



VIKRAMA SIMHAPURI UNIVERSITY::NELLORE
DEPARTMENT OF ENGLISH

Syllabus for M.A. English (2 Year Course) for V.S. University Constituent College(s) and Affiliated Colleges under the jurisdiction of Vikrama Simhapuri University, Nellore with effect from the Academic Year 2022 – 2023

M.A ENGLISH PROGRAMME OUTCOMES (POs)

PO1	Disciplinary Knowledge: Students apply the knowledge acquired in classrooms through literary texts, and language labs to real-life situations and work environment and develop the sense of aesthetic sensibility.
PO2	Communication Skills: Students acquire communication skills that make them employable.
PO3	Critical Thinking, Problem Solving, and Reflective Thinking & Leadership Readiness/Qualities: Students acquire employability / soft skills such as teamwork, leadership, critical thinking, and problem solving, reflective thinking, etc. to excel in the workplace.
PO4	Professionalism, Moral and Ethical Awareness: Students internalize the importance of arts and literature which enable them to become skilled professionals and internalize human values embedded in cultural, social, historical and literary texts to deal with various problems in life displaying moral and social values with sensitivity to gender, age, caste, race, religion and nationality.
PO5	Impact of Education on Society and the Environment & Ethics and Equity: Students recognize the values of the environment and sustainability of natural resources for society and practice equity and equality in society and thereby develop social responsibility.
PO6	Self-Directed Learning & Lifelong Learning: Students engage in life-long and holistic learning supported by ICT tools and online resources to skill themselves upto an ever demanding work environment & recognize their global and local needs and attain the ability to engage themselves as independent learners in the context of an ever-changing world.
PO7	Multicultural Competence: Students become competent, committed, conscious, creative, and compassionate human beings for an ideal society.

M.A ENGLISH PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1	Literary and Aesthetics: Appreciate the perspectives of English Literature in particular and World Literature across cultures in general.
PSO2	Presentation Skills: Demonstrate communication skills, English language teaching and training skills.
PSO3	Theoretical and Practical Knowledge: Gain hands-on experience in applied research methodology on a specific research problem in English.
PSO4	Social and Cultural Responsibility: Evaluate and contextualize the values of environment, sustainability and social responsibility.
PSO5	Analytical and Critical Thinking: Analyze and imbibe the values embedded in literary texts to be sensitive to moral and social issues.
PSO6	Scientific Temper: Demonstrate acumen and interest in self-directed learning and lifelong learning.
PSO7	Gender Sensitization and Social Commitment: Act as catalysts for social change based on their heightened awareness on pertinent issues like the environment, gender, discourse and the literature of the marginalized.



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Programme Structure with Course titles: SEMESTER – I

Course No.	Components of Study	Title of the Paper	Instructi on Hours Per Week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
ENG :101	Core	Poetry – I	6	4	30	70	100
ENG :102		Drama – I	6	4	30	70	100
ENG :103		Fiction – I	6	4	30	70	100
ENG :104A)	Internal Elective	Prose – I	6	4	30	70	100
ENG : 104B)		Classical European Literature in Translation					
ENG :105A)	Open Elective	English Language	6	4	30	70	100
ENG :105B)		Introduction to Research Methodology and Modern Rhetoric					
ENG :106	Compulsory Foundation - I	Cyber Security	3	-	30	70	100
Total			33	20	180	420	600

SEMESTER – II

Course No.	Components of Study	Title of the Paper	Instructio n Hours Per Week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
ENG :201	Core	Poetry – II	6	4	30	70	100
ENG :202		Drama – II	6	4	30	70	100
ENG :203		Fiction – II	6	4	30	70	100
ENG :204A)	Internal Elective	Prose – II	6	4	30	70	100
ENG : 204B)		An introduction to Linguistics					
ENG :205A)	Skill Oriented Course	English Language Teaching	6	4	30	70	100
ENG :205B)		Life Skills Training					
ENG :206	Compulsory Foundation -II	Personality Enhancement and Leadership Skills	3	-	30	70	100
Total			33	20	180	420	600



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SEMESTER – III

Course No.	Components of Study	Title of the Paper	Instruction Hours Per Week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
ENG :301	Core	New Literatures in English - I	6	4	30	70	100
ENG :302		Indian English Literature - I	6	4	30	70	100
ENG :303		Literary Criticism - I	6	4	30	70	100
ENG :304A)	Internal Elective	American Literature - I	6	4	30	70	100
ENG : 304B)		Translation: Theory & Practice					
ENG :305A)	Open Elective	Communication Skills	6	4	30	70	100
ENG :305B)		Dynamics of Communication					
ENG :306	Add on Course	SWAYAM/ MOOCs	6	2	-	100	100
Total			36	24	180	420	600

SEMESTER – IV

Course No.	Components of Study	Title of the Paper	Instruction on Hours Per	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
ENG :401	Core	New Literatures in English - II	6	4	30	70	100
ENG :402		Indian English Literature - II	6	4	30	70	100
ENG :403		Literary Criticism – II	6	4	30	70	100
ENG :404A)	Internal Elective	American Literature - II	6	4	30	70	100
ENG : 404B)		Subaltern Literature					
ENG :405A)	Open Elective	Indian Literature In English Translations	6	4	30	70	100
ENG :405B)		Introduction to Cultural Studies					
ENG :406A)	Multi Disciplinary/ Project	Project on Language	6	4	30	70	100
ENG :406B)		Project on Literature					
Total			36	24	180	420	600



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1. All core papers are Mandatory.
2. Internal/ Open Elective - Choose on paper.
3. Open Elective for other Department Students in the varsity. Interested students may register for SWAYAM / MOOCs/ NPTEL with the approved of the concerned DDC for the award of the grade as 'open elective'.
4. Skill Oriented course based on relevant societal application and it is mandatory.
5. Choose one from Multi – Disciplinary (Circle formation with other subjects/Dept. of Arts/ Commerce) Course or Project (Collaboration with various firms/ companies/ societies) work.



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PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 101: POETRY-I		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To introduce the students of English Literature to the five centuries of English Poetry, tracing its growth, evolution, inherent thought, poetic form, devices, figures of speech, etc.; 2. To sensitize them to feel the pulse of poetic expression by making them to understand and appreciate beat, rhythm, rhyme, etc.; 3. To enable them to understand the concepts related to Elizabethan, Metaphysical and Romantic Poetry. 4. To make them appreciate poetry by critically analyzing the poems in terms of theme, content, background, etc. 5. To facilitate to appreciate aesthetic beauty of poetry. 6. To develop the ability to express the thought imaginatively and creatively.		
UNIT	CONTENT		NO. OF HOURS
I	Background Study The middle age poetry (courtly poetry) – Renaissance – Metaphysical poetry – Puritanism – Mock-heroic poetry – Restoration poetry – Romanticism/Romantic era/Romantic poetry – Wordsworth’s theory of poetry – Negative capability – Lyric poetry.		12
II	Chaucer	: The Prologue to the Canterbury Tales (The Nun, The Wife of Bath, the Friar)	
	John Donne	: A Valediction Forbidding Mourning, Canonization, Batter My Heart	
III	Milton	: Paradise Lost, Book 1	12
	Alexander pope	: The Rape of the Lock: Canto 1	
IV	Wordsworth	:Tintern Abbey, Ode on the Intimations of Immortality	12
	Coleridge	:The Rime of the Ancient Mariner	
V	John Keats	: Ode to a Nightingale, Ode on a Grecian Urn	12
	P.B. Shelley	: Ode to the West Wind, To a Skylark	
SUGGESTED READINGS	1. Arthur Quiller Couch, Ed., The Oxford Book of English Verse (1250 – 1900). Oxford: OUP, 1923. 2. Bird, Ed., Books of Ballads.London: Longmans, 1967. 3. Grierson & Smith, Critical History of English Poetry. London: OUP, 1970. 4. Palgrave,Ed., Golden Treasury of the Best Songs and Lyrical Poems in the English Language. London: OUP, 1977.		
COURSE OUTCOME	On successful completion of the course students will be able to:		Knowledge
	CO1	Identify and record the socio, historic, economic,cultural and political contexts for centuries.	K1, K2
	CO2	Apply them objectively in debates, seminars, panel and group discussions and general and in life in particular.	K3
	CO3	Examine various literary forms, techniques and theories in	K4


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		the literary works and sketch its evolution over the ages.													
	CO4	Evaluate and distinguish characterization in the literaryworks based on socio, historic, economic, religious, cultural and political contexts.							K5						
	CO5	Express themselves creatively and justify the literary movements and its role in chiseling humanity.							K6						
COs – POs MAPPING	CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO1	3	3	3	2	3	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	2	3	3	2	3	3	3	2	3	3	2
	CO3	3	3	3	2	3	3	2	3	3	3	2	3	2	2
	CO4	3	3	3	2	2	3	3	3	3	3	3	3	2	2
	CO5	3	3	3	2	2	3	2	3	3	3	3	3	2	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 102: DRAMA-I (Revisiting Shakespeare)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To enable learners in understanding various aspects of Shakespeare’s dramatic art through a study of representative plays. These aspects are plot, characterization, interdependence between plot, character and theme, theatrical techniques, poetic language, etc. To trace the evolution of Shakespeare’s vision and read his plays in the light of contemporary literary theories and methods of Schools of Critical Thought like Post-Colonialism, New Historicism, Cultural Materialism, etc. To critically evaluate Shakespeare’s plays by going beyond the “words on the page” approach and examine their relevance to our contemporary value systems by integrating literary and historical study. 		
UNIT	CONTENT	NO. OF HOURS	
I	Background Study Elizabethan Theatre – Dramatic Blank Verse – Jacobean Comedy masque & antimasque – Tragicomedy – The nine elements of Shakespearean tragedy/ Shakespearean Tragedy – Shakespearean Pool – Supernatural Element in British Drama – Comedy of Manners – Comedy of Humours	12	
II	Twelfth Night	12	
III	Hamlet	12	
IV	Antony and Cleopatra	12	
V	The Tempest	12	

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SUGGESTED READINGS	1. Ralli, Augustins, J. --- A History of Shakespeare Criticism(2.Vols.) 2. Halliday, F.E. (Ed.) --- Shakespeare and His Critics 3. Wells, S. --- Shakespeare Criticism since Bradley (1971) 4. House, E.M. --- Spiritual Values in Shakespeare 5. Dollimore, Jonathan and Sinfield, Alan (Ed.) --- Political Shakespeare 6. Greenblatt, Stephen --- Renaissance Self-Fashioning : From More to Shakespeare(1980)																
COURSE OUTCOME	On successful completion of the course students will be able to:														Knowledge		
	CO1	Understand literary and theatrical techniques of Shakespeare.														K1, K2	
	CO2	Apply various aesthetic, theoretical concepts and socio-cultural aspects to interpret Shakespearean plays.														K3	
	CO3	Analyze merits and demerits of Shakespeare as an artist based on construction of his plays.														K4	
	CO4	Evaluate Shakespeare's views of diction, art of characterization and place of Shakespeare in the dictionary of English Drama.														K5	
	CO5	Adopt new and innovative theoretical perspectives to explore into the various aspects of Shakespearean plays.														K6	
COs – POs MAPPING	CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7		
	CO 1	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
	CO 2	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH																	

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 103: FICTION-I		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To introduce the students to the novel as a literary form, its origins, history and continued popularity. 2. To show how the fiction becomes document of current and historical importance. 3. To create an interest in reading books those are both contemporary and timeless in nature through an introduction to novels that have been critically acclaimed as best selling and thought provoking. 4. To encourage discussions on the forms of the novel, experiments in form and current theories on narratology. 5. To familiarize the student with the social conventions and life styles/ values of the British societies and how they impact the rest of the world. 6. To improve skills of interpretation and inference. 7. To foster creativity and to make more empathetic towards society.		



