

**Postgraduate and Research Department of English**  
National College (Autonomous), Tiruchirappalli - 620001  
(Nationally Re- Accredited with A+ Grade)  
'College with Potential for Excellence'  
(Affiliated to Bharathidasan University, Tiruchirappalli)  
(For Candidates admitted from **2025** onwards)

Postgraduate Programme: M.A. English

**Mission:** To impart quality holistic education in English Studies that will lead to aesthetic enjoyment, educational empowerment and employability of students.

**Vision:** To create successive generations of students of English Studies who will be informed readers, creative writers, talented translators, nation builders and cosmopolitan global citizens.

**Programme Specific Objectives (PSOs):**

**The Postgraduate Programme in English has the following objectives:**

1. **PSO1:** Equip students with advanced knowledge of literature, language, literary theory, and research methodology to deepen their critical and academic insights.
2. **PSO2:** Foster sensitivity to issues like race, gender, religion, politics, economy, and environment through a nuanced study of diverse literary texts.
3. **PSO3:** Develop students' creative and critical thinking abilities, enabling them to apply analytical tools independently.
4. **PSO4:** Provide advanced knowledge and skills in English Language Teaching, preparing students to address varied learner needs.
5. **PSO5:** Prepare students for success in eligibility and competitive examinations by building their confidence and subject mastery.
6. **PSO6:** Enable students to apply their knowledge and skills in advanced research and diverse professional fields.

**Programme Outcomes (POs):**

**On completion of the M.A. Degree Programme in the subject English, the Postgraduate will be able to:**

1. **PO1: Advanced Critical Thinking:** Demonstrate comprehensive knowledge of literary history, genre criticism, literary theory, critical theory, and research methodology, and critically analyze texts.
2. **PO2: Multidisciplinary Communication:** Exhibit advanced knowledge of journalism, mass communication, and media writing, integrating skills across disciplines
3. **PO3: Academic and Professional Writing:** Use advanced communication and rhetorical skills to write essays, articles, and project reports effectively.
4. **PO4: Aesthetic and Critical Response:** Engage with literature aesthetically and critically, drawing on informed and nuanced perspectives.
5. **PO5: Gender and Cross - Cultural Awareness:** Appreciate, analyze, and critically evaluate gender-oriented writing and cultural relations reflected in literature and literary works available in translation, appreciating diverse cultural and historical contexts.
6. **PO6: Linguistic and Pedagogical Application:** Apply linguistic theories and methodologies effectively in English Language Teaching, catering to learner-specific needs.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN1	Theory	British Literature from Chaucer to Jacobean Age	Lecture	6 Hrs/Week	5

### Course Description:

This course offers an in-depth study of British literature from the late medieval period through the Jacobean era, tracing the evolution of literary forms, themes, and styles in the context of socio-political, religious, and cultural transformations. Beginning with Geoffrey Chaucer, the "Father of English Literature," and moving through the flourishing of the Renaissance, the course explores the development of poetry, drama, and prose up to the early 17th century.

Students will engage with major literary figures such as Chaucer, Thomas More, Edmund Spenser, Christopher Marlowe, William Shakespeare, Ben Jonson, and John Donne, examining how their works reflect and critique the tensions of their time, including humanism, reformation, monarchy, gender politics, and class structures.

The course emphasizes close textual reading and critical interpretation, equipping students with analytical tools to explore canonical texts within historical frameworks, and to appreciate the linguistic richness and intellectual depth of early British literature.

### Course Objectives (CO):

#### The Learner will be able to:

1. Introducing students to British Literature from the Chaucerian to the Jacobean era. Students will explore key works, authors, and historical contexts that shaped this period of literary history.
2. The objective of this course is to familiarize students with the key writers of British Literature from the Chaucerian to the Jacobean era.
3. To enable students to understand the features of Middle English, focusing on its linguistic characteristics and how they influence the reading and interpretation of key texts from the Chaucerian era.
4. This course is to help students develop the ability to analyze and appreciate the works of British Literature from the Chaucerian to the Jacobean era.
5. This understanding will enhance their appreciation of how these factors influenced the themes and styles of the literature from this time.
6. This course is to assist students in preparing for the NET/SET and other competitive exams by providing a thorough understanding of British Literature from the Chaucerian to the Jacobean era.

### UNIT – I (POETRY)

**18 Hours**

#### 1. Geoffrey Chaucer (1340 – 1400) : *The Friar's Tale*

- Author: Geoffrey Chaucer (1340–1400), English poet, known for *The Canterbury Tales*.
- Themes: Hypocrisy, greed, and corruption within the clergy.
- Main Characters: The corrupt Friar, the dishonest Summoner, and the Devil.
- Significance: Satirical critique of religious figures exploiting their power for personal gain.

#### 2. Edmund Spenser (1552–1599): *The Faerie Queene Book I Canto I*

- Author: Edmund Spenser, an English poet best known for his allegorical epic *The Faerie Queene*.
- Themes: Virtue, chivalric heroism, and the battle between good and evil, focusing on holiness and the moral quest.

- Main Characters: Redcrosse Knight (symbolizing holiness), Error (the monster representing sin).
- Significance: The work is a rich allegory that blends Renaissance ideals with Christian morality, offering a complex portrait of a hero's journey.

### 3. **George Herbert (1593–1633): *The Collar***

- Author: George Herbert, an English metaphysical poet, known for his devotional and religious poetry.
- Themes: Spiritual struggle, rebellion against God, and the eventual submission to divine will.
- Main Characters: The speaker, who expresses frustration and spiritual conflict before finding peace in surrendering to God's will.
- Significance: The poem illustrates the internal conflict between the desire for freedom and the call to spiritual discipline, showcasing Herbert's unique use of form to express metaphysical ideas.

### 4. **Henry Vaughan (1621–1695): *The Retreat***

- Author: Henry Vaughan, a Welsh poet known for his deeply spiritual and metaphysical poetry.
- Themes: Innocence, spiritual longing, and the desire to return to a purer, more divine state of existence.
- Main Characters: The speaker, who yearns for the spiritual purity and closeness to God experienced in childhood.
- Significance: The poem is a reflection on the loss of innocence and a meditation on the soul's yearning for spiritual renewal.

## UNIT – II (DRAMA – Detailed)

**18 Hours**

### 5. **Ben Jonson (1573–1637): *The Alchemist***

- Author: Ben Jonson, an English playwright and poet, celebrated for his satirical comedies and sharp social critiques.
- Themes: Greed, deception, human folly, and the dangers of alchemy and false hope.
- Main Characters: Face (the master manipulator), Subtle (the charlatan alchemist), Dol (the prostitute and accomplice).
- Significance: *The Alchemist* is a dark comedy that mocks the gullibility of people in the face of pseudo-science, using humor to expose the vices of greed and deception.

## UNIT – III (DRAMA – Non Detailed)

**18 Hours**

### 6. **John Webster (1580–1632): *The White Devil***

- Author: John Webster, an English dramatist known for his dark, tragic plays filled with violence and psychological complexity.
- Themes: Corruption, revenge, and moral ambiguity, with a focus on betrayal and tragic downfall.
- Main Characters: Vittoria Corombona (the cunning, morally complex woman), Flamineo (the villainous brother), Duke of Brachiano (the tragic figure).
- Significance: *The White Devil* explores the theme of corruption at all levels of society and presents characters whose flaws lead to their destruction.

### 7. **John Dryden (1623–1700): *All for Love***

- Author: John Dryden, an English playwright, poet, and critic, often regarded as the leading literary figure of the Restoration period.
- Themes: Love, sacrifice, tragedy, and the consequences of passion, with a focus on the complexities of human emotion.
- Main Characters: Antony (the tragic hero), Cleopatra (the powerful, tragic heroine), Octavia (the wife, symbolizing duty and loyalty).

- Significance: A reworking of Shakespeare's *Antony and Cleopatra*, Dryden's version emphasizes the emotional and moral conflicts in the lovers' relationship, focusing on the tragic elements of their devotion.

#### UNIT – IV (PROSE)

18 Hours

##### 8. Joseph Addison (1672–1719): “The Spectator’s Account of Himself”

- Author: Joseph Addison, an English essayist and co-founder of *The Spectator*, a periodical known for its commentary on society and manners.
- Themes: Self-reflection, morality, and the role of the essayist in shaping public opinion.
- Main Characters: The speaker (Addison himself) who reflects on his role as an essayist and his approach to moral and intellectual matters.
- Significance: The essay gives insight into Addison's philosophy of writing and his views on the responsibilities of writers to influence society in a positive way.

##### 9. Richard Steele (1672–1729): “Recollections of Childhood”

- Author: Richard Steele, an English writer, and co-founder of *The Spectator*, known for his essays on society and personal reflections.
- Themes: Memory, childhood, and the innocence of youth.
- Main Characters: The speaker, reflecting on his personal memories of childhood and the nostalgic emotions they evoke.
- Significance: Steele's essay is a poignant exploration of the passage of time and the universal experience of remembering one's early years.

##### 10. Francis Bacon (1561–1626):

- Author: Francis Bacon, an English philosopher, statesman, and essayist, known for his works on empirical science and practical wisdom.
- Themes: Human nature, wisdom, and the challenges of life.
- Main Characters: No central characters, as Bacon's essays are reflections on various aspects of life.
- Significance: Bacon's essays are influential in shaping modern thought, blending philosophy with practical advice for living.
  1. “Of Nobility”
    - **Themes:** The nature of nobility, its benefits and drawbacks, and the responsibilities that come with privilege.
  2. “Of Adversity”
    - **Themes:** The value of adversity in building character and wisdom.
  3. “Of Travel”
    - **Themes:** The benefits of travel in broadening the mind and gaining knowledge.

#### UNIT – V (FICTION)

18 Hours

##### 11. Sir Thomas More (1478–1535): *Utopia*

- Author: Sir Thomas More, an English lawyer, social philosopher, and statesman, known for his work *Utopia*, a political and philosophical treatise.
- Themes: Ideal society, political reform, and the critique of contemporary social and political systems.
- Main Characters: Raphael Hythloday (the fictional traveler who describes the ideal society of Utopia).
- Significance: *Utopia* is a foundational work of political philosophy, offering a vision of a perfect society and critiquing the moral and political failings of the time.

##### 12. John Bunyan (1628–1688): *The Pilgrim’s Progress (Part I)*

- Author: John Bunyan, an English writer and preacher, best known for his religious allegory *The Pilgrim’s Progress*.

- Themes: Salvation, faith, temptation, and the journey of spiritual redemption.
- Main Characters: Christian (the protagonist, representing the Christian soul on a journey to salvation), Evangelist (the guide who directs Christian's journey).
- Significance: This allegorical work is one of the most significant works in Christian literature, depicting the spiritual journey toward redemption and offering insights into Christian faith and perseverance.

### Course Outcomes (COs)

After the completion of the course, students will be able to

COs	Description	K Levels	Bloom's Taxonomy
CO-1	Introduce students to British Literature from the Chaucerian to the Jacobean era, covering key authors, texts, and historical contexts.	K1 – Knowledge	Remembering
CO-2	Familiarize students with major writers and their contributions to British literature during this period.	K2 – Comprehension	Understanding
CO-3	Enable students to understand and interpret Middle English, focusing on its linguistic features in key texts.	K3 – Application	Applying
CO-4	Develop students' analytical and critical appreciation skills for literary works of the period.	K4 – Analysis	Analyzing
CO-5	Enhance understanding of thematic and stylistic elements influenced by historical and cultural factors.	K5 – Synthesis	Evaluating
CO-6	Assist students in applying their literary knowledge in preparation for competitive exams like NET/SET.	K6 – Evaluation	Creating

### Recommended Reading:

- Chaucer, Geoffrey and Nevil Coghill. *The Canterbury Tales*. New Zealand: Penguin Books.1977. – Call No.821
- <https://www.poetryfoundation.org/poems/45192/the-faerie-queene-book-i-canto-i>
- *The White Devil*. (2020). Unique Publications. [https://www.amazon.in/WHITE-DEVIL-Dr-S-Sen/dp/9388994590/ref=sr\\_1\\_6?sr=8-6#detailBullets\\_feature\\_div](https://www.amazon.in/WHITE-DEVIL-Dr-S-Sen/dp/9388994590/ref=sr_1_6?sr=8-6#detailBullets_feature_div)– Call No. 422
- Dryden, J. (2021). *All for love*. Notion Press. – Call No.822
- Jonson, Ben. *The Alchemist*. Broadview Press, 2020. – Call No.822
- Kyd, Thomas. *Spanish Tragedy*. Outlook Verlag, 2020.
- Marlowe, Christopher (2019). *Dr. Faustus*. Digireads Com.
- <https://ardhendude.blogspot.com/2012/03/spectator-by-addison-and-steele-study.html>
- <https://www.bartleby.com/lit-hub/english-prose-an-anthology-in-five-volumes/richard-steele-16721729-3/>
- Reynolds, Samuel Harvey. ed. *The Essays of Francis Bacon*. London: Clarendon Press, 1890. – Call No. 825
- Thomas More. (2012). *Utopia* (D. Baker-Smith, Trans.). Penguin Classics. – Call No. 153
- Bunyan, J. (2019). *The pilgrim's progress* (canon classics worldview edition). Canon Press. – Call No.421

### Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix Between COs, PEOs, and POs**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	1	1	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	<b>28</b>	<b>16</b>	<b>20</b>	<b>34</b>	<b>27</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>2.6</b>	<b>4.0</b>	<b>5.6</b>	<b>4.2</b>	<b>4.2</b>

Scale: 9: High 3: Moderate 1: Low 0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2 / K2	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3 / K3	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4 / K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5 / K5	PO4,PO5,PO6	,PO1PO3	-	PO2
CO6 / K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
KI	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **British Literature from Chaucer to Jacobean Age** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN2	Theory	Milton to Romantic Age	Lecture	6 Hrs/Week	5

### Course Description:

This course offers a critical exploration of British literature from the mid-17th century through the late 18th century, beginning with John Milton and culminating in the revolutionary voices of the Romantic poets. It examines how literature evolved in response to significant socio-political, religious, and philosophical changes, including the English Civil War, the Restoration, the Enlightenment, and the Industrial Revolution.

Students will engage with a wide range of literary forms—epic poetry, satire, drama, and the emerging novel—while studying major writers such as John Milton, John Dryden, Alexander Pope, Samuel Johnson, William Blake, William Wordsworth, and Samuel Taylor Coleridge. Emphasis will be placed on the transition from the Neoclassical ideals of order and reason to the Romantic emphasis on imagination, emotion, and nature.

The course encourages critical thinking and close textual analysis, fostering an appreciation of the historical contexts and aesthetic principles that shaped literature during this dynamic period.

### Course Objectives

1. To explore the transformation of literary styles and themes from Puritanism to Romanticism, focusing on the evolution of genre and form.
2. To analyze major texts by examining their historical, cultural, and philosophical contexts, including shifts in religious, political, and aesthetic ideologies.
3. To foster a deep understanding of the role of satire, parody, and commentary in Augustan literature.
4. To evaluate the impact of early feminist, abolitionist, and romantic writers on the emerging discourses of individual rights and freedoms.
5. To appreciate the distinctive characteristics of Romantic poetry and prose, emphasizing nature, imagination, and emotion as literary themes.
6. To develop critical thinking and interpretive skills by engaging with literary texts and secondary sources through close reading and analytical discussion.

