

Pt.Ravishankar Shukla University Raipur

CURRICULUM & SYLLABUS


(Based on CBCS & LOCF)

M.A. English

Semester System

Session: 2024-25 & 2025-26

Approved by:	Board of Studies	Academic Council
Date:		


25/6/24

Dr. Madhu
Kamra


Chairperson

Dr. Ajay
Kumar
Shukla

External
Member

Dr.B I
Guru

External
Member


25/6/24


Dr.
Chittaranjan
Kar

Ret. Prof.
Member


25/6/24


Dr.A K
Minj

Member


25/6/24


Dr.Javed
K Shah

Member


25/6/24

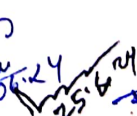
Dr.
Smita
Sharma

Member


25/6/24

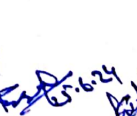
Mrs.Bharti
Mandavi

Member


25/6/24


Sh.Tarun
Kumar
Bhoi

Member


25/6/24

Mr.
Pradeep
Barman

Stu.
Rep.
Member


25.6.2024

Ms.
Shubhanchhi
Pandey

Stu. Rep.
Member

Mrs.
Manisha
Sharma

Online
NGO
Rep.



M. A. English

A Master of Arts in English (M.A. English) is a Two Year, Four Semester Postgraduate Academic Programme that delves into advanced studies of literature, linguistics, and critical theory. It provides a comprehensive exploration of the English language's rich literary traditions and linguistic nuances. This degree fosters analytical thinking, refined communication skills, and a deep understanding of cultural contexts. M.A. English learners are equipped for diverse careers in academia, writing, publishing, and communication, offering a foundation for cultural appreciation and contributing to society's intellectual and creative landscape. The significance of the Programme lies in cultivating critical minds and fostering a profound appreciation for the power of language.

Programme Outcomes:

Upon successful completion of the Master of Arts in English Programme, students will be able to:

PO-1	Knowledge: Demonstrate a deep understanding of ancient and contemporary English concepts, theories, and techniques in various subfields of English.
PO-2	Critical Thinking and Reasoning: Exhibit advanced critical thinking skills by analysing and evaluating theoretical arguments and concepts and by making reasoned judgements as well as applications.
PO-3	Problem Solving: Develop ability to think deeply and question assumptions in order to form one's own opinions. It also helps to challenge and consider complex ethical and moral issues to become more thoughtful and responsible members of society.
PO-4	Advanced Analytical and Computational Skills: Demonstrate advanced analytical and computational skills through proficient application of literary theories, critical methodologies, and digital tools. They will adeptly analyse complex texts, engage in sophisticated literary interpretation, and leverage computational approaches to enhance their understanding of literature and language.
PO-5	Effective Communication: Articulate nuanced ideas and critical analyses through proficient written and oral communication. They will demonstrate mastery in crafting persuasive arguments, delivering compelling presentations, and producing scholarly written work, showcasing a high level of proficiency in effective communication within the discipline.
PO-6	Social/ Interdisciplinary Interaction: Skillfully engage in interdisciplinary discussions, integrating diverse perspectives and contributing to societal dialogue. The learners will be able to demonstrate a comprehensive understanding of literature's intersectionality with other disciplines, fostering meaningful social interactions.
PO-7	Self-directed and Life-long Learning: Demonstrate the capability for self-directed and life-long learning. The learners will exhibit intellectual curiosity, research proficiency, and a commitment to continuous professional development, equipping them to adapt and thrive in evolving literary landscapes.
PO-8	Effective Citizenship: Leadership and Innovation: Exhibit effective citizenship by demonstrating leadership and innovation. The learners will apply critical thinking skills to address societal challenges, engage in collaborative initiatives, and contribute creatively to cultural and intellectual spheres. The learners will emerge as empowered leaders, fostering positive change within diverse communities through the application of their literary insights and innovative perspectives.

PO-9	Ethics: Demonstrate heightened ethical awareness, evaluating texts and cultural contexts responsibly. The learners will apply ethical considerations in scholarly pursuits, contributing ethically to the discourse within the field.
PO-10	Further Education or Employment: Excel in further education or employment, equipped with advanced skills in analysis, communication, and critical thinking. The learners will showcase adaptability and strong foundation that will open doors to diverse career paths in academia, writing, publishing, or related professions.
PO-11	Global Perspective: Possess a global perspective, adept at analyzing and interpreting diverse literary and cultural expressions. The learners will navigate global complexities, fostering a nuanced understanding of literature in a broader socio-cultural context.

PROGRAMME SPECIFIC OUTCOMES (PSOs): At the end of the Programme, the student will be able to:

PSO1	Demonstrate a comprehensive understanding of literary theories and analytical skills, enabling identification, analysis, and documentation of specific linguistic characteristics in various literary works.
PSO2	Attain a high level of employability in fields related to literary research, writing, and education, showcasing proficiency in literary analysis and interpretation.
PSO3	Appreciate, understand, and critically analyse the diverse roles of language in everyday interactions, literature, and cultural contexts.
PSO4	Get insight into Basic Pedagogical Principles relating to the teaching of both the English Language and Literature in English with fair understanding of existing formal structure of the various genres.
PSO5	Successfully qualify for national/state-level tests such as NET/SET, showcasing a mastery of literary knowledge and analytical skills in the English language.

M. A. English

Specification of Course	Semester	No. of Courses	Credits
Core	I - IV	16	80
Elective	III - IV	04	20
Total		20	100
Additional Courses (Qualifying in nature, for Student admitted in School of Studies only)			
Indian Knowledge System	I	01	02
Generic- Skill Enhancement: Society and Communication	III	01	02

[Signature]
21/6/24

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25/6/2024

M.A. English
PROGRAMME STRUCTURE

Semester	Course Nature	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
							CIA	ESE	Total
Semester-I	Core	ENG 110	Poetry 1	T	6	5	30	70	100
	Core	ENG 120	Drama 1	T	6	5	30	70	100
	Core	ENG 130	Prose 1	T	6	5	30	70	100
	Core	ENG 140	Fiction 1	T	6	5	30	70	100
	Core	ENG 150	Language Management and Communication Skills 1	T	6	5	30	70	100
Semester-II	Core	ENG 210	Poetry 2	T	6	5	30	70	100
	Core	ENG 220	Drama 2	T	6	5	30	70	100
	Core	ENG 230	Prose 2	T	6	5	30	70	100
	Core	ENG 240	Fiction 2	T	6	5	30	70	100
	Core	ENG 250	Language Management and Communication Skills 2	T	6	5	30	70	100
Semester-III	Core	ENG 310	Critical Theory 1	T	6	5	30	70	100
	Core	ENG 320	Indian Writing in English 1	T	6	5	30	70	100
	Core	ENG 330	American Literature 1	T	6	5	30	70	100
	Elective-1 (Select any one)	ENG 340	Gender Studies 1(A) OR Cultural Studies 1(B)	T	6	5	30	70	100
		ENG 341							
	Elective-2 (Select any one)	ENG 350	Linguistics 1(A) OR English Language Teaching 1(B)	T	6	5	30	70	100
ENG 351									
	ENG 352								
Semester-IV	Core	ENG 410	Critical Theory 2	T	6	5	30	70	100
	Core	ENG 420	Indian Writing in English 2	T	6	5	30	70	100
	Core	ENG 430	American Literature 2	T	6	5	30	70	100
	Elective-3 (Select any one)	ENG 440	Gender Studies 2(A) OR Cultural Studies 2(B)	T	6	5	30	70	100
		ENG 441							
		ENG 442							
Elective-4 (Select any one)	ENG 450	Linguistics 2 (A) OR English Language Teaching 2(B)	T	6	5	30	70	100	
	ENG 451								
	ENG 452								

Jama
25/06/24

hmm
25.6.24

mmmm
25/06/24

Bubonchis
25/6/2024

Jay
Am

Shaams
25/6/24

Shardul
25-06-24

Prasad
25.06.24

Note:

1. In place of Elective Course Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:
 - a. The chosen paper will be other than the papers offered in the current course structure.
 - b. The paper will be PG level with a minimum of 12 weeks' duration.
 - c. The list of courses on SWAYAM keeps changing, the departmental committee will finalize the list of MOOC courses for each semester.
 - d. The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.
2. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Generic Elective Courses (only qualifying in nature) offered by other departments/SoS in Semester II and Semester III.
3. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Skill Enhancement Course/Value Added Course (only qualifying in nature) in Semester I and Semester II.

Generic Elective Courses: (Offered to PG students of other Departments/SoS only)

Sem-ester	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
						CIA	ESE	Total
II	ENG 501	Functional English Language	T	2	2	30	70	100
III	ENG 502	Communication Skills	T	2	2	30	70	100

Skill Enhancement/Value Added Courses: Offered to the PG students of English. (only for SoS)

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
						CIA	ESE	Total
I	ENG 460	Indian Knowledge System	T	2	2	30	70	100
III	ENG 470	Generic- Skill Enhancement: Society and Communication	T	2	2	30	70	100

[Signature]
25/06/24

[Signature]
25/6/24

[Signature]

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]

[Signature]
25.06.2024

Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the Programme and Programme Outcomes

Course Code	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
ENG110	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG120	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG130	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG140	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG150	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG210	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG220	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG230	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG240	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG250	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG310	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG320	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG330	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG341	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG342	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG351	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG352	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG410	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG420	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG430	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG441	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG442	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG451	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ENG452	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
No. of Courses mapping the PO/PSO	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

[Handwritten signatures and dates]
 25/06/24
 25.6.24
 25/06/24
 25-06-24
 25/6/24
 25/6/24
 25.06.2024

M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2024	I
Course code	Course Title-Paper I		Course Type
ENG 110	Poetry-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course introduces the students to early English Poetry from the Elizabethan era to the Neo-Classical period in the history of English Literature. Focusing on the immortal works of the Poets and essayists of the period, the student will get the opportunity to read the works which had long lasting effect on the mind and spirit of the age.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	CL
1.	Demonstrate the knowledge of the Elizabethan era and Classical era.	Ap
2.	Understand the evolution of the poetic singularities of Chaucer.	Ap
3.	Get acquainted with the early Elizabethan poets, like William Shakespeare and his peers.	U
4.	Understand the role of John Milton in the creation of epic	An
5.	Carry knowledge of Neo-Classical poets and their poetic distinctiveness.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create

[Handwritten signature]

[Handwritten signature]
25/6/24

[Handwritten signature]
25/6/24

[Handwritten signature]
25/6/2024

[Handwritten signature]
25/6/24

[Handwritten signature]
25.06.24

[Handwritten signature]
25.06.24



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	2
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Types of Poetry, Elements of Poetry, Poetic Devices, Sub-genres of Poetry.	15	
2.	Geoffrey Chaucer: Prologue to the Canterbury Tales (Detailed)	20	
3.	John Donne: A Valediction: Forbidding Mourning, Death, Be Not Proud, The Canonization, The Good-Morrow (All Detailed) William Shakespeare: Sonnets 1, 154 (Non-Detailed)	20	
4.	John Milton: Paradise Regained (Book-1) (Detailed)	20	
5.	Alexander Pope: The Rape of the Lock (Detailed) John Dryden: A Portrait of Shadwell (Non-Detailed) Thomas Gray: Elegy Written in a Country Churchyard (Non-Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

Donne
25/6/24

Shakespeare
25/6/24

Milton

Chaucer
25/6/24

Pope
25-06-24

Gray
25.6.24

Dryden
25/6/2024

Shakespeare

Donne
25.06.2024



Recommended Books:-

- Brewer, D. S. *Tradition and Innovation in Chaucer*. Macmillan, 1982.
Booth, Stephen. *An Essay on Shakespeare's Sonnets*. Yale UP, 1969.
Doren, Mark Van. *John Dryden: A Study of His Poetry*. Indiana UP, 1960.
Brown, Laura. *Alexander Pope*. Basil Blackwell, 1985.
Bowra, C. M. *From Virgil to Milton*. Books Way, 2017.

Reference Books

- Tillyard, E. M. W. *Studies in Milton*. Portway, 1973.
Rajan, B. *Paradise Lost and the 17th Century Reader*. Oxford UP, 1950.
Bradley, A.C. *Oxford Lectures on Poetry*. New Delhi : Atlantic, 1999.
Lewis, C. S. *A Preface to Paradise Lost*. Oxford UP, 1942.
Tillotson. *On the Poetry of Pope*. Oxford UP, 1950.
Mack, M. *Alexander Pope: A Life*. Rpt.ed. Norton, 2013.
Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1953.
Kermode, Frank, and John Hollander, eds. *The Oxford Anthology of English Literature*. 6 vols., Oxford UP, 1973.
Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry*. Holt, Rinehart and Winston, 1960.
Bowden, Muriel. *A Commentary on the General Prologue to the Canterbury Tales*. Macmillan, 1949.
Baines, Paul. *The Complete Critical Guide to Alexander Pope*. Routledge, 2001.
Gardner, Helen, editor. *Metaphysical Poets*. Penguin, 1957.
Kreutzer, James. *Elements of Poetry*. Macmillan, 1971.
Leavis, F. R. *New Bearings in English Poetry*. Penguin, 1939.
---. *The Allegory of Love: A Study in Medieval Tradition*. Clarendon, 1936.