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CO 4	3	2	3	3	2	3	3	3	2	3	3	3	2	2
CO 5	3	3	3	3	2	3	2	3	3	3	3	3	3	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 104A) : PROSE –I (Internal Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To develop the imagination and fancy of the students. 2. To acquaint the students with the style of the writer. 3. To develop their love for natural objects. 4. To develop their aesthetic sense. 5. To formulate, express and defend individual ideas and opinions.		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Origin of the Essay – Expository essay – Descriptive essay – Narrative essay – Argumentative essay – Aphoristic essay – Middle style – Satirical essay – Personal essay – Oxford movement.		12
II	Francis Bacon : Of Studies Of Truth, Of Youth and Age Joseph Addison : The Coverley Papers (1. Spectator Account of Himself. 2. Sir Roger de coverly at Home. 3. Sir Roger at Church)		12
III	Jonathan Swift : Gulliver’s Travels (First Two Adventures)		12
IV	Charles Lamb : Dream Children, The South – Sea House, the Dissertation upon Roast Pig (from Essays of Elia)		12
V	Newman : Knowledge Its Own End (from The Idea of a University)		12
SUGGESTED READINGS	1. Brindle, K. & Gould, M.(2006). Focus on Comprehension 1 (P.1). Singapore: Learners Publishing 2. Croll, M. W. (2017). Attic Prose: Lipsius, Montaigne, Bacon. In Landmark Essays on Rhetoric and Literature (pp. 119-145). Routledge. 3. Dean, L. F. (1941). Sir Francis Bacon's Theory of Civil History-Writing. ELH, 8(3), 161-183. Eden, K. (2014). Poetic and legal fiction in the Aristotelian tradition (Vol. 480). Princeton University Press. 4. Fish, S. (1971). Georgics of the Mind: The Experience of Bacon's Essays 1. Critical Quarterly, 13(1), 45-70. 5. Harris, W. V. (1996). Reflections on the peculiar status of the personal essay. College English, 58(8), 934-953. 6. Kewes, P. (2002). Julius Caesar in Jacobean England. The Seventeenth Century,		



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	<p>17(2), 155-186. Klarer, M. (2013). An introduction to literary studies. Routledge. Retrieved from file:///C:/Users/JavePC/Downloads/9780203068915_googlepreview.pdf</p> <p>7. Knights, Mark, Representation and Misrepresentation in Later Stuart Britain: Partisanship and Political Culture [e-book] (Oxford UP, 2006)</p> <p>8. Rounce, Adam, 'Fame and Failure in The Spectator', Media History, 14, no. 3 (2008), 309-322</p> <p>9. Vickery, Amanda, Behind Closed Doors: At Home in Georgian England (London: Yale UP, 2009)</p> <p>10. Whyman, Susan E., Sociability and Power in Late-Stuart England: The Cultural Worlds of The Verneys, 1660-1720 (Oxford: Oxford UP, 1999)</p> <p>11. Swift, Jonathan. Gulliver's Travels. Dhaka: Friends Book Corner. 2009.</p> <p>12. Benson, A. C., (1977). The Art of the Essayist Several Essays, ed., G.F.J. Cansbertich, Calcutta: Oxford University Press</p> <p>13. Walker, Hugh (1959). The English Essay and Essayists: Delhi, S. Chand and Co.</p> <p>14. The Editors of Encyclopedia Britannica, (2019). Charles Lamb, retrieved from https://www.britannica.com/biography/Charles-Lamb</p> <p>15. Blunden, E. (1929). The Last Essays of Elia, Oxford.</p>														
COURSE OUTCOME	On successful completion of the course students will be able to:												Knowledge		
	CO1	Develop the ability to understand and appreciate prose as a literary form.											K1, K2		
	CO2	Apply socio, cultural and philosophical thoughts to the texts to grasp the essence.											K3		
	CO3	Analyze various forms of prose works and be able to explore inherent thoughts in various prose texts.											K4		
	CO4	Evaluate various factors, philosophical insights reflected in the famous prose works.											K5		
	CO5	Enhance the ability of creative and critical thinking and produce works to express their views on various social, political, cultural and philosophical ideas.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	2	3	3	3	3	3	2	3
	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	3	3
	CO 3	3	3	3	3	2	3	2	3	3	3	3	3	3	3
	CO 4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														



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PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 104B): CLASSICAL EUROPEAN LITERATURE IN TRANSLATION (Internal Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To acquaint the student with the great epics in European Literature other than British through translation. 2. To familiarize the student with select Non-English classics in dramatic literature especially in relation to the evolution of the European Theatre. 3. To familiarize the student with the major works of fiction and poetry in European literature.		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Themes and techniques in Ancient Greek and Roman literature, Epic, Satire, Divine Intervention, Ancient Aesthetics, Pathos and Ethos, Metaphor, Simile, Realism, Naturalism, Modernism, Social Criticism, Modern Tragedy, Absurdity, Foreshadowing, Epic Novel		12
II	POETRY 1. Homer : The Odyssey (Bk-9)		12
III	PROSE 1. Longinus : On the Sublime		12
IV	DRAMA 1. Bertolt Brecht : The Life Of Galileo		12
V	SHORT STORY FICTION 1. Anton Chekov : The Bet 1. Miguel De Cervantes : The Adventures Of Don Quixote		12
SUGGESTED READINGS	1. A Very Short Introduction: Hary Beard And John Henderson 2. Talking To Virgil: Peter Wise Man 3. French Fiction Revisited: Roudize.L 4. An Introduction To Greek Literature (Oxford, 1994): Beaton, Roderick 5. The Irish Novel: Cahalan, James M 6. Forces And Themes In Ulster Fiction: Forster, John Wilson 7. The Last Years Of Soviet Russian Literature: Brown, B 8. Russian Literature: Shneidman, N		
COURSE OUTCOME	On successful completion of the course students will be able to:		Knowledge
	CO1	Learn and understand about ancient classical, European such as Greek and Roman literature.	K1, K2
	CO2	Apply various classical literary theories to understand the essence of the classical texts.	K3
	CO3	Analyze different literary devices employed by the ancient writers in their literary works.	K4



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	CO4	Evaluate themes, techniques and aesthetic values in classical literature.											K5		
	CO5	Adopt classical literary devices innovatively in their creative works.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	3	3	2	3	2	3	2	2
	CO 2	3	3	3	3	2	3	3	3	2	3	2	3	2	2
	CO 3	3	3	3	3	2	3	3	3	2	3	2	3	2	2
	CO 4	3	3	3	3	2	3	3	3	2	3	2	3	2	2
	CO 5	3	3	3	3	2	3	3	3	2	3	2	3	2	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG 105A): ENGLISH LANGUAGE (Open Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To give the students an adequate knowledge of the history of the English Language through a diachronic study of the language tracing its development from the time of the earliest records in the language to the present day. To make the students understand the historical and sociological factors involved in the growth and evolution of a language with particular reference to the political and social changes which have made a lasting impact on the English Language. To make the students trace the numerous changes which have taken place in the English Language from the old and Middle English periods till the modern period, phonological changes, changes in spelling, morphological and syntactical changes and semantic changes. . To enable the students to linguistically analyze modern English from Saussurian and Chomskian perspective. 		
UNIT	CONTENT		NO. OF HOURS
I	Language: Definition – Characteristics – Other Systems of Communication – Features of Language – Theories - Language Universals.		12
II	An Outline of Evolution of English Language with special reference to major changes and influences during the stages of Old English, Middle English and Modern English		12
III	PHONOLOGY AND PHONETICS Sounds – Phonology and Phonetics - (The sound system, classification of sounds, phonological rules) – Articulatory Phonetics – Vocoids and Contoids – Allophones – Supra-segmental features –Auditory phonetics		12
IV	MORPHOLOGY AND SYNTAX		12

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	Morphology (Morphemes, Word formation, Morphological rules) – Morphophonemics – Semantics (Semantic properties, semantic fields, semantic change) - Syntax - Transformational Generative Grammar – Chomsky’s contributions to Linguistics – Derivation – Constituent Structure – Immediate Constituents - Tagmemics.														
V	Linguistics and Society. Language and the brain – Psycholinguistics – Sociolinguistics – Ethnolinguistics Neurolinguistics – Ecolinguistics – Forensic Linguistics – Computational Linguistics. Cognitive Science and Artificial Intelligence.		12												
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. The Study of Language by George Yule 2. A Little Book of Language by David Crystal 3. A History of English Language by A.C. Baugh 4. R H Robins : <i>A Short History of Linguistics</i> 5. William O’Grady, Michael Dobrovsky & Mark Aronoff : <i>Contemporary Linguistics: An Introduction</i> 6. Charles F. Hockett : A Course in Modern Linguistics John Lyons : Language and Linguistics, An Introduction. 7. Danny D Steinberg & Natalia V Sciarini : <i>An Introduction to Psycholinguistics</i> Malcolm Coulthard & Alison Johnson: <i>An Introduction to Forensic Linguistics</i> Peter Trudgill : <i>Sociolinguistics: An Introduction to Language and Society</i> Elizabeth Ahlsen : <i>Introduction to Neurolinguistics</i> 8. Alvin Fill. : <i>Eco-linguistics: State of the Art 1998</i> 9. Paninian Linguistics : https://web.stanford.edu/class/linguist289/encyclopaedia001.pdf Keith Allan : <i>The Routledge Handbook of Linguistics</i> 10. E F K Koerner : “The Chomskyan Revolution,” <i>Towards a History of American Linguistics</i> 														
COURSE OUTCOME	On successful completion of the course students will be able to:		Knowledge												
	CO1	Understand the nature, structure of language and the learning process.	K1,K2												
	CO2	Apply various theories to understand and analyze language evolution, structure and acquisition.	K3												
	CO3	Analyze various aspects related to language to understand morphological and syntactical changes in the evolution of the language.	K4												
	CO4	Evaluate the significance of socio, cultural and ethnic influences on language.	K5												
	CO5	Recognize the importance of the language and use the same innovatively to excel in their professional lives.	K6												
COs – POs MAPPING	CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	2	2	2	3	2	2	2	3	2	2	2	2
	CO 2	3	3	3	3	2	3	3	3	2	3	3	3	3	2
	CO 3	3	3	3	2	2	3	3	3	2	3	3	3	3	2
	CO 4	3	3	3	2	2	3	2	3	2	3	3	3	3	2
	CO 5	3	3	3	3	2	3	3	3	3	3	3	3	3	3



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NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG105B) : INTRODUCTION TO RESEARCH METHODOLOGY AND MODERN RHETORIC (Open Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. The broad objective of the course is to provide students with paradigms and vocabularies for engaging in knowledge production. 2. It also aims at helping students to be more self-aware and purposive researchers and to conduct their research and present their findings in an effective manner in the field of literature. 3. As a by-product of the course students should be able to develop collaborative capabilities.		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Definition and Characteristics of Classical and Modern Rhetoric, The changing Anatomy of rhetoric and some of the Major theorists and movements, Differences between Modern Rhetoric and Classical Rhetoric		12
II	Contextualizing Research The broader context of knowledge production, Characteristics of the knowledge-based informational society of the present.		12
III	What is knowledge? Context-based or rhetorical nature of knowledge What is knowledge? Epistemology, an Introduction Principia cybernetic web		12
IV	Process/es involved in literary research Data Collection		12
V	Modes of presentation of literary research Methods of Exposition, Persuasion, Argument, Description and Narration		12
SUGGESTED READINGS	1. The Informational Economy and the process of Globalization in The Rise of the Network Society by Manuel Castells, Mass: Blackwell publishers, 1996 2. Universities and action Research. Handbook of Qualitative Research. Denzin and Lincoln, 2000 3. Epistemology, an Introduction Principia cybernetic web Rhetoricity of knowledge Rhetoric, Stanley Fish 4. Shifting disciplinary boundaries Postmodern interdisciplinarity, by Roger P. Mourad, The Review of Higher Education, 2002. 5. Epistemology, an Introduction Principia Cybernetic Web Rhetoricity of Knowledge Rhetoric, Stanley Fish 6. A Handbook of Literary Research Organization, Methods of Analysis and Interpretation Rhetoric of Fiction 7. Modern Rhetoric Cleanth Brooks and Robert Penn Warren Preparing the research for academic purposes (a) Academic conventions of presentation citation, referencing, etc. MLA Handbook 8. Proofreading/editing St. Martin's Guide to Writing.		



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COURSE OUTCOME	On successful completion of the course students will be able to:												Knowledge		
	CO1	Learn and understand rhetoric, gain awareness of its prevalence and will become a more critical consumer and creator.												K1,K2	
	CO2	Apply the knowledge as a writer and reader, understand the different and interrelated influences, literary environment to write, read and interpret.												K3	
	CO3	Acquire rhetoric framework to think critically and analyze literary works.												K4	
	CO4	Know how to use the tools of rhetoric to interpret the texts effectively thereby making more people to agree with their perspective.												K5	
	CO5	Understands rhetoric as a careful way of channeling one's creative energies and incorporating written/visual/audio compositions to create, affirm, and improve the world around us.												K6	
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	2	2	3	2	3	3	3	2	3	3	2
	CO 2	3	3	3	2	2	3	2	3	3	3	2	3	3	2
	CO 3	3	3	3	2	2	3	2	3	3	3	2	3	3	2
	CO 4	3	3	3	2	2	3	2	3	3	3	2	3	3	2
	CO 5	3	3	3	2	2	3	2	3	3	3	2	3	3	2
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	M.A.(ENGLISH)	SEMESTER	I
COURSE CODE & TITLE	ENG106: CYBER SECURITY (Compulsory Foundation - I)		
NUMBER OF CREDITS		NUMBER OF HOURS	3
COURSE OBJECTIVES	<ol style="list-style-type: none"> 1. Gives overview of the cyber security. 2. Creates awareness about cyber crimes. 3. Gives knowledge regarding cyber law. 4. Imparts knowledge regarding Cyber Security management , Compliance and Governance 		
UNIT	CONTENT		NO. OF HOURS
I	OVERVIEW OF THE CYBER SECURITY: Cyber Security increasing Threat Landscape, Cyber Security Terminologies- Cyberspace, Attack, Attack Vector, Attack Surface, Threat, Risk, Vulnerability, Exploit, Exploitation, Hacker, Non-State Actors, Cyber Terrorism, Protection of End User Machine, Critical IT and National Critical Infrastructure, Cyber Warfare, Case Studies		12
II	CYBER CRIMES : Cyber Crimes Targeting Computer Systems and Mobiles-		12