### Unit 1: Puritanism during the Commonwealth and Restoration **18 Hours**

John Milton, *Paradise Lost*, Book 1. (1667) Section-1:(1-26) Section-2:(27-83)

Samuel Johnson, *A Journey to the Western Islands of Scotland* (1775)

### Unit 2: Satire and Parody in the Augustan Age **18 Hours**

Jonathan Swift, *Gulliver's Travels*, Part IV (1726)

Alexander Pope, *Epistle to Dr. Arbuthnot*. (1735)

Henry Fielding, *Joseph Andrews*, Books I and II. (1742)

### Unit 3: Early Romanticism **18 Hours**

Mary Wollstonecraft, *A Vindication of Rights of Woman* (1792)

Olaudah Equiano, *The Interesting Narrative of the life of Olaudah Equiano* (1789)

### Unit 4: High Romanticism **18 Hours**

Anna Lætitia Barbauld, *To a Little Invisible Being Who is Expected Soon to Become Visible*

Felicia Hemans, *Casabianca*

Joanna Baillie, *A Child to his Sick Grandfather*

*The Rime of the Ancient Mariner*, S. T. Coleridge.

P. B. Shelley, *The flower that smiles to-day*

**Unit 5: Late Romanticism****18 Hours**

Thomas De Quincey. On the Knocking on the Door in Macbeth

Mary Shelley. Frankenstein (1818)

Jane Austen. Emma (1815)

**Recommended reading:**

Lewalski, Barbara K (ed.) Paradise Lost. London: Wiley-Blackwell, 2007.

Wall, Cynthia. (ed.). The Pilgrim's Progress. New York: W.W. Norton &amp; Co., 2008.

Swift, Jonathan. Gulliver's Travels. New York: Penguin Classics, 2003.

Fielding, Henry. Joseph Andrews. New York: Everyman, 1998.

William Godwin. Memoirs of the Author of A Vindication of the Rights of Woman. (1798)

S.T. Coleridge. Road to Xanadu

Lord Byron. Childe Harold's Pilgrimage

William Hazlitt. Selected essays (1810-1825)

**Course Outcomes**

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the principles of Puritan and Restoration literature, focusing on <i>Paradise Lost</i> and Johnson's reflections in his travel writing.	K1, K2	Remembering, Understanding
CO2	Evaluate the use of satire and parody in Augustan literature, particularly in <i>Gulliver's Travels</i> , Pope's epistle, and Fielding's novel.	K1, K5	Remembering, Evaluating
CO3	Analyze how early Romantic texts by Wollstonecraft and Equiano reflect issues of gender equality and anti-slavery sentiments.	K2, K4	Understanding, Analyzing
CO4	Interpret the themes and stylistic features of High Romantic poetry and prose, as seen in the works of Barbauld, Hemans, Baillie, and Coleridge.	K1, K3	Remembering, Applying
CO5	Examine the transition into Late Romanticism through works like Mary Shelley's <i>Frankenstein</i> , Austen's <i>Emma</i> , and De Quincey's literary criticism.	K2, K4	Understanding, Analyzing
CO6	Produce critical essays and presentations that demonstrate proficiency in literary analysis, historical contextualization, and thematic synthesis across different time periods.	K3, K6	Applying, Creating

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

## Relationship Matrix Between COs, and POs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	3	3	0
CO 2	9	3	1	1	0	0
CO 3	3	9	9	3	0	0
CO 4	9	1	0	9	1	3
CO 5	3	9	9	3	0	0
CO 6	9	3	0	3	3	9
<b>Weightage</b>	<b>42</b>	<b>28</b>	<b>22</b>	<b>22</b>	<b>7</b>	<b>12</b>
<b>Weightage % of Course Contribution to POs</b>	<b>7</b>	<b>4</b>	<b>3.6</b>	<b>3.6</b>	<b>1.2</b>	<b>2</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

## Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO4,PO5	-	PO6
CO2/K1, K5	PO1	PO2	PO3,PO4	PO5,PO6
CO3/K2, K4	PO2,PO3	PO1,PO4	-	PO5,PO6
CO4/K1, K3	PO1,PO4	PO6	PO2,PO5	PO3
CO5/K2, K4	PO2,PO3	PO1,PO4	-	PO5,PO6
CO6/K3, K6	PO1,PO6	PO2,PO4,PO5	-	PO3

## Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Milton To Romantic Age** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1979	P25EN3	Theory	Victorian Literature	Lecture	6 Hrs/Week	5

**Course Description:**

This course offers a detailed study of Victorian Literature (1837–1901), a period marked by profound social, political, and technological change in Britain. It explores how literature responded to the challenges and contradictions of the era—industrialization, scientific advancement, empire, gender roles, class divisions, and moral conflict—through a diverse range of genres and voices.

Students will critically engage with major poets, novelists, and essayists whose works reflect the complexities of the Victorian consciousness. The course examines how Victorian writers grappled with questions of faith, identity, reform, and modernity while innovating new forms of storytelling, characterization, and narrative technique.

Key literary figures such as Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, Charles Dickens, Thomas Hardy, the Brontë sisters, George Eliot, and Oscar Wilde will be studied in relation to their historical and cultural contexts.

Through close textual analysis, contextual inquiry, and critical theory, students will gain a nuanced understanding of how literature both shaped and was shaped by the dynamics of Victorian society.

**Course Objectives (COs):**

On completion of the course, students will be able to:

1. Analyze and interpret major Victorian poems, understanding their historical, social, and cultural contexts.
2. Critically engage with major prose works that reflect key philosophical, social, and scientific debates of the Victorian era.
3. Explore the themes and stylistic elements of Victorian drama, recognizing its cultural and aesthetic value.
4. Examine the narrative techniques, social commentary, and cultural significance present in Victorian short stories.
5. Analyze major works of Victorian fiction, focusing on themes of class, gender, industrialization, and social change.
6. Apply critical thinking, analytical skills, and literary theories to evaluate the contribution of Victorian literature to the global literary canon.

**Unit I: Poetry**

**18 Hours**

- Alfred Lord Tennyson - The Charge of the Light Brigade
- Robert Browning - My Last Duchess,
- Elizabeth Barrett Browning - Sonnets from the Portuguese.
- Dante Gabriel Rossetti - The Blessed Damozel

**Unit II: Prose**

**18 Hours**

- Charles Darwin - On the Origin of Species (Chapter 1- 28 pages)- Variation under Domestication
- John Stuart Mill - Utilitarianism (Chapter 2 – 35 Pages) -What Utilitarianism is?
- Mathew Arnold –Literature and Dogma(Chapter 4 – 8 Pages)- Proof from Prophet

**Unit III: Drama**

**18 Hours**

- Oscar Wilde - An Ideal Husband
- Tom Taylaor - Our American Cousin

**Unit IV: Short Stories**

**18 Hours**

- Wilkie Collins - The Frozen Deep

Arthur Conan Doyle - The Red-Hearted League  
 Thomas Hardy - The Three Strangers

**Unit V: Fiction**

**18 Hours**

Charles Dickens - David Copperfield  
 William Makepeace Thackeray - Vanity fair  
 Mary Elizabeth Braddon - Lady Audley's Secrets

Course Outcomes (COs):

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an in-depth understanding of major Victorian poets and their contribution to literary tradition.	K1, K2	Remembering, Understanding
CO2	Evaluate key prose works and their impact on socio-political and philosophical thought in the Victorian era.	K1, K5	Remembering, Evaluating
CO3	Analyze Victorian dramas for their social relevance, literary style, and thematic concerns.	K2, K4	Understanding, Analyzing
CO4	Critically analyze and interpret Victorian short stories, focusing on plot construction, narrative style, and thematic significance.	K3, K4	Applying, Analyzing
CO5	Exhibit a clear understanding of major Victorian novels and their reflections on contemporary social, cultural, and industrial issues.	K2, K4	Understanding, Analyzing
CO6	Develop advanced research and analytical skills to apply literary theories in understanding and evaluating Victorian literature.	K5, K6	Evaluating, Creating

**Text Books:**

1. **Tennyson, Alfred Lord.** *The Major Works* (Oxford World's Classics). Oxford University Press, 2009. – Call No. 824, 821, 829
2. **Browning, Robert.** *Selected Poems* (Penguin Classics). Penguin Books, 2004. – Call No. 824
3. **Browning, Elizabeth Barrett.** *Sonnets from the Portuguese and Other Poems*. Dover Publications, 1993.
4. **Rossetti, Dante Gabriel.** *The Blessed Damozel and Other Poems*. Dover Thrift Editions, 1996. – Call No. 821
5. **Darwin, Charles.** *On the Origin of Species*. Signet Classics, 2003. – Call No. 571
6. **Mill, John Stuart.** *Utilitarianism and Other Essays*. Penguin Classics, 1987.
7. **Arnold, Matthew.** *Literature and Dogma*. Cambridge University Press, 2011.
8. **Wilde, Oscar.** *An Ideal Husband*. Dover Thrift Editions, 1997.
9. **Taylor, Tom.** *Our American Cousin*. Aeterna Press, 2015.
10. **Collins, Wilkie.** *The Frozen Deep*. Vintage Classics, 2010.
11. **Doyle, Arthur Conan.** *The Adventures of Sherlock Holmes* (includes "The Red-Headed League"). Penguin Classics, 2001.
12. **Hardy, Thomas.** *The Three Strangers and Other Stories*. Penguin Classics, 1997.
13. **Dickens, Charles.** *David Copperfield*. Wordsworth Classics, 2000.
14. **Thackeray, William Makepeace.** *Vanity Fair*. Wordsworth Editions, 2001.
15. **Braddon, Mary Elizabeth.** *Lady Audley's Secret*. Penguin Classics, 1998.

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**RELATIONSHIP MATRIX BETWEEN POs and Cos**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	0	3	9	3	0
CO 2	9	0	3	9	9	0
CO 3	9	3	3	9	3	0
CO 4	9	0	3	9	9	0
CO 5	9	0	3	9	9	0
CO 6	9	3	9	9	9	3
<b>Weightage</b>	54	6	24	54	42	3
<b>Weightage % of Course Contribution to POs</b>	9	1	4	9	7	0.5

Scale: 9- High Correlation      3- Medium      1- Low      0- No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO3,PO5	-	PO2,PO6
CO2/K1, K5	PO1,PO4,PO5	PO3	-	PO2,PO6
CO3/K2, K4	PO1,PO4	PO2,PO3,PO5	-	PO6
CO4/K3, K4	PO1,PO4,PO5	PO3	-	PO2,PO6
CO5/K2, K4	PO1,PO4,PO5	PO3	-	PO2,PO6
CO6/K5, K6	PO1,PO3,PO4,PO5	PO2,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	5	6	4	5	20	5	25	100

The Cos and Pos for the **Victorian Literature** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN4	Theory	Twentieth Century British Literature	Lecture	6 Hrs/Week	5

### Course Description:

This course offers a critical engagement with British literature from the early to the late twentieth century—a period marked by radical experimentation, global conflict, and rapid social transformation. It explores how literary forms and themes evolved in response to the disillusionment of war, the fragmentation of identity, the rise of modernism and postmodernism, and shifting notions of empire, gender, and class.

Students will study a diverse range of texts—including poetry, fiction, drama, and essays—that reflect the anxieties and aspirations of the age. Writers such as T.S. Eliot, W.B. Yeats, Virginia Woolf, James Joyce, George Orwell, Samuel Beckett, Dylan Thomas, and Jean Rhys will be examined in terms of their aesthetic innovations and political engagements.

Through close reading and critical discussion, students will gain insight into the ways twentieth-century British literature questioned traditional narratives and pushed the boundaries of form and meaning. The course fosters analytical thinking and an appreciation of how literature intersects with historical and cultural change.

### Course Objectives (CO):

The Learner will be able to:

1. To analyse the key literary movements of the 20th century, such as modernism, postmodernism, and existentialism
2. To examine the works of major British authors and their contributions to literature during the period
3. To understand the socio-political and cultural contexts influencing British literature in the 20th century
4. To evaluate the development of literary forms and techniques in poetry, drama, fiction, and short stories
5. To critically engage with the themes of war, identity, modernity, and the human condition in 20th-century British literature
6. To explore the impact of technological and scientific advancements on 20th-century British literature and their reflection in the works of key authors.

### Unit I: Poetry 18 Hours

**W.B. Yeats** - *The Second Coming*  
**Wilfred Owen** - *Strange Meeting*  
**Philip Larkin** - *An Arundel Tomb*

### Unit II: Drama 18 Hours

**George Bernard Shaw** - *Pygmalion*

### Unit III: Fiction 18 Hours

**Virginia Woolf** - *Mrs. Dalloway*

### Unit IV: Short Stories 18 Hours

**Katherine Mansfield** - *The Garden Party*  
**Graham Greene** - *The Destructors*  
**William Somerset Maugham** - *The Ant and the Grasshopper*

### Unit V: Prose 18 Hours

**T.S. Eliot** - *Tradition and the Individual Talent*  
**George Orwell** - *Politics and the English Language*

**Course Outcomes (CO):**

The Learner will be able to:

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the major literary movements and their impact on British literature in the 20th century.	K1, K2	Remembering, Understanding
CO2	Analyse and interpret key works of 20th-century British authors across various genres, including poetry, drama, fiction, and short stories.	K3, K4	Applying, Analyzing
CO3	Critically assess the socio-political, cultural, and historical contexts that shaped the literary works of the period.	K4, K5	Analyzing, Evaluating
CO4	Evaluate the evolution of literary techniques and narrative styles in response to societal changes in the 20th century.	K4, K5	Analyzing, Evaluating
CO5	Apply critical thinking to the exploration of central themes such as identity, modernity, war, and the human experience in 20th-century British literature.	K3, K5	Applying, Evaluating
CO6	Evaluate the role of gender, race, and class in shaping the narratives and characterizations in 20th-century British literature.	K5, K6	Evaluating Creating

**Recommended Reading:**

- 1. *The Oxford Anthology of English Literature (Volume 2)* - Oxford University Press**
- 2. *The Penguin Anthology of English Poetry* (Edited by Christopher Ricks) - Penguin India**
- 3. *The Penguin Modern Poets 16: Philip Larkin, 1955-1985* (Edited by Alan Brownjohn) - Penguin India**
- 4. *Pygmalion and Major Plays* by George Bernard Shaw - Penguin Classics**
- 5. *Mrs. Dalloway* (Routledge Classics) – Routledge**
- 6. *Katherine Mansfield: The Complete Short Stories* - Oxford University Press**
- 7. *The Short Stories of Graham Greene* - Penguin Modern Classics**
- 8. *W. Somerset Maugham: The Collected Short Stories* – Heinemann**
- 9. *Selected Essays* by T.S. Eliot - Faber & Faber**
- 10. *Essays* by George Orwell - Harvill Secker**

**Web Resources:**

- 1. <https://sites.udel.edu/britlitwiki/the-twentieth-century/>**
- 2. <https://nou.edu.ng/coursewarecontent/ENG426%20.pdf>**

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern)- One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which

Three to be answered)

### Relationship Matrix Between COs and POs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	1
CO 2	3	1	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	3	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	<b>28</b>	<b>16</b>	<b>19</b>	<b>36</b>	<b>27</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>2.6</b>	<b>3.1</b>	<b>6.0</b>	<b>4.2</b>	<b>4.2</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3PO5	PO6	-
CO2/K3, K4	PO5,PO6	PO1,PO4	PO2	PO3
CO3/K4, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K4, K5	PO1,PO4,PO5	PO3	-	PO2,PO6
CO5/K3, K5	PO1,PO4,PO5	PO3	-	PO2,PO6
CO6/K5, K6	PO1,PO3,PO4,PO5	PO2,PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Twentieth Century British Literature** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN5E.1	Theory	Gender Studies	Lecture	6 Hrs/Week	4

### Course Description:

This course provides a comprehensive introduction to **Gender Studies**, building upon its origins in **Women's Studies** and expanding to include a broader analysis of gender, sexuality, identity, and power. It engages students in critical debates about how gender is constructed, performed, and represented in literature, culture, media, and society.