Johnna
25/6/24

musuv
25/06/24

Jay

stSaemus
25/6/24

Mundani
25-06-24

Pranav
25-06-24

h
25.6.24

Soujanya
25/6/2024

Jay

M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2024	I
Course code	Course Title- Paper -II		Course Type
ENG-120	Drama-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

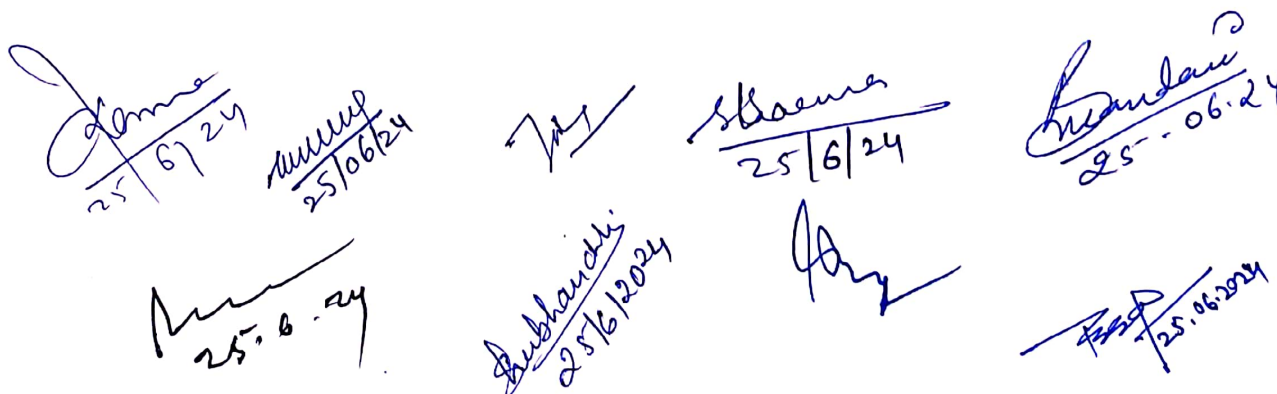
Learning Objective (LO):

1. To analyze the composition designed for theatrical performance.
2. To study the playwrights of the Elizabethan era.
3. To observe the characteristics of Shakespearean tragedy.
4. To know the prominent dramatists in English literature.
5. To study the course for various competitive exams.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand the origin and evolution of play in English literature. Explore the various elements of drama and their meanings.	U
2.	Discuss the genre of English tragedy and Renaissance morality. Analyze the Comedy of Humours.	An
3.	Explore tragedy and its meaning. Evaluate many facets of Jacobean revenge tragedy	E
4.	Describe the Shakespearean plays, their themes, characterization, plot and language.	An
5.	Express the features of English Comedy of Manners. Develop a firm opinion about various authors and their works	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)



 25/6/24
 25/06/24
 25/6/24
 25/6/24
 25/6/24
 25/6/24
 25-06-24
 25/6/24

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Origin and Development of Drama Elements of Drama (Theme, Plot, Characters, Dialogue)	15	
2.	Christopher Marlowe: <i>Doctor Faustus</i> (Detailed)	20	
3.	Ben Jonson: <i>The Alchemist</i> (Non- Detailed) John Webster: <i>The Duchess of Malfi</i> (Non- Detailed)	20	
4.	William Shakespeare: <i>Hamlet</i> (Detailed) <i>The Tempest</i> (Non- Detailed)	20	
5.	William Congreve: <i>The Way of the World</i> (Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]

[Signature]
25/6/2024

Books Recommended:

- Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge Revivals, 1960.
- Brooks Cleanth. *Understanding Drama*. Read Books, 2008.
- Fergusson, Francis. *The Idea of a Theater* (Chapter IV). Princeton UP, 1949.
- Jones, John. *On Aristotle and Greek Tragedy*. Stanford, California: SUP, 1980.
- Kitto, H.D.F. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet*. Routledge, 2013.

Reference Books:

- Marlowe, Christopher. *Doctor Faustus*. Ed. Kitty Dutta. Oxford, 1997.
- Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*. Cambridge UP, 2nd ed. 2006.
- Jump, John D, ed. *Christopher Marlowe: Doctor Faustus*. London: Macmillan, 1969.
- Leech, Clifford, ed. *Marlowe: A Collection of Critical Essays*. New Jersey: Prentice-Hall, Inc., 1964.
- Shakespeare, William. *Hamlet*. Ed. by Jenkins. Bloomsbury Arden, 2nd Rev. ed., 1982.
- Bowers, Fredson. *Elizabethan Revenge Tragedy*. Princeton UP, 2016.
- Nicoll, Allardyce, ed. *Shakespeare Survey*. Vol. 1. Cambridge UP, Rev. ed., 2002.
- Styan, J.L. *Modern Drama in Theory and Practice*. 3 Vols. Cambridge UP, 1981.
- Bradley, A.C. *Shakespearean Tragedy*. 1904. London: Macmillan, 1919.
- Chaudhuri, Sukanta. *Things Reborn: Essays on the Renaissance*. Jadavpur: Jadavpur UP, 2022.
- Dollimore, Jonathan and Alan Sinfield, eds. *Political Shakespeare*. Manchester: MUP, 1985.
- Nagarajan, S. and S. Viswanathan, eds. *Shakespeare in India*. New Delhi: OUP, 1987.
- Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1978.
- Pollard, A.W. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1973.
- Steiner, George. *The Death of Tragedy*. Yale UP, 1996.
- Styan, J.L. *The Elements of Drama*. Cambridge: CUP, 1960.
- Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Hogarth, 1987.
- Rowse A.L., *The Annotated Shakespeare*. Vol 1-3. New York: Clarkson Potter, 1978.
- Yates, Francis A. *Shakespeare's Last Plays: A New Approach*. London: Routledge, 1975.
- Uphaus, Robert W. *Beyond Tragedy: Structure and Experience in Shakespeare's Romances*. The University Press of Kentucky, 1981.

[Handwritten signature]

[Handwritten signature]
25.06.24

[Handwritten signature]
25.6.24

[Handwritten signature]
25/6/24

[Handwritten signature]
25.06.24

[Handwritten signature]
25/6/24

[Handwritten signature]
25.06.2024



Kermode, Frank. *William Shakespeare: The Final Plays*. London: Longmans, Green, 1963.
Barber, C. L. *Shakespeare's Festive Comedy; A Study of Dramatic Form and its Relation to Social Custom*. Princeton UP, 1992.
Richards, Jennifer and James Knowles. *Shakespeare's Late Plays: New Readings*. Edinburgh UP, 1999.

James
25/6/24

Amy
25/06/24

Jay

Shamus
25/6/24

Maudie
25-06-24

Amy
25.6.24

Barbora
28/6/2024

Jay

Shamus
25.06.2024



M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2024	I
Course code	Course Title - Paper-III		Course Type
ENG-130	Prose-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the students to the development of types of prose and forms of prose from 16th Century to early 20th Century.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Assess the development of aphoristic and periodical essays.	U
2.	Develop the skill to interpret Bacon's essays thematically and stylistically too.	Ap
3.	Understand the contexts, values and relevance of Thomas Browne's <i>Urn Burial</i> .	An
4.	To get an overview of periodical essays of Addison and Steele.	E
5.	Help the students examine critically the writings of Samuel Johnson and R.L.Stevenson.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Handwritten signature]

[Handwritten signature]
25/6/24

[Handwritten signature]
25/06/24

[Handwritten signature]

[Handwritten signature]
25/6/24

[Handwritten signature]
25-6-24

[Handwritten signature]
25.6.24

[Handwritten signature]
25/6/2024

[Handwritten signature]
25.06.2024



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	2	2	3	2	2	3	2	2	1	2	3	1	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	2	3	2	3	2	2	3	2	1	2	2	3
CO4	3	3	2	3	3	2	3	3	3	3	3	2	2	1	2	2
CO5	3	3	3	2	3	3	3	2	3	3	3	1	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Background: The Essay: Definition, Origin and Development, The Aphoristic Essay, The Character Writers, The Periodical Essay and Social Essay, The Reviews, The Personal Essay.	15	
2.	Francis Bacon: Selected Essays: Of Studies, Of Truth, Of Health (All Detailed)	20	
3.	Thomas Browne : Urn Burial (Detailed)	20	
4.	Joseph Addison: Sir Roger at Home, Sir Roger at the Assizes, Sir Roger at Church (All Detailed) Richard Steele: Recollections of Childhood, The Spectator Club (Non- Detailed)	20	
5.	Samuel Johnson: Life of Milton (Non- Detailed) R.L.Stevenson: Walking Tours, An Apology for Idlers, El Dorado (All Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

[Signature]

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]

[Signature]
25/6/24

[Signature]
25.06.24

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]
25.06.2024

Books Recommended:-

- Bacon, Francis. *The Essays*. Penguin Classics, 1985.
- Bacon, Francis. *Selected Essays of Francis Bacon*. Ed. Mary Augusta Scott, Houghton Mifflin, 1908.
- Browne, Thomas. *The Essays of Sir Thomas Browne*. Ed. John Addington Symonds, Macmillan, 1888.
- Addison, Joseph, and Richard Steele. *The Spectator*. Oxford World's Classics, 1987.
- Addison, Joseph. *Essays of Joseph Addison*. Walter Scott, 1888.
- Johnson, Samuel. *The Life of Milton*. Oxford University Press, 2006.
- Johnson, Samuel. *Selected Essays of Samuel Johnson*. Penguin Classics, 2003.
- Stevenson, Robert Louis. *The Complete Essays of R.L. Stevenson*. W. Scott, 1903.
- The Oxford Book of Essays*. Ed John Gross, Oxford University Press, 2008.
- The Norton Anthology of English Literature: The Major Authors*. Ed. Stephen Greenblatt et al., 9th ed., Norton, 2012.

Reference Books:-

- Boulton, Marjorie. *The Anatomy of Prose*. Routledge and Kegan Paul, 1954.
- Chaudhuri, Sukanta, ed. *Bacon's Essays: A Selection*. Oxford UP, 1977.
- Daniel, David. *The Bible in English: Its History and Influence*. Yale UP, 2003.
- Gross, John, editor. *The New Oxford Book of English Prose*. Oxford UP, 2000.
- Read, Herbert. *English Prose Style*. 1928. Pantheon Books, 1952.
- Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge UP, 1998.
- Saintsbury, George. *A History of English Prose Rhythm*. Macmillan, 1912.

Donna
25/6/24

Murug
25/06/24

Jay

SBaems
25/6/24

Brandon
25.06.24

ku
25.6.24

Sudhankhy
25/6/2024

Arj
25.06.2024

M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2024	I
Course code	Course Title- Paper IV		Course Type
ENG 140	Fiction 1		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course aims at introducing the students to the development of fiction in English literature and to familiarize them with the convention of diverse textual genres and types of fiction along with a brief survey of some salient features of writer's understudy.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	CL
1.	Discover the history and development of English novels	Ap
2.	Get acquainted with vivid pictures of Christian spiritual journey and religious allegory	Ap
3.	Comprehend picaresque and Bildungsroman novel.	U
4.	Learn about social and political backdrops, themes and its effect as characteristics of prescribed classics	An
5.	Get acquainted with Victorian era and impact of industrial revolution	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-cre

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25/06/24

[Signature]
25/6/2024

[Signature]
25/6/24

[Signature]
25.06.24

[Signature]
25.06.24



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Origin and development of the English Novel	15	
2.	John Bunyan: <i>The Pilgrim's Progress</i> Daniel Defoe : <i>Robinson Crusoe</i>	20	
3.	Henry Fielding: <i>Tom Jones</i> Oliver Goldsmith: <i>The Vicar of Wakefield</i>	20	
4.	Sir Walter Scott: <i>The Bride of Lammermoore</i> Jane Austen : <i>Pride And Prejudice</i>	20	
5.	Charles Dickens: <i>Pickwick Papers</i> Emily Bronte: <i>Wuthering Heights.</i>	15	

Books Recommended:

- Kettle, Arnold. *An Introduction to the English Novel*. Vol. I and Vol. II, Hutchinson, 1951.
- Auerbach, Eric. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, 2003.
- Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1961.
- Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.
- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2004.
- Forster, E. M. *Aspects of the Novel*. Edward Arnold, 1927.
- Lodge, David. *The Art of Fiction*. Viking, 1992.
- Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.
- Lukacs, Georg. *The Theory of the Novel*. MIT Press, 1971.
- Scholes, Robert. *Elements of Fiction*. Oxford University Press, 1968.



James
25/6/24

James
25/6/24

James
25/6/24

James
25/6/24

James
06/24

James
25/6/24

James
25/6/24

Schorer, Mark. "Technique as Discovery." *The Hudson Review*, vol. 1, no. 1, 1948, pp. 67-87.

Watt, Ian. *The Rise of the Novel*. Peregrine, 1970.

Reference Books:-

Lodge, David. *The Art of Fiction*. Viking, 1992.

Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.

Scholes, Robert. *Elements of Fiction*. Oxford University Press, 1968.

Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2004.

Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.

[Handwritten signature]
25/6/24

[Handwritten signature]
25/06/24

[Handwritten signature]

[Handwritten signature]
25/6/24

[Handwritten signature]
25.6.24

[Handwritten signature]
25.6.24

[Handwritten signature]
25/6/2024

[Handwritten signature]
25.06.2024

[Handwritten signature]

M.A. (English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2024	I
Course Code	Course Title- Paper-V		Course Type
ENG-150	Language Management and Communication Skills I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
05	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To provide a fundamental grasp of communication mode and methods of interpersonal and intrapersonal communication.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Emphasize the importance and process of good communication as necessary tool.	U
2.	Exemplify the need for 'social niceties'	An
3.	Highlight the essentials of attentive listening for good learning.	U
4.	Emphasize how vital is the proper use of essentials of grammar.	E
5.	Empower students with rich word-power for apt choice of words	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

25/6/24 25/06/24 25/6/24 25-06-24
 25.6.24 25.6.2024 25.06.2024

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	-	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	-	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	The Role of Communication: Meaning and Definition Process of Communication Models of Communication Elements of Communication Essentials of Communication Types of Communication: Verbal and Non-Verbal Barriers to Communication 7C s of Effective Communication	15	
2.	Speaking Communications: Meaning, Advantages and Limitations Interpersonal Skills: Greetings, Introducing self and others Apologising, Inviting and Giving Permission- Accepting and Refusing Complaining Asking for Directions and Giving Directions	20	
3.	Listening Skills: Significance, Nature and Purpose of Listening Types of Listening Barriers to Active Listening Developing Listening Skills	20	
4.	Grammar (A): Part of Speech Subject-Verb Agreement Determiners Prepositions Basic Sentence Patterns	20	
5.	Vocabulary (A): One Word Substitutes Words often confused (Homonyms, Homophones and Collocations). Using the same word as different Parts of Speech	15	

[Handwritten Signature]

[Handwritten Signature]
25/6/24

[Handwritten Signature]

[Handwritten Signature]
25/6/24

[Handwritten Signature]
25.6.24

Books Recommended:

Leech, Geoffrey, and Ian Svartik. *A Communicative Grammar of English*. 3rd ed. Longman, 2003

Quirk, Randolph and Sydney Greenbaum. *A University Grammar of English*. London: Longman, 1973.

Greenbaum, Sydney and Gerald Nelson. *An Introduction to English Grammar*. 2nd ed. Pearson, 2009.

Thomson, A. J and A. V. Martinet. *A Practical English Grammar*. 4th ed. OUP, 2009.

Tickoo, M. L. et al. *Intermediate Grammar, Usage and Composition*. Orient Black Swan, 2017.