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	Data Diddling Attacks, Spyware, Logic Bombs, DoS, DDoS, APTs, Virus, Trojans, Ransom Ware, Data Breach., Online Scams and Frauds- Email Scams, Phishing, Vishing, Smishing, Online Job Fraud, Online Sextortion, Debit/ Credit Card Fraud, Online Payment Fraud, Cyber Bullying, Website Defacement, Cyber Squatting, Pharming, Cyber Espionage, Crypto Jacking, Dark Net- Illegal Trades, Drug Trafficking, Human Trafficking., Social Media Scams & Frauds- Impersonation, Identity Theft, Job Scams, Misinformation, Fake News Cyber Crime Against Persons - Cyber Grooming, Child Pornography, Cyber Stalking., Social Engineering Attacks, Cyber Police Stations, Crime Reporting Procedure, Case Studies	
III	CYBER LAW: Cyber Crime and Legal Landscape around the World, IT Act, 2000 and its Amendments. Limitations of IT Act, 2000. Cyber Crime and Punishments, Cyber Laws and Legal and Ethical Aspects related to New Technologies- AI/ML, IoT, Block Chain, Dark Net and Social Media, Cyber Laws of other Countries, Case Studies	12
IV	DATA PRIVACY AND DATA SECURITY: Defining Data, Meta-Data, Big Data, Non-Personal Data. Data Protection, Data Privacy and Data Security, Personal Data Protection Bill and its Compliance, Data Protection Principles, Big Data Security Issues And Challenges, Data Protection Regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social Media- Data Privacy and Security Issues	12
V	CYBER SECURITY M A N A G E M E N T , COMPLIANCE AND GOVERNANCE: CYBER Security Plan- Cyber Security Policy, Cyber Crises Management Plan., Business Continuity, Risk Assessment, Types of Security Controls and Their Goals, Cyber Security Audit and Compliance, National Cyber Security Policy and Strategy.	12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Summit Belapure and Nina God bole, Wiley India Pvt. Ltd. 2. Information Warfare and Security by Dorothy F. Denning, Addison Wesley. 3. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. 4. Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press. 5. Information Security Governance, Guidance for Information Security Managers by W. KragBrothy, 1st Edition, Wiley Publication. 6. Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning. 	
COURSE OUTCOME	On successful completion of the course students will be able to:	
	CO1	Learn and understand the overview of cyber security.
	CO2	Acquire knowledge of cyber law and apply the same to protect the data and prevent cyber crimes.
	CO3	Analyze various methods of cyber crimes and data theft.
	CO4	Examine and evaluate various problems and challenges involved in cyber security.
		Knowledge K1,K2 K3 K4 K5



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	CO5	Adopt various innovative technical tools to overcome the problems of cyber security.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	1	1	2	3	1	3	3	1
	CO 2	3	3	3	3	2	3	1	1	2	3	1	3	3	1
	CO 3	3	3	3	3	2	3	1	1	2	3	1	3	3	1
	CO 4	3	3	3	3	2	3	1	1	2	3	1	3	3	1
	CO 5	3	3	3	3	2	3	1	1	2	3	1	3	3	1
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

SEMESTER II

PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG 201: POETRY-II		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To introduce students to the variety of poetic texts and voices that has emerged over the 20th century. Enable the students to analyze the inter-relationships of form, content and style in the Victorian and 20th century poetry. To analyze how issues such as politics, history, ethnicity, geography, religion, class and gender have been explored in the modern century British Poetry. To consider a number of theoretical models that have been applied to contemporary poetry. To improve the students ability in expressing the thought imaginatively and creatively. 		
UNIT	CONTENT		NO. OF HOURS
I	Background Study Literary History – Genres – Movements – Ideas – Trends Concepts- (Victorian era-Victorian movement-Movement Poets, Post Romantic Revival, Tendencies of Realism		12
II	Robert Browning	: My Last Duchess	12
	W.B Yeats	: The Second Coming, Byzantium	
III	T.S Eliot	: The Waste Land	12
IV	Hopkins	: Windhover, Pied Beauty	12
	W.H Auden	: The Unknown Citizen, The Shield of Achilles	
V	Philip Larkin	: Church –going	12
	Ted Hughes	:The Thought –Fox, Hawk Roosting	
SUGGESTED READINGS	1. Heath Stubbs & Wright, <i>Faber Book of Twentieth Century Verse</i> . London: Faber & Faber, 1975.		



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	2. Roberts, Ed., <i>Faber Book of Modern Verse</i> . London: Faber & Faber, 1979. 3. Roberts, Ed., <i>Faber Book of Modern Verse</i> . London: Faber & Faber, 2000														
COURSE OUTCOME	On successful completion of the course students will be able to:												Knowledge		
	CO1	Identify and demonstrate a knowledge of the evolution of the literatures of the Victorian and modern periods.											K1, K2		
	CO2	Apply the knowledge acquired to analyze and appreciate the poetry.											K3		
	CO3	Analyze the various themes, techniques and ideologies involved in the composition of the poetry produced in the specific period.											K4		
	CO4	Evaluate critically the literary techniques and aesthetic dimensions that are inherent in the poetry.											K5		
	CO5	Enhance creative ability and produce creative works for amelioration of society.											K6		
COs – POs MAPPING	CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 2	3	3	3	3	2	3	3	3	3	3	3	3	2	3
	CO 3	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	2	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG 202 : DRAMA – II		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To introduce the students to the different trends in the history of English drama. 2. To focus on drama as a literary form. 3. To enable students to experience the joy of drama as a performing art. 4. To improve listening comprehension of different types of spoken texts.		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Literary History – Genres – Movements – Ideas – Trends – Concepts (Nihilism, Modernism, Streaks of Marxism, Gradualism and Fabianism), Absurd theatre		12
II	BRITISH DRAMA Introduction to the development of British drama Christopher Marlow : <i>Doctor Faustus</i> (Detailed) (1588)		12
III	Oliver Goldsmith : <i>She Stoops to Conquer</i>		12
IV	T.S.Eliot : <i>Murder in the Cathedral</i> (Detailed) (1935) Bernard Shaw : <i>Saint Joan</i> (Non-detailed) (1924)		12



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V	John Osborne : Look Back in Anger Samuel Beckett : Waiting for Godot	12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. Colin Chambers; Mike Prior. Playwrights' Progress: Patterns of Postwar British Drama. Amber Lane Press. 1987. 2. Dan Rebellato. 1956 and All that: The Making of Modern British Drama. Routledge. 1999. 3. Elizabeth Hale Winkler. The Function of Song in Contemporary British Drama. University of Delaware Press. 1990. 4. Frances M. Kavenik. British Drama, 1660-1779: A Critical History. Twayne. 1995. 5. Gabriele Griffin. Contemporary Black and Asian Women Playwrights in Britain. Cambridge University Press. 2003. 6. George Wilson Knight. The Golden Labyrinth: A Study of British Drama. New York: W. W. Norton. 1962. 7. James Acheson (editor). British and Irish Drama Since 1960. Macmillan. 1993. 8. Jennifer Robin Goodman. British Drama Before 1660: A Critical History. Twayne. 1991. 9. John Russell Taylor. Anger and After: A Guide to the New British Drama. Penguin Books. 1963. 10. Karl-Heinz Stoll. The New British Drama: A Bibliography with Particular Reference to Arden, Bond, Osborne, Pinter, Wesker. H. Lang. 1975. 11. Keith Peacock. Radical Stages: Alternative History in Modern British Drama. Greenwood Press. 1991. 12. Micheline Wandor. Look Back in Gender: Sexuality and the Family in Post-War British Drama. Methuen. 1987. 13. Nadine Holdsworth; Mary Luckhurst (editor). A Concise Companion to Contemporary British and Irish Drama. Blackwell Publishing. 2008. 14. Richard Allen Cave. New British Drama in Performance on the London Stage, 1970 to 1985. St. Martin's Press. 1988. 15. Richard F. Dietrich. British Drama, 1890 to 1950: A Critical History. Twayne. 1989. 16. Sanford Sternlicht. A Reader's Guide to Modern British Drama. Syracuse University Press. 2004. 17. Susan Rusinko. British Drama, 1950 to the Present: A Critical History. Twayne. 1989. 18. Terence Allan Hoagwood; Daniel P. Watkins (editor). British Romantic Drama: Historical and Critical Essays. Fairleigh Dickinson University Press. 1998. 	
COURSE OUTCOME	On successful completion of the course students will be able to:	
	CO1	Demonstrate and understand various Genres and Literary movements in Drama. K1, K2
	CO2	Apply the historical, social and cultural aspects of British Literature to understand the texts. K3
	CO3	Analyze the literary style and aesthetic values found in the prescribed texts. K4



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	CO4	Evaluate the human values reflected in the texts and different types of spoken texts.											K5		
	CO5	Apply the literary styles in texts and creatively write a Genre of their own.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	2	2	2	2	3	2	3	3	3	3	3	2	3
	CO 2	3	3	3	3	2	3	3	3	3	3	3	3	3	3
	CO 3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
	CO 4	3	2	3	2	2	3	3	3	3	3	3	3	3	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	M.A.(ENGLISH)		SEMESTER		II
COURSE CODE & TITLE	ENG 203 : FICTION – II				
NUMBER OF CREDITS	4		NUMBER OF HOURS		6
COURSE OBJECTIVES	<ol style="list-style-type: none"> 1. Examine a range of theoretical perspectives on European Modernism in general and their impact on ' British Modern fiction ~ modernist and anti-modernist- in particular. 2. Apart from the much discussed aesthetic pros and cons of modernist experiments in storytelling. 3. Examine the 'discontents' of modern man and woman portrayed in the prescribed novels relating to the hither-to untouched areas of experience in art, life, sex and morality. 				
UNIT	CONTENT				NO. OF HOURS
I	Background Study Literary History – Genres – Movements – Ideas – Trends – Concepts (Symbolism-Feminism- Modernism- epiphany- Modernistic novel- Psychological novel- Stream of consciousness- Oedipus complex- Psychoanalysis.				12
II	Thomas Hardy : Tess of the D'ubervilles				12
III	Virginia Woolf : Mrs. Dalloway				12
IV	D.H. Lawrence : Sons and Lovers				12
V	William Golding : Lord of the Flies				12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. Bloom, Harold, ed. Modern Critical Interpretations: Albert Camus's The Stranger. New York: Chelsea House, 2001. 2. Patil, Mallikarjun. Trends and Techniques in Modern English Literature. Author Press (2011). 3. Nicol, Bran. The Cambridge Introduction to Postmodern Fiction. 				
COURSE OUTCOME	On successful completion of the course students will be able to:				Knowledge
	CO1	Demonstrate knowledge about the origin and development of 20 th century English Fiction.			K1, K2

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	CO2	Apply various techniques and literary styles to analyze the novels of 20 th century British writers.	K3,												
	CO3	Analyze the social, political, cultural history of England and various political, philosophical and literary movements that provided the contextual background for the writers.	K4												
	CO4	Evaluates and appreciate critically the fictional works based on the themes and techniques employed by the 20th century British writers.	K5												
	CO5	Develop creative ability to produce fictional works and develop aptitude for research through extensive and intensive reading and critiquing.	K6												
COs – POs MAPPING	C O/ P O	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	C O1	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	C O2	3	2	3	3	2	3	3	3	2	3	3	3	3	3
	C O3	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	C O4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	C O5	3	3	3	3	3	3	3	3	3	3	3	3	3	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER		II		
COURSE CODE & TITLE	ENG 204A) : PROSE – II (Internal Elective)	NUMBER OF HOURS		6		
NUMBER OF CREDITS	4		NUMBER OF HOURS		6	
COURSE OBJECTIVES	<ol style="list-style-type: none"> To make the students understand the contribution of Victorian Prose Writers for the growth of English Prose. To introduce social reformation and moral dependency in Victorian prose to the students. To introduce writers reaction against excessive emphasis on materialism and scientific advancement. To explore into various socio, political, cultural and historical events which influenced Victorian world view. To familiarize the beginning of feminism and gender perspectives to the students. To formulate, express and defend individual ideas and opinions. 					
UNIT	CONTENT				NO. OF HOURS	
I	Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts (Biography-Autobiography-Myth-Metaphor-Impressionism, the Pre-Raphaelites,				12	



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	Pre-Raphaelites Movement and Feminism)														
II	Matthew Arnold : Sweetness and Light ((From Culture and Anarchy)												12		
III	Virginia Woolf : A Room of One's Own												12		
IV	Bertrand Russell : The Role of Individuality (From Authority and The Individual)												12		
	John Ruskin : Sesame and Lilies														
V	Sri Aurobindo : The Renaissance of India												12		
REFERENCES	<ol style="list-style-type: none"> 1. Pradipta Borgohain, "VICTORIAN LITERATURE", edited by Pramod. K. Nayar. 2. Thackeray Carlyle, George Eliot, Matthew Arnold, Ruskin, John Meridith "Victorian Prose Masters", W.C. Brown Well. 3. James Eli Adams, "A History of Victorian Literature", Willey Black Well. 4. Culture And Anarchy - Matthew Arnold, N.K. Das Gupta, published by Lakshmi Narain Agarwal. 5. Virginia Woolf, "A Room of One's Own", Dr. G. Natnam. 6. Basil Willey, "Nineteenth Century Studies Coleridge to Matthew Arnold". 7. Nairin's John Ruskin. "Sesame and Lilies", K.N. Khandelwal. 														
COURSE OUTCOME	On successful completion of the course students will be able to:												Knowledge		
	CO1	Understand the basic ideas and trends in English Prose during the Victorian and the Modern Period.												K1, K2	
	CO2	Applies various socio, philosophical ideas to illustrate works of eminent prose writers.												K3	
	CO3	Analyze the themes and language styles of various Prose works.												K4	
	CO4	Evaluate socio, cultural and political circumstances motivated the writers to reflect upon various issues.												K5	
	CO5	Develop creative ability to write and to reflect upon various issues which have social, cultural and political importance.												K6	
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 2	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 3	3	2	3	3	2	3	3	3	2	3	3	3	3	3
	CO 4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG: 204B): INTRODUCTION TO LINGUISTICS (Internal Elective)		
NUMBER OF CREDITS		NUMBER OF HOURS	
COURSE	1. To acquaint the students with the fundamentals of Modern Linguistics.		