Drawing on interdisciplinary perspectives—literary theory, feminist thought, queer theory, sociology, and postcolonial studies—the course encourages students to explore the intersections of **gender, race, class, caste, ability, and sexuality**. Students will examine key historical and theoretical developments, analyze literary texts through gendered lenses, and understand how systemic structures and ideologies influence personal and collective experiences.

By foregrounding voices that have been historically marginalized, the course fosters critical thinking, empathy, and social awareness. Students will gain the analytical tools necessary to question normative assumptions and to appreciate the diversity of gendered expressions across cultures and contexts.

### Course Objectives (COs):

On completion of the course, students will be able to:

1. Examine the socio-cultural and historical contexts that have shaped gender roles and identities through literary texts.
2. Analyze feminist theoretical frameworks and their impact on literature, culture, and society.
3. Critically engage with literary works that challenge patriarchal norms and explore the experiences of marginalized genders.
4. Evaluate the intersections of gender, race, class, and sexuality in literary and theoretical texts.
5. Develop an understanding of gender politics in literature and apply feminist critical theories to interpret texts.
6. Promote awareness and advocacy for gender equity and inclusivity through critical reading, writing, and analysis of gender-centric literature.

### Unit I 18 Hours

Audre Lorde : A Litany for Survival  
 Anne Bradstreet : The prologue  
 Anne Sexton : Pain for a Daughter

### Unit II 18 Hours

Simone De Beauvoir : Patriarchal Times and Classical Antiquity  
 Chimamanda Ngozi Adichie : We Should All Be Feminists

### Unit III 18 Hours

Lorraine Hansberry : A Raisin in the Sun

### Unit IV 18 Hours

Radclyffe Hall : The Well of Loneliness  
 Virginia Woolf : Orlando: A Biography

### Unit V 18 Hours

Bell Hooks : Feminist Theory: From Margin to Center

### Course Outcomes (COs):

On successful completion of the course, students will be able to:

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the historical and cultural influences that shape gender identities and roles in literature.	K1, K2	Remembering, Understanding
CO2	Apply feminist theories to critically interpret texts that reflect and challenge gender norms.	K3, K4	Applying, Analyzing
CO3	Analyze diverse literary texts from a gendered perspective and explore the socio-cultural realities of marginalized identities.	K4, K5	Analyzing, Evaluating
CO4	Evaluate the contribution of feminist theorists and writers in advocating for gender equality.	K5	Evaluating
CO5	Articulate well-informed and critical perspectives on gender issues through academic writing and discussions.	K5, K6	Evaluating, Creating
CO6	Engage in advocacy and social change by promoting gender equity through literature, research, and academic activities.	K6	Creating

#### Textbooks:

1. **Lorde, Audre.** *The Black Unicorn: Poems*. W. W. Norton & Company, 1995.
2. **Bradstreet, Anne.** *The Works of Anne Bradstreet*. Harvard University Press, 1967.
3. **Sexton, Anne.** *The Complete Poems of Anne Sexton*. Mariner Books, 1999.
4. **Beauvoir, Simone de.** *The Second Sex*. Vintage Books, 2011.
5. **Adichie, Chimamanda Ngozi.** *We Should All Be Feminists*. Anchor Books, 2015.
6. **Hansberry, Lorraine.** *A Raisin in the Sun*. Vintage Books, 2004.
7. **Hall, Radclyffe.** *The Well of Loneliness*. Virago Press, 2005.
8. **Woolf, Virginia.** *Orlando: A Biography*. Penguin Classics, 2006.
9. **Hooks, Bell.** *Feminist Theory: From Margin to Center*. Routledge, 2015.

#### Reference Books:

1. **Beauvoir, Simone de.** *The Second Sex*. Vintage Classics, 2011.
2. **Butler, Judith.** *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
3. **Showalter, Elaine.** *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. Princeton University Press, 1977.
4. **Spivak, Gayatri Chakravorty.** *Can the Subaltern Speak?*. Harvard University Press, 1988.

#### Question paper pattern

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25  
Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

Relationship Matrix Between POs, and Cos

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	9	9	0
CO2	9	9	9	9	9	0
CO3	9	9	9	9	9	0
CO4	9	9	9	9	9	3
CO5	9	9	9	9	9	3
CO6	9	9	9	9	9	9
<b>Weightage</b>	54	48	48	54	54	15
<b>Weightage % of Course Contribution to POs</b>	<b>9.00</b>	<b>8.00</b>	<b>8.00</b>	<b>9.00</b>	<b>9.00</b>	<b>2.50</b>

Scale: 9: High    3: Moderate    1: Low    0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4,PO5	PO2,PO3	-	PO6
CO2/K3, K4	PO1,PO2,PO3,PO4,PO5	-	-	PO6
CO3/K4, K5	PO1,PO2,PO3,PO4,PO5	-	-	PO6
CO4/K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO5/K5, K6	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO6/K6	PO1,PO2,PO3,PO4,PO5	PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5				
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Gender Studies** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN6	Theory	Literary Criticism I	Lecture	6 Hrs/Week	5

### Course Description:

This course offers a foundational study of literary criticism from classical antiquity to the early twentieth century, equipping students with the conceptual vocabulary and critical frameworks necessary for advanced literary analysis. Beginning with a focus on essential literary and theoretical terms—such as aura, biopower, ecocriticism, heterotopia, and queer theory—the course introduces students to the evolving language and tools of literary thought. The historical trajectory of criticism is explored through seminal texts from Aristotle, Horace, and Longinus, tracing classical ideals of poetics and the sublime. The course then moves through the Renaissance and Neoclassical periods with contributions from Philip Sidney, Dryden, and Dr. Samuel Johnson, highlighting changing perspectives on poetry, drama, and literary value. Romantic aesthetics are examined through Wordsworth’s and Coleridge’s emphasis on imagination, emotion, and nature, while the Victorian and early modernist interventions of Matthew Arnold and T.S. Eliot probe the cultural functions of poetry and tradition.

By engaging with these key figures and their critical texts, students will develop an appreciation for the historical contexts and intellectual movements that shaped literary theory. The course ultimately aims to refine students’ ability to interpret, evaluate, and articulate literary arguments within both academic and cultural discourses.

### COURSE OBJECTIVES:

#### The Learner will be able to

1. Equip students with an understanding of fundamental literary terms and critical concepts essential for analyzing texts.
2. Introduce classical and modern theoretical frameworks from Aristotle, Longinus, and other critics to evaluate literary works.
3. Foster a critical approach to the application of various literary theories, such as Ecocriticism, Queer Theory, and Gynocriticism, in analyzing texts.
4. Develop an understanding of key critical essays from canonical critics like Sidney, Dryden, Johnson, Wordsworth, and Eliot, and their influence on literary thought.
5. Enhance the students’ ability to apply literary criticism to different genres of literature by examining various critical perspectives.
6. Promote independent research and critical writing by encouraging students to engage with both classical and contemporary literary criticism.

#### Unit I

**18 Hours**

**Literary Terms:** Aura, Base and Superstructure, Biopower, Difference, Ecocriticism, Episteme, Fabula and Sjuzet, Gynocritics, Heterotopia, Hegemony, Hybridity, Hyperreality, Implied Reader, Interpretive Community, Magical Realism, Negritude, Ostranenie, Polyphony, Speech Act, Queer Theory

#### Unit II

**18 Hours**

Aristotle : Poetics

Horace :The Art of Poetry (Extract Ramasamy and Sethuraman pp 686-696)

Longinus :On the Sublime (Extract Ramasamy and Sethuraman Vol. II pp 706-708)

**Unit III: 18 Hours**

Philip Sidney :Apology for Poetry  
 John Dryden :Preface to the Fables  
 Dr. Samuel Johnson :Preface to Shakespeare

**Unit IV 18 Hours**

Wordsworth :Preface to the Lyrical Ballads  
 Coleridge :Biographic Literaria (Chapter XIV)

**Unit V 18 Hours**

Matthew Arnold :The Study of Poetry  
 T.S.Eliot :Tradition and the Individual Talent

**Course Outcomes (COs):**

COs	Description	K Levels	Bloom's Taxonomy
CO1	Define and explain key literary terms and concepts such as Biopower, Hegemony, Magical Realism, etc., and their relevance in literary analysis.	K1, K2	Remembering, Understanding
CO2	Analyze classical critical works like Aristotle's <i>Poetics</i> and Longinus' <i>On the Sublime</i> with respect to their influence on literary criticism.	K4	Analyzing
CO3	Demonstrate the ability to evaluate texts through the lens of modern critical theories like Ecocriticism, Negritude, and Queer Theory.	K5	Evaluating
CO4	Analyze and discuss the contributions of key literary critics (Sidney, Dryden, Johnson) to the development of literary criticism and theory.	K4, K5	Analyzing, Evaluating
CO5	Interpret and critique the primary texts of literary criticism, including the <i>Preface to the Lyrical Ballads</i> and <i>Tradition and the Individual Talent</i> , with a focus on their implications for literary studies.	K4, K5	Analyzing, Evaluating
CO6	Develop critical essays using theoretical frameworks learned in the course and integrate them effectively into literary analysis.	K5, K6	Evaluating, Creating

**Textbooks:**

1. **Ramasamy, A. & Sethuraman, V.** (eds.) *A History of English Literary Criticism*. Macmillan, 2009.
  - o Includes extracts of *Poetics*, *On the Sublime*, *The Art of Poetry*, and other major works of criticism.
2. **T.S. Eliot.** *Tradition and the Individual Talent*. Harcourt, 2011.
  - o A critical essay that is essential for understanding the modern approach to literature and criticism.

3. **Wordsworth, William.** *Preface to Lyrical Ballads*. Oxford University Press, 1993.
  - o Key to understanding Romanticism in literary theory and criticism.

**Reference Books:**

1. **Sidney, Philip.** *The Defense of Poesy*. Oxford University Press, 1998.
  - o An essential work for understanding the role of poetry in society and literary criticism.
2. **Dryden, John.** *The Critical Works of John Dryden*. Routledge, 2000.
  - o Includes important prefaces and critical works on literature, such as *Preface to the Fables*.
3. **Longinus.** *On the Sublime*. Translated by W. H. Fyfe, Harvard University Press, 1995.
  - o A foundational work on the aesthetics of the sublime in literature.

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix Between POs, and Cos**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	9	9	0
CO2	9	3	3	9	9	1
CO3	3	9	9	3	3	3
CO4	3	3	9	3	3	3
CO5	3	9	3	3	9	1
CO6	3	3	9	3	9	9
<b>Weightage</b>	30	30	36	30	42	17
<b>Weightage % of Course Contribution to POs</b>	<b>5.00</b>	<b>5.00</b>	<b>6.00</b>	<b>5.00</b>	<b>7.00</b>	<b>2.83</b>

Scale: 9: High    3: Moderate    1: Low    0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4,PO5	PO2,PO3	-	PO6
CO2/K4	PO1,PO2,PO3,PO4,PO5	-	-	PO6
CO3/K5	PO1,PO2,PO3,PO4,PO5	-	-	PO6
CO4/K4, K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO5/K4, K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO6/K5, K6	PO1,PO2,PO3,PO4,PO5	PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-	17.5	
K5	1	1	2	2	4	-		20
K6	1	1			4	-	20	
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Literary Criticism I** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN7	Theory	American Literature	Lecture	6 Hrs/Week	4

**Course Description:**

This course offers an in-depth study of American literature, tracing its evolution from the early foundations of transcendental thought to the complex expressions of identity, race, class, and gender in modern and contemporary texts. Through a diverse selection of prose, poetry, fiction, drama, and novella, students will explore the cultural, historical, and philosophical dimensions that shape the American literary landscape.

Beginning with the transcendental ideals of Ralph Waldo Emerson and Henry David Thoreau and the rhetorical brilliance of Abraham Lincoln, the course sets the stage for understanding American ideals of nature, reform, and democracy. The poetic segment introduces students to a rich array of voices—from the haunting lyricism of Edgar Allan Poe and the introspective verses of Emily Dickinson to the cultural affirmations of Langston Hughes and the modern complexities of Sylvia Plath, Wallace Stevens, and Robert Frost.

Canonical works such as F. Scott Fitzgerald’s *The Great Gatsby* and Alice Walker’s *The Color Purple* anchor discussions around the American Dream, race, and gender, while novellas like Stephen Crane’s *The Monster*, John Steinbeck’s *The Pearl*, and Robert Silverberg’s *Sailing to Byzantium* reveal nuanced portrayals of moral conflict, identity, and transformation. The dramatic voices of Tennessee Williams and August Wilson further enrich the course, offering powerful representations of memory, family, and the African-American experience.

By engaging critically with these texts, students will gain a comprehensive understanding of the thematic continuities and disruptions that define American literature, enhancing their ability to interpret literary works within broader social, historical, and cultural frameworks.

**Course Objectives (COs):**

After completion of the course, the learner will be able to

1. Introduce students to the key themes and forms of American literature, including transcendentalism, realism, modernism, and postmodernism.
2. Explore the contributions of significant American writers, including Emerson, Thoreau, Poe, Dickinson, Hughes, and others, in shaping the literary tradition.
3. Examine the social, political, and cultural contexts of major American works, such as *The Great Gatsby*, *The Color Purple*, and *The Monster*.
4. Foster a deeper understanding of the evolution of American poetry, from the transcendentalist works of Emerson and Thoreau to the modernist poems of Frost, Plath, and Hughes.
5. Develop critical thinking skills through the study of American drama, focusing on plays like *Fences* and *The Glass Menagerie* to analyze themes of identity, family, and societal challenges.
6. Encourage independent research and the development of analytical essays, focusing on the themes, character development, and stylistic elements in the primary texts.

UNIT I - PROSE		<b>18 Hours</b>
Emerson	Nature	
Henry David Thoreau	Reform and the Reformers	
Abraham Lincoln	Gettysburg Address	
UNIT II- POETRY		<b>18 Hours</b>
Edgar Allan Poe	Raven	
Robert Frost	The Gift Outright	
Emily Dickinson	Because I could not stop for death	
Sylvia Plath	Mirror	
Wallace Stevens	The Snowman	
Langston Hughes	The Negro Speaks of Rivers	
UNIT III- FICTION		<b>18 Hours</b>
Scott Fitzgerald	The Great Gatsby	

Alice Walker	The Color Purple(New Addition)	<b>18 Hours</b>
UNIT IV-NOVELLA		
Stephen Crane	The Monster(New Addition)	<b>18 Hours</b>
John Steinbeck	The Pearl (New Addition)	
UNIT V- DRAMA		
August Wilson	Fences	
Tennessee Williams	The Glass Menagerie	

**Course Outcomes (COs):**

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the major themes and ideas in American prose, poetry, fiction, novella, and drama.	K1, K2	Remembering, Understanding
CO2	Analyze and interpret key American literary works, focusing on their cultural and historical contexts.	K3, K4	Applying, Analyzing
CO3	Critically evaluate the writing styles and techniques of poets like Poe, Dickinson, Plath, and Frost.	K5	Evaluating
CO4	Discuss the major contributions of American authors to the development of literary genres, including the American novel, poetry, and drama.	K2, K4	Understanding, Analyzing
CO5	Engage critically with American plays, recognizing their portrayal of social issues and the human experience.	K4, K5	Analyzing, Evaluating
CO6	Develop research-based essays that explore the intersection of literature with social, political, and historical contexts in American texts.	K5, K6	Evaluating, Creating

**Textbooks:**

- Baym, Nina (ed.)** *The Norton Anthology of American Literature*. 9th ed., Vol. 2. W.W. Norton & Company, 2017.
  - This anthology provides a comprehensive collection of American prose, poetry, and drama, including works from Emerson, Thoreau, Poe, Frost, Hughes, and others.
- Fitzgerald, F. Scott.** *The Great Gatsby*. Scribner, 2004.
  - A classic American novel exploring themes of identity, wealth, and social change in the Jazz Age.
- Walker, Alice.** *The Color Purple*. Mariner Books, 2003.
  - A seminal work of American fiction, focusing on African American women's lives, struggles, and empowerment.
- Crane, Stephen.** *The Monster*. Dover Publications, 2004.
  - A novella that deals with the themes of societal prejudice and human suffering, offering a perspective on realism in American literature.
- Wilson, August.** *Fences*. Vintage, 2000.
  - A play that examines race, family, and social pressures in mid-20th century America.
- Steinbeck, John.** *The Pearl*. Penguin Classics, 2002.
  - A novella exploring the impact of wealth and colonialism on indigenous people in Mexico.