Wood, F. T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2010.

Wren, P. C. and H. Martin. *High School English Grammar and Composition*. Blackie ELT Books, 2016

Harris, Muriel. *Prentice Hal Reference Guide to Grammar and Usage*. 2nd ed. Prentice Hall, 1994.

Leech Geoffrey. *A Glossary of English Grammar* Edinburgh UP, 2006.

Allen, W. S. *Living English Structure*. 5th ed. India: Pearson, 2009.

Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.

Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984.

Reference Books:

Hasson, Gill. *Brilliant Communication Skills*. Great Britain: Pearson Education, 2012.

Sharma, R. C. & Krishna Mohan. *Business Correspondence and Report Writing: Third Edition*. New Delhi: Tata Mc- Graw-Hill Publishing company Limited, 2007.

Turton, N. D. & J B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. First Indian Edn. 1998.

Jones, Daniel. *Cambridge English Pronouncing Dictionary* Ed. Peter Roach, James Hartman and Jane Setter. 17th ed. Cambridge UP, 2006.

Ranjan, Bhanu. *An Approach to Communication Skills*. Dhanpat Rai & CO, 2011.

Chhabra, T. N. *Professional Communication*. Sun India Publication. 2010.

James
25/6/24
Murthy
25/6/24
25.6.24

Jay
Sharma
25/6/24
25.06.24

Ranjan
25.06.24



M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	Dec-2024	II
Course code	Course Title- Paper I		Course Type
ENG 210	Poetry-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course enables the students to enrich their knowledge of Poetry from the Romantic period, Classical age, Pre-Raphaelite age, Victorian age and Modern British poetries in the history of English Literature. Introducing the works of the poets and essayist of the period, the student will get the opportunity to understand the works which had long lasting effect on the mind and spirit of the age.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Develop the knowledge about early Romantics, Classical, Pre-Raphaelite, Victorian and Modern British poetry.	Ap
2.	Get an idea about the development of Romanticism and relative poetry	Ap
3.	Understand the role of Pre-Raphaelite poets and their characteristics distinctiveness	U
4.	Reflect on the thoughts of Early Modern British poets.	An
5.	Interpret the poetry of Modern poets like – W. H. Auden, Wilfred Owen and Edith Sitwell	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create

[Signature]
25/6/24

[Signature]
25/06/24

[Signature]

[Signature]
25/6/24

[Signature]
25-06-2024

[Signature]
25/6/2024

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	2	3	3	2	2	3	3
CO2	3	3	3	1	1	1	3	2	2	2	1	3	2	1	2	1
CO3	3	3	3	1	1	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	1	1	1	2	2	1	2	2	3	2	2	2	3
CO5	3	3	3	1	1	2	3	3	2	3	2	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Classical and Romantic Poetry, Pre-Raphaelite Poetry, Victorian Poetry, Modern British Poetry	15	
2.	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality (Detailed) Samuel Taylor Coleridge: Kubla Khan (Non-detailed) Percy Bysshe Shelley: Ode to the West Wind (Non-detailed) John Keats: Ode to a Nightingale (Detailed)	20	
3.	Christina Rossetti: Goblin Market (Non-detailed) Lord Alfred Tennyson: Ulysses (Non-detailed) Robert Browning: My Last Duchess, The Last Ride Together (Detailed) Mathew Arnold: The Scholar Gypsy (Non-detailed)	20	
4.	W. B. Yeats: Second Coming, Sailing to Byzantium (Detailed) T. S. Eliot: <i>The Waste Land</i> (First Two Sermons) (Non-detailed)	20	
5.	W. H. Auden: The Shield of Achilles (Detailed) Wilfred Owen: The Strange Meeting (Non-detailed) Edith Sitwell: Still Falls the Rain (Non-detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]
25/6/24

[Signature]
25.06.24

Books Recommended:

Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature: The Major Authors*. 9th ed., Vol. A and B, W. W. Norton, 2012.

Appelbaum, Stanley, ed. *English Romantic Poetry: An Anthology*. Dover Publications, 1996.

Roe, Dinah. *The Pre-Raphaelites: From Rossetti to Ruskin*. Penguin Books, 2010.

Rossetti, Christina. *Christina Rossetti: The Complete Poems*. Ed. R. W. Crump. Penguin Books, 2005.

O'Gorman, Francis, ed. *Victorian Poetry: An Annotated Anthology*. Wiley-Blackwell, 2004.

Cunningham, Valentine, ed. *The Victorian Poets: An Anthology*. Wiley-Blackwell, 2000.

Ramazani, Jahan, Richard Ellmann, and Robert O'Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. 3rd ed. W. W. Norton, 2003.

Roberts, Michael, ed. *The Faber Book of Modern Verse*. Faber and Faber, 2000.

Wordsworth, William. *Wordsworth: Selected Poems*. Ed. by Stephen Gill. Penguin Books, 2004.

Reference Books:

Coleridge, Samuel Taylor. *The Complete Poems*. Penguin Classics, 1997.

Shelley, Percy Bysshe. *Shelley's Poetry and Prose*. Ed. Donald H. Reiman and Neil Fraistat, 2nd ed. W. W. Norton, 2002.

Keats, John. *Keats: Selected Poems*. Ed. John Barnard. Penguin Classics, 2007.

Tennyson, Alfred Lord. *Tennyson: A Selected Edition*. Ed. Christopher Ricks. Routledge, 1989.

Browning, Robert. *Robert Browning: Selected Poems*. Ed. John Woolford. Longman, 2012.

Arnold, Matthew. *Matthew Arnold: Selected Poems*. Ed. Miriam Allott. Penguin Books, 2000.

Yeats, W. B. *The Collected Poems of W. B. Yeats*. Ed. Richard J. Finneran. Scribner, 1996.

Eliot, T. S. *The Waste Land and Other Poems*. Harcourt, 2002.

Auden, W. H. *Selected Poems*. Ed. Edward Mendelson. Vintage, 2007.

Owen, Wilfred. *The Poems of Wilfred Owen*. Ed. Jon Stallworthy. Norton, 1986.

Sitwell, Edith. *Selected Poems*. Carcanet Press, 1988.

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25.06.24

[Signature]
25/6/2024

[Signature]

[Signature]
25/6/24

[Signature]

[Signature]

M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	Dec-2024	II
Course code	Course Title- Paper-II		Course Type
ENG220	Drama-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To become aware of British Drama and its various types.
2. To know the Comedy of Manners of the Restoration period.
3. To study the society, class system and other social concerns.
4. To analyze the religious plays of the relevant age.
5. To use the course for various competitive exams.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Understand the genre of Drama. Explore a wide range of themes and emotions contained in dramatic representation.	U
2.	Analyze the drama of various periods. Explain the manners and conventions of society.	An
3.	Evaluate the writing style of prominent dramatists. Express the reasons for deep and lasting appeal of comedies.	E
4.	Remember the social and religious background of the society. Form an opinion about tragedies.	An
5.	Study the various characters and how they interact with the society. Write the conclusion of the text using analytical skill.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25.06.24

[Signature]
25/6/2024

[Signature]

[Signature]
25/6/24

[Signature]

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	2	3	1	-	2	3	3	2	2	3	3
CO2	3	3	3	1	1	1	3	2	2	2	1	3	2	1	2	1
CO3	3	3	3	1	1	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	1	1	1	2	2	1	2	2	3	2	2	2	3
CO5	3	3	3	1	1	2	3	3	2	3	2	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	The Types of Drama: Tragedy, Melodrama, The Heroic Play, Problem Play, Comedy: Comedy of Errors, Comedy of Manners, Sentimental comedy, Comedy of Character or Humours, Farce, Didactic Drama, Historical Plays, Tragi-Comedy, Expressionistic Drama, Poetic Drama.	15	
2.	Richard Brinsley Sheridan: <i>The School for Scandals</i> (Detailed) Oliver Goldsmith: <i>She Stoops to Conquer</i> (Non-Detailed)	20	
3.	John Galsworthy: <i>Justice</i> (Non-Detailed) John Millington Synge: <i>Riders to the Sea</i> (Detailed)	20	
4.	George Bernard Shaw: <i>Arms and the Man</i> (Detailed)	20	
5.	T.S. Eliot: <i>Murder in the Cathedral</i> (Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

Books Recommended:

- Greene, David H. and E.M. Stephens. *J. M. Synge*. New York: Macmillan, 1959.
- Gregory Lady. *Our Irish Theatre: A Chapter of Autobiography*. Bibliolife, 2009.
- Greene Nicholas. *Synge: A Critical Study of the Plays*. Macmillan, 1975.
- Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Hogarth, 1987.
- Nicoll, Allardyce. *A History of the English Drama 1660-1900*. Vol. 3. Cambridge: CUP, 1952.
- Bentley, Eric. *Bernard Shaw: A Reconsideration*. Norton, 1976.

Reference Books:

- Meisel Martin. *Shaw and the Nineteenth-Century Theatre*. Praeger Publ. Inc., 1976.
- Chiari, Joseph. *T.S. Eliot: Poet and Dramatist*. New York: Barnes & Noble, 1972.
- Clark, David R., ed. *Twentieth Century Interpretations of Murder in the Cathedral*. New Jersey: Prentice Hall, 1971.
- Nicoll, Allardyce. *British Drama*. Barnes & Noble, 1978.
- Browne, E. Martin. *The Making of T.S. Eliot's Plays*. Cambridge UP, 1969.
- Cuddon, J. A. *Dictionary of Literary Terms & Literary Theory*. Penguin, 2014.
- Berst, Charles A. *Bernard Shaw and the Art of Drama*. Illinois: U Of Illinois P., 1974.
- Burton, Richard. *Bernard Shaw: The Man and the Mask*. Kessinger Publ., 2010.

James
25/6/24

Murphy
25/6/24

Handwritten signature
25.06.24

Joy

Shaw
25/6/24

Handwritten signature
25.6.24

Handwritten signature
25/6/2024

Handwritten signature
Handwritten signature

M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	Dec-2024	II
Course code	Course Title - Paper III		Course Type
ENG230	Prose-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the students to the development of types and forms of prose from 16th Century to early 20th Century.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	CL
1.	Get an overview of types and forms of prose style.	R
2.	Critically examine the contributions of Thomas Moore and Niccolo Machiavelli.	Ap
3.	Assess the autobiographical essays of Charles Lamb and William Hazlitt in its distinctiveness.	E
4.	Identify the various themes and techniques of Thomas Carlyle and John Ruskin.	Ap
5.	Identify the ethics and prose style of A.G. Gardiner and Virginia Woolf	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25/6/2024

[Signature]

[Signature]
25/6/24

[Signature]

[Signature]
25.6.24

[Signature]
25.06.24

[Signature]
25/6/2024

[Signature]

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	3	3	3	3	2	3	3	2	1	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3
CO4	3	3	3	2	2	3	2	2	3	3	2	3	2	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Types of Prose (Descriptive Prose, Narrative Prose, Expository Prose), Forms of Prose (Essay, Letter, Travelogue, Biography, Autobiography, Diary, Speech)	15	
2.	Thomas Moore: Utopia (Non-Detailed) Niccolo Machiavelli: The Prince (Non-Detailed)	20	
3.	Charles Lamb: Dream Children, A Bachelor's Complaint, Christ's Hospital (Detailed) William Hazlitt: On Going a Journey, The Indian Juggler (Non-Detailed)	20	
4.	Thomas Carlyle: Hero as Poet (Detailed) John Ruskin: Sesame (Non-Detailed)	20	
5.	A.G.Gardiner: On Saying Please, On the Rule of the Road (Detailed) Virginia Woolf: A Room of One's Own (Non-Detailed)	15	

Note : Annotations shall be based on the texts prescribed for detailed study.

[Signature]
25/6/24

[Signature]
25/06/24

[Signature]
25.06.24

[Signature]

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]

[Signature]

Books Recommended:

Bloom, Harold. *The Anxiety of Influence*. Oxford University Press, 1997.

Essayists and Prophets. Chelsea House, 2005.

The Western Canon: The Books and School of the Ages. Harcourt Brace, 1994.

Thomas Carlyle. Chelsea House, 1986.

Cumming, Mark, ed. *The Carlyle Encyclopaedia*. Associated University Presses, 2004.

Bell, Quentin. *Virginia Woolf: A Biography*. Harcourt Brace Jovanovich, 1972.

Bond, Alma Halbert. *Who Killed Virginia Woolf?: A Psychobiography*. Human Sciences Press, 1989.

Ebenstein, William. *Great Political Thinkers*. 4th ed., 1982

Reference Books:

Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge and Kegan Paul, 1954.

Lodge, David. *The Art of Fiction*. Viking, 1992.

Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2013.

Moore, Thomas. *Utopia*. Ed. George M. Logan and Robert M. Adams. Cambridge University Press, 2002.

Machiavelli, Niccolò. *The Prince*. Translated and Ed. Quentin Skinner and Russell Price. Cambridge University Press, 1988.

Lamb, Charles. *Essays of Elia*. Ed. Jonathan Bate. Oxford World's Classics, 2009.

Hazlitt, William. *Selected Essays*. Ed. Geoffrey Keynes. Nonsuch Press, 2008.

Carlyle, Thomas. *On Heroes, Hero-Worship, and the Heroic in History*. Ed. Michael K. Goldberg. Oxford World's Classics, 2013.

Ruskin, John. *Sesame and Lilies*. Ed. Deborah Epstein Nord. Yale University Press, 2002.

Gardiner, A.G. *Pebbles on the Shore*. J.M. Dent & Sons, 1916.

Woolf, Virginia. *A Room of One's Own*. Annotated and Introduced by Susan Gubar, Harcourt Brace Jovanovich, 1989.