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OBJECTIVES		2. To introduce the basic concepts in Linguistics. 3. To train the students in the principles of language study in general.
UNIT	CONTENT	NO. OF HOURS
I	Origin of Language – Features of Language – language behavior and language system— Language Families – Language Typology – Language Acquisition	12
II	INTRODUCTION TO LINGUISTICS Linguistics as a Science - History of Linguistics: Ancient Greece and Rome – Ancient India – Medieval Arabic and Hebrew Traditions – Branches of Linguistics - Comparative Philology – Saussure’s theories – Schools and movements – Historicism – Structuralism – Functionalism –Generativism .	12
III	PHONOLOGY AND PHONETICS Sounds – Phonology and Phonetics - (The sound system, classification of sounds, phonological rules) – Articulatory Phonetics – Vocoids and Contoids – Allophones – Supra-segmental features –Auditory phonetics	12
IV	MORPHOLOGY AND SYNTAX Morphology (Morphemes, Word formation, Morphological rules) – Morphophonemics – Semantics (Semantic properties, semantic fields, semantic change) - Syntax - Transformational Generative Grammar – Chomsky’s contributions to Linguistics – Derivation – Constituent Structure – Immediate Constituents - Tagmemics.	12
V	Linguistics and Society. Language and the brain – Psycholinguistics – Sociolinguistics – Ethnolinguistics Neurolinguistics – Ecolinguistics – Forensic Linguistics – Computational Linguistics. CognitiveScience and Artificial Intelligence.	12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. R H Robins :<i>A Short History of Linguistics</i> 2. William O’Grady, Michael Dobrovsky& Mark Arnoff :<i>Contemporary Linguistics: An Introduction</i> 3. Charles F. Hockett : A Course in Modern Linguistics John Lyons : Language and Linguistics, An Introduction. 4. Danny D Steinberg & Natalia V Sciarini :<i>An Introduction to Psycholinguistics</i> Malcolm Coulthard& Alison Johnson: <i>An Introduction to Forensic Linguistics</i> Peter Trudgill :<i>Sociolinguistics: An Introduction to Language and Society</i> Elizabeth Ahlsen :<i>Introduction to Neurolinguistics</i> 5. Alvin Fill. : <i>Eco-linguistics: State of the Art 1998</i> 6. PaninianLinguistics :https://web.stanford.edu/class/linguist289/encyclopaedia001.pdf Keith Allan :<i>The Routledge Handbook of Linguistics</i> 7. E F K Koerner : “The Chomskyan Revolution,” <i>Towards a History of American Linguistics</i> 	
COURSE OUTCOME	On successful completion of the course students will be able to:	
	CO1	Understand the learning process, the nature and structure of language.
		Knowledge K1, K2



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	CO2	Apply various theories, methods and techniques involved in language teaching and in preparing materials, tools to teach language.	K3												
	CO3	Analyze problems involved in language teaching and designs programmes to impart language skills among students.	K4												
	CO4	Evaluate and assess the language skills among students and take necessary remedial actions to enhance the language skills.	K5												
	CO5	Recognizes importance of language skills and uses the same innovatively to excel professionally in their lives.	K6												
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	3	3	2	3	3	3	2	3	3	2
	CO 2	3	3	3	3	3	3	2	3	3	3	2	3	3	2
	CO 3	3	3	3	3	3	3	2	3	3	3	2	3	3	2
	CO 4	3	3	3	3	3	3	2	3	3	3	2	3	3	2
	CO 5	3	3	3	3	3	3	2	3	3	3	2	3	3	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG: 205A): ENGLISH LANGUAGE TEACHING (Skill Oriented Course)		
NUMBER OF CREDITS		NUMBER OF HOURS	
COURSE OBJECTIVES	<ol style="list-style-type: none"> To make the students aware of the new trends in English Language Teaching. To make the students understand the new communicative patterns. To introduce various skills associated with English Language Teaching. To enable the students to consolidate and further sharpen all the acquired skills in presentation and language and learn to employ them professionally. To make them competent in identifying and solving learning disabilities by giving them a theoretical perception to language learning To help them in the language skills and strategies to be used for various vocational purposes To enable the students to discover and adopt methods of using the language in teaching Prose, Poetry and other Genres. To develop confidence to speak in English spontaneously. 		
UNIT	CONTENT		NO. OF HOURS
I	General Principles of Language Teaching and Basic Principles of ELT. Teaching English in ESL Context: Characteristics and Challenges		12
II	Chronological Review of Approaches, Methods and Techniques of ELT A: i. Grammar Translation Method. ii. Direct Method.		12



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	iii Audio – Lingual Method iv The Silent Way														
III	Chronological Review of Approaches, Methods and Techniques of ELT B. i) suggestopedia or Desuggestopedia (ii) Community Language Learning and Teaching (iii) Total Physical Response (iv) Lexical Approach (v) Task-based Approach		12												
IV	Syllabus Designing and Types of Syllabus Materials Development and Guidelines Teaching Prose, Poetry from language perspective and LSWR Skills		12												
V	Kinds of Tests: Proficiency, Achievement, Diagnostic and Placement Kinds of Testing: Direct and Indirect Testing, Discrete Point and Integrative Testing, Objective and Subjective Testing, Computer Adaptive and Communicative Language Testing. Validity and Reliability Testing Writing and Testing Speaking		12												
SUGGESTED READINGS	1. Teaching English in EFL Context: Characteristics and Challenges Ellis, Rod. SLA Research and Language Teaching. New York: Oxford University Press, 2010. 2. Hughes, Arthur. Testing for Language Teachers New Delhi: Cambridge University Press, i. 20 3. Techniques and principles in Language Teaching: Diane Larsen - Freeman 4. A History of ELT by Howatt, APR and H. G. Widdowson														
COURSE OUTCOME	On successful completion of the course students will be able to:		Knowledge												
	CO1	Learn the definition, various elements of syllabus and designing the syllabus.	K1, K2												
	CO2	Apply acquired theoretical knowledge and design the syllabus.	K3												
	CO3	Analyze the utility of various techniques and apply the same to assess different skills of language.	K4												
	CO4	Evaluate and analyze the difficulties involved in language teaching in ESL and EFL classrooms and adapt required techniques and methods.	K5												
	CO5	Develop innovative techniques in language teaching and use ICT tools to enhance language skills.	K6												
COs – POs MAPPING	CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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	CO 3	3	3	3	3	2	3	2	2	2	3	2	3	3	2
	CO 4	3	3	3	3	2	3	2	2	3	3	3	3	3	2
	CO 5	3	3	3	3	2	3	2	2	3	3	3	3	3	3
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														


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PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG: 205B): LIFE SKILLS TRAINING (Skill Oriented Course)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. Provide orientation in life skills 2. Introduce concepts, approaches and theories of learning 3. Impart knowledge in pillars of education 4. Social and negotiation skills 5. Thinking skills 6. Coping skills		
UNIT	CONTENT		NO. OF HOURS
I	1. INTRODUCTION: Definition and Importance of Life Skills, Livelihood Skills, Survival Skills and Life Skills, Life Skills Education, Life Skills Approach, Life Skills Based Education, Life Skills Training - Implementation Models		12
II	2. LEARNING: Learning and Performance, Learning and Cognitive Development, Learning and Maturation, Adult Learning, Approaches to Learning: Behaviouristic and Cognitive Approaches, Theory of Social Learning: Albert Bandura, Bloom's Taxonomy of Learning Outcomes, Rogers Situated Learning		12
III	3. PILLARS OF EDUCATION AND LIFE SKILLS: The Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be, Learning Throughout Life		12
IV	4. SOCIAL SKILLS AND NEGOTIATION SKILLS: Introduction: Life Skills: Generic, Problem Specific and Area Specific Skills Self-Awareness: Definition, Types of Self, Self Concept, Body Image, Self Esteem Techniques used for Self Awareness: Johari Window, SWOT Analysis Empathy: Sympathy, Empathy & Altruism, Effective Communication: Definition, Functions, Models, Barriers Interpersonal Relationship: Definition, Factors affecting Relationships		12
V	5. THINKING SKILLS: Thinking: Nature, Elements of Thought, Types of Thinking, Concept Formation, Reasoning Creative and Critical Thinking: Definition, Nature, Stages Problem Solving: Definition, Steps in Problem Solving, Factors Influencing Problem Solving Decision Making: Definition, Process, Need, Consequences, Models of Decision Making, Goal Setting 6. COPING SKILLS: Coping with Emotions: Definition, Characteristics Types, Classification: Wheel Model, Two-Dimensional Approach, Coping Strategies		12

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	Coping with Stress: Definition, Stressors, Sources of Stress, the General Adaptive Syndrome Model of Stress Life Skills Work in Combination: Thinking Skills, Social Skills, and Coping Skills	
REFERENCES	<ol style="list-style-type: none"> 1. Delors, Jacques (1997). <i>Learning: The Treasure Within</i>, UNESCO, Paris. 2. Nair .V. Rajasenan, (2010). <i>Life Skills, Personality and Leadership</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 3. UNESCO (1997). <i>Adult Education: The Hamburg Declaration</i>, UNESCO, Paris. 4. UNESCO (2005). <i>Quality Education and Life Skills: Darkar Goals</i>, UNESCO, Paris. 5. WHO (1999). <i>Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting</i>, WHO, Geneva. 6. Nair. A. Radhakrishnan, (2010). <i>Life Skills Training for Positive Behaviour</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 7. Santrock W.John (2006). <i>Educational Psychology</i>. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd 8. Dahama O.P., Bhatnagar O.P, (2005). <i>Education and Communication for Development</i>, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi. 9. Debra McGregor, (2007). <i>Developing Thinking; Developing Learning - A guide to thinking skills in education</i>, Open University Press, New York, USA 10. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), <i>Psychology for Living- Adjustment, Growth and Behaviour Today</i>, Pearson Education Inc, New Delhi. 11. Hockenbury (2010). <i>Discovering Psychology</i>, Worth Publishers. New York 12. Jane S Halonen, John W. Santrock, (2009), <i>Psychology: Context & Application</i>, McGraw-Hill Companies Inc., Third Edition, USA 13. Mangal S.K., (2008). <i>An Introduction to Psychology</i>, Sterling Publishers Pvt. Ltd., New Delhi. 14. Nair .V. Rajasenan, (2010). <i>Life Skills, Personality and Leadership</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 15. Nair. A. Radhakrishnan et al., (2010). <i>Life Skills Assessment Scale</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 16. Stella Cottrell, (2005). <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i>, Palgrave Macmillan Ltd., New York <p>REFERENCES:</p> <ol style="list-style-type: none"> 1. <i>Dakar Framework for Action</i>, (2000). <i>Education for All: Meeting our Collective Commitments</i>, Dakar, Senegal. 2. <i>Life Skills Resource Manual, Schools Total Health Program</i>, (2006). Health Education and Promotion International Inc., Chennai. 3. Kumar .J. Keval, (2008). <i>Mass Communication in India</i>, JAICO Publication India Pvt. Ltd 4. Morgan and King, (1993). <i>Introduction to Psychology</i>, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 5. Rao P.L. (2008). <i>Enriching Human Capital through Training and Development</i>, Excel Books, Delhi. 6. Singh Madhu, (2003). <i>Understanding Life Skills</i>, Background paper prepared for <i>Education for All: The Leap to Equality</i> 	



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7. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). *Life Skills in Non-formal Education: A Review*
8. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.
9. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
10. Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd.
11. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
12. RGNIYD. (2008). *Facilitators Manual on Enhancing Life Skills. Tamil Nadu*
13. Family Health International, NACO, USAID (2007), *Life Skills Education tool kit for Orphans and vulnerable children in India*
14. Hurlock, B. Elizabeth (2007). *Personality Development*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

WEB SITES:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - www.indiaportal.gov.in

JOURNAL:

1. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
1. Journal of Psycho Social Research- MD Publications Pvt. Ltd. New Delhi
2. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

COURSE OUTCOME	On successful completion of the course students will be able to:		Knowledge
	CO1	Learn and understand the significance of life skills and enhances Self Competency and Confidence.	
CO2	Practice the life, social and creative skills to become better citizens of the global village.		K3
CO3	Analyze various challenges in personal and professional life and handle the challenges successfully.		K4
CO4	Evaluate impediments to a successful personal and professional life and find remedies for the same.		K5
CO5	Adopt creative and critical means and methods to be successful in their lives.		K6