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix ( PO - CO)**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	9	9	0
CO2	9	3	3	9	9	0
CO3	3	9	3	3	3	3
CO4	3	3	9	3	3	3
CO5	3	9	3	3	9	3
CO6	3	3	9	3	9	9
<b>Weightage</b>	30	30	30	30	42	18
<b>Weightage % of Course Contribution to POs</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	5.00	<b>7.00</b>	<b>3.00</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4,PO5	PO2,PO3	-	PO6
CO2/K3, K4	PO1,PO4,PO5	PO2,PO3	-	PO6
CO3/K5	PO2	PO1,PO3,PO4,PO5 PO6	-	-
CO4/K2, K4	PO3	PO1,PO2,PO4,PO5 PO6	-	-
CO5/K4, K5	PO2,PO5	PO1,PO3,PO4,PO6	-	-
CO6/K5, K6	PO3,PO5,PO6	PO1,PO2,PO4	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	5	6	4	5	20	5	25	100

The Cos and Pos for the **American Literature** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN8	Theory	Indian Writing in English	Lecture	6 Hrs/Week	4

**Course Description:**

This course offers a comprehensive exploration of Indian Writing in English, tracing its evolution from the colonial period to contemporary times. It examines the diverse literary expressions of Indian authors writing in English, highlighting the complexities of language, identity, nationhood, and cultural hybridity. Through the study of poetry, prose, fiction, drama, and non-fiction, students will engage with key themes such as postcolonialism, gender, caste, diaspora, nationalism, and resistance. The course emphasizes both canonical and emerging voices, encouraging critical engagement with texts by authors such as R.K. Narayan, Salman Rushdie, Anita Desai, Kamala Das, Arundhati Roy, Amitav Ghosh, and others. Students will also explore how Indian Writing in English negotiates the tensions between tradition and modernity, the local and the global, and the personal and the political. This study will equip learners with the analytical tools necessary to appreciate and critique the richness and diversity of Indian literary production in English.

**Course Objectives:**

1. To familiarize students with key literary theories and critical frameworks, including post-colonialism, feminism, and cultural nationalism, as applied to Indian Writing in English.
2. To explore the genre of prose and non-fiction by analyzing writings on Indian culture, identity, and social issues, focusing on thinkers like Ananda Coomaraswamy and Jawaharlal Nehru.
3. To examine pre- and post-independence poetry in India, highlighting the contributions of poets like Toru Dutt, Rabindranath Tagore, Sarojini Naidu, Nissim Ezekiel, Kamala Das, and A.K. Ramanujan.
4. To analyze Indian drama, focusing on modern playwrights such as Girish Karnad and Mahesh Dattani, exploring themes of identity, tradition, and gender.
5. To study fiction, including short stories and novels, with a focus on major works by R.K. Narayan, Anita Desai, Mulk Raj Anand, Arundhati Roy, and Anita Nair, and understanding the narrative techniques and themes in contemporary Indian literature.
6. To develop research and analytical skills through the application of literary theory to the study of Indian writing in English, and to prepare students for independent academic writing and discussions.

## Unit I

**18 Hours**

## Literary Criticism &amp; Theory

KR Srinivasa Iyengar - Indian writing in English  
(1962, Pg: 1-21, Cultural Nationalism - English as a medium of resistance and affirmation of an Indigenous Cultural identity)  
Gayatri Spivak- Can the subaltern speak?  
(1988, Pg: 66-111, Post colonial Feminist Thought)

## Unit II

**18 Hours**

## Prose &amp; Non-Fiction

Ananda Coomaraswamy - The Dance of shiva  
The Cosmic Dance  
(1918, Pg-56-66 )  
Jawaharlal Nehru - The Races and Language of Mankind  
(Pg: 40-44, 5 pages)

The Relationships of Language  
(Pg: 45-48, 4 pages )

Letters from a Father to His Daughter  
(1929, Epistolary work)

Unit III

**18 Hours**

Poetry (Lyric, Narrative & Dramatic)

**Pre-Independence**

Toru Dutt- Savitri  
(1882, 12 lines, Lyric Poetry, Myth)

Rabindranath Tagore - Where the Mind is without Fear  
(1912, 8 lines, Lyric Poetry, Gitanjali Poem 35)

Sarojini Naidu- The Song of Radha, the Milkmaid  
(1912, Narrative Ballad, 8 lines)

**Post Independence**

Nissim Ezekiel - The Night of the Scorpion (1957, Dramatic Narrative, 36 lines)

Kamala Das - The Dance of the Eunuchs  
(1965, 12 lines, Lyric Poetry)

A. k. Ramanujan- A River  
(1966, 4 stanzas, free verse)

Unit IV

**18 Hours**

Drama & Visual Arts

Drama:

Girish Karnad - Nagamandala  
(2 Acts, 1990)

Mahesh Dattani - Tara: A Play in Two Acts  
(2 Acts, 1995)

Visual Arts:

R.K. Laxman : The Very Best of the Common Man  
(Excerpts the book, 2012)

Unit V

**18 Hours**

Fiction

(Novels & Short Stories)

Short Stories

R.K. Narayan - A snake in the Grass (Excerpt from An Astrologer's Day and other Stories) (1985, Pg:100-103 (4 pages))

Anita Desai - The Evening Gift (Excerpt from Games at Twilight and other Stories (1998, Pg: 92-99 (8 pages))

Mulk Raj Anand - The Price of Bananas  
( The Power of Darkness and others Excerpt from Pg: 11-20, 9 pages)

Novel

Arundhati Roy - The God of Small Things (1997)

Anita Nair - Ladies Coupe(2001)

**Course Outcomes (COs):**

Upon successful completion of the course, students will be able to:

COs	Description	K Levels	Bloom's Taxonomy
CO1	Apply critical literary theories such as post-colonialism, feminism, and cultural nationalism to analyze Indian literature written in English.	K3, K4	Applying, Analyzing
CO2	Critically engage with Indian prose and non-fiction texts, understanding the socio-cultural and political contexts of the time.	K2, K4	Understanding, Analyzing
CO3	Interpret and analyze poetry from both pre- and post-independence India, understanding the evolution of style and themes in Indian poetry.	K2, K4	Understanding, Analyzing
CO4	Analyze Indian drama in its modern context, understanding its contribution to Indian literature and its reflection of Indian society.	K4	Analyzing
CO5	Demonstrate an understanding of key works of Indian fiction, analyzing characters, themes, and narrative techniques in short stories and novels.	K2, K4	Understanding, Analyzing
CO6	Demonstrate advanced research skills by applying literary theory to Indian writing in English and writing academic papers and projects effectively.	K5, K6	Evaluating, Creating

#### Web Resources:

1. [Indian Literature - Sahitya Akademi](#) – Indian literary resources, including poetry, short stories, and essays.
2. [The Poetry Foundation](#) – Access to poems by Indian poets and others.
3. [World Digital Library](#) – Collection of Indian literature and historical documents in English.
4. [Open Library](#) – Free access to various works of Indian writers in English.
5. [JSTOR](#) – Academic articles and journals on Indian literature.
6. [Google Scholar](#) – Research papers, books, and articles related to Indian writing in English.

#### Extra Reading List:

1. **Mulk Raj Anand:** *Coolie*– Call No.080, 954
2. **R. K. Narayan:** *The Guide*
3. **Arundhati Roy:** *The Ministry of Utmost Happiness*
4. **Kamala Das:** *My Story* (Autobiography)
5. **Vikram Seth:** *A Suitable Boy*
6. **Shashi Tharoor:** *The Elephant, the Tiger, and the Cell Phone*
7. **E.M. Forster:** *A Passage to India*
8. **Chetan Bhagat:** *Five Point Someone*
9. **Ismat Chughtai:** *The Quilt* (Short Stories)

#### Question paper pattern:

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

#### Relationship Matrix Between POs, and COs:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

Scale:

- 9: High                      3: Moderate                      1: Low                      0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K3, K4	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K2, K4	PO5,PO6	PO1,PO4,	-	PO2,PO3
CO3/K2, K4	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K2, K4	PO4,PO5,PO6	PO1,PO3	PO2	-
CO6/K5, K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Indian Writing in English** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN9E.1	Theory	Shakespeare Across Ages	Lecture	6 Hrs/Week	5

**Course Description:**

This course offers an in-depth exploration of William Shakespeare’s works and their enduring relevance across historical, cultural, and literary contexts. It examines Shakespeare’s plays and poetry not only within the framework of the Elizabethan and Jacobean eras but also through the lens of their adaptations and reinterpretations across different time periods and media. Students will engage with a range of genres—including tragedy, comedy, history, and romance—while analyzing themes such as power, identity, gender, and justice.

The course also emphasizes how Shakespeare’s texts have been transformed through critical discourses, global performances, and contemporary reinterpretations in literature, film, and popular culture. Through this engagement, students will gain insight into the timeless appeal of Shakespeare and the dynamic ways in which his works continue to inspire and provoke audiences and scholars alike.

**Course Objectives (CO):**

The Learner will be able to:

1. Analyze the foundational aspects of Shakespearean drama, sonnets, and themes, understanding their original context and their enduring legacy.
2. Examine the relationship between Shakespeare’s works and the Renaissance cultural, philosophical, and historical milieu.
3. Critically interpret major Shakespearean texts through close reading and contextual analysis.
4. Explore contemporary adaptations, reinterpretations, and the global legacy of Shakespeare’s works.
5. Reflect on the enduring relevance of Shakespeare through thematic and philosophical continuities across ages.
6. Evaluate the influence of Shakespearean drama on modern literature, theatre, and media.

**UNIT I – General Shakespeare: Essentials and Background 18 Hours**

- Shakespearean Theatre: Structure, audience, and performance practices
- Sonnets 18, 23, 55, and 130: Themes of love, beauty, and immortality
- The Role of Soliloquies in Shakespeare’s Plays: Focus on *Hamlet* and *Macbeth*
- Supernatural Elements in Shakespearean Drama: Analysis of *Macbeth* and *The Tempest*
- Fools and Clowns: Comic relief and social commentary in *Twelfth Night* and *King Lear*
- Women in Shakespeare: Portrayals and themes in *Othello* and *Much Ado About Nothing*
- Shakespearean Criticism: From Johnson to Bloom

**UNIT II – Genres: HISTORY and TRAGICOMEDY 18 Hours**

- **Play (History):** *Henry IV Part I*
  - Themes of power, honor, and rebellion
  - Exploration of leadership through the characters of Prince Hal and Hotspur
  - Historical context: The Tudor myth and its influence
- **Play (Tragicomedy):** *The Tempest*
  - Themes of forgiveness, power dynamics, and magic

- Exploration of Prospero’s character and the colonial interpretation

**UNIT III – Genre: TRAGEDY AND COMEDY**

**18 Hours**

- **Play (Tragedy): *Hamlet***
  - Themes of revenge, madness, and existentialism
  - Study of key characters and the role of soliloquies
- **Play (Comedy): *The Merchant of Venice***
  - Themes of justice, mercy, and prejudice
  - Examination of Portia and Shylock as central figures

**UNIT IV – Contemporary Shakespeare: Reinterpretations**

**18 Hours**

- Revisiting *The Tempest* through postcolonial perspectives: Aimé Césaire’s *A Tempest*
- *Hamlet* in Modern Cinema: Analysis of adaptations such as Kenneth Branagh’s and Vishal Bhardwaj’s *Haider*
- *The Merchant of Venice* in Contemporary Contexts: Exploring anti-Semitism and its modern-day implications

**UNIT V – Shakespeare’s Global Legacy**

**18 Hours**

- Shakespeare Across Cultures: Adaptations in Indian, African, and Asian contexts
- Gender and Identity in Shakespeare: Modern perspectives on *Twelfth Night* and *As You Like It*
- Shakespeare in Popular Culture: References in films, TV, and modern literature
- Discussion: Why Shakespeare Matters Today

**Course Outcomes (CO):** The Learner will be able to:

COs	Description	K Levels	Bloom's Taxonomy
CO1	Understand Shakespeare’s dramatic techniques and poetic style in their original historical context.	K1, K2	Remembering, Understanding
CO2	Analyze the philosophical and cultural influences shaping Shakespeare’s works.	K4	Analyzing
CO3	Develop critical and analytical skills through engagement with key texts.	K4, K5	Analyzing, Evaluating
CO4	Explore the transformation of Shakespeare’s works in contemporary literature and media.	K3, K4	Applying, Analyzing
CO5	Reflect on the universal and timeless appeal of Shakespeare’s ideas and their relevance in contemporary discourse.	K5	Evaluating
CO6	Demonstrate an understanding of Shakespeare’s influence on diverse genres, cultures, and global artistic expressions.	K2, K4	Understanding, Analyzing

**Recommended Reading:**

1. Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare.* – Call No.421, 822
2. Bloom, Harold. *Shakespeare: The Invention of the Human.*
3. Bradley, A.C. *Shakespearean Tragedy.*
4. Kermode, Frank. *Shakespeare’s Language.*

5. Wells, Stanley. *The Oxford Handbook of Shakespeare*.
6. Neill, Michael, and David Schalkwyk (Eds.). *The Oxford Handbook of Shakespearean Tragedy*.
7. Césaire, Aimé. *A Tempest*. – Call No. 827
8. Dusinberre, Juliet. *Shakespeare and the Nature of Women*.
9. Smith, Emma. *This Is Shakespeare*.

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

#### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	3	3	9	9
CO 3	9	3	9	9	3	3
CO 4	3	0	3	3	3	0
CO 5	3	3	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	30	21	24	36	30	27
<b>Weightage % of Course Contribution to POs</b>	<b>5.0</b>	<b>3.5</b>	<b>4.0</b>	<b>6.0</b>	<b>5</b>	<b>4.2</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

#### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K4	PO5,PO6	PO1,PO2,PO3,PO4,	-	-
CO3/K4, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K3, K4	-	PO1,PO3,PO4,PO5	-	PO2,PO6
CO5/K5	PO4,PO5,PO6	PO1,PO2, PO3	-	-
CO6/K2, K4	PO2	PO1,PO3,PO4,PO5 PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1				3.5	-	
K5	1	1	2	2	4	-		20
K6	1	1				4	-	
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Shakespeare Across Ages** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN10E.1	Theory	English Language Teaching	Lecture	6 Hrs/Week	4

**Course Description:**

This course provides an in-depth study of the theories, methods, and practices involved in the teaching of English as a second or foreign language. It explores key concepts in language acquisition, teaching methodologies, curriculum design, and assessment strategies. Emphasis is placed on both traditional and contemporary approaches to language teaching, with particular attention to learner-centered instruction, communicative competence, and the integration of technology in the language classroom.

Students will engage with topics such as the history of ELT, pedagogical grammar, phonetics and phonology, materials development, and classroom management. The course also encourages critical reflection on issues such as multilingualism, cultural context, and language policy in education. By the end of the course, students will be equipped with the theoretical foundation and practical skills necessary to become effective and reflective practitioners in the field of English Language Teaching.