James
25/6/24

James
25.6.24

Murphy
25/06/24

Brandon?
25.06.24
Brubank's
25/6/2024

Jay

Stamer
25/6/24

Stamer
Stamer

M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	Dec-2024	II
Course code	Course Title- Paper IV		Course Type
ENG 240	Fiction II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The goal of the course is to assist students in recognizing literary devices and inventive language usage in English novels.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Learn the meaning of Figures of speech, difference between imagism and symbolism	Ap
2.	Discover about Roman culture and Locales used in novels	Ap
3.	Recognise the utility of Psychoanalytical approach to the study of novels understudy.	U
4.	Get acquainted with the concept of colonialism and racism	An
5.	Become knowledgeable about literary devices such as- allegory and symbolism	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create

[Signature]
25/06/24

[Signature]
25/06/24

[Signature]
25-06-24

[Signature]

[Signature]
25/6/24

[Signature]

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	3	3	3	3	2	3	3	2	2	3	3	2
CO2	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	3
CO4	3	3	3	2	2	3	2	2	3	3	2	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Figures of speech, Structuralism, Imagism, Symbolism, Stream of Consciousness, Science Fiction.	15	
2.	Thomas Hardy: <i>Mayor of Casterbridge</i> James Joyce: <i>Dubliners</i>	20	
3.	Iris Murdoch: <i>The Sand Castle</i> D.H. Lawrence: <i>Sons and Lovers</i>	20	
4.	Joseph Conrad: <i>Heart of Darkness</i> George Orwell: <i>Animal Farm</i>	20	
5.	William Golding: <i>Lord of the Flies</i> Doris Lessing: <i>The Grass is Singing</i>	15	

Okama
26/5/24

Sumit
25/06/24

Joy

Sbaema
25/6/24

Jo

h
25.6.24

Brandon
25-06-24

Subhanchy
25/6/2024

Karp

Books Recommended:

- Todd, Richard. *Iris Murdoch*. Methuen, 1984.
- Ramanathan, Suguna. *Iris Murdoch: Figures of Good*. Macmillan, 1990.
- Conradi, Peter. *Iris Murdoch: The Saint and the Artist*. Macmillan Press, 1986.
- Baker, Isadore L. *George Orwell: Animal Farm*. Brodie, 1961.
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. 1848.
- Russell, Bertrand. *Power: A New Social Analysis*. Routledge, 2004.
- Schlueter, Paul. *The Novels of Doris Lessing*. Southern Illinois University Press, 1973.
- Janik, D. I. *Modern British Women Writers: An A to Z*. 2002.
- Kulkarni, I. *The Novels of William Golding*. Atlantic Publishers Distributors (P) Ltd, 2003.
- Stade, George, and Karen Karbienner. *The Encyclopaedia of British Writers, 1800 to the Present, Volume 2*. Infobase Publishing, 2009.
- Brodskaia, N. V. *Symbolism*. Parkstone International, 2012.

Reference Books:-

- Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and Kegan Paul, 1975.
- Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Blackwell, 2004.
- Forster, E.M. *Aspects of the Novel*. London: Edward Arnold, 1927.
- Lodge, David. *The Art of Fiction*. New York: Viking, 1992.
- Lubbock, Percy. *The Craft of Fiction*. London: Jonathan Cape, 1921.
- Scholes, Robert. *Elements of Fiction*. Oxford: Oxford University Press, 1968.

Johna
25/6/24
25.6.24

Murphy
25/6/24
Brandon
25.06.24
Richard
25/6/2024

Joy

Shacma
25/6/24

FSP

Jay

M.A. (English) Semester-II

Program	Subject	Year	Semester
M.A.	English	Dec-2024	II
Course code	Course Title- Paper V		Course Type
ENG250	Language Management and Communication Skills-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To facilitate the proper use of communication skills for enhancement of employability quotient of the students.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand the basic language skills such as listening, speaking, reading and writing	U
2.	Understand the mechanism of writing techniques to meet academic and professional needs.	An
3.	Equip students with presentation skills for group communication and presentation through audio-visual aids.	U
4.	Recognize the importance of correct grammar	E
5.	Identify the singularities and significance of good expression.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]

[Signature]
25/6/24

[Signature]

[Signature]
25.6.24

[Signature]
25/6/2024

[Signature]

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	2	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	3	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Reading Skills Basic Purpose of Reading The Five Pillars of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.	15	
2.	Written Skills Paragraph Development Précis Writing Note Making and Note Taking, Advertisement Notices, Agenda and Minutes of Meetings Writing a Resume / Curriculum Vitae Writing Book and Film Reviews	20	
3.	Group Discussion and Oral Presentation Skills Purpose, Types, Considerations in Group Discussion Seminar, Conference and Workshop Essential Features of a Good Presentation Audio-visual Aids in Presentation	20	
4.	Grammar (B) Verb Forms, Auxiliaries and Modal Auxiliaries Tenses Narration Voice	20	
5.	Vocabulary (B) British English and American English Word Formation (Prefixes, Suffixes, Conversion, Compounding, Back Formation, Onomatopoeia)	15	

James
25/6/24

Murug
25/6/24

Prasanna
25-06-24

Arshad
25/6/2024

July

Shameer
25/6/24

Ravi

Handwritten mark



Books Recommended:

Greenbaum, Sydney, and Gerald Nelson. *An Introduction to English Grammar*. 2nd ed. Pearson, 2009.

Thomson, A. J., and A. V. Martinet. *A Practical English Grammar*. 4th ed. Oxford University Press, 2009.

Tickoo, M. L., et al. *Intermediate Grammar, Usage and Composition*. Orient BlackSwan, 2017.

Wood, F. T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2010.

Wren, P. C., and H. Martin. *High School English Grammar and Composition*. Blackie ELT Books, 2016.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. 20th ed., Prentice Hall, 1994.

Leech, Geoffrey. *A Glossary of English Grammar*. Edinburgh UP, 2006.

Allen, W. S. *Living English Structure*. 5th ed. India: Pearson, 2009.

Adair, John. *Effective Communication*. Pan Macmillan, 2003.

Fitikides, T. J. *Common Mistakes in English*. Orient Longman, 1984.

Hasson, Gill. *Brilliant Communication Skills*. Pearson Education, 2012.

Reference Books:

Sharma, R. C., and Krishna Mohan. *Business Correspondence and Report Writing*. 3rd ed. New Delhi :Tata McGraw-Hill, 2007.

Turton, N. D., and J. B. Heaton. *Longman Dictionary of Common Errors*. 1st Indian ed., Longman, 1998. (Original work published 1987)

Jones, Daniel. *Cambridge English Pronouncing Dictionary* Ed. Peter Roach, James Hartman and Jane Setter. 17th ed. Cambridge UP, 2006.

Ranjan, Bhanu. *An Approach to Communication Skills*. Dhanpat Rai & Co., 2011.

Chhabra, T. N. *Professional Communication*. SunIndia Publication, 2010.

Sharma
25/6/24
Sharma
25.6.24

Sharma
25/6/24

Sharma
25-06-24

Sharma
25/6/2024

Sharma

Sharma
25/6/24
Sharma



M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title- Paper-I		Course Type
ENG 310	Critical Theory	I	Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The courses are to shape the thinking and interpretation of the students with literary critical theories of Aristotle, Longinus, Philip Sydney, John Dryden, William Wordsworth, Samuel Taylor Coleridge and Matthew Arnold. The study of literary criticism will enrich the knowledge of the student to analyze literary theories and practice discourse analysis.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Provide the knowledge about early poetic critic, Aristotle and his insightful analysis of various aspects of literature and drama.	Ap
2.	Get an idea about critic Longinus's Neo-classical ideals and classical models in literary works.	Ap
3.	Understand John Dryden's defense of the classical drama and his reflection of human nature clearly.	U
4.	Evaluate Samuel Taylor Coleridge's literary criticism on philosophical principles.	An
5.	Reflect Coleridge's primary imagination is merely the power of receiving impression of the external word through the senses.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

James 25/6/24
 Mury 25/06/24
 Sridharan 25-06-24
 Subbaraman 25/6/2024
 Jay
 Shaams
 Fasep
 Jans

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	1	2	1	3	1	2	3	3	2	3	3	3	3	2
CO2	3	3	2	1	2	1	3	2	1	1	3	2	3	1	1	3
CO3	2	3	3	2	1	2	2	3	2	1	2	3	2	2	1	2
CO4	3	2	2	3	2	3	3	2	3	2	3	3	3	3	2	3
CO5	2	3	1	2	3	2	2	2	2	3	2	2	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Aristotle: <i>Poetics</i> (Butcher's Edition)	15	
2.	Longinus: <i>On the Sublime</i>	20	
3.	Philip Sydney: <i>An Apology for Poetry</i> John Dryden: <i>Essay on Dramatic Poesie</i>	20	
4.	William Wordsworth: <i>Preface to the Lyrical Ballads</i> Samuel Taylor Coleridge: <i>Biographia Literaria</i> (Chapters XIII to XVII)	20	
5.	Matthew Arnold: <i>The Study of Poetry, The Function of Criticism at the Present Times</i>	15	

Donna
25/6/24
Anna
25.6.24

Anna
25/06/24

Brendan
25.0624

Joy
Stevens

Sullivan
25/6/2024

ESP

Jan

Books Recommended:

Aristotle. *Aristotle's Poetics*. New York :Hill and Wang, 1961.

Longinus. *on the Sublime Translated from the Greek, with Notes and Observations, and Some Account of the Life, Writings and Character of the Author*. London, 1739.

Sidney, Philip. 1554-1586. *An Apology for Poetry, or, The Defense of Poesy*. London, T. Nelson, 1965.

Dryden, John. *Of Dramatic Poesy and Other Critical Essays*, Ed. George Watson. 2 vols. Everyman's Library. London: Dent, 1962.

Wordsworth, William, 1770-1850 and Owen, *Wordsworth's Preface to Lyrical ballads / edited with an introd. and commentary by W. J. B. Owen*, Rosenkilde and Bagger Copenhagen, 1957.

Arnold, Matthew. *Essays in Criticism*. New York: MacMillan and company, 1865.

Coleridge, Samuel Taylor. *Biographia Literaria*.. Boston: Heinle and Heinle, 1996

Reference Books:

Sethuraman, V.S, ed *Contemporary Criticism an Anthology*, Madras Macmillan 1989.

Newton ,K.M.ed *Twentieth Century Literary Theory*; .Macmillan London 1988

House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.

Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.

Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.

Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

Wellek, Rene. *A History of Modern Criticism*, London: Jonathan Cape, 1958.

Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Edward Arnold, 1992.

Jefferson, Ann and David Robey, eds. *Modern Literary Theory*. New York: Barnes and Noble, 1982.

Krishnaswamy et al. *Contemporary Literary Theory: A Student's Companion*. New Delhi: Macmillan, 2000.

Wimsatt and Brooks. *Literary Criticism: A Short History*. New York: Knopf, 1957.

[Signature]
25/06/24

[Signature]
25/06/24

[Signature]
25/06/24

[Signature]

[Signature]
25/06/24

[Signature]

[Signature]

- Johns Hopkins. *Guide to Literary Theory and Criticism*, Johns Hopkins University Press, 2005.
- Daiches, David. *Critical Approaches to Literature*. New Delhi, Orient Longman, 1989.
- Abrahms, M.A. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford and New York: Oxford University Press, 1953.
- Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton, N.J.: Princeton University Press, 1957.
- Wellek, Rene, and Austin Warren. *Theory of Literature*, 3rd ed. New York: Harcourt, Brace, 1956.
- D. A. Russell and M. Winter bottom. *Ancient Literary Criticism*, Clarendon Press, Oxford, 1972
- . *Classical literary criticism*. Oxford [England] ; New York : Oxford University Press, 1998.
- Rama Swami S. and V.S Sethuraman, ed. *The English Critical Tradition -an Anthology of English Literary criticism*, madras; Macmillan India Ltd ,1986.

James
25/6/24

25.6.24

Murug
25/06/24

Pranav
25.06.24

Subhankar
25/6/2024

Jy

sbacma

Prof

Pras



M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title- Paper-II		Course Type
ENG 320	Indian Writing in English-1		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
05	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

- To make the students familiar with Indian authors in English language and their works.
- To know the pioneering figures in Indian English poetry.
- To study the genre of autobiography in literature.
- To analyse the fictions of Indian English authors.
- To compare Indian English literature and world literature.
- To use the course for various competitive exams.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Recognize the greatness of Indian authors in English and their creations. Explore mysticism in poetry.	U
2.	Discuss the poetry of Indian authors. Explain the feminist ethos in poetry. Identify India, its landscape and society in poems.	An
3.	Describe the various features of Indian English drama. Explore the use of History and Mythology in Indian drama. Explain the concept of Third Theatre.	U
4.	Evaluate the eminent autobiographies of Indian authors. Describe the writer's transformative journey through personal experiences.	E
5.	Explore the different aspects of Indian novels in English. Analyse the themes of Indian sensibility, freedom struggle and contemporary issues in Indian fiction.	An

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

[Signature]
25/6/24

[Signature]
25/06/24

[Signature]
25.06.24

[Signature]

[Signature]

[Signature]

[Signature]
28/6/2024

[Signature]

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	-	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	-	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Sri Aurobindo: <i>Savitri</i>- Book I, Canto I Rabindranath Tagore: <i>Gitanjali</i> (Songs I to15)	15	
2.	Kamla Das: <i>The Freaks, A Hot Noon in Malabar, The Sunshine Cat, The Looking Glass.</i> Nissim Ezekiel: <i>Enterprise, Night of the Scorpion, Poet, Lover and Birdwatcher.</i>	20	
3.	Badal Sircar: <i>Evam Indrajit</i> Girish Karnad: <i>Nagamandala</i>	20	
4.	Nirad C. Chaudhuri: <i>The Autobiography of an Unknown Indian</i> M. K. Gandhi: <i>The Story of My Experiments with Truth</i>	20	
5.	Raja Rao: <i>Kanthapura</i> Mulk Raj Anand: <i>Coolie</i>	15	

[Signature]
25/6/24

[Signature]
25/06/24

[Signature]
25-06-24

[Signature]

[Signature]

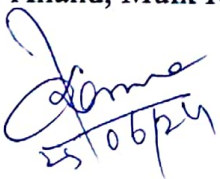
[Signature]
25/6/2024

[Signature]

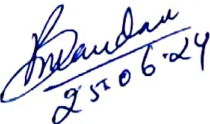
[Signature]

Books Recommended:

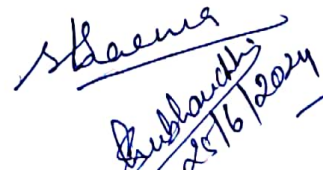
- Sett, A.K., ed. *An Anthology of Modern Indian Poetry*. London: John Murray, 1929.
- Fischer, Louis. *The Life of Mahatma Gandhi*. Bombay: Bharatiya Vidya Bhavan, 1965.
- Gandhi, Mohandas. *The Collected Works of Mahatma Gandhi*. Ahmedabad: Navajivan Press and The Government of India, 1958.
- Nagendera. *Rasa- Sidhanta*. New Delhi: National Publishing House, 1994.
- Anderson, Linda. *Autobiography*. London: Routledge, 2001.
- Holeyannavar Nagraj, ed. *Trends in Indian English Drama: A Study and Perspectives*. New Delhi: Mangalam Publishers, 2014
- Parthasarathy, R. ed. *Ten Twentieth- Century Indian Poets*, Delhi: Oxford University Press, 1976.
- Peeradina, S, ed. *Contemporary Indian Poetry in English*, Bombay: Macmilan Co., 1972.
- Singh, R.P.N., ed. *A Book of English Verse on Indian Soil*. Bombay: Orient Longmans, 1967.
- Dhanvel, P. *Girish Kamad*. New Delhi: Perstige Books, 2009.
- Banerjee, Hiranmay. *The Humanism of Tagore: Special Lectures*. Mysore: U of Mysore, 1968.
- Chattopadhyay, Santinath. *The Universal Man: Tagore's Vision of the Religion of Humanity*. Calcutta: Naya Prokash, 1987.
- Sharma, Kailash K. *Rabindranath Tagore's Aesthetics*. New Delhi: Abhinav Publications, 1988.
- Iyengar, K.R. Srinivasa. *Sri Aurobindo: A Biography and A History*. 4th Rev.ed. Pondicherry: Sri Aurobindo International Centre of Education, 1985.
- Gokak, V.K. *Sri Aurobindo: Seer and Poet*. New Delhi: Abhinav Publications, 1973.
- Pandit, M.P. *Readings in Savitri: Sri Aurobindo's Epic, Vol. I*. Pondicherry: Dipti Publications, 1969.
- Purani, A.B. *Sri Aurobindo's Savitri: An Approach and A Study. Third Impression*. Pondicherry: Sri Aurobindo Ashram, 1986.
- Cowasjee, Saros. *Coolie: An Assessment*. Delhi: Oxford U. Press, 1976.
- Berry, Margarate. *Mulk Raj Anand: The Man and The Novelist*. Amsterdam: Oriental Press, 1971
- Anand, Mulk Raj. *Apology For Heroism*. Bombay: A.P.H., 1975.