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	CO 1	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3
	CO 2	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3
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	CO 4	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3

NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH

PROGRAMME	M.A.(ENGLISH)	SEMESTER	II
COURSE CODE & TITLE	ENG206: PERSONALITY ENHANCEMENT AND LEADERSHIP SKILLS (Compulsory Foundation - II)		
NUMBER OF CREDITS		NUMBER OF HOURS	3
COURSE OBJECTIVES	<ol style="list-style-type: none"> To facilitate students' personality and development through the process of self-examination and external feedback. To teach the principles and practices of effective leadership. To aid students in the development of leadership skills through practice. To stimulate students' commitment to a specific, challenging, and ongoing process of leadership and personal development. To understand the moral values that ought to guide individuals. To create an awareness on Ethics and Human Values. To inspire Moral and Social Values and Loyalty. To appreciate the rights of others. Resolve the moral issues in the profession, To justify the moral judgment concerning the profession. Intended to develop a set of beliefs, attitudes, and habits that engineers should display concerning morality. 		
UNIT	CONTENT		NO. OF HOURS
I	Introduction To Personality Enhancement - The concept personality- Dimensions of theories of Freud & Erickson- personality – significant of personality development.The concept of success and failure: What is success? - Hurdles in achieving success - Overcominghurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analyses.		12
II	Attitude & Motivation - Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages – Negative attitude - Disadvantages - Ways to develop positive attitude - Difference between personalities having positive and negative attitude. Concept of motivation - Significance - Internal and external motives - Importance of self-motivation- Factorsleading to de-motivation.		12


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III	SELF-ESTEEM - Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self esteem - Symptoms - Personality having low self esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors - Lateral thinking	12
IV	INTRODUCTION TO LEADERSHIP - Definition and meaning, Importance, Leadership and Management, Leader vs. Manager, Essential qualities of an effective leader. Theories of Leadership: Trait theory, Behavioral theories, Contingency theory.	12
V	LEADERSHIP CHARACTERISTICS - Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership styles: Traditional, Transactional, Transformational, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership, Trust as a factor, Gender and Leadership. Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B.R. Ambedkar and J.R.D. Tata.	12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. Girish Batra, Experiments in Leadership, Chennai: Notion Press, 2018. 2. Mitesh Khatri, Awaken the Leader in You, Mumbai: Jaico Publishing House, 2013. 3. Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012. 4. Hall, C.S., Lindzey. G. & Campbell, J.B Theories of Personality. John Wiley & Sons, 1998. 5. Organizational Behaviour, M. Parikh and R. Gupta, Tata-McGraw-Hill Education Private Limited. 6. Organizational Behavior, D. Nelson, J.C Quick and P. Khandelwal, Cengage Publication. 	
COURSE OUTCOME	On successful completion of the course students will be able to:	
	CO1	Acquire knowledge regarding definitions and basic concepts of personality.
	CO2	Demonstrate the positive traits in their personality and practice the best principles become effective leaders.
	CO3	Analyze various reasons for socio, political circumstances and take necessary steps to resolve such issues.
	CO4	Evaluate socio, cultural and political developments and create opportunities to emerge as great leaders.
	CO5	Adapt creative means to demonstrate effective leadership qualities and establish as dynamic leaders in the society.



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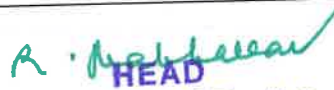
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CO 4	3	2	3	3	2	3	3	2	2	3	3	3	2	3	
CO 5	3	3	3	3	2	3	3	2	3	3	3	3	3	3	

NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH

SEMESTER III

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 301: NEW LITERATURES IN ENGLISH- I		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To introduce the students of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc. To sensitize them to feel that there arises a new kind of literature which does not come from muses but from the bottom of hearts. To enable them understand the concepts related to imperialism, colonialism, and the process of decolonization of the mind. To familiarize them to the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them. To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of hybridity, marginality, plurality and 'otherness', by examining these texts. To acquire thinking skills and to make critical and rational judgment. 		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Colonialism, Colonial Encounter, Post colonialism, Multiculturalism, African myth, Oral tradition, Folktales, Pantomime, New Yam Festival, Cultural conflict, Quest for Identity, Aborigine		12
II	A.D.Hope : Australia Judith Wright : Bullocky Earle Birney : The Bear on the Delhi Road		12
III	Wole Soyinka : The Lion and the Jewel		12
IV	Chinua Achebe : Things Fall Apart		12
V	V.S. Naipaul : A House for Mr.Biswas		12
SUGGESTED READINGS	<ol style="list-style-type: none"> Trevor James, <i>English Literature from the Third World</i>. Oxford: Longman, 1986. C.L. Innes, <i>The Cambridge Introduction to Postcolonial Literatures in</i> 		


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	<p><i>English</i>. Cambridge: CUP, 2007.</p> <p>3. Ngugi wa Thiong'o, <i>Decolonizing the Mind</i>. Nairobi: East African Educational Publishers, 1986.</p> <p>4. Robert J. C. Young, <i>A Short Introduction to Postcolonialism</i>. Oxford: OUP, 2006.</p> <p>5. Bill Ashcroft, et. al, <i>The Empire Writes Back</i>. London: Routledge, 1989.</p> <p>6. Michael Etherton, <i>The Development of African Drama</i>. London: Hutchinson, 1982.</p> <p>7. William Walsh, Ed., <i>Readings in Commonwealth Literature</i>. London: OUP, 1973.</p> <p>8. C.D. Narasimhaiah, Ed., <i>An Anthology of Commonwealth Poetry</i>. Chennai: Macmillan, 1990</p>														
COURSE OUTCOME	On successful completion of the course students will be able to:													Knowledge	
	CO1	Identify and describe the postcolonial concepts and themes.											K1, K2		
	CO2	Discover the socio-cultural, political, gender, historical, economic, and religious perspectives in the postcolonial texts.											K3		
	CO3	Examine and analyze the various techniques and narrative styles in postcolonial works.											K4		
	CO4	Evaluate and distinguish colonial and post-colonial discourses.											K5		
	CO5	Express their views on postcolonial texts critically through presentations, debates and discussions.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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	CO 5	3	3	3	3	2	3	3	3	3	3	3	3	2	3
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 302: INDIAN ENGLISH LITERATURE – I		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To help students understand the history and the evolution of Indian Literature; To introduce all the 4 genres of Indian Literature; To enable them understand the cultural heritage of India through its literature. To apply the text to the everyday situation and to meet the demand of the present society. 		
UNIT	CONTENT		NO.OF HOURS
I	Background Study:		12

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	Nationalism, Rise of Indian Writings in English, Indianness, East-West Encounter, Multiculturalism, Social realism, Gandhi and Gandhian Philosophy, Indianisms, major themes in Indian English Writings														
II	Sri Aurobindo : Savitri – Book I Toru Dutt : Sita, The Lotus Sarojini Naidu : The Temple, A Pilgrimage of Love													12	
III	Rabindranath Tagore : Mukthadhara													12	
IV	Mulk Raj Anand : The Untouchable													12	
V	Raja Rao : Kanthapura													12	
SUGGESTED READINGS	1. A History of Indian English Literature: M.K. Naik (New Delhi: Sahitya Academy), 1982. 2. Indian Writing in English: K.R. Srinivasa Iyengar (New Delhi: Sterling Publishers), 1985. 3. A Golden Treasury of Indo Anglian Poetry: V. K. Gokak														
COURSE OUTCOME	On successful completion of the course students will be able to:													Knowledge	
	CO1	Understand and recall the history and development in Indian English Literature.												K1, K2	
	CO2	Apply the acquire knowledge to analyze various dimensions of literary texts in Indian English Literature.												K3	
	CO3	Analyze the themes and values ingrained in literary texts to bereceptive to moral and social issues.												K4	
	CO4	Evaluate critically the literary movements and process information toprovide solutions to universal problems.												K5	
	CO5	Design and construct well researched critical essays.												K6	
COs – POs MAPPING	CO/ PO	PO1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 3	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 5	3	3	3	3	2	3	3	3	3	3	3	3	3	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 303 : LITERARY CRITICISM – I		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To facilitate basic knowledge in English critical tradition from the beginnings to the Modernists. As such it begins with an introduction to classical literary theory. 2. To introduce the methodological skills and specific concepts employed in each prescribed essay in approaching literature in an analytical and critical way and the		


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	<p>concepts and research tools specific to that period and critic.</p> <p>3. To prepare the students to continue their study of literary theory at more advanced levels.</p> <p>4. To prepare the students to lay the foundation for learning how to address the discursive and ideological aspects of literary texts.</p> <p>5. To introduce the students to the key texts, figures and ideas in the field of literary theory to the inception of New Criticism.</p> <p>6. To give the students a story foundation in a major methodological aspects of literary studies known as theory.</p>	
UNIT	CONTENT	NO. OF HOURS
I	Background Study: Critical approaches to Literature-Formalist, Biographical criticism, Historical Criticism, Reader-response, Sociological Criticism New Historicism and Cultural Materialism, Three classical unities, theory of imagination, Willing suspension of disbelief, Mimesis	12
II	Aristotle : Poetics Dr. Johnson : A Preface to Shakespeare	12
III	Coleridge : Biographia Literaria, Chapter XIV	12
IV	Matthew Arnold : A Study of Poetry	12
V	T.S. Eliot : Tradition and the Individual Talent Cleanth Brooks : Irony as a Principle of Structure	12
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. S. Ramaswami & V.S. Sethuraman. <i>The English Critical Tradition: An Anthology of English Literary Criticism</i>. Vol 2 Chennai: Trinity Press 2. <i>Modern Literary Theory: a Reader</i> Eds. Philip Rice & Patricia Waugh. London: Bloomsbury 3. McGowan, Ian. <i>The Restoration and Eighteenth Century</i>. London: Macmillan Education LTD, 1989. Print. 4. Lonsdale, Roger. "Samuel Johnson" <i>Dryden to Johnson</i>. Ed. John Hardy London: Sphere Books LTD, 1971. 279-311. Print. 5. Gravil, Richard; Newlyn, Lucy; Roe, Nicholas. <i>Coleridge's Imagination: Essays in Memory of Pete Laver</i>. UK: Cambridge University Press, 1985. 6. Levy, Sandra M. <i>Imagination and the Journey of Faith</i>. USA: Wm. B. Eerdmans Publishing Co., 2008. 7. Warnock, Mary. <i>Imagination</i>. USA: University of California Press, 1976. 8. Sarker, Sunil Kumar. <i>S.T. Coleridge</i>. India: Atlantic Publishers, 1999. 9. Meerpohl, Marion, <i>T.S. Eliot's Response to Matthew Arnold in His Early Essays</i>, Seminar Paper, Norderstedt: GRIN Verlag. 2004. 10. Murphy, Russell, <i>Critical Companion to T.S. Eliot: A Literary Reference to His Life and Work</i>, New York: Info Base Publishing. 2007. 	
COURSE OUTCOME	On successful completion of the course students will be able to:	
CO1	Remember and recall the leading theories of classical to 19 th century.	Knowledge K1, K2
CO2	Learn the basic tenants of theories and learn how to apply the theory to the literary texts.	K3



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	CO3	Apply the critical theories and analyze the literary text.	K4												
	CO4	Evaluate the impact of literature on other domains.	K5												
	CO5	Write essays on critical theories based on their understanding and knowledge.	K6												
COs – POs MAPPING	CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 3	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3
	CO 5	3	3	3	3	2	3	2	3	3	3	3	3	2	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER		III
COURSE CODE & TITLE	ENG 304 A) : AMERICAN LITERATURE – I (Internal Elective)			
NUMBER OF CREDITS	4		NUMBER OF HOURS	
			6	
COURSE OBJECTIVES	<ol style="list-style-type: none"> To familiarize the students with the variant voices of American Literature from the beginnings to American romanticism. To make the students to explore the meaning of religion, democracy and romanticism To improve internal cultural competence knowledge of civic responsibility and ability to engage effectively in regional, national and global communities. To create awareness in United Nations body that can create a unique American Identity. 			
UNIT	CONTENT			NO.OF HOURS
I	Background Study: American Puritanism, Transcendentalism, American Democracy, Civil War, Survival of the fittest, the American Dream, Alienation and Isolation, The Great Revival			12
II	Emerson	: The American Scholar		12
III	Walt Whitman	: Out of the Cradle Endlessly Rocking, When Lilacs Last in the Dooryard Bloom'd		12
	Emily Dickinson	: Exultation is the Going (76), I Taste a Liquor Never Brewed (214), Because I Could not Stop for Death (712)		12
IV	Nathaniel Hawthorne	: The Scarlet Letter		12
V	H.D. Thoreau	: Walden		12
SUGGESTED READINGS	<ol style="list-style-type: none"> Samuels, Shirley (ed) A Companion to American Fiction Blackwell Publishing Ltd, USA. 2004 Krasner, David (ed) A Companion to Twentieth Century American Drama, Blackwell 			

