objectives	
LO1	Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.
LO2	Integrate these tools into their English language teaching.
LO3	Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
LO4	Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions. Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building

**UNIT I**

Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment  
2.Virtual- Learning Environment 3.Web Tools 4.Effective Web Tools in Teaching 5.Classroom  
Tools.

**UNIT II**

**Web page Development:**

How to develop a web page, Hosting A Web page, Metadata Development. Content Writing, Creating  
Ads,Wikipedia Development: How to develop and edit Wikipedia.

**UNIT III**

Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech(TTS)  
synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language  
instruction materials.

**UNIT IV**

**Lexicography**

Introduction to Lexicography, Dictionary Development (e- Dictionary), World Net, Thesaurus.  
Language Teaching: First Language and Second Language Teaching, Various methods of  
Language Teaching.

**UNIT V**

**E-Learning**

Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and  
Solutions. Application: Machine Translation

**TEXT BOOKS (LATEST EDITIONS)**

- 1.Anderson, T. (ed.) *The Theory and Practice of Online Learning* Athabasca AB: Athabasca University  
Press, 2008.
2. Bates, A. and Sangrà, A. *Managing Technology in Higher Education* San Francisco: Jossey-  
Bass/John Wiley and Co, 2011.

**REFERENCE BOOKS**

- 1.Butcher, N. and Wilson-Strydom, M.) *A Guide to Quality in Online Learning* Dallas TX: Academic  
Partnerships, 2013.
2. Batson, T., & Bass, R. *Teaching and learning in the computerage*. Change, Mar-Apr., 1996.

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SEMESTER III

**SKILL ENHANCEMENT COURSE II – TECHNOLOGY IN TEACHING ENGLISH**

**WEB SOURCES**

1. <https://englishpost.org/tools-teach-english-technology/>
2. <https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series>
3. <https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1>
4. [https://en.m.wikipedia.org/wiki/Web\\_development](https://en.m.wikipedia.org/wiki/Web_development)
5. <https://plato.stanford.edu/entries/computational-linguistics/>
6. <https://en.m.wikipedia.org/wiki/Lexicography>

**QUESTION PATTERN FOR THE PAPER TITLED TECHNOLOGY IN TEACHING ENGLISH**

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10= 50	50
Total					75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the digital system, its organization and architecture	PO2, PO3
CO2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	PO1, PO4
CO3	Discuss how technology affects language learning and teaching today	PO5, PO6
CO4	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
CO5	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10

**MAPPING WITH PROGRAMME OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO-10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

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Department of English

Postgraduate Course Structure – MA English

For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)

SEMESTER III

SKILL ENHANCEMENT COURSE II – TECHNOLOGY IN TEACHING ENGLISH

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

CO/PO	PSO1	PSO2	PSO3	PSO4	PS 05
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	2.8	3.0

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**SEMESTER III**

**EEC 3 SELF STUDY – CRITICAL TERMS - II**

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP3EEC C3:1	II year/III Sem	Critical Terms - II	EEC 3	Y	Y	-	-	3	-	-	-	100
<b>Learning Objectives</b>												
LO1	To introduce the students to some of the major literary movements											
LO2	To introduce the concepts that influenced and characterized literatures of the World											
LO3	To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.											
LO4	To enhance the students to consider different perspectives from the literary experience											
LO5	To enhance the students to broaden and deepen their understanding of a work of literature.											

**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**

Interpreive 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 Barry. *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

**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	10x3=30	30
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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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SEMESTER IV

CORE COURSE – XI – TWENTY - FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Code	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										Cl	A	Total
23KP4E11	II year/ IV Sem	Twenty - First Century Millennial Literature And Culture	Core / Elective	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.
LO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level.
LO3	Identify the possibilities for multidisciplinary analysis of literary texts.
LO4	Analyze literary texts by employing appropriate interdisciplinary theories.
LO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

**UNIT I BLUE STUDIES**

1. Amitav Ghosh - The Hungry Tide
2. Yann Martel - The Life of Pi

**UNIT II ANIMAL STUDIES**

1. Margo DeMello - "Human Animal Studies" from Animals and Society: An Introduction to Human-Animal Studies pp. 3-18
2. Mario Ortiz Robles - "What is it like to be a trope?" from Literature and Animal Studies

**UNIT III MEDICAL HUMANITIES**

1. Thomas R. Cole et al. - "Introducing Medical Humanities" from Medical Humanities: An Introduction
2. Dan Millman - Way of the Peaceful Warrior

**UNIT IV CLIMATE STUDIES**

1. Introduction to Climate Change and Studies
2. Barbara Kingsolver - Flight Behaviour

**UNIT V DISABILITY STUDIES**

1. Lennard J. Davis "Introduction: Disability, Power and Culture" From the Disability Studies Reader.
2. Clarke Barker and Stuart Murray "Introduction: On Reading Disability in Literature" from The Cambridge Companion to Disability Studies.