25/06/24


25/06/24


25/06/24




25/6/2024





Gandhi, Mohandas. *The Moral Basis of Vegetarianism*. Ahmedabad: Navajivan Publishing, 1959.

Ganguly, Amulya. "A Bengali and an Englishman" *The Hindustan Times*. 24 November 1997.

McDermott, Doireann. *Autobiographical and Biographical Writing in the Commonwealth*. Barcelona: Sabadell, 1984.

Panikkar, K. N. *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial Tulika*, Anthem Press, 1995.

Reference Books:

Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling, 1985.

King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 1987.

Mukherjee, Meenakshi. *Twice Born Fiction*. New Delhi: Heinemann, 1971.

Shyamala, A. Narayan. *Raja Rao (Man and His Works)*. New Delhi: Sterling, 1988.

Tharu, S. and K. Lalitha, *Women Writing in India: 600BC to the Present*, 2 vols. New Delhi: Oxford University Press, 1995.

Naik, M. K. ed., *Aspects of Indian Writing in English*. Delhi: Macmillan, 1979.

Raina, Sita, "A Note on the Play, Where There's a Will in *Collected Plays Mahesh Dattani*", New Delhi: Penguin Books, 2000.

Rangacharya, Adya. *The Indian Theatre*. New Delhi: National Book Trust, 1971.

Sinha, T. Nirad C. Chaudhuri: *A Sociological and Stylistic Study of His Writings During the Period 1951-72*. Patna: Janaki Prakashan. 1981.

Karnani, C., *Nirad C. Chaudhuri*. USA: Twayne Publishers, 1980.

Kaul, R. K. *Nirad C. Chaudhuri: The Renaissance Man* Delhi: Rawat Publications, 1998.

Kohli, Devendra. *Kamla Das*. Arnold Heinemann, New Delhi.

Multani, Angelie ed. *Mahesh Dattani's Plays: Critical Perspectives*. Delhi: Pencraft, 2007.

Anandavardhana. *Dhvanyaloka*. Trans. K. Krishnamoorthy Delhi: Motilal Banarsidass, 1981.

Bharata. *Natyasastra*. Trans. Manomohan Ghosh. Calcutta: Asiatic Society, 1950.

Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East West Press, 1998.

Seturaman, V.S. ed. *Indian Aesthetics: An Introduction*. Delhi: Macmillan, 1992.

Kamla
25/6/24

Murug
25/6/24

Murug
25.6.24

Murug
25.06.24

Jog

SKaama

Balchandra
25/6/2024



M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title-Paper-III		Course Type
ENG 330	American Literature -I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims to sensitise the students to different genres and aspects of American Literature. It also focuses on literary trends, movements and immortal works of major American poets, novelists and dramatists.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Get an overview of major literary trends reflected in American Literature.	R
2.	Develop the skills to analyse and interpret the poetry of Walt Whitman and Robert Frost.	Ap
3.	Identify the various themes and techniques of Emily Dickinson and Sylvia Plath as poets.	U
4.	Acquire the strategy of analysing and interpreting plays like that of Eugene O Neil.	An
5.	Evaluate the various themes of the essays of Ralph Waldo Emerson and Henry David Thoreau.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Handwritten signatures and dates]

Joma 25/06/24
 Muni 25/06/24
 Pradani 25-06-24
 Pradani 25/6/2024
 Jay
 Sharma
 P.S.P.
 [Signature]

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	3	2	3	3	3	3	3	3	2	1	3	2	1
CO2	2	3	3	3	3	3	3	3	3	3	2	2	1	3	2	2
CO3	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	2
CO4	3	3	3	3	3	2	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Puritanism, Democracy in America, Romanticism in America, Indian Thought in Emerson, Thoreau and Whitman, New England Renaissance, Expressionism	15	
2.	Walt Whitman: When Lilacs last in the Dooryard Bloom'd, I Hear America Singing Robert Frost: Birches, The Road Not Taken	20	
3.	Emily Dickinson: Bring Me the Sunset in a Cup (128), The Soul Selects Her Own Society (303) Sylvia Plath: Daddy, Lady Lazarus	20	
4.	Eugene O'Neill: <i>The Emperor Jones</i> Tennessee Williams: <i>The Glass Menagerie</i>	20	
5.	Ralph Waldo Emerson: Self Reliance Henry David Thoreau: Civil Disobedience	15	

Domna
25/6/24

murug
25/06/24

Prudhvi
25-06-24

Subhachyo
25.6.2024

7/7

sbacms

tsrp

John

Books Recommended:

Ashton, Jennifer. *From Modernism to Post modernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.

Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Houghton Mifflin Company, 1970.

Harding, Walter. *Critical Essays on Henry David Thoreau's Walden*. G. K. Hall, 1988.

Martine, James J., ed. *Critical Essays on Eugene O' Neill*. G.K. Hall, 1984.

Lentricchia, Frank. *Robert Frost: Modern Poetics and the Landscapes of Self*. Duke UP, 1975.

Axelrod, Steven Gould. *Sylvia Plath: The Wound and the Cure of Words*. Johns Hopkins University Press, 1992.

Reference Books:

Moorton, Richard F. Jr, ed. *Eugene O'Neill's Century: Centennial Views on America's Foremost Tragic Dramatist*. Greenwood Press, 1991.

Tharpe, Jac, ed. *Frost Centennial Essays*. University Press of Mississippi, 1978.

Deshmane, Chetan. "Sylvia Plath: Antigone of Our Times?". *Plath Profiles 2* (August 2009): pp. 145-153.

Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry*. Holt, Rinehart and Winston Inc., 1960.

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]

[Signature]

[Signature]

[Signature]
25.6.24

[Signature]
25-6-2024

[Signature]

Books Recommended:

- Ashton, Jennifer. *From Modernism to Post modernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.
- Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Houghton Mifflin Company, 1970.
- Harding, Walter. *Critical Essays on Henry David Thoreau's Walden*. G. K. Hall, 1988.
- Martine, James J., ed. *Critical Essays on Eugene O' Neill*. G.K. Hall, 1984.
- Lentricchia, Frank. *Robert Frost: Modern Poetics and the Landscapes of Self*. Duke UP, 1975.
- Axelrod, Steven Gould. *Sylvia Plath: The Wound and the Cure of Words*. Johns Hopkins University Press, 1992.

Reference Books:

- Moorton, Richard F. Jr, ed. *Eugene O'Neill's Century: Centennial Views on America's Foremost Tragic Dramatist*. Greenwood Press, 1991.
- Tharpe, Jac, ed. *Frost Centennial Essays*. University Press of Mississippi, 1978.
- Deshmane, Chetan. "Sylvia Plath: Antigone of Our Times?". *Plath Profiles 2* (August 2009): pp. 145-153.
- Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry*. Holt, Rinehart and Winston Inc., 1960.

James
25/6/24

Wendy
25/6/24

Brandon
25-06-24

JJ

Stacey

Joe

hew
25.6.24

Anthony
25-6-2024

Frank

M.A. (English) Semester-III

Program	subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title-Paper-IV-1(A)		Course Type
ENG 341	GENDER STUDIES-1		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To acquaint the students with the conceptualization of gender issues and its relative portrayal in literature, by explaining the gender concepts and theories.
2. To make the students comprehend discourses around feminism and masculinity studies.
3. To understand the cultural narrative of patriarchal oppression.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	get familiar with key terms.	U
2.	Assimilate the ideas related to the evolution of the gender studies.	An
3.	Assess the portrayal of gender in question by key voices.	E
4.	Explore the analytical and revolutionary stand of the theorists and essayists.	An
5.	Know the expanses of Patriarchal offensive Voices.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]

[Signature]

[Signature]

[Signature]
25.6.24

[Signature]
25.6.2024

[Signature]



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	1	1	3	2	2	3	2	2	2	3	1	2	3	1
CO2	3	2	2	2	2	3	2	2	3	2	2	2	2	1	2	2
CO3	3	2	1	1	2	2	3	3	2	1	3	3	1	1	3	2
CO4	3	3	2	1	3	3	2	2	3	2	2	2	2	2	2	1
CO5	3	2	1	2	2	2	3	3	2	1	1	3	1	1	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Basic concepts: Body, Essentialism, Gender, Patriarchy, Masculinity, Dichotomy, Sexuality, Stereotype, Power.	15	
2.	Marge Piercy: The Token Woman, The Meaningful Exchange Maya Angelou: Men	20	
3.	Deena Mehta: <i>Brides are not for Burning</i> Mahesh Elkunchwar : <i>Desire on the Rocks</i>	20	
4.	Mary Wollstonecraft: Chapter-2 The Prevailing opinion of Sexual Character (Extract from A Vindication for the Rights of Women.) Luce Irigaray: The Sex Which is Not One (Essay)	20	
5.	Jennete Winterson: <i>Sexing the Cherry</i> Laxmi Narayan Tripathi: <i>Me Hijra, Me Laxmi</i>	15	

Jama
25/6/24
Mu
25.6.24

Murugan
25/6/24

Brandon
25-06-24

Subhanchu
25/6/2024

Jay

Saana

ESP

Jay

Books Recommended:

Das, S. K. *A History of Indian Theatre 1911-1956: Struggle for Freedom, Triumph and Tragedy*. New Delhi: Sahitya Academy, 1995.

Elkunchwar, Mahesh. *Collected Plays of Mahesh Elkunchwar*. OUP, 2009.

Martha, B. *Gender Studies*. Current Pub., 2024.

Mehta, Diana. *Brides Are Not for Burning*. New Delhi: Rupa, 1993.

Bradely, Harriet. *Gender*. Jaipur: Rawat Pub., 2018.

Reference Books:

Bradely, Harriet. *Gender*. Jaipur: Rawat Pub., 2018.

Butler, Judith. *Who is Afraid of Gender?* Allen Lane, 2024.

Hooks, Bell. *All About Love: New Visions*. William Morrow, 2016.

---, *Feminism is for Everybody*. South End P, 2000.

John, Mary E. *Women ' s Studies in India*. Penguin, 2008.

Friedan, Betty. *The Feminine Mystique*. Penguin Classics, 2010.

Geetha, V. *Gender*. Bhatkal & Sen, 2006.

Menon, Nivedita, ed. *Gender and Politics in India: Themes in Politics*. Oxford UP, 2001.

Angelou, Maya. *The Complete Collected Poems of Maya Angelou*. Random House, 1994.

John
25/6/24
h
25/6/24

h
29/06/24

h
25.06.24

h
25/6/2024

h
h

h



M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title-Paper IV-1(B)		Course Type
ENG 342	Cultural Studies I		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): Help students identify how meaning is created through study of social structures like class, ethnicity agenda, ideology, nationality etc. It also help students to understand the complex range of changing beliefs, ideas, feelings, values, political involvement etc.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Familiarize students with key concepts.	R
2.	Help assimilate the theoretical assertions of culture- studies theorists.	U
3.	Assess the themes of culture focused text.	E
4.	Evaluate the social-cultural backdrop of the text prescribed.	An
5.	Understand the expanse of text within the slot of cultural studies lens.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]

[Signature]

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	2	2	3	2	3	2	2	3	2	3	1	3	2	2
CO2	2	3	1	2	3	2	3	3	3	1	3	3	2	3	2	1
CO3	3	2	2	1	2	3	2	2	3	2	1	3	2	2	3	2
CO4	2	3	1	2	3	3	3	2	3	2	2	1	1	3	2	1
CO5	3	2	1	2	2	2	2	1	2	1	1	2	2	3	3	1

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Major concepts- Culture, Pluralism, Race, Nationality, Region, Ideology, Signification, Globalization, Glocalization, Materialism	15	
2.	Stuart Hall: The Emergence of Cultural Studies and the Crisis of Humanities John Storey: What is Popular Culture? (PP 1-16 in <i>Cultural Theory and Popular Culture</i>)	20	
3.	Rudyard Kipling: The White Man's Burden A.K. Ramanujan: Obituary Lakshmi Kannan: She	20	
4.	Manjula Padmanabham: <i>Harvest</i>	20	
5.	Manju Kapur: <i>Brothers</i> Kavita Kane: <i>Menaka's Choice</i>	15	

Domme
25/6/24

[Signature]
25.6.24

[Signature]

Bandaru
25.06.24

Dushanthy
25/6/2024

sbacma

[Signature]

[Signature]

Book Recommended:

Budknely, Kirer. *Mapping the Mosaic of Culture*. University Book Home, 2009.