**Course Objectives (COs):**

1. Introduce students to the history, development, and status of English as a lingua franca in India, focusing on language teaching materials, methods, and resources.
2. Familiarize students with various language teaching methods and approaches, including traditional methods (Grammar Translation, Structural) and modern approaches (Total Physical Response, Suggestopaedia, etc.).
3. Equip students with the skills to teach language skills (listening, speaking, reading, and writing), focusing on vocabulary, pronunciation, and lesson planning.
4. Explore the use of technology in language teaching, including computer-assisted language learning (CALL), multimedia resources, and mobile phones as teaching tools.
5. Develop students' understanding of curriculum design, material development, and evaluation techniques, including types of assessments and tests used in English language teaching.
6. Train students in the preparation of remedial programs, skill-based materials, and evaluations to cater to diverse learning needs in English classrooms.

**UNIT I**  
**18 Hours**

Origin and Growth of English Language Teaching in India - Status of English – Lingua franca, Library Language-English course materials, language laboratories, communicative English courses, Bridge course, Remedial programs, skill based materials for English class rooms.

**UNIT II**  
**18 Hours**

Approaches , Methods and Techniques, Grammar Translation, Structural, Communication Alternative Approaches – (Total Physical Response, Suggestopaedia, counselling, Theories of Learning, Behaviourist, Cognitive, Constructive, Co-operative learning

**UNIT III**  
**18 Hours**

Teaching of Language Skills (LSRW), Teaching of Vocabulary , Spelling, Pronunciation, Teaching Prose, Poetry, Drama, Lesson Plan, Curriculum Design- Selection, Materials Development and Evaluation, Remedial Course.

**UNIT IV**  
**18 Hours**

Technology in Language Teaching Computer Assisted Language Learning CALL - Teaching / Learning tools – power point audio visual Materials – CDS, DVDS, Mobile Phones, Interactive/ Multi-media Learning Materials

**UNIT V**  
**18 Hours**

Evaluation/ Assessment / Testing Continuous Assessment , Types of Test – Diagnostic, Proficiency , Attainment , Aptitude , Objective, descriptive, Validity and Reliability , Preparation of sample questions.

- REFERENCES :**
1. Richards and Rodgers : Approaches, Methods and Techniques
  - 2.A Hand Book of Teaching English : RIE, Chandigarh
  - 3.A.P.R.Howatt : A History of English Language Teaching
  - 4.Christopher Brumfit : Communicative Language Teaching

**COURSE OUTCOMES:**

**The Learner will be**

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the historical context and evolution of English language teaching in India, and the role of English as a lingua franca.	K1, K2	Remember, Understand
CO2	Analyze and apply different language teaching methods and approaches to effectively teach English in diverse contexts.	K3, K4	Apply, Analyze
CO3	Implement effective language teaching strategies for teaching listening, speaking, reading, writing skills, and focus on vocabulary and pronunciation.	K3, K5	Apply, Evaluate
CO4	Utilize technology and multimedia tools in the classroom to enhance language teaching and learning experiences.	K3, K6	Apply, Create
CO5	Design curricula and select teaching materials that suit the needs of English learners, incorporating various assessment methods and tools.	K4, K6	Analyze, Create
CO6	Develop appropriate evaluation techniques, including diagnostic and proficiency tests, ensuring validity and reliability in assessing student progress.	K5, K6	Evaluate, Create

- REFERENCES :**
1. Richards and Rodgers : Approaches, Methods and Techniques

- 2.A Hand Book of Teaching English : RIE, Chandigarh
- 3.A.P.R.Howatt : A History of English Language Teaching
- 4.Christopher Brumfit : Communicative Language Teaching

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25  
Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which  
Three to be answered)

**Relationship Matrix ( PO - CO)**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	1	0
CO2	9	9	9	9	9	3
CO3	9	9	9	9	9	3
CO4	9	9	9	9	9	9
CO5	9	9	9	9	9	3
CO6	9	9	9	9	9	9
<b>Weightage</b>	<b>54</b>	<b>48</b>	<b>46</b>	<b>45</b>	<b>46</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>9.0</b>	<b>8.0</b>	<b>7.7</b>	<b>7.5</b>	<b>7.7</b>	<b>4.2</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2	PO3,PO5	PO4,PO6
CO2/K3, K4	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO3/K3, K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO4/K3, K6	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-
CO5/K4, K6	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO6/K5, K6	PO1,PO2,PO3,PO4,PO5 PPO6	-	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **English Language Teaching** course in the M.A., English Programme is effective matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN11	Theory	Language and Linguistics	Lecture	6 Hrs/Week	5

### **Course Description:**

This course offers a comprehensive introduction to the study of language and the field of linguistics, with a focus on its relevance to English studies. It explores the fundamental components of language including phonetics, phonology, morphology, syntax, semantics, and pragmatics. The course also examines the relationship between language, society, and culture through sociolinguistics, psycholinguistics, and applied linguistics. Emphasis is placed on the structural and functional aspects of language, language acquisition, language change, and the evolution of English. By engaging with both theoretical concepts and practical analysis, students will develop a nuanced understanding of how language works and how it can be applied to literary and linguistic study.

### **COURSE OBJECTIVES:**

#### **The Learner will be able to**

1. To introduce students to the foundational concepts of language, including family relationships, synchronic and diachronic approaches, and linguistic borrowing.
2. To provide a comprehensive understanding of phonetics and phonology, focusing on the anatomy of speech, articulation, and phonemic principles.
3. To explore morphology and syntax, with a focus on word classes, morphological structure, and the analysis of syntactic rules.
4. To offer insights into semantics, covering theories of meaning, lexical relations, and sentence and utterance meanings.
5. To introduce neurolinguistics and its relationship with the brain, exploring models of brain-language interaction and aphasia classification.
6. To equip students with the skills needed to analyze and apply linguistic theories to understand language phenomena, structure, and meaning in the context of language teaching.

### **UNIT I: INTRODUCTION LANGUAGE**

**18 Hours**

Criteria for identifying family relationships among languages - Synchronic and diachronic approaches to Language - Linguistic borrowing- lexical and structural; motivation-Prestige and need; Classification of loan words-loan translation, loan blend, calques, assimilated and unassimilated loans - Bilingualism; dialect, idiolect; isogloss; methods of preparing dialect atlas, focal area, transition area and relic area.

### **UNIT II: PHONETICS & PHONOLOGY**

**18 Hours**

The Anatomy and Physiology of Speech: Vocal tract, respiratory system, laryngeal system Articulation: Consonant and vowel; velum; direction of air flow; manner of articulation; place of articulation; three term labels.– IPA Symbols - Distinctiveness and the Phonemic Principle: Phonemicization; formalization; minimal pairs; complementary distribution – Supra-segmental Phonemes.

### **UNIT III: MORPHOLOGY AND SYNTAX**

**18 Hours**

Word Classes and Morpheme Classes - Analysing Morphological Structure - inflection and derivation - Morphology and Typology: Syntactic word order and morpheme order - Phrase Structure Grammar and Transformational Grammar – Clustering and its problems - Seven Basic clause types, Subordination and coordination

#### **UNIT IV: SEMANTICS**

**18 Hours**

Semantics: Definition, Varieties of Meanings - Theories of Meaning: Denotation - Connotation, Sense Theory, Use Theory - Components and Contrast of meaning (synonym, antonym, hyponymy, etc), Sentence-meaning and Utterance-meaning, Lexical relations (homonymy, homophony, polysemy, metonymy)

#### **UNIT V : NEUROLINGUISTICS**

**18 Hours**

Brain-language relationship: Issues in neurolinguistics and linguistic aphasiology - Models of brain-language relationship: Classical connectionist model; hierarchical models, global models, process models; clinical aphasiology and neurolinguistics - Aphasia and its classification

#### **REFERENCES:**

- Antilla, R. 1972 *An Introduction to Historical & Comparative Linguistics*; New York; Macmillan.
- Bynion, T. 1977 *Historical Linguistics*; CUP. – Call No. 420
- Hoenigswald, H.M 1960 *Language Change & Linguistic Reconstruction*. Chicago: Chicago Univ. Press. – Call No. 330
- Lehman, W.P 1962 *Historical Linguistics- An Introduction*; New York: Holt Rinehart & Winston– Call No. 800
- Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
- Goldsmith, J (ed.) 1999. *Phonological Theory: The Essential Readings*. Cambridge: Blackwell.
- Goldsmith, J (ed.) 1995. *The Handbook of Phonological Theory*. Cambridge; Blackwell.
- Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge; Blackwell.
- Rocca, I. & Johnson, W. 1999. *A Course in Phonology*. Oxford: Blackwell.
- Anderson, S.R. 1992. *A-morphous Morphology*. Cambridge, Massachusetts: MIT
- Aronoff, M. 1976. *Word Formation in Generative Grammar*. Cambridge, Massachusetts: MIT Press.
- Fromkin, V.(ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
- Spencer, A. 1991. *Morphological Theory*. Oxford: Blackwell.
- Arbib, A.; D. Caplan.; and J.C. Marshall, (ed.). 1982. *Neural Models of Language Processes*. New York: Academic Press.
- Benson, D.F. 1979. *Aphasia, Alexia and Agraphia*, New York: Churchill Livingstone.
- Caplan, D. (ed.). 1980. *Biological Studies of Mental Process*. Cambridge, Mass: MIT Press.
- Caplan, D. 1987. *Neurolinguistics and Linguistic Aphasiology*. Cambridge: CUP.
- Caplan, D. 1997. *Language: Structure, Processing and Disorders*. Cambridge, Mass: MIT Press.
- Goodglass, H. 1993. *Understanding Aphasia*. San Diego: Academic Press.

#### **Web resources:**

- [www.isle-linguistics.org](http://www.isle-linguistics.org)
- <http://www.natcorp.ox.ac.uk/>
- <https://www.llas.ac.uk//index.html>
- [www.degruyter.com/view/serial/182226](http://www.degruyter.com/view/serial/182226)
- <http://linguistlist.org/>
- <http://www.lagb.org.uk/>
- [www.scientificpsychic.com/linguistics.html](http://www.scientificpsychic.com/linguistics.html)

**Course Outcomes (COs):****The Learner will be able to:**

COs	Description	K Levels	Bloom's Taxonomy
CO1	Understand and apply criteria for identifying family relationships among languages, and describe linguistic borrowing, bilingualism, dialects, and isoglosses.	K2, K3	Understanding, Applying
CO2	Demonstrate knowledge of the anatomy and physiology of speech, IPA symbols, and the phonemic principle, and distinguish between phonemic and suprasegmental features.	K1, K2	Remembering, Understanding
CO3	Analyze word classes, morpheme structure, and syntax, and apply theories of phrase structure grammar and transformational grammar to analyze linguistic data.	K3, K4	Applying, Analyzing
CO4	Apply semantic theories to differentiate between various types of meanings, such as denotation, connotation, and lexical relations.	K3, K4	Applying, Analyzing
CO5	Understand the relationship between the brain and language, and analyze different models of brain-language interaction, particularly in the context of aphasia.	K2, K4	Understanding, Analyzing
CO6	Analyze language structures and processes from a linguistic perspective, utilizing theories and concepts to improve language teaching and understanding.	K4, K5	Analyzing, Evaluating

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix (PO - CO)**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	1	3	1
CO2	9	9	3	1	3	3
CO3	9	9	9	9	9	3
CO4	9	9	9	9	9	9
CO5	9	9	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	54	48	40	38	42	34
<b>Weightage % of Course Contribution to POs</b>	<b>9.0</b>	<b>8.0</b>	<b>6.7</b>	<b>6.3</b>	<b>7</b>	<b>5.7</b>

Scale: 9: High

3: Moderate

1: Low

0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K3	PO1	PO2,PO5	PO3,PO4,PO6	-
CO2/K1, K2	PO1,PO2	PO3,PO5,PO6	PO4	-
CO3/K3, K4	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO4/K3, K4	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-
CO5/K2, K4	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-
CO6/K4,K5	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5				
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3		1		2	3.5	-		17.5
K4	1	1	2		3.5	-		17.5
K5	1	1		2	4	-		20
K6	1	1	2		4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Language and Linguistics** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN12H	Theory	Specific Author Study – Thomas Hardy	Lecture	6 Hrs/Week	5

**Course Description:** This course offers an in-depth exploration of the life and literary contributions of Thomas Hardy, one of the most significant figures in English literature. It examines his novels, short stories, and poetry within the broader social, cultural, and historical contexts of Victorian and early modern England. Through a close reading of selected texts, students will engage with Hardy's complex themes such as fatalism, human suffering, gender dynamics, and the conflict between tradition and modernity. The course also encourages critical inquiry into Hardy's narrative style, philosophical outlook, and his transition from novelist to poet, highlighting his enduring influence on modern literature and realism.

**Course Objectives:**

1. To analyze Hardy's literary works within the socio-cultural and historical context of Victorian England.
2. To examine the themes of pessimism, fate, and human struggle in Hardy's novels and poetry.
3. To explore Hardy's innovative portrayal of rural life and the human condition in his novels and short stories.
4. To critically engage with Hardy's transition from prose to poetry and the themes in his poetic works.
5. To evaluate the influence of Hardy's life experiences and relationships on his literary productions.
6. To assess Hardy's contributions to modern literature and his enduring legacy.

**Unit 1: Social Background and Personal Life** **18 Hours**

1. **Hardy's Early Life and Education**
  - Childhood in Dorset (Wessex influence)
  - Architectural career and its impact on his literary imagination
2. **Victorian England and Hardy's Context**
  - Social and cultural backdrop: Industrialization, rural life, and class struggles
  - Influence of science, philosophy, and religion (Darwinism and loss of faith)
3. **Marriage and Relationships**
  - Hardy's first marriage to Emma Gifford and its influence on his work
  - Later years with Florence Dugdale
4. **Critical Reflections on Hardy's Life**
  - His rejection of organized religion
  - Transition from prose to poetry

**Unit 2: Hardy's Novels** **18 Hours**

1. **Themes and Style in Hardy's Fiction**
  - Pessimism and tragic vision
  - Portrayal of Wessex and rural life
2. **Detailed Study of Major Novels**
  - *Tess of the d'Urbervilles*: Feminism, morality, and fate
  - *Far from the Madding Crowd*: Romantic relationships and societal expectations
  - *Jude the Obscure*: Critique of social institutions (marriage, education, and religion)
3. **Minor Novels**

- *The Mayor of Casterbridge*
  - *The Return of the Native*
  - 4. **Critical Reception of Hardy's Novels**
    - Contemporary reviews vs. modern interpretations
- Unit 3: Hardy's Poetry** **18 Hours**
1. **Transition from Novelist to Poet**
    - Motivations behind Hardy's shift to poetry after the public reception of *Jude the Obscure*
  2. **Themes in Hardy's Poetry**
    - Love, loss, and memory (*Poems of 1912-13*)
    - Reflections on time and nature
    - War and societal change
  3. **Detailed Study of Selected Poems**
    - *The Darkling Thrush*
    - *During Wind and Rain*
    - *Drummer Hodge*
    - *Channel Firing*
  4. **Hardy's Poetic Style**
    - Use of irony, elegy, and traditional forms
- Unit 4: Short Stories and Prose** **18 Hours**
1. **Themes and Style in Hardy's Short Stories**
    - Supernatural and gothic elements
    - Exploration of rural life and human relationships
  2. **Detailed Study of Selected Short Stories**
    - *The Withered Arm*
    - *A Mere Interlude*
    - *The Three Strangers*
  3. **Hardy's Prose and Non-Fiction**
    - Essays and prefaces (e.g., preface to *Jude the Obscure*)
    - Autobiographical works (*The Life of Thomas Hardy*, written in the third person)
  4. **Impact of Hardy's Short Stories and Prose**
    - Contribution to literary realism
- Unit 5: Legacy and Critical Approaches** **18 Hours**
1. **Hardy's Legacy in Literature**
    - Influence on modernist writers
    - Adaptations of Hardy's works in film, theatre, and television
  2. **Critical Approaches to Hardy**
    - Feminist readings
    - Post-colonial interpretations
    - Psychoanalytic approaches
  3. **Comparative Analysis**
    - Hardy's place in Victorian literature alongside contemporaries like Charles Dickens and George Eliot
  4. **Enduring Relevance of Hardy's Works**
    - Reflection of universal themes: love, loss, fate, and human struggles