**TEXT BOOKS (LATEST EDITIONS)**

1. Bates, Victoria; et al. Medicine, Health and the Arts: Approaches to the Medical Humanities. 1st ed., Routledge, 2015.

**REFERENCE BOOKS**

(LATEST EDITIONS, AND THE STYLE AS GIVEN BELOW MUST BE STRICTLY ADHERED TO)

1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016
2. DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013
3. Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

**WEB RESOURCES**

1. <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
2. <http://www.jstor.org/stable/25614299>
3. <http://www.timeshighereducation.com/student/student-services/blue-studies-ii>
4. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>
5. [https://en.m.wikipedia.org/wiki/Medical\\_humanities](https://en.m.wikipedia.org/wiki/Medical_humanities)

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Department of English

Postgraduate Course Structure – MA English

For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS (pattern)

SEMESTER IV

CORE COURSE – XI – TWENTY - FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

**QUESTION PATTERN FOR THE PAPER TITLED TWENTY - FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE**

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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
				<b>Total</b>	<b>75</b>

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	PO3
CO2	The social responsibility of the students towards the society can be groomed in an effective way.	PO2, PO6
CO3	Exposure to the emerging trends in twenty first century millennial literature.	PO4, PO5
CO4	Equipped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER IV

CORE COURSE – XII – ECOCRITICISM AND LITERATURE

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP4 E12	II year/ IV Sem	Ecocriticism And Literature	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To introduce the students to eco feminist theory and seminal texts in the discipline.
LO2	To introduce the students to the major genres of Eco feminist Literature
LO3	To engage with environmental issues.
LO4	To develop critical awareness about sustainability practices
LO5	To give importance to the relationship between human beings and nature.

UNIT- I POETRY

1. Gary Snyder – Mother Earth: Her Wales
2. Wendell Berry - Testament
3. Linda Hogan – Harvesters of Night and Water
4. W.S. Merwin – For a Coming Extinction
5. James Walden Johnson – Lift every voice and Sing
6. Akananuru – "Mullai" (274) The Hero speaks to the Charioteer

UNIT- II PROSE

1. Greg Garrard – Ecocriticism – chapter I "Beginnings" – Pollutions (p 1-15)
2. Aldo Leopold – Land Ethics – Excerpt from A Sand County Almanac
3. Karen Warren – Feminism and Ecology: Making Connection

UNIT- III DRAMA

1. Henry Ibsen – An Enemy of the People

UNIT- IV SHORT STORIES


1. Doris Lessing – A Mild Attack of Locusts
2. D.H. Lawrence – Flowery Tuscany
3. Alice Munro – Walker Brother's Cowboy
4. Ernest Hemingway – The Big Two Hearted River

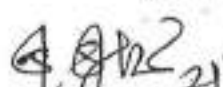
UNIT-V FICTION

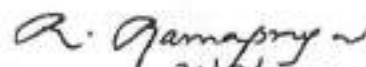
1. Cormac Mc Carthy – The Road
2. Amitav Ghosh – The Gun Island

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

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QUESTION PATTERN FOR THE PAPER TITLED ECOCRITICISM AND LITERATURE

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcome	
CO1	To understand the historical and critical process involved in the development of Eco feminism.
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.

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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Department of English

Postgraduate Course Structure – MA English

(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCSS pattern)

SEMESTER IV

ELECTIVE – VI RESEARCH METHODOLOGY

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP4E ECE6:1	II year/ IV Sem	Research Methodology	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce the students to the concept of Research, its need and types of Research
LO2	To introduce the students to the methodology of conducting Research
LO3	To introduce the students to the basic tenets of research writing
LO4	To enable the students to understand and write academic research
LO5	To introduce the students to familiar with modes of discourse

**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-Paranetical 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

**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. Kothari. *Research Methodology: Methods and Techniques*. Wiley Eastern Ltd, 1985.
5. Richard D Altick & John J. Fenstermaker. *The Art of Literary Research*. Norton, 1993