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Publishing, USA. 2005

3. Baym, Nina (ed) The Norton Anthology of American Literature, W.W Norton & Co. New York 2003
4. Lanter, Paul (ed) The Heath Anthology of American Literature, D.C. Heath & Co, Toronto 1990.
5. Transcendental Ideas; Definitions: An Overview of American Transcendentalism (1820-1860) www.westga.edu/~scarter/Transcendentalism
6. Leaves of Grass— Edited by Harold W. Blodgett and Sculley Bradley: New York: New York University Press, 1965, Includes annexes, prefaces, "A Backward Glance O'er Travel'd roads," "Old Age Echoes," excluded poems and fragments, and uncollected poems and fragments.
7. Emerson's Nature: A River Reading <https://transcendentalism.tamu.edu>
8. J. Fisher, Ed, American Literature of the Nineteenth century. S Chanel Company Ltd. New Delhi
9. Dr. Tilak, Ragukul. Walt Whitman. Rama Brothers, New Delhi: 1990, p. 19
10. Whitman, Walt. Leaves of Grass. Penguin Classics, New York : 1959, p. 25
11. Sastri, P. S. Walt Whitman: Select Poems. Lakshmi Narain Agarwal Educational Publishers, Agra: 1985, p. 70
12. Sastri, P. S. Walt Whitman: Select Poems. Lakshmi Narain Agarwal Educational Publishers, Agra : 1985, p. 71
13. Dr. Sen, S. Walt Whitman: Selected Poems. Unique Publisher, New Delhi: 1988. p. 31

COURSE OUTCOME

On successful completion of the course students will be able to:		Knowledge
CO1	Identify and record the socio, historic, economic, religious, cultural and political contexts for centuries.	K1, K2
CO2	Apply them objectively in debates, seminars, panel and group discussions.	K3
CO3	Analyze the various techniques and narrative styles in the literary works and sketch the conditions prevailed through ages.	K4
CO4	Evaluate and distinguish characterization in the literary works based on socio, historic, economic, religious, cultural and political contexts.	K5
CO5	Express creatively and justify the movements that paved way for the betterment of humanity.	K6

COs – POs MAPPING

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	3	3	2	3	3	3	2	3	3	3	2	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3	2	3
CO3	3	2	3	3	2	3	3	3	2	3	3	3	2	3
CO4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3	3	3

NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH



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PROGRAMME	M.A.(ENGLISH)	SEMESTER	III												
COURSE CODE & TITLE	ENG 304B) : TRANSLATION: THEORY & PRACTICE (Internal Elective)														
NUMBER OF CREDITS	4	NUMBER OF HOURS	6												
COURSE OBJECTIVES	1. To develop practical skills in Translation. 2. To promote an understanding of cultural differences, the consequent difficulties for translators and strategies for their solution. 3. To develop an understanding of differences in the text types. 4. To develop skills in the comparison and evaluation of translations.														
UNIT	CONTENT		NO. OF HOURS												
I	1. History of Translation Theory, Translation of religious Texts 2. Language and Culture		12												
II	3. Specialized types of translation: Administrative translation, Commercial Translation, Computer translation, Economic translation, Financial translation, General Translation, Legal translation, Literary translation		12												
III	4. Translation problems: General problems, The problem of untranslability 33, The problem of common words		12												
IV	5. Trends in translation: Machine Translation, Computer- assisted translation, Cultural translation		12												
V	6. Criticism of Translation Practice of Translation		12												
SUGGESTED READINGS	1. Bassnett, Susan. <i>Translation Studies</i> . 3rd ed. London: Rutledge Newmark, P. <i>Approaches to Translation</i> . Oxford. Pergaman Press, 1982. 2. Nida, E. <i>The Theory and Of Practice of Translation</i> . Leiden:E.J.Brill,1969 Steiner, G. <i>After Babel: Aspects of Language and Translation</i> . Oxford: Oxford University Press, 1978														
COURSE OUTCOME	On successful completion of the course students will be able to:			Knowledge											
	CO1	Learn and understand the basic concepts in translation and enhances translation skills.		K1,K2											
	CO2	Apply various strategies to overcome cultural differences, the consequent difficulties in translation.		K3											
	CO3	Analyze significance of translation in the multi – cultural society and its role in promoting harmony in the society.		K4											
	CO4	Evaluate the challenges involved in translations and offer remedial strategies.		K5											
	CO5	Use the translation as a tool to promote cultural and literary values.		K6											
COs – POs MAPPING	CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	3	3	3	3	3	3	2	3
	CO 2	3	3	3	3	2	3	3	3	3	3	3	3	2	3


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CO 3	3	3	3	3	2	3	3	3	3	3	3	3	2	3
CO 4	3	3	3	3	2	3	3	3	3	3	3	3	2	3
CO 5	3	3	3	3	2	3	3	3	3	3	3	3	2	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 305 A): COMMUNICATION SKILLS (Open Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To help the students develop communication skills and selfconfidence 2. To motivate the students to acquire employability skills 3. To introduce various interview techniques to the students 4. To motivate the students to become good public speakers 5. To develop LSWR skill in the students. 6. To guide the students how to tackle interviews		
UNIT	CONTENT		NO. OF HOURS
I	1. WRITING SKILLS: Basics of Writing, Writing Paragraphs, Writing Research Articles, Report Writing, Writing A CV, Importance of Writing, Responding to the Task, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy, Planning and Preparation, Using Examples, Writing General Essays, Descriptive Writing		12
II	2. READING COMPREHENSION: Introduction to a Variety Of Reading Passages, Key to Comprehension, Tackling Questions, Techniques for Answering Comprehension Questions 3. READING SKILLS: Skimming, Scanning, Intensive reading, Extensive Reading		12
III	4. PUBLIC SPEAKING: The Power of Public Speaking, Developing Confidence, Planning, Preparation, Successful and Effective Delivery of Speech		12
IV	5. GROUP DISCUSSION: What is Group Discussion?, Why are Group Discussions held?, Preparation for a Group Discussion, Skills for Effective Participation, Traits Tested in a Group Discussion, Initiating a Group Discussion, Non-verbal Communication in Group Discussion, Types of Group Discussions		12
V	6. INTERVIEWS: Interviewing in the 21 st Century, Developing an Interview Strategy, Taking Care of the Details, Practicing for the Interview, During the Interview, Stress Interviews, Traditional Interviews		12
SUGGESTED READINGS	1. Organizational Behaviour, Stephen .P. Robbins, 1 stEdition, Pearson, 2013 2. Brilliant- Communication skills, Gill Hasson, 1 stEdition, Pearson Life, 2011 3. The Ace of Soft Skills: Attitude, Communication and Etiquette for success,		



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	GopalaSwamy Ramesh, 5 thEdition, Pearson, 2013 4. Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Greenhall, 1st Edition Universe of Learning LTD, 2010 5. Communication skills for professionals, Konar nira, 2ndEdition, New arrivals –PHI, 2011 6. Personality development and soft skills, Barun K Mitra, 1 stEdition, Oxford Press,2011 7. Soft skill for everyone, Butter Field, 1st Edition, Cengage Learning india pvt.ltd,2011 8. Soft skills and professional communication, Francis Peters SJ, 1stEdition, McGraw Hill Education, 2011 9. Effective communication, John Adair, 4 thEdition, Pan Mac Millan,2009 10. Bringing out the best in people, Aubrey Daniels, 2 ndEdition, Mc Graw Hill, 1999														
COURSE OUTCOME	On successful completion of the course students will be able to:													Knowledge	
	CO1	Remember and recall the basic principles of communication.											K1, K2		
	CO2	Apply dynamic and advanced communicative techniques in the professional sphere.											K3		
	CO3	Analyze various factors involved in public speaking, group discussions and enhances communication skills.											K4		
	CO4	Evaluate the impact of presentation skills in job interview and group discussion											K5		
	CO5	Students perform confidently in job interviews, group discussions and report writing.											K6		
COs – POs MAPPING	CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	2	2	3	3	2	3	2	2
	CO 2	3	3	3	3	2	3	2	2	3	3	2	3	2	2
	CO 3	3	3	3	3	2	3	2	2	3	3	2	3	2	2
	CO 4	3	3	3	3	2	3	2	2	3	3	2	3	2	2
	CO 5	3	3	3	3	2	3	2	2	3	3	2	3	2	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 305 B) : DYNAMICS OF COMMUNICATION (Open Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To identify general theories and central concepts associated with communication. 2. To gather ideas and information and organize general theories and central concepts related to dynamics of communication. 3. To develop and apply theories and principles of communication in workplace and practice skills of oral presentations, discussion, problem solving, decision making, debates, small group discussions and job interviews.		

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	4. To transfer information from non-verbal to verbal texts and vice versa 5. To take part effectively in social and professional communication. 6. To sensitize the students to cross-cultural differences.	
UNIT	CONTENT	NO. OF HOURS
I	1. ESSENTIALS OF COMMUNICATION: Meaning of communication, Channels of communication, Feedback, Importance of communication, Types and components of communication, Principles and barriers to effective communication, Communication at workplace	12
II	2. READING FOR INFORMATION: Use various internet search engines to access information for study purposes, Find information and elaborations of given topics from the encyclopedia, dictionaries, etc., Identify techniques used in note – taking, Differentiate signal markers used in speech, Read for facts, guess meaning from context and infer meaning, Understand scanning and skimming, Sharpen critical reading	12
III	3. PREPARING THE SCRIPT: Plan and collect data, Choose subject matter, organize the materials, Achieve clarity and coherence, Use appropriate style	12
IV	4. ORAL PRESENTATION: Explain the meaning and types of oral presentation, Use slide shows and handouts effectively, Give oral presentations and participate in small group discussions and debates, Home job interview skills - interview through tele and video-conferencing, Use telephone etiquette	12
V	5. COMMUNICATION AT WORKPLACE: Concept of multicultural communication and means to overcome barriers, Socializing, managing self and others, motivating, leading, positive thinking, active listening, decision making and problem solving, team building etc., Importance of different forms of nonverbal messages in professional communication, Essentials of Advocacy communication, Importance of Development communication	12
SUGGESTED READINGS	1. Apte, Madhavi. 2007. A Course in English communication. New Delhi: Prentice-Hall of India. 2. Bailey, Stephen. 2004. Academic Writing- A Practical guide for students. London & New York: Routledge Falmer. 3. Griffin, E. 2009. A First Look at Communication Theory (7th ed.). New York: McGraw Hill. 4. Littlejohn, Stephen W., & Foss, Karen A. 2005. Theories of Human Communication (8th ed.) Belmont, CA: Thomson Wadsworth. 5. Sen, Leena. 2005. Communication Skills. New Delhi: Prentice-Hall of India.	
COURSE OUTCOME	On successful completion of the course students will be able to:	
	CO1	Learn and understand theories of communication, Principles and barriers to effective communication and Communication at workplace
	CO2	Apply various techniques of communication to identify differentiate signal markers used in speech, Read for
		Knowledge K1, K2 K3



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		facts, guess meaning from context and infer meaning, Understand scanning and skimming and Sharpen critical reading.													
	CO3	Identify and analyze various components in preparing materials such as Plan and collect data, Choose subject matter, Organize the materials, Achieve clarity and coherence, Use appropriate style	K4												
	CO4	Evaluate and enhance various significant factors involve in oral presentation, Home job interview skills, interview through tele and video-conferencing, Use of telephone etiquette	K5												
	CO5	Practice effective communicative techniques to overcome the barriers in multicultural communication context, in decision making and problem solving and team building.	K6												
COs – POs MAPPING	CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	2	3	3	2	3	3	3	3	2	2
	CO 2	3	3	3	3	2	3	3	2	3	3	3	3	2	2
	CO 3	3	3	3	3	2	3	3	2	3	3	3	3	2	2
	CO 4	3	3	3	3	2	3	3	2	3	3	3	3	2	2
	CO 5	3	3	3	3	2	3	3	2	3	3	3	3	2	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	III
COURSE CODE & TITLE	ENG 306 : SWAYAM/ MOOCs (Add on Course)		
NUMBER OF CREDITS	2	NUMBER OF HOURS	
COURSE OBJECTIVES			
UNIT	CONTENT	NO. OF HOURS	
I			
II			
III			
IV			
V			
NOTE: The Syllabus for this course will be designed by the SWAYAM before launching the course. Students will opt the course as per their interest.			
SUGGESTED READINGS			

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COURSE OUTCOME	On successful completion of the course students will be able to:													Knowledge			
	CO1																
	CO2																
	CO3																
	CO4																
	CO5																
COs – POs MAPPING	CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7		
	CO 1																
	CO 2																
	CO 3																
	CO 4																
	CO 5																
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH																

SEMESTER IV

PROGRAMME	M.A.(ENGLISH)	SEMESTER	IV
COURSE CODE & TITLE	ENG 401: NEW LITERATURES IN ENGLISH – II		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> 1. Enabling the students to understand the issues and themes in Postcolonial literature. 2. To make the students appreciate the literature from new perspective and to reconstruct the history of Third World Countries. 3. Leading the students to draw diverse and relevant sources for studying literary texts. 4. Get some awareness of the historical context of literary production and reception. 5. Guiding the students to acquire thinking skills and to make critical and rational judgment. 		
UNIT	CONTENT		NO. OF HOURS
I	Background Study: Caribbean and African Identity, Diaspora, Protest Writings and Feminist Novel		12
II	Derek Walcott J.P. Clarke	: Far Cry from Africa, Ruins of a Great House : Causalities, Olakun	12
III	Margaret Laurence	: The Stone Angel	12
IV	Doughlas Stewart	: Ned Kelly	12
V	Katherine Mansfield	: Garden Party, Bliss	12