#### Assessment Pattern

1. **Internal Assessment (25%)**
  - Presentations: *Hardy's life and its influence on his works*

- Essay Writing: Critical analysis of a selected novel or poem
  - Quiz: Covering Hardy's biography and literary themes
  - CIA Exams
2. **End Semester Examination (75%)**
- Section A: Multiple choice questions (20 questions, 1 marks each)
  - Section B: Paragraph questions (5 questions(Either or pattern), 5 marks each)
  - Section C: Essay questions (3 questions – out of five, 10 Marks each)

### Course Outcomes

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the social, cultural, and historical contexts of Hardy's works.	K1, K2	Remembering, Understanding
CO2	Critically analyze the thematic concerns in Hardy's novels, poetry, and short stories.	K4	Analyzing
CO3	Evaluate the influence of Hardy's life and personal relationships on his literary contributions.	K5	Evaluating
CO4	Apply critical approaches to interpret Hardy's literary works.	K3	Applying
CO5	Explore the philosophical and emotional depth in Hardy's poetic compositions.	K4	Analyzing
CO6	Assess Hardy's contributions to the evolution of modern literature and realism.	K5	Evaluating

### Textbooks

1. **Hardy, Thomas.** *Tess of the d'Urbervilles*. Oxford University Press, 2008.
  - One of Hardy's most famous novels, exploring themes of fate, morality, and the social constraints on women. – Call No.823
2. **Hardy, Thomas.** *Jude the Obscure*. Penguin Classics, 2008. – Call No.824
  - A critique of marriage, religion, and education, this novel represents Hardy's pessimistic worldview.
3. **Hardy, Thomas.** *Far from the Madding Crowd*. Wordsworth Editions, 1993. – Call No.829
  - A novel depicting rural life and romantic struggles, central to Hardy's Wessex setting.
4. **Hardy, Thomas.** *Selected Poems*. Penguin Classics, 2001. – Call No. 954, 824, 823, 821, 421
  - A collection showcasing Hardy's transition from prose to poetry, with themes of love, loss, and memory.

### Reference Books

1. **Gatrell, Simon.** *Thomas Hardy and Victorian Literature*. Palgrave Macmillan, 2005.
  - Analyzes Hardy's engagement with Victorian literary and social movements.
2. **Kramer, Dale.** *The Cambridge Companion to Thomas Hardy*. Cambridge University Press, 1999.

- A collection of essays providing scholarly perspectives on Hardy's works and themes.
- 3. **Boumelha, Penny.** *Thomas Hardy and Women: Sexual Ideology and Narrative Form.* Harvester Press, 1982.
  - Examines feminist readings of Hardy's novels and their treatment of women.
- 4. **Harvey, Geoffrey.** *The Complete Critical Guide to Thomas Hardy.* Routledge, 2003.
  - A detailed study of Hardy's literary style, themes, and contemporary criticism.
- 5. **Widdowson, Peter.** *Thomas Hardy: A Critical Study.* Palgrave Macmillan, 2004.
  - A critical approach to Hardy's major works, with interpretations based on modern literary theories.

### Question paper pattern

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix: Cos and Pos

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	1	1	3
CO2	9	9	3	1	3	1
CO3	9	9	9	9	9	3
CO4	9	3	9	3	3	1
CO5	3	9	3	9	9	9
CO6	9	3	9	3	9	9
<b>Weightage</b>	48	36	36	26	34	26
<b>Weightage % of Course Contribution to POs</b>	<b>8.0</b>	<b>6.0</b>	<b>6.0</b>	<b>4.3</b>	<b>5.7</b>	<b>4.7</b>

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO6	PO4,PO5	-
CO2/K4	PO1,PO2	PO3,PO5	PO4,PO6	-
CO3/K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO4/K3	PO1,PO3	PO2,PO4,PO5	PO6	-
CO5/K4	PO2,PO4,PO5,PO6	PO1,PO3	-	-
CO6/K5	PO1,PO3,PO5,PO6	PO2,PO4	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Specific Author Study – Thomas Hardy** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN12W	Theory	Specific Author Study – Oscar Wilde	Lecture	6 Hrs/Week	5

**Course Description:** This course provides a focused study of Oscar Wilde’s literary oeuvre, exploring his plays, novel, short stories, poetry, and critical essays. Emphasizing Wilde’s wit, aesthetic philosophy, and social commentary, the course situates his work within the cultural and political milieu of late Victorian England. Students will examine Wilde’s exploration of themes such as art versus morality, identity, decadence, and subversion of social norms. The course also delves into Wilde’s personal life, his trials, and their impact on his literary legacy, encouraging critical engagement with issues of gender, sexuality, and artistic expression in his work.

**Course Objectives**

1. To analyze Wilde's works in the context of Victorian morality, aestheticism, and social critique.
2. To examine Wilde's plays for their wit, satire, and exploration of morality and hypocrisy.
3. To study Wilde's exploration of themes like love, beauty, and suffering in his prose, poetry, and essays.
4. To explore Wilde’s role in the Aesthetic Movement and its influence on his works.
5. To evaluate the impact of Wilde’s personal experiences, including his trials and exile, on his literary output.
6. To assess Wilde's cultural significance and his influence on modern literature and LGBTQ+ discourse.

**Unit 1: Social Background and Personal Life**

**18 Hours**

1. **Oscar Wilde’s Early Life**
  - ❖ Birth and education: Influence of Trinity College and Oxford University
  - ❖ Exposure to aestheticism and the influence of John Ruskin and Walter Pater
2. **Victorian Society and Its Impact**
  - ❖ The Victorian moral code and its tensions with Wilde’s artistic ideals
  - ❖ Wilde’s role in the Aesthetic Movement: “Art for Art’s Sake”
3. **Personal Life and Scandals**
  - ❖ Wilde’s marriage to Constance Lloyd
  - ❖ Relationship with Lord Alfred Douglas and subsequent trials
  - ❖ Imprisonment and exile
4. **Later Years and Legacy**
  - ❖ Wilde’s life after prison (*The Ballad of Reading Gaol*)
  - ❖ Influence on modern literature and culture

**Unit 2: Wilde’s Plays**

**18 Hours**

1. **Themes and Style in Wilde’s Drama**
  - ❖ Satire, wit, and critique of Victorian society
  - ❖ Exploration of morality and hypocrisy
2. **Detailed Study of Major Plays**
  - ❖ *The Importance of Being Earnest*: A trivial comedy for serious people
  - ❖ *Lady Windermere’s Fan*: Themes of forgiveness and double standards
  - ❖ *An Ideal Husband*: Power, corruption, and redemption
3. **Other Notable Plays**
  - ❖ *Salome*: A symbolist drama in French
  - ❖ *A Woman of No Importance*: Social critique and moral questions

- 4. Critical Reception and Enduring Popularity**
- Unit 3: Novels and Short Stories** **18 Hours**
1. **Novels**
    - ❖ *The Picture of Dorian Gray*:
      - Themes of aestheticism, morality, and the double life
      - Reception and controversy surrounding its publication
  2. **Short Stories**
    - ❖ Wilde's fairy tales and moral tales:
      - *The Happy Prince*
      - *The Selfish Giant*
      - *The Nightingale and the Rose*
    - ❖ Satirical stories:
      - *Lord Arthur Savile's Crime*
      - *The Canterville Ghost*
  3. **Themes in Wilde's Prose Fiction**
    - ❖ Aestheticism, morality, and social critique

- Unit 4: Essays and Poetry** **18 Hours**
1. **Essays**
    - ❖ *The Decay of Lying*: A manifesto of aestheticism
    - ❖ *The Critic as Artist*: The role of the critic and the artist
    - ❖ *De Profundis*: A reflective letter written during Wilde's imprisonment
  2. **Poetry**
    - ❖ Themes in Wilde's poetry: Love, death, beauty, and social criticism
    - ❖ Detailed study of:
      - *The Ballad of Reading Gaol*: The impact of imprisonment and human suffering
      - *Helas!*: A reflection on the costs of aestheticism
  3. **Prose Style and Eloquence**

- Unit 5: Legacy, Critical Perspectives, and Adaptations** **18 Hours**
1. **Wilde's Legacy in Literature and Culture**
    - ❖ Influence on modernist and postmodernist literature
    - ❖ Wilde as a cultural icon and LGBTQ+ symbol
  2. **Critical Approaches to Wilde's Works**
    - ❖ Feminist interpretations
    - ❖ Queer theory and Wilde's exploration of sexuality
    - ❖ Psychoanalytic and aesthetic critiques
  3. **Wilde in Popular Culture**
    - ❖ Adaptations of Wilde's works in film, theatre, and television
    - ❖ Biographies and fictionalized accounts of Wilde's life
  4. **Comparative Analysis**
    - ❖ Wilde's place among Victorian contemporaries (e.g., George Bernard Shaw, Henry James)

**Course Outcomes**

After completion of the course, students will be able to

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of Wilde's literary works within the Victorian socio-cultural framework.	K1, K2	Remembering, Understanding

COs	Description	K Levels	Bloom's Taxonomy
CO2	Critically analyze the thematic and stylistic features of Wilde's plays, prose, and poetry.	K4	Analyzing
CO3	Assess the influence of Wilde's aesthetic philosophy on his works and Victorian society.	K5	Evaluating
CO4	Apply critical approaches to interpret Wilde's exploration of morality, art, and human behavior.	K3	Applying
CO5	Explore the reflection of Wilde's personal experiences in his literary productions.	K4	Analyzing
CO6	Assess Wilde's enduring influence on literature, popular culture, and LGBTQ+ discourse.	K5	Evaluating

### Assessment Pattern

#### 1. Internal Assessment (25%)

- ❖ Group Presentation: Analysis of a selected play or essay
- ❖ Individual Assignment: Essay on Wilde's exploration of aestheticism
- ❖ Quiz: Covering Wilde's biography and literary themes
- ❖ CIA Exams

#### 2. End Semester Examination (75%)

- ❖ Section A: Multiple choice questions (20 questions, 1 marks each)
- ❖ Section B: Paragraph questions (5 questions (Either or pattern), 5 marks each)
- ❖ Section C: Essay questions (3 questions – out of five, 10 Marks each)

#### Textbooks:

1. Wilde, Oscar. *The Complete Works of Oscar Wilde*. HarperCollins, 2003. – Call No. – Call No. 824
2. Wilde, Oscar. *The Importance of Being Earnest and Other Plays*. Penguin Classics, 2000. – Call No. 821
3. Wilde, Oscar. *The Picture of Dorian Gray*. Oxford University Press, 2008.

#### Reference Books:

1. Ellmann, Richard. *Oscar Wilde*. Vintage, 1988.
2. Raby, Peter. *The Cambridge Companion to Oscar Wilde*. Cambridge University Press, 1997. – Call No.822
3. Gagnier, Regenia. *Idylls of the Marketplace: Oscar Wilde and the Victorian Public*. Stanford University Press, 1986. – Call No.421
4. Killeen, Jarlath. *The Faiths of Oscar Wilde: Catholicism, Folklore, and Ireland*. Palgrave Macmillan, 2005. – Call No.823.1
5. Bristow, Joseph. *Oscar Wilde and Modern Culture: The Making of a Legend*. Ohio University Press, 2008. – Call No.829

#### Question paper pattern

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**\Relationship Matrix between Pos and COs**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	1	1	3
CO2	9	9	3	1	3	1
CO3	9	9	9	9	9	3
CO4	9	3	9	3	3	1
CO5	3	9	3	9	9	9
CO6	9	3	9	3	9	9
<b>Weightage</b>	48	36	36	26	34	26
<b>Weightage % of Course Contribution to POs</b>	<b>8.0</b>	<b>6.0</b>	<b>6.0</b>	<b>4.3</b>	<b>5.7</b>	<b>4.7</b>

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO6	PO4,PO5	-
CO2/K4	PO1,PO2	PO3,PO5	PO4,PO6	-
CO3/K5	PO1,PO2,PO3,PO4,PO5	PO6	-	-
CO4/K3	PO1,PO3	PO2,PO4,PO5	PO6	-
CO5/K4	PO2,PO4,PO5,PO6	PO1,PO3	-	-
CO6/K5	PO1,PO3,PO5,PO6	PO2,PO4	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Specific Author Study – Oscar Wilde** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN13	Theory	Literary Criticism II	Lecture	6 Hrs/Week	5

### Course Description:

This course offers an advanced engagement with key theoretical frameworks that have shaped modern literary criticism. Building on foundational knowledge, *Literary Criticism II* introduces students to influential texts and thinkers from the 20th and 21st centuries. The course covers a range of critical approaches including linguistic criticism, psychoanalysis, myth criticism, reader-response theory, feminist theory, postcolonial and postmodern critiques, and interpretative theory. Through close readings of seminal works by critics such as I.A. Richards, Cleanth Brooks, Freud, Frye, Iser, Spivak, Said, Eagleton, Sontag, and De Man, students will develop the ability to critically engage with literary texts and theoretical discourses. The course aims to enhance analytical proficiency and foster a nuanced understanding of how literature reflects and shapes cultural and ideological contexts.

### Course Objectives :

The students will be able to

1. **To understand** the core principles of language and literary criticism as presented by major critics such as I.A. Richards and Cleanth Brooks.
2. **To explore** psychoanalytical and mythological approaches to literature, focusing on the theories of Sigmund Freud and Northrop Frye.
3. **To analyze** reader-response theory and feminist criticism through the perspectives of Wolfgang Iser and Gayatri Chakravorty Spivak.
4. **To examine** postcolonial and postmodern critical frameworks as discussed by Edward Said and Terry Eagleton.
5. **To interpret** the challenges of interpretive theory as highlighted by Susan Sontag and Paul De Man.
6. **To evaluate** the practical application of literary theories in textual analysis, enabling students to develop independent critical perspectives.