Bhabha, Homi, K. *The Location of Culture*. Taylor of Francis, 2012.

During Simon. ed. *The Cultural Studies Reader*. Routledge, 1993.

Eagleton, Terry. *The Ideas of Culture*. Lively, 2013

Fisk, John. *Understanding Culture*. Barton: University Hymer, 1989.

McRobbie, Angela. *The Uses of Cultural Studies*. London: Sage Publication, 2005.

Reference Books:

Ryan, Michael. *Cultural Studies: A Practical Introduction*. Wiley- Blackwell, 2010.

Smith Philip. *Cultural Theory: An Introduction*. Oxford Blackwell Publishers, 2001.

William, Raymond. *Keywords*. Oxford University P, 2014.

During, Simon. *Cultural Studies: A Critical Introduction*. Taylor and Francis, 2005.

Nayar, Pramod K. *An Introduction to Cultural Studies*. 2nd ed. Viva Books, 2016.

Johna
25/6/24
[Signature]
25.6.24

[Signature]
Prasad
25.06.24

[Signature]
Stevens

[Signature]
Subbaiah
25/6/2024

[Signature]
[Signature]

[Signature]

M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title - Paper V-1(A)		Course Type
ENG 351	Linguistics-1		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course provides an overview of the field of linguistics, as well as the fundamental ideas and techniques required for the objective investigation of human language.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Discover the traits of human language and the evolution of the English language from Chaucer to Modern.	Ap
2.	Explore different branches of linguistics,	Ap
3.	Get knowledge of phonetics, organs of speech and its function in articulation of word to a sentence	U
4.	Familiarize with classification of human speech sound, vowels and consonants	An
5.	Get acquainted with super segmented features like stress, tone, accent, intonation.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]

[Signature]

CO-PO/PSO Mapping for the course

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	2	1	1	2	2	2	3	2	2	3	2	3
CO2	3	1	2	1	1	2	2	2	1	2	2	1	1	2	3	1
CO3	2	2	1	2	3	1	1	1	1	2	2	2	2	1	2	2
CO4	3	3	2	1	1	2	2	2	2	1	3	3	1	2	1	2
CO5	2	2	3	2	3	1	1	1	2	2	2	2	2	1	1	1

“3”-Strong; “2”- Moderate; “1”- Low; “-”-No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Language: Definition, Characteristics of Human Language, Development of English Language (Chaucerian, Middle English, Modern English)	15	
2.	Linguistics: Definition, Objective, Branches of Linguistics: Phonetics, Phonology, Morphology, Syntax and Semantics. Linguistics and its related Disciplines.	20	
3.	Phonetics: Definition, Branches: Articulatory, Acoustic and Auditory Phonetics. The Organs of Speech and their Functions	20	
4.	Classification of Human Speech Sounds: Characteristics and Classification of Vowels and Consonants, Phonetic Symbols (IPA), Received Pronunciation (RP).	20	
5.	Super Segmented Features: Stress, Tone, Accent, Types of Assimilation, Intonation	15	

James
25/6/24

[Signature]
25.6.24

Jay

Mandavi
25-06-24

Saama

Subbavathi
25/6/2024

[Signature]

[Signature]

Books Recommended :-

- Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 5th ed. London: Routledge, 2002.
- Balasubramanian, S. *A Textbook of English Phonetics for Indian Students*. MacMillan, 2011.
- Fennell, Barbara A. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell, 2001.
- Hughes, Geoffrey. *A History of English Words*. Oxford: Blackwell, 2000.
- McCully, Chris. *The Sound Structure of English: An Introduction*. Cambridge University Press, 2009.
- Parker, F., and K. Riley. *Linguistics for Non-Linguists: A Primer with Exercises*. Pearson, 2005.
- Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
- Smith, Jeremy. *Essentials of Early English: Old, Middle and Early Modern English*. 2nd ed. London: Routledge, 2005.
- Sweet, Henry. *Handbook of Phonetics*. Oxford: Clarendon Press, 1877.
- Sweet, Henry. *The Sounds of English*. Oxford: Clarendon Press, 1908.
- Sinha, M.P. *Modern Linguistics*. Atlantic Publishers and Distributors, 2011.
- Verma, S.K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. India: Oxford University Press, 2009.
- Yule, George. *The Study of Language*. Cambridge University Press, 2006.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.

Reference Books:-

- Bansal, R.K., and J.B. Harrison. *Spoken English*. Orient Black Swan Private Limited, 2009.
- Bloomfield, Leonard. *An Introduction to the Study of Language*. Amsterdam: Benjamins, 1914.
- Bloomfield, Leonard. *Language*. London: Allen and Unwin, 1933.
- Cahill, Lynne. *Discovering Phonetics and Phonology*. London: Macmillan Education, 2019.
- Chomsky, Noam. *Syntactic Structures*. The Hague: Mouton, 1957.
- Crystal, D. *The Cambridge Encyclopedia of Language*. 2nd ed. Cambridge University Press, 2003.

James
25/6/24

[Signature]
25.6.24

[Signature]

Bandaru
25.06.24

shaemas

Subhanchis
25/6/2024

[Signature]



Gimson, A.C. *An Introduction to the Pronunciation of English*. 3rd ed., Edward Arnold, 1980.

Hockett, Charles R. *A Course in Modern Linguistics*. New York: McMillan, 1958.

Jones, D. *An Outline of English Phonetics*. Cambridge University Press, 1976.

Jones, D. *The Pronunciation of English*. Universal Book Stall, New Delhi, 1992.

O'Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1967.

Quirk, R., and S. Greenbaum. *A University Grammar of English*. London: Longman, 1973.

"A Dictionary of Linguistics and Phonetics." 6th ed. Blackwell Publishing Ltd., 2008.

Adonne
25/6/24

h
25.6.24

Jay

Sumdani
25-06-24

Shacur

KSP

Jhu

Subhanli
25-06-2024

M.A.(English) Semester-III

Program	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title- Paper- V-1(B)		Course Type
ENG 352	English Language Teaching I		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course aims to help the students read in English and learn how to understand and interpret written material by providing different methods of learning and teaching language.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Understand what language teaching is all about, gain familiarity with concepts like bilingualism, second language acquisition and language teaching mechanism	Ap
2.	Get knowledge of language teaching theories.	Ap
3.	Gain familiarity with segmental features like vowels, consonants and diphthongs.	U
4.	Get close knowledge of teaching plan, lesson plan and its importance in language teaching	An
5.	Understand use of language, Test and online Teaching: Modes and tools	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

James
25/6/24

[Signature]
25/6/24

[Signature]

[Signature]
25-06-24

[Signature]

[Signature]
25/6/2024

[Signature]

[Signature]

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	1	3	3	2	3	2	1	2	3	3	1	3	2	3
CO2	3	3	2	2	2	3	2	2	2	2	2	3	2	2	3	2
CO3	3	2	3	1	3	2	2	3	1	2	3	3	2	1	2	1
CO4	3	1	2	3	3	2	3	2	1	3	2	2	1	3	3	1
CO5	3	3	1	2	3	2	2	3	1	3	2	2	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	What Language Teaching is about? Distinction between L1 and L2, Second Language Learning and Bilingualism, Second Language versus Foreign Language Learning and Acquisition	15	
2.	Language Teaching Theories, Grammar Translation or Traditional Method, Direct Method, Reading Method. The Audio-Visual Method- Features, Virtual Teaching, Real Teaching, Cognitive Theory.	20	
3.	The Teaching of Segmental Features of English: Vowels and Consonants The Supra Segmental Features of English	20	
4.	Teaching Plan, Lesson Plan Audio-Visual and Supplementary Aids,	20	
5.	Language Teaching: The Construction and Use of Language	15	

[Signature]
25/6/24
[Signature]
25.6.24

[Signature]
[Signature]
25-06-24

[Signature]
[Signature]
25/6/2024

[Signature]

[Signature]

Books Recommended :-

Aggarwal, J.C. *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Pub., 2010.

Agnihotri, R.K., and A.L. Khanna. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications, 1995.

Allen, H.B., and Campbell. *Teaching English as a Second Language*. New Delhi: McGraw-Hill, 1972.

Ghosh, R.N. *Introduction to English Language Teaching: Methods at the College Level*. Vol. 3. Hyderabad: CIEFL, 1977.

Reference books:-

Krishnaswamy, N. *Teaching English: Approaches, Methods and Techniques*. India: Macmillan, 2005.

Krishnaswamy, N., and Lalita Krishna Swamy. *The Story of English in India*. New Delhi: Foundation Books Pvt. Ltd, 2006.

Krishnaswamy, N., and T. Sriraman. *English Teaching in India*. Madras: T.R. Publications, 2006.

Domna
25/6/24

Jay

Prandani
25.06.24

Subhanu
25/6/2024

S. Deena

Prasanna

Prasanna

M.A. (English) Semester-IV

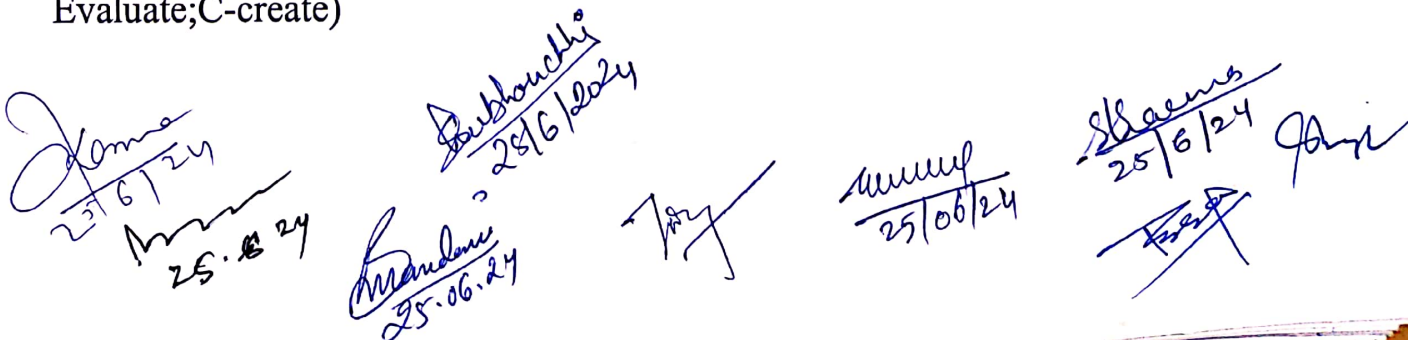
Program	Subject	Year	Semester
M.A.	English	Dec- 2025	IV
Course code	Course Title-Paper-I		Course Type
ENG 410	Critical Theory	II	Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course enables the students to enrich their knowledge in the area of literary criticism of Bharata Muni's Rasa Theory, Acharya Anandavardhana, T. S. Eliot, I. A. Richards, Ferdinand de Saussure, Michel Foucault, Northrop Frye and Elaine Showalter in the history of English Literature, focusing on the insightful analysis of various concepts prescribed.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Provide the knowledge of the Rasa Theory of Bharata Muni.	Ap
2.	Develop the knowledge about Eliot's critical substance of perception.	Ap
3.	Reflect upon I. A. Richards: Four Kinds of Meaning, Communication and the Artist, Practical Criticism.	U
4.	Evaluate Ferdinand de Saussure and Michael Foucault's Principles of structuralism and post-structuralism.	An
5.	Interpret critical concepts of Northrop Frye and Elaine Showalter.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)



 James 25/6/24
 Dubhouck 25/6/2024
 Mandana 25.06.24
 Jay
 Anoop 25/06/24
 Shams 25/6/24
 Anil

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	1	2	1	3	2	1	2	3	2	2	3	2	2
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Bharata Muni: Natya Shastra (Rasa Theory) Acharya Anandavardhana: Dhvanyaloka	15	
2.	T. S. Eliot: Tradition and the Individual Talent	20	
3.	I.A. Richards: Four Kinds of Meaning, Communication and the Artist, Practical Criticism.	20	
4.	Ferdinand de Saussure: Nature of the Linguistic Sign Michael Foucault: What is an Author?	20	
5.	Northrop Frye: The Function of Criticism at the Present Time Elaine Showalter: Feminist Criticism in the Wilderness	15	

Sharma
25/6/24

[Signature]
25.6.24

Sharma
25.06.24

Jay

[Signature]
25/06/24

[Signature]
25/6/24

[Signature]

Shubhandy
25/6/2024

Books Recommended:

- Devy, G.N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: West Press, 1998.
- Mukherjee, Sujit. *A Dictionary of Indian Literature*. Vol I (Beginnings to 1850). Hyderabad: Orient Longman, 1998.
- Wallace, Elizabeth Kowaleski, ed. *Encyclopaedia of Feminist Literary Theory*. New York: Garland, 1997.
- Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. London: Luke UP, 2003.
- Butler, Judith. *Gender Trouble: Feminism and Subversion of Identity*. Routledge; 1st ed., 2006.
- Friedan, Betty. *The Feminine Mystique*. Penguin, 1971.
- Showalter, Elaine. *A Literature of Their Own: From Charlotte Bronte to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999
- Showalter, Elaine, ed. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. New York: Pantheon, 1985.
- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New Delhi: Oxford UP, 1993.
- Belsey, Catherine. *Critical Practice*. London: Methuen, 1980.

Reference Books:

- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
- Foucault, Michel. *The Order of Things: An Archaeology of Human Sciences*. New York: Pantheon, 1970.
- Leitch, Vincent B, ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.
- Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. London: Pearson, 2000.

James
25/6/24

25.6.24

Pranshu
25-06-24
Anshu
25-06-24

Jay

anurag
25/06/24

Saama
25/6/24



Richards, I.A. *Principles of Literary Criticism*. London: Routledge, 2003.

Said, Edward. *The World, the Text, and the Critic*, Cambridge: Harvard University Press, 1983.

Seldan, Raman, Peter Widdowson and Peter Brooker. *A Reader's Guide To Contemporary Literary Theory*. London: Longman, 2005.

Sturrock, John, ed. *Structuralism and Since: From Levi-Strauss to Derrida*. Oxford: OUP, 1981.

Warren, Austen and Rene Wellek. *Theory of Literature*. New York: Harcourt, 1956.

Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford: Oxford UP, 2006.