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SUGGESTED READINGS	1. William Walsh, Ed., <i>Readings in Commonwealth Literature</i> . London: OUP, 1973. 2. C.D. Narasimhaiah, Ed., <i>An Anthology of Commonwealth Poetry</i> . Chennai: Macmillan, 1990														
COURSE OUTCOME	On successful completion of the course students will be able to:														Knowledge
	CO1	Understand diverse cultures and modes of expression.												K1, K2	
	CO2	Apply feminist, diasporic and postcolonial perspectives to understand the texts.												K3	
	CO3	Analyze the texts using the techniques such as revisiting the myth and postcolonial theories.												K4	
	CO4	Evaluate various historical, social and post war conditions and their influence on literature.												K5	
CO5	Develop creative and analytical outlook to discover the imperialistic and patriotically influences on literature.												K6		
COs – POs MAPPING	CO/PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO1	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO2	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO3	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO4	3	2	3	3	2	3	3	3	2	3	3	3	2	3
	CO5	3	3	3	3	2	3	3	3	3	3	3	3	3	2
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	IV
COURSE CODE & TITLE	ENG 402: INDIAN ENGLISH LITERATURE-II		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	1. To introduce post independent and post modern English literature to the students. 2. To focus on the literary techniques such as magic realism, new historicism other post modern culture in Indian English literature. 3. To make the students know the students that it also familiarizes reconstruction of history and myth in post modern Indian fiction. 4. To make the students know that this course introduces Indian feminism and contemporary trends in the area of Indian English literature. 5. To apply the text to the everyday situation and to meet the demand of the present society.		
UNIT	CONTENT	NO. OF HOURS	

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I	Background Study: Nationalist Literature and postcolonial Indian English Novel, Emergence of Feminist and Modernist writings and Role of Myth in Indian English Literature	12																																																																																										
II	Kamala Das :1. My Grand Mother's House. 2. A Hot Noon in Malabar Nissim Ezekiel : 1. Goodbye Party for Miss Pushpa T.S. 2. Night of the Scorpion, Visitor A.K. Ramanujam : 1. A River. 2. Looking for a Cousin on a Swing. 3. Of Mother's Among Other Things.	12																																																																																										
III	R.K. Narayan : Vendor of Sweets	12																																																																																										
IV	Anita Desai : Cry the Peacock	12																																																																																										
V	Girish Karnad : Nagamandala	12																																																																																										
SUGGESTED READINGS	1. <i>An Anthology of Commonwealth Poetry</i> : C. D. Narasimhaiah (ed), (Madras: Macmillan), 1990. <i>Readings from Commonwealth Literature</i> : William Walsh (Oxford: Clarendon Press), 1973																																																																																											
COURSE OUTCOME	On successful completion of the course students will be able to:																																																																																											
CO1	Understand the evolution of postcolonial Indian English Literature.	Knowledge K1, K2																																																																																										
CO2	Apply the postcolonial techniques to understand different forms of literary texts produced during post independent era.	K3																																																																																										
CO3	Analyze the themes, techniques and experiences of the authors in postcolonial Indian English Literature.	K4																																																																																										
CO4	Evaluate the political, philosophical and cultural developments which shaped postcolonial writings.	K5																																																																																										
CO5	Develop creative and critical outlook and produce creative research in the area.	K6																																																																																										
COs – POs MAPPING	<table border="1"> <thead> <tr> <th>CO / PO</th> <th>PO 1</th> <th>PO2</th> <th>PO 3</th> <th>PO 4</th> <th>PO 5</th> <th>PO 6</th> <th>PO 7</th> <th>PSO 1</th> <th>PSO 2</th> <th>PSO 3</th> <th>PSO 4</th> <th>PSO 5</th> <th>PSO 6</th> <th>PSO 7</th> </tr> </thead> <tbody> <tr> <td>CO 1</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>CO 2</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>CO 3</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>CO 4</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>CO 5</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	CO / PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	CO 1	3	2	3	3	2	3	2	3	2	3	3	3	2	3	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	2	3	CO 3	3	2	3	3	2	3	2	3	2	3	3	3	2	3	CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3	CO 5	3	3	3	3	2	3	3	3	3	3	3	3	3	3	
CO / PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7																																																																														
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CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3																																																																														
CO 5	3	3	3	3	2	3	3	3	3	3	3	3	3	3																																																																														
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH																																																																																												

PROGRAMME	M.A.(ENGLISH)	SEMESTER	IV
COURSE CODE & TITLE	ENG 403: LITERARY CRITICISM – II		

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NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To introduce to the students to the 20th Century Literary Theory and New Critical Approaches. To familiarize them with social and psychological perspectives. To introduce the basic tenants of structuralism and post structuralism To introduce the history origin, evolution and current trends in feminist theory. To introduce ancient Indian aesthetic theories and their contribution to the field of literary theory. To understand the concept of structuralism and post structuralism. To explore the rise of feminism and its significance for the betterment of women society. To understand the scope of Orientalism by studying the post colonial literature. To improve knowledge for critical analysis of a work of art. 		
UNIT	CONTENT	NO. OF HOURS	
I	Background Study: Transition from Structuralism to Post-structural Lit Theory, Orientalism and Feminist Lit Theory and Marxist Lit Theory	12	
II	Edmund Wilson : Marxism and Literature Lionel Trilling : Freud and Literature	12	
III	Edward W Said : Introduction to Orientalism Northrop Frye : Archetypal Criticism	12	
IV	Jacques Derrida : Structure, Sign and Play Jonathan Culler : Structuralist Poetics	12	
V	Elaine Showalter : Towards a Feminist Poetics Ananda Vardhana : Dhvanyaloka (Chapter 1: The First flash) Translated by K. Krishna Moorthy	12	
SUGGESTED READINGS	<ol style="list-style-type: none"> RohanSavarimuthu. <i>Literary Theory and Criticism since 1930</i>. Chennai: New Century Book House. <i>The Norton Anthology of Theory and Criticism. 2nd Edition</i>. Eds. Cincen B. Leitch et al. New York: W.W. Norton & Company. Elaine Showalter. <i>The New Feminist Criticism</i> Terry Eagleton. <i>Literary Theory: An Introduction</i> Hollis, James. <i>The Archetypal Imagination</i>. USA: Texas A&M University Press, 2008. Das, Kumar. <i>Twentieth Century Literary Criticism</i>, 5th Ed. New Delhi: Atlantic Publishers & Distributors. 2005. Brown, Richard. 1973. "Anthropology and Colonial Rule: Godfrey Wilson and the Rhodes-Livingstone Institute, Northern Rhodesia." In <i>Anthropology and the Colonial Encounter</i>, edited by Talal Asad, 173–92. New York: Humanities Press. Crehan, Kate A. F. 2002. <i>Gramsci, Culture, and Anthropology</i>. Berkeley: University of California Press. Said, E. 1993. <i>Culture and Imperialism</i>. New York: Vintage Books. Said, E. 1978(2015). <i>L'Orientalisme. L'Orient créé par l'Occident</i>. Points Essais. Editions du Seuil. Varisco, D.M. 2007. <i>Reading Orientalism. Said and the Unsaid</i>. Seattle and London: University of Washington Press. 		

R. *[Signature]*
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COURSE OUTCOME	12. Peter Barry. <i>Beginning Theory: An Introduction to Literary and Cultural Theor</i>															
	On successful completion of the course students will be able to:												Knowledge			
	CO1	Learn the development of 20 th century literary theory and various critical approaches..												K1, K2		
	CO2	Practice major critical and interpretive methods.												K3		
	CO3	Analyze the literary texts from social, psychological, linguistic, gender and aesthetic perspectives.												K4		
	CO4	Evaluate social, psychological, linguistic, gender and aesthetic impact on the creative works.												K5		
CO5	Develop creative and analytical ability to examine the literary texts from different perspectives.												K6			
COs – POs MAPPING	CO /PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	
	CO 1	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 3	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 5	3	3	3	3	2	3	2	3	3	3	3	3	2	3	
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

PROGRAMME	M.A.(ENGLISH)	SEMESTER	IV
COURSE CODE & TITLE	ENG 404 A): AMERICAN LITERATURE – II (Internal Elective)		
NUMBER OF CREDITS	4	NUMBER OF HOURS	6
COURSE OBJECTIVES	<ol style="list-style-type: none"> The present course is enables the students to understand the character, flavour and ethos of the American literature. The aim is to initiate critical knowledge of the major literary innovations and cultural issues of 20th century America. The course, moreover, is designed to be a stepping-stone for further research and reading and attempts to cover some of the following issues: <ol style="list-style-type: none"> Conceptualizing the spirit of adventure through picaresque fiction. Evaluating violence and effects of war. Understanding issues of race, ethnicity and gender. Contextualizing contemporary works. To include intercultural competence, knowledge of civic responsibility and ability to engage effectively in regional, national and global communities. To create awareness in United Nations body that can create a unique American Identity. To examine a glimpse into social religion and American novel folk role in American Novel. <p>To get insights into the society, politics and art and how they affect literature</p>		
UNIT	CONTENT		NO. OF

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		HOURS
I	Background Study: Cultural and Economic Influences on 20th century American Poetry and Drama & Existentialism, Racism and Black Feminism	12
II	Robert Frost : Birches, Mending Wall, After Apple Picking Poe : Raven, Philosophy of Composition	12
III	Eugene O 'Neill : The Hairy Ape	12
IV	Tennessee Williams : A Streetcar Named Desire	12
V	Saul Bellow : Seize the Day Toni Morrison :Beloved	12

SUGGESTED READINGS

1. Jeffrey Meyers (1996). Robert Frost: a biography. Houghton Mifflin. Frost remained at Harvard until March of his sophomore year, when he decamped in the middle of a term ...
2. "Robert Frost Stone House Museum | Bennington College". www.bennington.edu.
3. "John F. Kennedy: A Man of This Century". CBS. November 22, 1963.
4. "The Poet - Politician - JFK The Last Speech". JFK The Last Speech. Retrieved 2018-10-25.
5. Udall, Stewart L. (1972-06-11). "Robert Frost's Last Adventure". archive.nytimes.com. Retrieved 2018-10-25.
6. "Robert Frost Collection". Jones Library, Inc. website, Amherst, Massachusetts. Archived from the original on 2009-06-12. Retrieved 2009-03-28.
7. Jarrell, Randall (1999) [1962]. "On 'Home Burial'". English Department at the University of Illinois. Retrieved October 18, 2018.
8. Jarrell, Randall. "Robert Frost's 'Home Burial.'" No Other Book: Selected Essays. New York: HarperCollins, 1999.
9. Leithauser, Brad. "Introduction." No Other Book: Selected Essays. New York: HarperCollins, 1999.
10. Foundation, Poetry (March 16, 2019). "Edward Thomas". Poetry Foundation.
11. Barbarese, J. (2004). Taking poe seriously. Georgia Review, 58(4), 802-815.
12. Burton, W., & Poe, E. (1839). Charles dickens. Burton's Gentleman's Magazine and American Monthly Review, 5(1).
13. Cousin, J. (2009). A short biographical dictionary of English literature. Adelaide, Australia: eBooks@Adelaide.
14. Dickens, C. (2003). Barnaby Rudge, J. Bowen (Ed.). London: Penguin Classics Publishing.
15. Erkkila, B. (2001). The poetics of whiteness: Poe and the racial imaginary. In G. Kennedy & L. Weissberg (Eds.), Romancing the shadow: Poe and race (pp.60-67). New York, N.Y.: Oxford University Press.
16. Giammarco, E. (2013). Edgar Allan Poe: A psychological profile. Personality & Individual Differences, 54(1), pp.3-6.
17. Harrington, R. (2003, March 2). Ranting & "Raven": Reed's variations on Poe.
18. Jones, Robert Emmet. (1961). Tennessee Williams' early heroines. Two modern american tragedies: Reviews and criticism of death of a salesman and A streetcar named desire. New York: Charles Scribner's Sons
19. Abrams, M.H. (1971). A Glossary of Literary Terms. 3rd ed. New York and

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	London: Halt, Rinehart and Winston, Inc. 20. Bellow, Saul. (1977). Seize the Day. USA: Penguin Books Limited. 21. Bradbury, Malcolm, and James Mc Farlane, eds (1991). Modernism: a Guide to European Literature. London and New York: Penguin Books ltd. 22. Brooker Peter. (1972). Modernism/Postmodernism. London and New York: Longman.																
COURSE OUTCOME	On successful completion of the course students will be able to:											Knowledge					
	CO1	Learn 20 th century the literary trends in American Literature.											K1, K2				
	CO2	Apply various theories such as existentialism, Black consciousness and theatrical techniques to understand literary texts produced in 20 th century in America.											K3				
	CO3	Analyze 20 th century American Literature based on socio, cultural, political and economic circumstances prevailed during that particular period.											K4				
	CO4	Evaluate the importance of various literary moments, techniques and themes which have bearing upon 20 th century American Literature.											K5				
	CO5	Involve in creative research works on 20 th century American Literature and contribute to the research in the area of 20 th century American Literature.											K6				
COs – POs MAPPING	CO /PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7		
	CO 1	3	2	3	3	2	3	3	3	2	3	3	3	2	3		
	CO 2	3	3	3	3	2	3	3	3	3	3	3	3	2	3		
	CO 3	3	2	3	3	2	3	3	3	2	3	3	3	2	3		
	CO 4	3	2	3	3	2	3	3	3	2	3	3	3	2	3		
	CO 5	3	3	3	3	2	3	3	3	3	3	3	3	3	3		
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH																	

PROGRAMME	M.A.(ENGLISH)		SEMESTER		IV
COURSE CODE & TITLE	ENG 404B): SUBALTERN LITERATURES (Internal Elective)				
NUMBER OF CREDITS	4		NUMBER OF HOURS		6
COURSE OBJECTIVES	1. To sensitize students on issues of oppression and the role of Literature in establishing egalitarian society. 2. To create an awareness among the learners on Human Rights. 3. To provide national and international perspectives on Human Rights and expose them to relevant literature in the area.				