### Unit: I – Language and Criticism

18 Hours

I.A Richards : The Two uses of Language

Cleanth Brooks : The Language of Paradox

### Unit: II – Psychoanalysis and Myth Criticism

18 Hours

Sigmund Freud : Creative writers and Day- dreaming

- Northrop Frye : The Archetypes of Literature  
**Unit: III – Reader Response Theory and Feminist Critical Theory**  
**18 Hours**
- Wolfgang Iser : The Reading Process:  
 A Phenomenological Approach
- Gayatri Chakravorty Spivak : Feminism and Critical Theory  
**Unit: IV – Postcolonialism and Postmodernism**  
**18 Hours**
- Edward Said : Crisis (in Orientalism)
- Terry Eagleton : Capitalism, Modernism and Post modernism  
**Unit: V – Interpretative Theory**  
**18 Hours**
- Susan Sontag : Against Interpretations
- Paul De Man : The Resistance to Theory

**Course Outcomes (COs)**

After completion of the course, the learner will be able to

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate an understanding of the principles of language use and literary criticism as articulated by I.A. Richards and Cleanth Brooks.	K1, K2	Remembering, Understanding
CO2	Apply psychoanalytical and archetypal critical approaches to literary texts, drawing from Freud and Frye.	K3	Applying
CO3	Critically analyze literary texts using reader-response and feminist theories proposed by Iser and Spivak.	K4	Analyzing
CO4	Analyze and interpret postcolonial and postmodern theories and their implications in literary studies.	K4, K5	Analyzing, Evaluating
CO5	Develop the ability to question and critique interpretive theories, gaining insights from Sontag and De Man.	K5	Evaluating
CO6	Apply theoretical frameworks to analyze literary texts, fostering independent and interdisciplinary critical thinking.	K3, K6	Applying, Creating

**Text books & References**

- 20<sup>th</sup> Century Literary Criticism: A Reader –Ed. By David Lodge. – Call No. 824
- Modern Criticism and Theory : A Reader –Ed by David Lodge & Nigel Wood – Call No.459
- Literary Theory: The Basics - Hans Bertens– Call No.810
- Literary Theory: A Very Short Introduction – Jonathan Culler – Call No.801
- Literary Theory: An Introduction - Terry Eagleton
- The Cambridge Companion to Critical Theory - Ed by Fred Rush

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

Relationship Matrix between Cos and Pos

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	9	3	1	0	0
CO2	9	9	3	3	1	0
CO3	9	9	3	3	1	1
CO4	9	9	3	3	3	3
CO5	9	9	3	3	3	3
CO6	9	9	3	3	3	3
<b>Weightage</b>	54	54	18	16	11	10
<b>Weightage % of Course Contribution to POs</b>	<b>9.0</b>	<b>9.0</b>	<b>3.0</b>	<b>2.7</b>	<b>1.7</b>	<b>1.7</b>

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI,K2	PO1,PO2	PO3	PO4	PO5,PO6
CO2 / K3	PO1,PO2	PO3,PO4	PO5	PO6
CO3 / K4	PO1,PO2	PO3,PO4	PO5,PO6	-
CO4 / K5,K6	PO1,PO2	PO3,PO4,PO5,PO6	-	-
CO5 / K5	PO1,PO2	PO3,PO4,PO5,PO6	-	-
CO6 / K3,K6	PO1,PO2	PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25
KI	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Literary Criticism II** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN14	Theory	English Literature for Competitive Examination	Lecture	6 Hrs/Week	4

#### COURSE DESCRIPTION:

This course is specifically designed to prepare postgraduate students for national and state-level competitive examinations such as UGC-NET, SET, and other qualifying tests in English Literature. It provides a comprehensive overview of British, American, Indian, and World Literatures, incorporating major literary movements, genres, critical theories, and key authors and texts. The course emphasizes conceptual clarity, historical contexts, and literary terminology while strengthening the students' ability to answer objective, analytical, and interpretive questions. Through rigorous practice and exposure to previous years' question papers, students will build the confidence and competence needed to excel in academic and research-based assessments in English Studies. It also enriches the students with a wide knowledge of the historical and biographical details of the literary Stalwarts of various ages

#### COURSE OBJECTIVES:

The Learner will be able to

1. **To familiarize** students with the historical development of English literature from Old English to the present day.
2. **To enable** students to understand and interpret major literary movements and their influence on literature.
3. **To provide** a comprehensive knowledge of world literatures in English, including African, American, Canadian, and Indian writings.
4. **To introduce** students to key literary movements, critical concepts, and their relevance in literary history.
5. **To equip** students with an understanding of major literary forms, genres, and devices for literary analysis.
6. **To prepare** students with the necessary knowledge to excel in competitive examinations related to English literature.

#### UNIT I

**18 Hours**

The Beginning of English—Old and Middle English 600-1485

The Renaissance 1484-1660

Restoration to Romanticism 1660-1789

The Romantic Period

#### UNIT II

**18 Hours**

The Nineteenth Century

The Twentieth Century 1990-1941

The Twentieth century 1941 to the present

Timelines

#### UNIT III

**18 Hours**

African Literature in English

American, Afro-American Literature in English

Canadian Literature in English

Indian Writing in English

#### UNIT IV

**18 Hours**

**Literary Movements & Key Concepts** – Aesthetic Movement, Black Arts Movement, Beat Writers, The Decadence, The Metaphysical Poets, Enlightenment, Impressionism,

Expressionism, Surrealism, Graveyard Poets, Romantic Movement, Imagism, Modernism, Post Modernism, Symbolic Movement, Pylong Poets, Oxford Movement, The Movement Poets, The Bloomsbury Group, War Poets

## UNIT V

18 Hours

**Literary Forms & Devices** –Ballad, Ode, Epic, Elegy, Sonnet, Comedy of Manners, Comedy of Humours, Sentimental/Anti Sentimental Comedy, Theatre of the Absurd, Epic Theatre, Epistolary Novel, Gothic Novel, Novels of Social Realism, Science Fiction, postmodern Fiction, Epigrammatic Essay, Articles for Journals/Magazines, Formal/Informal Essay, Critical Essays, Simple/Ornamental Essay.

### COURSE OUTCOMES:

The Learner will able to

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate a clear understanding of the historical development of English literature from the Old and Middle English periods to the present day.	K1, K2	Remembering, Understanding
CO2	Analyze major literary movements and their contributions to the evolution of literature.	K4	Analyzing
CO3	Identify and interpret works from different world literatures in English, including African, American, Canadian, and Indian writings.	K2, K3	Understanding, Applying
CO4	Critically evaluate the significance of literary movements and key concepts in literary history.	K5	Evaluating
CO5	Apply knowledge of literary forms and devices to analyze texts effectively.	K3, K4	Applying, Analyzing
CO6	Demonstrate readiness and competence for competitive examinations in English literature.	K2, K6	Understanding, Creating

### Textbooks for English Literature for Competitive Examinations

1. **Albert, Edward.** *A History of English Literature.* Oxford University Press, 2007.
2. **Carter, Ronald, and John McRae.** *The Routledge History of Literature in English: Britain and Ireland.* Routledge, 2001.
3. **Prasad, B.** *A Background to the Study of English Literature.* Macmillan, 2008.
4. **Daiches, David.** *A Critical History of English Literature* (4 Volumes). Allied Publishers, 1994.
5. **Long, William J.** *English Literature: Its History and Its Significance.* Rupa & Co., 2003.

### Question paper pattern

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix

CO//PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	9	3	1	0	0
CO2	9	9	3	3	1	0
CO3	9	9	3	3	1	1
CO4	9	9	3	3	3	3
CO5	9	9	3	3	3	3
CO6	9	9	3	3	3	9
<b>Weightage</b>	<b>54</b>	<b>54</b>	<b>18</b>	<b>16</b>	<b>11</b>	<b>16</b>
<b>Weightage % of Course Contribution to POs</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>2.3</b>	<b>1.8</b>	<b>2.5</b>

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO2	PO3	PO4	PO5,PO6
CO2/K4	PO1,PO2	PO3,PO4	PO5	PO6
CO3/K2, K3	PO1,PO2	PO3,PO4	PO5,PO6	-
CO4/K5	PO1,PO2	PO3,PO4	PO5,PO6	-
CO5/K3, K4	PO1,PO2	PO3,PO4,PO5,PO6	-	-
CO6/K2, K6	PO1,PO2,PO6	PO3,PO4,PO5	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **English Literature for Competitive Examinations** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN15E.1	Theory	Modern European Fiction in Translation	Lecture	6 Hrs/Week	4

### Course Description:

This course offers a comprehensive exploration of significant works of modern European fiction, presented in English translation. Spanning the early to late 20th century, the syllabus includes a diverse range of narratives that reflect the political upheavals, philosophical debates, cultural shifts, and existential questions that shaped modern Europe. Through close reading of texts by authors such as Sholokhov, Camus, Kazantzakis, Solzhenitsyn, Calvino, Pamuk, Allende, Kundera, Eco, and Canetti, students will critically engage with issues of identity, ideology, memory, freedom, and artistic expression. The course also encourages comparative analysis across national literatures and historical contexts, highlighting the evolution of narrative techniques and thematic complexity in European fiction.

### COURSE OBJECTIVES:

The Learners will be able to

1. To explore the major themes, historical contexts, and philosophical underpinnings of early 20th-century European fiction.
2. To analyze the narrative styles and innovative techniques employed by mid-20th-century European authors.
3. To interpret the socio-political influences that shaped the works of major European novelists in the 20th century.
4. To examine the relationship between existentialism, postmodernism, and the emerging literary aesthetics in European fiction.
5. To appreciate the cultural and historical shifts that influenced the development of late 20th-century European fiction.
6. To develop a critical understanding of major European novels and their influence on world literature.

### Unit I – Early 20<sup>th</sup> Century European Fiction

18 Hours

Mikhail Sholokhov

And Quiet Flows the Don

Albert Camus

The Stranger

### Unit II – Mid 20<sup>th</sup> Century European Fiction(Earlier)

18 Hours

Nikos Kazantzakis

Zorba the Greek

Aleksandr Solzhenitsyn

One Day in the Life of Ivan Denisovich

### Unit III - Mid 20<sup>th</sup> Century European Fiction(Earlier)

18 Hours

Italo Calvino

If on a Winter's Night a Traveler

Orhan Pamuk

Snow

### Unit IV – Late 20<sup>th</sup> Century European Fiction

18 Hours

Isabell Allende

The House of Spirits

Milan Kundera  
**Unit V**  
**18 Hours**

The Joke

Umberto Eco

The Name of the Rose

Elias Canetti

Auto-da-Fe

**COURSE OUT COMES**

The Learners will be able to

COs	Description	K Levels	Bloom's Taxonomy
CO1	Demonstrate knowledge of the major themes and historical contexts of early 20th-century European fiction.	K1, K2	Remembering, Understanding
CO2	Critically evaluate the unique narrative styles and literary techniques used by mid-20th-century European writers.	K4, K5	Analyzing, Evaluating
CO3	Analyze the socio-political undercurrents in the works of major European fiction writers.	K4	Analyzing
CO4	Apply critical theories such as existentialism and postmodernism to interpret selected European fiction.	K3, K5	Applying, Evaluating
CO5	Examine the cultural and literary transitions in European fiction from the early to late 20th century.	K4	Analyzing
CO6	Develop comparative insights on how 20th-century European fiction has influenced global literature.	K5, K6	Evaluating, Creating

**Text Books:**

1. **Sholokhov, Mikhail.** *And Quiet Flows the Don*. Vintage Classics, 2006.
2. **Camus, Albert.** *The Stranger*. Translated by Matthew Ward, Vintage International, 1989.
3. **Kazantzakis, Nikos.** *Zorba the Greek*. Translated by Carl Wildman, Faber & Faber, 2000.
4. **Solzhenitsyn, Aleksandr.** *One Day in the Life of Ivan Denisovich*. Signet Classics, 2009.
5. **Calvino, Italo.** *If on a Winter's Night a Traveler*. Translated by William Weaver, Mariner Books, 1998.
6. **Pamuk, Orhan.** *Snow*. Translated by Maureen Freely, Vintage International, 2005.
7. **Allende, Isabel.** *The House of the Spirits*. Translated by Magda Bogin, Atria Books, 2015.
8. **Kundera, Milan.** *The Joke*. Translated by Michael Henry Heim, Harper Perennial, 1993.
9. **Eco, Umberto.** *The Name of the Rose*. Translated by William Weaver, Mariner Books, 1994.
10. **Canetti, Elias.** *Auto-da-Fe*. Translated by C.V. Wedgwood, Farrar, Straus and Giroux, 1984.

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

Relationship Matrix:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	0	0
CO2	3	9	3	0	0	0
CO3	3	9	3	0	3	0
CO4	0	3	9	3	3	3
CO5	0	0	3	9	9	3
CO6	0	0	3	3	9	9
Weightage	15	24	24	15	24	15
Weightage % of Course Contribution to POs	2.5	4	4	2.5	4	2.5

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3	-	PO4,PO5,PO6
CO2/K4, K5	PO2	PO1,PO3	-	PO4,PO5,PO6
CO3/K4	PO2	PO1,PO3,PO5	-	PO4,PO6
CO4/K3, K5	PO3	PO2,PO4,PO5,PO6	-	PO1
CO5/K4	PO4,PO5	PO3,PO6	-	PO1,PO2
CO6/K5, K6	PO5,PO6	PO3,PO4	-	PO1,PO2

Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Modern European Fiction in Translation** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN16	Theory	New Literatures	Lecture	6 Hrs/Week	4

### Course Description:

The course *New Literatures* introduces MA English students to the dynamic and evolving field of postcolonial and contemporary world literatures written in English. It explores literary texts emerging from formerly colonized societies, diasporic communities, and marginalized cultures, focusing on themes such as identity, resistance, hybridity, displacement, cultural memory, and globalization. Through critical engagement with fiction, poetry, and drama from regions including Africa, the Caribbean, South Asia, Canada, and Australia, students will gain insight into how these literatures challenge dominant narratives, reclaim indigenous voices, and articulate complex socio-political realities. The course also emphasizes comparative and theoretical approaches to understanding cultural difference and literary innovation in a global context.

### Course Objectives

The Learner will be able to:

1. Understand the historical, cultural, and theoretical background of New Literatures and engage with key postcolonial concepts.
2. Explore the poetic expressions of identity, displacement, resistance, and hybridity through selected works of New Literature poets.
3. Analyze nonfictional prose by major postcolonial and diasporic writers to understand issues of language, identity, and cultural memory.
4. Study representative plays from diverse postcolonial regions, focusing on themes of colonization, tradition, modernity, and resistance.
5. Evaluate short stories and novels from postcolonial and diasporic contexts to understand narrative strategies and thematic preoccupations.
6. Appreciate the role of literature in challenging colonial discourse and expressing indigenous and hybrid voices in global contexts.

#### Unit 1: History of New Literatures and Background Study

18 Hours

- Colonialism and Postcolonialism: Definitions and debates
- Development of English literature in Africa, the Caribbean, Canada, Australia, New Zealand, India, and South Asia
- The concept of "writing back" and cultural resistance
- Key concepts: hybridity, diaspora, mimicry, othering, nationalism, identity
- Influential thinkers: Edward Said, Homi Bhabha, Gayatri Spivak, Frantz Fanon

#### Suggested Readings:

Bill Ashcroft, Gareth Griffiths & Helen Tiffin – *The Empire Writes Back* (Introductory chapters)

Edward Said – *Culture and Imperialism* (selected chapters)

Frantz Fanon – *The Wretched of the Earth* (selected essays)

#### Unit II (Poetry)

18 Hours

- Derek Walcott - "Ruined House"
- Dom Moraes - "Sinbad"
- Jorge Luis Borges - "A Compass"
- Margaret Atwood - "Journey to the Interior"
- Claire Harris - "Framed"
- A. D. Hope - "Moschus Moschiferous: A Song for St. Cecilia's Day"
- Kenneth Slessor - "Country Towns"
- David Malouf - "The Year of the Foxes"

**Unit III (prose) 18 Hours**

Exploring identity, displacement, culture, and language through nonfiction.

**Suggested Writers and Texts:**

- Ngũgĩ wa Thiong’o – *Decolonising the Mind* (selected chapters)  
 Jamaica Kincaid – “On Seeing England for the First Time”  
 Bapsi Sidhwa – *Their Language of Love* (selected essays)  
 Meena Alexander – *Fault Lines* (selected memoir chapters)  
 Salman Rushdie – “Imaginary Homelands” (essay)

**Unit IV (drama) 18 Hours**

Examining how drama reflects cultural identity, resistance, and postcolonial realities.