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]
25/06/24

[Signature]
25/6/24

[Signature]

[Signature]

M.A. (English) Semester-IV

Program	Subject	Year	Semester
M. A.	English	Dec-2025	IV
Course code	Course Title-Paper-II		Course Type
ENG 420	Indian Writing in English II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To know the characteristics of post-Independence Indian English poetry.
2. To become familiar with Indian history, culture, society and movements through literature.
3. To believe in the potential of India and work for its development.
4. To use the course for competitive examinations.
5. To learn to compare Indian writing in English to World literature.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Explore the various Indian themes in the poems of two major voices in Indian English poetry.	U
2.	Understand Indian History, culture, and Philosophy through literature. Explain the vision and dreams to make India a developed Nation.	An
3.	Discuss various dimensions of Tendulkar's play. Explore the social concerns of the seventies in the novel of Mahashweta Devi.	U
4.	Evaluate the theme of dedication in R. K. Narayan's story. Describe the different perspectives of Lahiri's story.	E
5.	Analyse various aspects and issues in the novels of Amitav Ghosh and Aravind Adiga. Form an opinion about writers and their works.	Ap

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;AE

Same
25/6/24

[Signature]
25.6.24

Pranav
25-06-24

Pranav
25/6/2024

[Signature]

[Signature]
25/06/24

Same
25/6/24

[Signature]

CO-PO/PSO Mapping for the course:

CO \ PO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO2	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO3	3	3	3	3	2	3	3	2	2	2	-	3	2	2	1	2
CO4	3	3	3	3	2	1	3	1	2	1	1	3	2	2	2	3
CO5	3	3	3	2	2	2	3	2	2	2	2	3	3	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	R. Parthasarathy: Exile, Trial and Homecoming (from <i>Rough Passage</i> 1977). Jayanta Mahapatra: Indian Summer, A Missing Person, Hunger.	15	
2.	Jawaharlal Nehru: <i>The Discovery of India</i> . A.P. J. Kalam: <i>Ignited Minds</i> .	20	
3.	Vijay Tendulkar: <i>Silence! The Court is in Session</i> . Mahashweta Devi: <i>The Mother of 1084</i> (Play).	20	
4.	R. K. Narayan: Such Perfection. Jhumpa Lahiri: Interpreter of Maladies (The Title Story).	15	
5.	Amitav Ghosh: <i>The Shadow Lines</i> . Arvind Adiga: <i>The White Tiger</i> .	20	

Books Recommended:

Nehru, Jawaharlal. *The Discovery of India*. Pretty Pages, 2008.

Kalam, A. P. J. *Ignited Minds: Unleashing the Power within India*. Penguin, 2014.

Tendulkar, Vijay. *Silence! The Court is in Session*. OUP, 2017.

Devi, Mahashweta. *The Mother of 1084*. Trans. Samik Bandopadhyay. Seagull Books, 2008.

Narayan, R. K. *Such Perfection*. In *Malgudi Days*. London: Penguin, 1984.

[Signature]
25/6/24

[Signature]
25-06-24

[Signature]

[Signature]
25/06/24

[Signature]
25/6/24

[Signature]
25/6/2024



Lahiri, Jhumpa. *Interpreter of Maladies: Stories of Bengal, Boston and Beyond*. Harpercollins, 2005.

Ghosh, Amitav. *The Shadow Lines*. Penguin, 2019.

Adiga, Aravind. *The White Tiger*. New Delhi: Atlantic, 2009.

Reference Books:

Gopal, S., ed. *The Essential Writings of Jawaharlal Nehru: Vol. I & II*. OUP, 2003.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Role in India*. Columbia UP, 1989.

Olney, James. *Autobiography: Essays Theoretical and Critical*. Princeton UP, 1980.

Anderson, Linda. *Autobiography: The New Critical Idiom*. London: Routledge, 2001.

Trikha, Pradeep. *Multiple Celebrations, Celebrating Multiplicity: Girish Karnad*. ARAWLII Publ., 2009.

Mehrotra, A. K., ed. *Twelve Modern Indian Poets*. OUP, 1993.

Nandy Pritish, ed. *Indian Poetry in English Today*. New Delhi: Sterling, 1973.

Sarang, Vilas, ed. *Indian English Poetry Since 1950: An Anthology*. Orient BlackSwan, 1990.

Ameruddin, Syed, ed. *Indian Verse in English*. Madras: Poet Press India, 1977.

Parthasarathy, R., ed. *Ten Twentieth Century Indian Poets*. Delhi: OUP, 1976.

Peeradina, S., ed. *Contemporary Indian Poetry in English*. Macmillan, 1972.

Pandey, Sudhakar and Raj Rao R., eds. *Image of India in Indian Novel in English*. Orient BlackSwan, 1993.

Holeyannavar Nagraj G. *Trends in Indian English Drama: A Study and Perspectives*. Manglam Publ., 2014.

[Signature]
25/6/24
[Signature]
25.6.24

[Signature]
25.06.24
[Signature]
2/7/2024

[Signature]

[Signature]
25/06/24

[Signature]
25/6/24

[Signature]

[Signature]



M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	Dec- 2025	IV
Course code	Course Title- Paper-III		Course Type
ENG 430	American Literature - II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the learners to the development of American Literature and theatre up to the first half of 20th Century with special reference to the works of Major American Authors.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Familiarize the students with the cultural, literary and theatrical background and values.	R
2.	Create an awareness to the contributions of Wallace Stevens' poetry.	U
3.	Examine critically the contemporary social issues in the plays of Arthur Miller and Edward Albee.	Ap
4.	Teach structural and stylistic features of representative novels of Faulkner and Hemingway.	E
5.	Develop skills and assess fictive features of the novels written by Nathaniel Hawthorne and Mark Twain.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

Johna
25/6/24

[Signature]
25.6.24

Brandon
25-06-24

Bibhanchi
25/6/2024

[Signature]

[Signature]
25/06/24

Saama
25/6/24

[Signature]

CO-PO/PSO Mapping for the course:

PO \ CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	3	3	3	3	2	3	3	3	1	2	3	3	2
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Naturalism, Realism, Existentialism, The Theatre of the Absurd	15	
2.	Wallace Stevens: Peter Quince at the Clavier, Of Modern Poetry, Sunday Morning, A Postcard from the Volcano	20	
3.	Arthur Miller: <i>All My Sons</i> Edward Albee: <i>Who is afraid of Virginia Woolf</i>	20	
4.	William Faulkner: <i>The Sound and the Fury</i> Ernest Hemingway: <i>The Old Man and the Sea</i>	20	
5.	Nathaniel Hawthorne: <i>The Scarlet Letter</i> Mark Twain: <i>The Adventures of Huckleberry Finn</i>	15	

Deena
25/6/24

M...
25.6.24

Sundara
25-06-24

Sudhakar
25/6/2024

Jay

...
25/06/24

...
25/6/24

...

...



Books Recommended:

Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Boston: Houghton Mifflin Company, 1970.

Baker, Carlos. *Hemingway: The Writer As Artist*. Princeton: 1952.

Deshmane, Chetan. *Wallace Stevens: A Lacanian Reading*. London: McFarland & Co., Inc., 2012.

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.

Reference Books:

O'connor, William Van, ed. *Seven Modern American Novelists*. Minneapolis: University of Minnesota Press, 1959.

Weeks, Robert, ed. *Hemingway: A Collection of Critical Essays*. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1962.

Polk, Noel, ed. *New Essays on The Sound and The Fury*. New York: Cambridge UP, 1993.

Folks, Jeffrey J. "Crowd and Self: William Faulkner's Sources of Agency in 'The Sound and the Fury' ". On the circumstances under which *The Sound and the Fury* was written. *The Southern Literary Journal* 3.2 (Spring 2002):30-44.

Kartiganer, Donald M. "The Sound and the Fury and Faulkner's Quest for Form." *ELH* 37.4 (Dec. 1970): 613-639.

Abbotson, Susan C. W. *Student Companion to Arthur Miller*. Connecticut: Greenwood Press, 2000.

Doreski, William. "Wallace Stevens in Connecticut." *Twentieth Century Literature* 39.2 (Summer 1993):152-65.

Williamson, Alan. *Introspection and Contemporary Poetry*. Cambridge: Harvard University Press, 1984.

Done
25/6/24

hmm
25.6.24

Handwritten
25.06.24
Subhanis
25/6/2024

Summit
25/06/24

Shame
25/6/24

M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	Dec-2025	IV
Course code	Course Title-Paper IV-2(A)		Course Type
ENG 441	Gender Studies II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. Explore themes in literary works by and about women.
2. Identify major issues in the portrayal of women in various Literary works.
3. Articulation of women body as a Site and articulation of power as a role.
4. Demonstrate analytical comprehension of writings about women with the aesthetic and biographical context.
5. Conscientise the students on the cultural construction of feminity.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Become sensitized to the need of gender equality	U
2.	Distinguish gender experiences and identify narrative strategies applied by women writers.	An
3.	Understand the concept of African Drama and comprehend the embedded racial connotations	E
4.	To know the central concerns of the texts prescribed	An
5.	Help to understand the interrelatedness between society and gender emphasizing the need of gender parity.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

James 25/6/24
James 25-06-24
Subanckis 25/6/2024
James 25/06/24
James

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	3	2	3	2	3	3	3	3	3	2	3	2	1
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Theory of Sexual Politics (Extract from Kate Millett: <i>Sexual Politics</i>)	15	
2.	Tara Patel- Woman Smitha Agrawal- A Grass Widow's Prayer Mamta Kalia – After Eight Years of Marriage	20	
3.	Chimamanda Ngozi Adichie: <i>We Should All be Feminists</i> Mrinal Pande: <i>The Subject is Woman</i>	20	
4.	Mahesh Dattani: <i>Dance Like a Man</i> Poile Sengupta: <i>Thus Spake Shoorpanakha, So Said Shakuni</i>	20	
5.	Anita Desai: <i>Fasting, Feasting</i> Anita Nair: <i>Cut like Wound</i>	15	

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]
25/06/24

[Signature]

[Signature]

[Signature]



Books Recommended:

Millett, Kate. *Sexual Politics*. US: U of Illinois P, 2000.

De Souza, Eunice. ed. *Nine Indian Women Poets: An Anthology*. Oxford University Press, 2001.

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Fourth Estate, 2014.

Pande, Mrinal. *The Subject is Woman*. South Asia Books, 1992.

Reference Books:

Geeta, V. *Patriarchy*. Stree Publ., 2007.

Pande, Mrinal. *My Own Witness*. India: Penguin Books, 2001.

Patel, Tara. *Single Woman*. U of Michigan, 1991.

Singh, Kanwar Dinesh. *Feminism and Postfeminism: The Context of Modern Indian Women Poets Writing in English*. New Delhi: Sarup and Sons, 2006.

Domonics, K.V., *Critical Studies on Contemporary Indian English Women Writers*. New Delhi: Sarup Books, 2018.

Jain, Jasbir, ed. *Women's Writing: Text and Context*. Jaipur: Rawat Publ., 2004.

Jane
25/6/24

25.6.24

Bandaru
25-06-24

Subbanchi
25/6/2024

Jay

25/06/24

sbacms

Jane

Jay

M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	Dec-2025	IV
Course code	Course Title-Paper-IV-2(B)		Course Type
ENG 442	Cultural Studies II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): To further enrich the learning of cultural studies to appreciate literature wholesomely. Also, to assess the significance of 'Culture' as a pattern of life both insular and cosmopolitan.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Identify the key ideas of the theorists named and assimilate cultural studies as a developing discipline.	R
2.	Locate cultural features within the text prescribed.	U
3.	Emphasize focus on cultural relativism.	E
4.	Relate cultural studies to Literature and Literary/ Critical Thought.	An
5.	Explore the cultural differences embodied in the text prescribed.	Ap

CL: Cognitive Levels(R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

James
25/6/24

James
25.6.24

Pranav
25.06.24

Jay

James
25/06/24

Subhankar
25/6/2024

James
James

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	1	2	3	3	3	3	2	3	3	2	3	3	2	3	2	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Simon During: “Culture High and Low”. (From <i>Cultural Studies: A Critical Introduction</i> , PP-193-2008) Arjun Appadurai: Disjuncture and Difference in the Global Cultural Economy. (Chapter II of <i>Modernity At Large</i> .)	15	
2.	Maya Angelou: Caged Bird Sujata Bhatt: Search for My Tongue	20	
3.	Gurcharan Das: <i>Mira</i>	20	
4.	Amitav Ghosh: <i>The Great Derangement: Climate Change and the Unthinkable.</i>	20	
5.	Chitra Banerjee Divakaruni: <i>The Palace of Illusions</i> Khaled Hosseini: <i>The Kite Runner</i>	15	

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25.06.24

[Signature]

[Signature]
25/6/24

[Signature]
25/6/2024

[Signature]
[Signature]

Books Recommended:

- Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. U of Minnesota Press, 1996.
- Angelou, Maya. *The Complete Collected Poems of Maya Angelou*. Random House, 1994.
- Banker, Chris and Emma A. Jane. *Cultural Studies Theory and Practice*. 5th ed. Canda: Sage, 2016.
- Das, Gurucharan. *Three English Plays*. New Delhi: OUP, 2003.
- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Penguin Books, 2016.

Reference Books:

- Bhabha H.K. *Culture is Between: Questions of Cultural Identity*. London: Sage Publication, 1996.
- Gutenberg, Lawrence. *Cultural Studies in The Future Tense*. Duke University Press, 2010.
- Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books, 1973.
- William Raymond. *The Country and the City*. New York: Oxford University Press, 1973.
- Willis, Paul. *Common Culture* Westview P, 1990.
- Divakaruni, Chitra Banerjee. *The Palace of Illusions*. Picador India, 2019.
- Hosseini, Khaled. *The Kite Runner*. Bloomsbury Press, 2013.