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	<ol style="list-style-type: none"> 4. To make the learners understand and follow a 'Rights based approach'. 5. To study the impact of colonial and imperial award employed ruthlessly to marginalised and silence the native people. 6. To prove the study of subaltern studies as a best expression for victims of discrimination of all kinds. 																
UNIT	CONTENT	NO. OF HOURS															
I	Background Study: African Identity and African Feminism, Negritude, Concept of Subaltern, Protest Literature, Tribalism and Gay/ Homosexuality	12															
II	Okara : Once upon a Time, The Mystic Drum. Ifi Amadiume : Mistress of My Own Being and Bitter	12															
III	Mahasweta Devi : Mother of 1084	12															
IV	Gopinatha Mohanty :Paraja	12															
V	Mahesh Dattani : On the Muggy Night in Mumbai	12															
SUGGESTED READINGS	<ol style="list-style-type: none"> 1. Maduakor, Obi. 1987. "Gabriel Okara: Poet of the Mystic Inside," World Literature Today, Vol. 61, No. 1 (Winter,), pp. 41-45. 2. Devi, Mahasweta. Mother of 1084. Calcutta: Seagull Books, 1997. 3. Jayaprabha, S. "Exclusion and Resilience of Marginalised Women–Mahasweta Devi's Mother of 1084." Literary Endeavour: 45. 4. Meghwal, S. "Mother identity in Mahasweta Devi's 'Mother of 1084' and Maxim Gorky's 'Mother': A comparative study." CRITIC: 251. 5. S.C. Mohanty, "PARAJA", TRIBES OF ORISSA, Orissa: SC & ST RESEARCH AND TRAINING INSTITUTE, BHUBANESWAR, 2004. 249.Print. 6. Amiya Bhushan Sharma, "Paraja: A Post Modern Reading", Recent Indian English Literature: A Study since Independence, Ed. by S.D. Sharma, Karnal : Natraj Publishing House, 1998.102.Print 7. McRae, John. "A Note on the Play", On a Muggy Night in Mumbai in Collected Plays Mahesh Dattani. New Delhi: Penguin Books, 2000. Print. 8. Mercy Leethiyal, S. "Marginalization of Gays: A Study of Dattani's On a Muggy Night in Mumbai," Language in India, Vol. 13, Issue 8 August 2013.Print. 																
COURSE OUTCOME	On successful completion of the course students will be able to:																
CO1	Identify and record the statistical data of violation of human rights in the socio, historic, economic, cultural and political contexts for centuries.	K1, K2															
CO2	Apply them objectively in debates, seminars, panel and group discussions.	K3															
CO3	Examine the various discriminatory practices in the literary works and sketch solutions for the empowerment of the downtrodden.	K4,															
CO4	Evaluate and distinguish characterization in the literary works based on socio, historic, economic, cultural and political contexts.	K5															
CO5	Express themselves creatively and justify the 'Rights based approach' for the betterment of humanity.	K6															
COs – POs	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">CO/ PO</td> <td style="text-align: center;">PO 1</td> <td style="text-align: center;">PO2</td> <td style="text-align: center;">PO 3</td> <td style="text-align: center;">PO 4</td> <td style="text-align: center;">PO 5</td> <td style="text-align: center;">PO 6</td> <td style="text-align: center;">PO 7</td> <td style="text-align: center;">PSO 1</td> <td style="text-align: center;">PSO 2</td> <td style="text-align: center;">PSO 3</td> <td style="text-align: center;">PSO 4</td> <td style="text-align: center;">PSO 5</td> <td style="text-align: center;">PSO 6</td> <td style="text-align: center;">PS</td> </tr> </table>	CO/ PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PS	
CO/ PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PS			

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MAPPING	CO 1	3	2	3	3	3	3	3	2	3	3	3	3	2	07
	CO 2	3	2	3	3	3	3	3	2	2	3	3	3	2	3
	CO 3	3	2	3	3	3	3	3	2	2	3	3	3	2	3
	CO 4	3	2	3	3	3	3	3	2	2	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	2	3
	NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH														

PROGRAMME	SEMESTER	
COURSE CODE & TITLE	IV	
COURSE CODE & TITLE	ENG 405 A): INDIAN LITERATURE IN ENGLISH TRANSLATIONS (Open Elective)	
NUMBER OF CREDITS	2	NUMBER OF HOURS
NUMBER OF CREDITS		6
COURSE OBJECTIVES	<ol style="list-style-type: none"> To introduce the basic concepts of translations. To introduce various regional texts translated into English to the students and make them to understand the socio, cultural and linguistic aspects involved in the translation. To familiarize the student with the major works of post independent Indian literature and different genres. To describe the nature of the translation, its different dimensions and the intricacies involved in the process of translation. To explore the scope of translation in Indian multicultural context. To promote inter lingual communication. To promote the importance of institutions of regional literature into English translation and their contributions. To promote the comparison and contrast between the different various languages. To compare and contrast different cultures to the translation into English. 	
UNIT	CONTENT	
I	Background Study: Modern Indian Drama, Modern Indian novel, Revolutionary Poetry, Romantic Poetry, Regional Literatures, Impact of English Literature on Indian Literature, Navya Movement, Progressive Literature, Societal reflections in Literature	
II	Sri Sri (translated by Sri Sri) : To Poesy, Rhapsody, The March Of History, Forward March Tilak (Tr.by S.S. Prabhakar) : Ambrosia Dripped, Modernism & Poesy Song Immortal	
III	Gurajada Appa Rao : Kanyasulkam (Macmillan)	
IV	Saratchandra : Sreekanth	
V	U.R. Ananta Murthy : Samskara	
SUGGESTED READINGS	<ol style="list-style-type: none"> Chaso Dolls Wedding & Other Stories – Page xii introduction by Renee David Shulman, 194, Cāsō – 2012 "But Vizianagaram in the mid-twentieth century was also home to 	



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- other literati including the most famous poet in modern Telugu, Sri Sri (Srirangam Srinivasa Rao); Arudra, historian of Telugu literature, literary critic and poet; and Racakonda Visvanatha Sastri, the short-story writer whose statue you can find on the Visakhapatnam beach...."
2. Srihari, Gudipoodi (6 May 2010). "In memory of Sri Sri". *The Hindu*. ISSN 0971-751X. Retrieved 22 January 2022.
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DEPARTMENT OF ENGLISH

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COURSE OUTCOME	On successful completion of the course students will be able to:													Knowledge		
	CO1	Understand meaning, basic concepts and types of translations.													K1, K2	
	CO2	Understand and apply various theories and methodologies of translations to appreciate the texts.													K3	
	CO3	Analyze the translated texts based on the age, culture and other factors.													K4	
	CO4	Evaluate the cultural and linguistic implications and understand the difficulties involved in translations.													K5	
	CO5	Take active role in researches related in the field of translations and develop creative skills to translate the famous works from regional language into international language.													K6	
COs – POs MAPPING	CO/PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	
	CO 1	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 2	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 3	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 4	3	2	3	3	2	3	2	3	2	3	3	3	2	3	
	CO 5	3	3	3	3	2	3	2	3	3	3	3	3	2	3	

NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH

PROGRAMME		SEMESTER		IV
COURSE CODE & TITLE	ENG 405B) : INTRODUCTION TO CULTURAL STUDIES (Open Elective)			
NUMBER OF CREDITS	2		NUMBER OF HOURS	
COURSE OBJECTIVES	<ol style="list-style-type: none"> Students will gain a basic understanding of cultural studies as an interdisciplinary field and will be acquainted some of its key thinkers and theories. Students will gain a familiarity with cultural studies methodologies and will be able to apply those methods to analyze cultural objects from their everyday lives. Students will gain topical knowledge of globalization, nationalism, post colonialism, science and technology, sexuality and gender, political economy, affect and aesthetics, and mass media in public discourse. 			
UNIT	CONTENT			NO. OF HOURS
I	EARLY RUMINATIONS <ol style="list-style-type: none"> Barthes, Roland(1957) "Mythologies," extract in Nilanjana Gupta .ed. Cultural Studies I (Delhi: Worldview Publications, 2004) Williams, Raymond, (1958) "Culture is Ordinary" from The Everyday Life Reader. Ed. BenHighmore (Routledge, 2002 Walter Benjamin (1968) "The Work of Art in the Age of Mechanical Reproduction," in Hannah Arendt (ed) Illuminations (New York: 			12



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Schocken Books)		
II	THEORY 1. Hall, Stuart. (1980). "Cultural Studies: Two Paradigms". <i>Media, Culture and Society</i> 2: 57-72. Eric Hobsbawm (1983) "Inventing Traditions," <i>The Invention of Traditions</i> . Eds. Eric Hobsbawm & Terence Ranger (Cambridge University Press) 2. Ella Shohat "From Eurocentrism to Polycentrism," <i>Unthinking Eurocentrism: Multiculturalism and the Media</i> by Ella Shohat and Robert Stam, London & New York: Routledge, 1995	12
III	THEORY & PRAXIS 1. Chakravorty, Gayatri Spivak "Politics of Translation" in <i>Outside in the Teaching Machine</i> (Newyork: Routledge, 1993) 179-200 2. Stuart Hall (1980) "Encoding/Decoding" extract in Nilanjana Gupta .ed. <i>Cltural Studies I</i> (Delhi:Worldview Publications, 2004)	12
IV	THEORY & PRAXIS 1. Rubin,Gayle "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" <i>Pleasure and Danger: Exploring Female Sexuality</i> . Ed. Carole S. Vance. London: Pandora. 1992. 267-293. 2. Connell, R W "Hegemonic Masculinity: Rethinking the Concept," in <i>Gender & Society</i> , Vol. 19, No. 6, December 2005. P.829-859	12
V	THEORY & PRAXIS 1. Bourdieu, Pierre (1982) "The Uses of the People," In <i>Other Words: Essays Towards a Reflexive Sociology</i> (Stanford University Press, 1990) 2. Kluge, Alexander, "On Film and the Public Sphere," <i>New German Critique</i> , No. 24/25, Autumn, 1981 – Winter 1981. (pp. 206-220)	12
SUGGESTED READINGS	1. Storey, John (1998) <i>An Introduction to Cultural Theory and Popular Culture</i> (Second Edition), Athens, GA: University of Georgia Press 2. Storey, John (ed.) (1994) <i>Cultural Theory and Popular Culture: A Reader</i> , New York: Harvester Wheatsheaf 3. Milner, Andrew (1994) <i>Contemporary Cultural Theory: An Introduction</i> , London: UCL Press 4. Turner, Graeme (1992) <i>British Cultural Studies: An Introduction</i>	
COURSE OUTCOME	On successful completion of the course students will be able to:	Knowledge
CO1	Students will gain a basic understanding of cultural studies as an interdisciplinary field and will be acquainted some of its key thinkers and theories.	K1, K2
CO2	Students will gain a familiarity with cultural studies methodologies and will be able to apply those methods to analyze cultural objects from their everyday lives.	K3
CO3	Analyze the significance of globalization, nationalism, post colonialism, science and technology, sexuality and gender, political economy, affect and aesthetics, and mass media in public discourse.	K4
CO4	Evaluate the cultural practices, beliefs, customs and other aspects related to human life from cultural studies perspectives.	K5

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	CO5	Introduce innovative sociological, psychological and anthropological approaches to understand various cultural aspects.											K6		
COs – POs MAPPING	CO/PO	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
	CO 1	3	3	3	3	3	3	3	3	3	3	3	3	2	3
	CO 2	3	3	3	3	3	3	3	3	3	3	3	3	2	3
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	2	3
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	2	3
NOTE: 0-NONE, 1-LOW, 2-MEDIUM, 3-HIGH															

ENG 406A): Project on Language

ENG 406B): Project on Literature

R. Mahalingam
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M.A. DEGREE EXAMINATIONS
BRANCH: ENGLISH
MODEL QUESTION PAPER
Semester: I, II, III, IV (For all Semesters).

Time: 3 Hrs

Max.Marks: 70

SECTION-A

I). Write short notes on any FOUR of the following

4x5=20 Marks

- a)
- b)
- c)
- d)
- e)
- f)
- g)

SECTION-B

II) Answer the following questions. One questions from each of the following questions has to be answered.

4x10=50 Marks

2. (a).

OR

(b).

3. (a)

OR

(b) .

4. (a)

OR

(b)

5. (a).

OR

(b)

6. (a)

OR

(b)