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**Department of English**  
**Postgraduate Course Structure – MA English**  
**(For the candidates admitted from the academic year 2023 – 2024 onwards under CBCS pattern)**  
**SEMESTER IV**  
**ELECTIVE – VI RESEARCH METHODOLOGY**

**QUESTION PATTERN FOR THE PAPER TITLED RESEARCH METHODOLOGY**

S.No	Section	Questions	Type	Marks	Total Mark s
1.	A	Q.NO 1- 10	Short Questions	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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
				<b>Total</b>	<b>75</b>

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

**MAPPING WITH PROGRAMME OUTCOMES**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOMES**

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

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SEMESTER IV

ELECTIVE VI - ENGLISH LITERATURE FOR NTA, NET, SET & GATE

CourseCode	Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP4EECE6:2	II year/ IV Sem	English Literature For NTA, NET, SET & GATE	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
LO2	Evaluating the knowledge of literature.
LO3	Repeated practice to attend MCQs
LO4	Profound understanding about the various movements in English Literature
LO5	Tracing the growth of English literature and literary forms

UNIT I

Teaching and Research Aptitude

UNIT II HISTORY OF ENGLISH LITERATURE

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

UNIT III AMERICAN AND NON-BRITISH LITERATURES

Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe

UNIT IV LITERARY THEORY AND CRITICISM

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

UNIT V LITERARY FORMS

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

TEXT BOOKS (LATEST EDITIONS)

1. Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2. Ronald Carter and John McRae. *The Routledge History of English Literature: Britain and Ireland*. Routledge

REFERENCE BOOKS

1. Srinivasa Iyengar, Kodaganallur Ramaswami. *Indian Writing in English*. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. *The Cambridge History of African American Literature*. Cambridge University Press, 2015.
3. Henry Beers A. *Brief History of English and American Literature*. OUTLOOK VERLAG, 2020.
4. Peter Barry. *An Introduction to Literary and Cultural Theory* by Peter Barry.
5. M.H. Abrams – *A Glossary of Literary Terms*.

WEB RESOURCES

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
5. <https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065>

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SEMESTER IV

ELECTIVE VI - ENGLISH LITERATURE FOR NTA, NET, SET & GATE

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH LITERATURE FOR NTA, NET, SET & GATE

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.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph 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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
CO2	Effectively attempting MCQs	PO1
CO3	Profound understanding about the various movements in English Literature	PO6
CO4	Understanding the nuances of competitive exams	PO7
CO5	Expertise in literature	PO6, PO10

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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**SEMESTER IV**

**PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS**

Course Code	Year/Sem	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
										CIA	Ext	Total
23KP4ESE C3	II year/IV Sem	English Literature For Competitive Examinations	SEC	Y	Y	-	-	2	4	25	75	100

**Learning Objectives**

LO1	Build the knowledge of literary terms and theory strong in students.
LO2	Develop the competency of students to face competitive examinations.
LO3	Improve the learning skills of students through various modes of testing.
LO4	The ability to succeed in competitive exams.
LO5	An understanding of professional, ethical and social responsibilities.

**UNIT I**

Literature of the Absurd to Burlesque.

**UNIT II**

Canons of Literature to Dream Vision.

**UNIT III**

Edition to Great Chain of Being

**UNIT IV**

Haiku to Ivory Tower

**UNIT V**

Jeremiad to Myth

**TEXT BOOKS (LATEST EDITIONS)**

1. *A Glossary of Literary Terms*, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pvt Ltd)
2. *The Post-Colonial Studies .The Key Concepts*, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

**REFERENCE BOOKS**

1. *A Dictionary of Literary Terms* ,Cuddon,A ( Penguin )
2. *The Post-Colonial Studies .The Key Concepts*, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

**WEB RESOURCES**

1. [https://onlinecourses.nptel.ac.in/noc20\\_hs19/preview](https://onlinecourses.nptel.ac.in/noc20_hs19/preview)
2. <http://www.luminarium.org/>
3. <https://poemanalysis.com/genre/absurd/>
4. <http://www.bl.uk/medieval-literature/articles/dream-visions>
5. <http://www.bl.uk/medieval-literature/articles/dream-visions>

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SEMESTER IV

PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 8	Five out of Eight paragraph questions from all the Five Units	5x5=25	25
2	B	Q.NO 9-16	Five out of Eight Essay questions from all the Five Units	5x10= 50	50
			Total		75

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand the different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

MAPPING WITH PROGRAMME OUTCOMES

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

MAPPING WITH PROGRAMME SPECIFIC OUTCOMES

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

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