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
28/6/2024

[Signature]
25/6/24

[Signature]

[Signature]

[Signature]

[Signature]



M.A.(English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	Dec- 2025	IV
Course code	Course Title- Paper V-2(A)		Course Type
ENG451	Linguistics II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course emphasizes systemic study of the English language and gives students knowledge along with scientific approach to language structure.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand about word formation, Morphology and its types.	Ap
2.	Get acquainted with syntax and syntactic devices.	Ap
3.	Understand phrase structure grammar and its limitations	U
4.	Get familiarize with types of meaning- Synonymy, Antonymy, Polysemy, Homonymy	An
5.	Understand the Discourse Analysis and Pragmatics.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
25/6/2024

[Signature]

[Signature]
25/06/24

[Signature]

[Signature]

[Signature]



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	1	2	3	3	2	3	3	3	2	3	3	3	2	3	3	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Morphology: Morpheme, Types of Morphemes, Allomorph, Morph, Word Formation	15	
2.	Syntax: Constituents, Immediate Constituents, Models of I C Analysis. Syntactic Devices: Word Class, Function Words and Content Words, Government, Concord.	20	
3.	Introduction to Phrase Structure Grammar, Limitations to Phrase Structure Grammar, Limitation to Phrase structure Grammar	20	
4.	Semantics: Semene, types of meaning: Synonymy, Antonyms, polysemy, Homonymy, Collocation, Set.	20	
5.	Discourse Analysis: speech events and Conversational interaction. Pragmatics: Dexis, Context speech politeness	15	

James
25/6/24

Murphy
25.6.24

Brandan
25-06-24

Joy

Murphy
25/6/24

James

Brandan
25/6/2024

James



Books Recommended:

- Verma, S.K. and Krishnaswamy, N. *Modern Linguistics. An Introduction*. India Oxford University Press, 2009
- Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2006.
- McCully, Chris. *The Sound Structure of English. An Introduction*. Cambridge: C University Press 2009.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. MacMillan. 2011
- Bansal, R.K. and Harrison, J.B. *Spoken English*. Orient Black Swan Private Limited. 2009
- Jones, D. *An Outline of English Phonetics*. Cambridge University Press, 1976.

Reference Books:

- Sinha, M.P., *Modern Linguistics*, Atlantic Publishers and Distributors, 2005.
- Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
- Cable, Thomas. *A Companion to Baugh and Cable's History of the English language*. 3d ed. London, and New York: Routledge, 2002.
- Smith, Jeremy *Essentials of Early English. Old, Middle and Early Modern English*. 2nd edition. London: Routledge 2005.
- Fennell, Barbara A. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell. 2001.
- Parker, F. and Riley, K. *Linguistics for Non-Linguists. A Primer with Exercises*. 2005
- Lyons, John, *Language and Linguistics: An Introduction*, Cambridge University Press. 1981,
- A Course in Phonetics and Spoken English* by J Sethi and P.V. Dhamija Prentice Hall of India.
- A Practical Course in English Pronunciation* by J Sethi, Kamlesh Sadanand & D.V. Jindal Prentice-Hall of India Private Limited. Crystal, D. 2003.
- The Cambridge Encyclopedia of Language. Second Edition. Cambridge University Press. Cambridge. -*-2008.
- A Dictionary of Linguistics and Phonetics. Sixth Edition. Blackwell Publishing Ltd. U.K. 1980.
- Gimson, AC.. 1980.

Jamuna
25/6/24

Manu
25.6.24

Maandani
25-06-24
Subhashini
25/6/2024

Munish
25/06/24

S. Saama
[Signature]



M.A.(English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	Dec-2025	IV
Course code	Course Title-Paper-V-2(B)		Course Type
ENG452	English Language Teaching-II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The purpose of the course is to better comprehend the teaching and learning methodologies for foreign language learning. The language laboratory system and speech mechanics are its key topics.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Get knowledge of different linguistic theories and aspects of language study.	Ap
2.	Learn and understand how to prepare teaching plan, lesson plan and different teaching methodology	Ap
3.	Understand teaching mechanics of Reading, writing and pronunciation	U
4.	Get acquainted with language laboratory system	An
5.	Develop language testing with Aptitude assessment	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

James
25/6/24

[Signature]
25.6.24

Randani
25.06.24

[Signature]

Muneel
25/06/24

[Signature]

S. Saama

Sambhaji
27/6/2024



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	3	3	3	3	3	2	3	3	3	2	3	2	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Trends in linguistics :Theories ,Beginning of Modern Linguistics, Language varieties ,Aspects of Language study-phonology, Grammar, Lexicology, Semantics, Discourses, Bloomfield and American Structuralism, Transformative Generative Grammar	20	
2.	Teaching plan, Lesson Plan and English teaching methodology	15	
3.	Teaching Mechanics of Pronunciation, Vocabulary, Reading and Writing	20	
4.	Planning for Language Laboratory, Language Laboratory System	20	
5.	Language Testing: Techniques to Test Production of Lexical Units, Diagnostic and Aptitude Testing	15	

Shama
25/6/24

Munish
25.6.24

Mandavi
25-06-24

Jay

Munish
25/06/24

Shama

Subhandy
25/6/2024

Shama

Shama



Recommended Books:

C.J.Brumfit and Johnso. eds. *Communicative Methodology in Language Teaching*. Cambridge University Press, 1984.

C.J.Brumfit and R.Carter *Language and Literature Teaching: From Practice to Principle*

W.Littlewood *Foreign and Second Language Learning* .W.Littlewood. Cambridge University Press, 1984.

Reference books

Heaton, J. B. *Writing English language tests*. London: Longman. 1975

Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press 2003

James
25/6/24

James
25.6.24

Brandon
25-06-24

Joy
Murray
25/06/24

Stacius

John

Brandon
25/6/2024

John

M.A. English (Value Added Course)

Program	subject	Year	Semester
M.A.	English	2024	I
Course code	Course Title		Course Type
ENG 460	Indian Knowledge System		Value Added
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	-	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The learning objectives of the Indian knowledge system focus on cultivating holistic understanding through diverse disciplines such as Vedas, Upanishads, Ayurveda, and Yoga. Goals include fostering spiritual awareness, promoting ethical values, nurturing critical thinking rooted in ancient wisdom, and integrating practical applications in daily life. Emphasis is on developing a deep respect for nature, sustainability, and interconnectedness with the cosmos. Objectives also encompass preserving cultural heritage, promoting social harmony, and adapting timeless knowledge to contemporary challenges for personal and societal well-being.

Course Outcomes (CO):

CO No.	Expected Course Outcomes After completion of the course the students will be able to:	CL
1.	Understand the key concepts of NEP-2020	R
2.	Understand Indian knowledge traditions	U
3.	Get acquainted with Indian cultural roots	E
4.	Encourage comparative studies	An
5.	Prepare projects for global studies	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25.06.24

[Signature]

[Signature]
25/06/24

[Signature]

[Signature]
25/6/2024

[Signature]



CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	3	3	3	3	3	3	2	3	3	3	2	3
CO2	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3
CO3	3	1	2	3	3	3	3	3	3	2	3	3	3	3	3	3
CO4	3	2	3	2	-	1	2	2	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	-	3	3	3	3	3	3	3	2	2	3

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Swami Vivekanand : Chicago Speech 1893	6	
2.	Shankaracharya: Advait Vedanta	6	
3.	Aurobindo: The Ideal Spirit of Poetry from <i>The Future Poetry</i>	6	
4.	Basics of Kalidas' <i>Shakuntala</i>	6	
5.	Habib Tanveer: <i>Charandas Chor</i> (Translation by Anjum Katyal)	6	

Anura
25/6/24

hmm
25.6.24

Arundani
25.06.24

Jay

Arundani
25/6/24

S Baenus

Arundani
25/6/2024

Arundani
Jan

Book Recommended:

Vivekanand: *Chicago Speech 1893* The Art Institute of Chicago.

www.artc.edu.swamivivekanand

Habib Tanveer . *Charandas Chor*. Trans. Anjum Katayal . Calcutta: Segal Books, 2000.

Kushwaha, M.S. and Kapil Kapoor. *An Introduction to the Study of Indian Poetics*. 1st ed. D.K., 2021.

Lal, Ananda, ed. *Theatres of India: A Concise Companion*. OUP, 2009.

Reference Books:

Upadhyay, Ami. *A Handbok of Indian Poetics and Asthetics*. Prakash Book Depot, 2020

Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: EWP, 2013.

Devy, G.N. *After Amnesia*. Bombay: Orient Longman, 1992.

Anand, Mulkraj. *The Indian Theatre*. Texas:Bronson Press, 2011

Donna
25/6/24

M
25.6.24

Arundani
25-06-24

Jay
25/06/24

Shaena

ESB

Jay

Subhankar
25/6/2024

M.A. English (Value Added Course)

Programme	Subject	Year	Semester
M.A.	English	June 2025	III
Course code	Course Title		Course Type
ENG 470	Skill Enhancement: Society and Communication		Generic /Value Added
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	-	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The Learning Objectives of this course are as follows:

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing, further apply them for social niceties and collaborative living.
- To integrate ethical values and life skills in day to day interaction on interpersonal and intrapersonal levels.

Domno
25/6/24

Handaru
25-06-24

Jay
Murug
25/06/24

Shams

Jay

Subblakshy
25/6/2024

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.	Ap
2.	Engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.	Ap
3.	Involve themselves in team work and group activities to address challenges faced in metropolitans.	U
4.	Develop communication skills that are -analytical reading, empathetic listening, considerate speaking as well as informed writing.	An
5.	Extend activities that will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate within multicultural environment and work towards an inclusive community.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	2	3	2	2	3	3	2	-	3	3	3	2	1	2
CO2	3	1	2	3	3	3	3	2	1	2	2	3	2	3	2	3
CO3	3	2	3	2	2	2	2	3	2	1	1	3	2	2	1	1
CO4	3	2	1	1	2	3	3	2	3	2	3	3	1	1	2	2
CO5	2	3	2	2	3	2	2	3	2	3	2	2	2	1	1	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

[Signature]
25/6/24

[Signature]
25.6.24

[Signature]
25-06-24

[Signature]
25/06/24

[Signature]
25/6/2024

[Signature]

[Signature]

[Signature]

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	What is Society: <ul style="list-style-type: none">• Evolution• Forms	15	
2.	Concepts like: <ul style="list-style-type: none">• Vasudhaiva Kutumbkam• Ek Bharat, Shrestha Bharat	20	
3.	Learning Life Skills: <ul style="list-style-type: none">• Empathy• Adaptability	20	
4.	Learning Positive Values: <ul style="list-style-type: none">• Mindfulness• Resilience	20	
5.	Everyday Communication Skills: <ul style="list-style-type: none">• Public Speaking• Team Communication• Email writing	15	

Books Recommended:

Nutley, Tony. *The Little Book of Personal Development*. North: Lulu Press, 2008 Carolina.

Fenning, Chris. *Effective E-mails*. London: Alignment Group Ltd., 2022.

Dubey, Shewta. *Indian Society and Globalization*. Chennai: Notion Press, 2023.

Shrivastav, Sachin. *Indian Culture: Rich Indian Heritage*. Chennai: Notion Press, 2020.

Reference Books:

Daniel, Aubrey. *Bringing out the Best in People*. Mc Graw Hill, 1999.

Gunaratna, Henepola. *Mindfulness in Plain English*. Wisdom Publications, 2011.

Goldstein, Joseph. *Mindfulness: A Practical Guide*. Sounds True, 2016.

Prabhu, Gauranga Das. *The Art of Resilience*. Penguin, Random House, 2011.



[Handwritten signature]
25/6/24

[Handwritten signature]
25.06.24

[Handwritten signature]
25/6/24

[Handwritten signature]

[Handwritten signature]
25/6/2024



Pre PhD-Coursework

Program	Subject	Year	Semester
Pre PhD-Coursework	English	2024	-
Course code	Course Title-Paper I		Course Type
550	Research Methodology		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	Theory Paper Research Methodology and computer Application	Project Work, Dissertation/ Project Script	Seminar Viva Voce
200	100	50	30 20

Learning Objective (LO): The course in Research Methodology is in concurrence with the object of finding new information. It aims to acquaint students with both the broad and specific nuances involved in writing PhD thesis. This programme is both theoretical and practical in its orientation and herein, they will also be introduced to the meaning, nature, philosophy as well as ethics of research.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1.	Assimilate the purpose of Undertaking research	Ap
2.	Get acquainted with the objectives of research in language and literature.	Ap
3.	Gain familiarity with the tools and techniques of research.	U
4.	Learn presentation of research by conscientiously avoiding plagiarism.	An
5.	Learn to present research findings by using standard style sheets.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

[Signature]
25/6/24

[Signature]
25-06-24
25/06/24

[Signature]

[Signature]

[Signature]
25/6/2024

[Signature]

[Signature]



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	2	3	1	3	3	1	3	2	1	3	2	1	1	3
CO2	3	3	3	1	3	3	3	2	2	3	1	3	2	3	2	1
CO3	3	3	3	3	1	1	3	2	3	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	1
CO5	3	2	3	3	3	1	1	1	2	3	2	3	3	3	3	1

"3"-Strong; "2"- Moderate; "1"- Low; "-"No Correlation

Detailed Syllabus

Unit No.	Topics	No. of Lectures	CO No.
1.	Definition, Scope, Tools, and Materials of Research	25	
2.	Selection of Topic and Preparing Research Proposal	20	
3.	Computer Fundamentals: Introduction to MS-Office software: MS-Word(Track change) Features for Statistical data analysis using computers and software, Microsoft Excel, Data Analysis and such others. MLA Style: In-text citation and Work cited list, Notes, Index. Literature search techniques: Google scholar, PUBMED, Web of science, Indian citation index.	20	
4.	Documentation and Mechanics of Presentation	20	
5.	Dissertation/ Project Writing and Viva Voce	40	

Books Recommended

MLA Handbook for Research Papers: 9th Ed. Modern Language Association, New York 2020.

[Signature]
25/6/24

[Signature]
25/6/24

[Signature]

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2005
Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International Pvt. Ltd. New Delhi, 1985.
Rahim, F. Abdul. *Thesis Writing: A Manual for Researchers*. New Age International Pvt. Ltd. New Delhi, 1996

Reference Books

Bateson, F.W. *The Scholar Critic: An Introduction to Literary Research*. Routledge, London, 1972.

Brown, James Dean. *Understanding Research in Second Language Learning*. Cambridge University Press, New York 2006.

Seliger (2001). *Second Language research Methods*, Oxford University Press.

Correa, Delia. Da Sousa and W.R. Owens, Eds. *The Handbook to Literary Research*, London, Routledge, 2010.

Eliot, Simon, and W.R. Owens, eds, *A Handbook to Literary Research*. London, Routledge, 1998.

Harner, James L., Ed. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 2nd Ed. Texas, MLA 2008

Altic, R.D. (1963), *The Art of Literary Research*, New York, Norton

Barker, Nancy and Nancy Hulig, (2000) *A Research Guide for Under Graduate Students: English and American Literature*. New York, MLA.

Gupta, R.K. (1971), *American Literature Fundamentals of Research*, ASRC Hyderabad.

James
25/6/24

James
25/6/24

James