**Suggested Plays:**

- Wole Soyinka – *Death and the King’s Horseman*  
 Tomson Highway – *The Rez Sisters* (Canada)  
 Mahesh Dattani – *Final Solutions* (India)  
 Patricia Cornelius – *Love* (Australia)  
 Zakes Mda – *The Road to Mecca* (South Africa)

**Unit V (Short Stories and Novels) 18 Hours****Short Stories:**

- Chimamanda Ngozi Adichie – “The Headstrong Historian”  
 Jhumpa Lahiri – “Interpreter of Maladies”  
 Alice Munro – “The Moons of Jupiter”  
 Pauline Melville – “Erzulie”  
 Rohinton Mistry – “Swimming Lessons”

**Novels (Choose any two):**

- Chinua Achebe – *Things Fall Apart*  
 Arundhati Roy – *The God of Small Things*  
 Michael Ondaatje – *The English Patient*  
 Margaret Atwood – *The Handmaid’s Tale* (as dystopian/postcolonial reading)  
 Alexis Wright – *Carpentaria*

**Course Outcomes:****The Learner will be able to**

CO	Description	K Levels	Bloom’s Taxonomy
CO1	Explain and interpret the evolution of New Literatures within historical and postcolonial contexts, using key theoretical concepts such as hybridity, diaspora, and resistance.	K3	Apply
CO2	Analyze the selected poems by Walcott, Moraes, Atwood, Borges, and others for their thematic concerns and stylistic innovations in the context of New Literatures.	K4	Analyze
CO3	Examine prose works by Ngũgĩ, Kincaid, Spivak, Sidhwa, and others for their representations of identity, language, and cultural politics.	K4	Analyze
CO4	Evaluate the dramatic texts by Soyinka, Dattani, Cornelius, and others with reference to their treatment of colonial legacy, indigenous traditions, and contemporary issues.	K5	Evaluate
CO5	Critically assess the selected short stories and novels by writers such as Achebe, Roy, Lahiri, and Adichie to	K5	Evaluate

CO	Description	K Levels	Bloom's Taxonomy
	understand postcolonial narrative techniques and thematic depth.		
CO6	Synthesize insights across genres to understand how literature articulates socio-political issues, reflects cultural identities, and reclaims histories.	K6	Create

#### Textbooks

1. Ashcroft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.
2. Said, Edward. *Culture and Imperialism*. Vintage, 1993.
3. Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 2005.
4. Ngũgĩ wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986.
5. Walcott, Derek. *Collected Poems: 1948–1984*. Faber & Faber, 2007.
6. Atwood, Margaret. *Selected Poems 1965–1975*. Oxford University Press, 1990.
7. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981–1991*. Granta Books, 1991.
8. Achebe, Chinua. *Things Fall Apart*. Penguin, 2006.
9. Roy, Arundhati. *The God of Small Things*. Penguin, 1997.
10. Lahiri, Jhumpa. *Interpreter of Maladies*. Houghton Mifflin, 1999.
11. Soyinka, Wole. *Death and the King's Horseman*. Norton, 2002.
12. Dattani, Mahesh. *Collected Plays*. Penguin, 2000.
13. Bapsi Sidhwa. *Their Language of Love*. Viking, 2013.
14. Meena Alexander. *Fault Lines: A Memoir*. Feminist Press, 2003.
15. Adichie, Chimamanda Ngozi. *The Thing Around Your Neck* (for “The Headstrong Historian”). Alfred A. Knopf, 2009.

#### Reference Books (For Extended Reading and Research)

1. Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 2015.
2. Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Wiley-Blackwell, 2001.
3. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. Routledge, 2013.
4. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
5. Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford University Press, 2005.
6. King, Bruce. *New National and Postcolonial Literatures: An Introduction*. Clarendon Press, 1996.
7. Tiffin, Helen & Griffiths, Gareth. *The Post-Colonial Studies Reader*. Routledge, 2006.
8. Thieme, John. *Post-Colonial Studies: The Essential Glossary*. Arnold, 2003.
9. Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2000.
10. Williams, Patrick & Laura Chrisman (Eds.). *Colonial Discourse and Post-Colonial Theory: A Reader*. Harvester Wheatsheaf, 1994.

#### Question paper pattern

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship matrix between Pos and Cos:**

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	0	0
CO2	3	9	3	0	0	0
CO3	3	9	3	0	3	0
CO4	0	3	9	3	3	3
CO5	0	0	3	9	9	3
CO6	0	0	3	3	9	9
<b>Weightage</b>	15	25	24	15	25	15
<b>Weightage % of Course Contribution to POs</b>	2.5	4.1	4	2.5	4.1	2.5

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K4	PO1	PO2,PO3	-	PO4,PO5,PO6
CO2/K4	PO2	PO1,PO3	-	PO4,PO5,PO6
CO3/K5	PO2	PO1,PO3,PO5	-	PO4,PO6
CO4/K4	PO3	PO2,PO4,PO5,PO6	-	PO1
CO5/K3	PO4,PO5	PO3,PO6	-	PO1,PO2
CO6/K5	PO5,PO6	PO3,PO4	-	PO1,PO2

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	5	6	4	5	20	5	25	100

The Cos and Pos for the **New Literatures** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN17	Theory	Research Methodology	Lecture	6 Hrs/Week	4

**Course Description:**

This course equips students with foundational knowledge and skills essential for conducting literary and interdisciplinary research in English studies. It introduces the aims and objectives that guide research, emphasizing the significance of identifying problems, forming hypotheses, and critically evaluating sources. The course focuses on understanding the scope, depth, and direction of research through methodological approaches that foster analytical thinking, hypothesis testing, and argument development. Students will explore qualitative and quantitative research methods, research design, data collection, citation styles, and the ethical dimensions of scholarly inquiry, preparing them for academic writing, dissertations, and advanced literary analysis.

**Course Objectives:**

The Learner will be able to

1. To introduce the nature, meaning, and importance of research across various fields of study.
2. To provide students with the skills required to identify and narrow down a research topic, formulate research questions, and define the purpose of a thesis.
3. To guide students through the data collection process, including the use of primary and secondary data, periodicals, literature indexes, and online research tools.
4. To familiarize students with the elements of thesis writing, including the design, literature review, chapter outline, and formatting style.
5. To instruct students on research conventions, citation methods (e.g., MLA), and documentation practices to maintain academic integrity.
6. To enable students to develop editing, revising, and proofreading skills to refine their thesis work and ensure clarity and accuracy.

**UNIT I**

**18 Hours**

- Nature and Meaning of Research: Fields of Research

**UNIT II**

**18 Hours**

- Identifying a Research Subject and Topic –Selecting an appropriate research Subject – Moving from a subject to a Research Topic- Narrowing the focus of the Research Topic–Formulating a Research Question –Defining the purpose of the Thesis

**UNIT III**

**18 Hours**

- Data collection – Purpose and Process –Primary Secondary Data- Using Periodical and Literature Indexes to locate Sources- Preparing Index Cards and NAC cards – Researching online and through the Internet using data bases for research

**UNIT IV**

**18 Hours**

- Different Kinds of Discourse - Elements of Thesis –Design of the Study –Chapter outline – Literature Review –Parts of thesis – Introductory chapter of thesis –Abstract –style of thesis writing Bibliography – Editing and Revising proof reading.

**UNIT V**

**18 Hours**

- Conventions of Research –Mechanics of Writing - Rules of Citation ML A Style Sheet- Works Cited - Different conventions Documentation – Quotations And Reference–Plagiarism

**Course Outcomes:**

The Learner will be able to

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy
CO1	Demonstrate an understanding of the research process, including the fields of research and its significance in academic writing.	K1, K2	Remembering, Understanding
CO2	Develop a focused research question, define the purpose of the thesis, and refine the research topic through a systematic approach.	K2, K3	Understanding, Applying
CO3	Efficiently collect data from primary and secondary sources, use periodical and literature indexes, and navigate online databases for research purposes.	K1, K3	Remembering, Applying
CO4	Compose a well-organized thesis, incorporating chapters, literature review, and abstract, adhering to the required academic structure and style.	K3, K4	Applying, Analyzing
CO5	Apply the conventions of research writing, including citation practices, documentation, and the prevention of plagiarism in academic work.	K1, K3	Remembering, Applying
CO6	Demonstrate proficiency in editing, revising, and proofreading academic work to enhance clarity, accuracy, and adherence to academic standards.	K3, K5	Applying, Evaluating

**Reference**

- 1) Barry, Peter, Beginning Theory, Viva, – Call No.380.9
- 2) Barzun, Jacques, Henry .F. Graff, The Modern Researcher, 3rd Edition, New York : Harcourt Brace Jovanovich 1977
- 3) Bateson, F.W The Scholar Critic: An Introduction to Literary Research, London: Rutledge, 1972.
- 4) Childs, Peter. Roger Fowler, Eds. Rutledge Dictionary of Literary Terms, Rutledge, 2005. Dees, Robert, Writing the
- 5) Modern Research Paper 2nd Edition. Boston: Allyn and Bacon, 1993.
- 6) Gibaldi, Joseph.MLA Handbook for writes of Research Papers. 6th edition. New York: The Modern Language Association of America, 2008.

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix:**

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	0	0
CO2	3	9	3	0	0	0
CO3	3	3	9	3	0	0
CO4	0	3	3	9	3	0
CO5	0	3	3	0	9	3
CO6	0	0	3	3	9	9
<b>Weightage</b>	15	21	22	15	21	12
<b>Weightage % of Course Contribution to POs</b>	2.5	3.5	3.6	2.5	3.5	2

(Scale: 0 = No relation, 1 = Low, 3 = Moderate, 9 = High)

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2	PO3	PO4,PO5,PO6
CO2/K2, K3	PO2	PO1,PO3	-	PO4,PO5,PO6
CO3/K1, K3	PO3	PO1,PO2,PO4	-	PO5,PO6
CO4/K3, K4	PO4	PO2,PO3,PO5	-	PO1,PO6
CO5/K1, K3	PO5	PO2,PO3,PO6	-	PO1,PO2
CO6/K3, K5	PO5, PO6	PO3,PO4	-	PO1,PO2

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	5	6	4	5	20	5	25	100

The Cos and Pos for the **Research Methodology** course in the M.A., English Programme is effective matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN18	Theory	Journalism and Mass Communication	Lecture	6 Hrs/Week	4

### Course Description:

This course offers a comprehensive introduction to the field of Journalism and Mass Communication, emphasizing its scope, significance, and evolving techniques. It enables students to understand the foundational concepts of mass communication and the dynamic role it plays in shaping public opinion and cultural discourse. Through a study of contemporary media landscapes—print, broadcast, digital, and social media—students will gain critical insights into media operations, ethics, and the responsibilities of journalists. The course also encourages students to explore specialized areas within media studies, fostering analytical thinking and practical skills essential for careers in journalism, content creation, media research, and communication industries.

### Course Objectives:

The Learner will be able to

1. To introduce students to the concepts of communication and journalism, emphasizing the role of media in society and its impact on various demographics.
2. To familiarize students with different modes of mass communication, including print media, electronic media, and outdoor mass media, and their influence on public perception.
3. To develop students' understanding of language and writing skills essential for mass communication, including news reporting, writing articles, and editorial composition.
4. To provide a comprehensive understanding of radio, television, and video production, including roles within production teams, scripting, visual language, and editing techniques.
5. To equip students with the ethical considerations in advertising, including manipulation, distortion, and exploitation, and their effects on society.
6. To train students in practical media production, including storyboarding for audio-visual advertising and caption writing, with a focus on using modern tools and techniques.
- 7.

#### Unit: I

**18 Hours**

Communication and Journalism –Types of Communication – Mass Communication Nature of Media and Content.- History of Print and Broadcast media in general with particular reference to India- Role of communication in developing societies impact of media on specific audiences : Women, Children, etc.

#### Unit: II

**18 Hours**

Modes of Mass Communication: Print Media; Newspaper, news- agencies, books, Magazines, leaflets and pamphlets –Electronic Media- Radio, television, video, Films

computer based technologies – email, internet and on line journalism ; Outdoor Mass Media: Exhibitions and Fairs, Street Drama, Crowd Behaviour and Mob Mentality.

**Unit: III**

**18 Hours**

Language of Mass Communication: Language and writing skills – vocabulary and spellings, figure of speech, dialect, grammar, punctuation- Fundamentals of good writing – Writing for the Media – News Reporting – what is news, news value, sources of news, types of news –reporting –Principles of writing news stories, articles, opinion and editorial writing for different Print Media. Editing : Techniques of Editing, News Room organization and operation.

**Unit: IV**

**18 Hours**

Radio & TV and Video as Media of Communication – The Production Team – Role of Producer –Different Types of Programs –Writing for TV –Researching for Scripts –The Visual Language –Camera Movements –Basic Theories of Composition – Cues and Commands. – Formats for Radio –Television – News, Sitcoms, Features, Commercials, Operas, Documentaries, Cinema, Theatre, Drama. – Editing Theory and Practice –Sound Design, Microphones, Sets and Lighting – Satellite, Cable television Computers, Microchips.

**Unit: V**

**18 Hours**

The Ethical Dimensions of Advertising – manipulation, distortion, confusion and Exploitation. Practical Application – Making (could be computer- aided) story Boards for audio – visual advertising and caption writing etc.,

**Reference**

Mass Communication in India, Kewel J.Kumar Jaico, 2001– Call No. 427

Developing Communication Skills- Krishna Mohan and Meera Banerji– Call No.420

The Craft of copywriting; June. A Vailadaras, Responses Books Sage Publications News Reporting and Editing; Sterling Publishers 1987– Call No.800

News Writing & Reporting for Today’s Media by Bruce D.Itule & Douglas. A.Anderson. – Call No.829

A Hand book of Modern Newspaper Editing & Production; F W Hodgson; Focal Press 1987

The Radio Handbook, Carole Fleming, Rutledge

2002. AIR Style Book, New Delhi, 1991

Television in India; Changes and Challenges; Gopal Saxena. Vikas Publishing 1996

Magazine Editing & Production by J.William Cleck & Russell N.Bard WCB Brown & Benchmark- 1994. Advertising: Theory & Practice by CH Sand age & Vernon, Fry Eurger.

Advertising by Maurice Mandell. (Prentice Hall)

**COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	K Level	Bloom's Taxonomy
CO1	Demonstrate an understanding of the nature and types of communication, mass media, and their role in shaping public opinion and social change.	K1, K2	Remember, Understand
CO2	Identify and analyze different modes of mass communication, including print, electronic, and outdoor media, and evaluate their impact on society.	K2, K4, K5	Understand, Analyze, Evaluate
CO3	Develop effective writing and editing skills for media production, including news reporting, article writing, and editorial composition.	K3, K4	Apply, Analyze
CO4	Apply knowledge of radio, television, and video production, including scriptwriting, camera techniques, sound design, and editing, to create media content.	K3, K6	Apply, Create
CO5	Analyze the ethical challenges in advertising and mass communication, with an emphasis on manipulation, distortion, and the exploitation of different audiences.	K4, K5	Analyze, Evaluate
CO6	Create practical media content, including storyboards for audio-visual advertising and caption writing, using computer-aided design tools.	K3, K6	Apply, Create

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix:**

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	0	0
CO2	3	9	3	0	0	0
CO3	3	3	9	3	0	0
CO4	0	3	3	9	3	0
CO5	0	3	3	0	9	3
CO6	0	0	3	3	9	9
<b>Weightage</b>	15	21	22	15	21	12
<b>Weightage % of Course Contribution to POs</b>	2.5	3.5	3.4	2.5	3.5	2

**Scale:**

- 9 = High Relation    3 = Moderate Relation    1 = Low Relation    0 = No Relation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2	PO3	PO4,PO5,PO6
CO2/K2, K4, K5	PO2	PO1,PO3	-	PO4,PO5,PO6
CO3/K3, K4	PO3	PO1,PO2,PO4	-	PO5,PO6
CO4/K3, K6	PO4	PO2,PO3,PO5	-	PO1,PO6
CO5/K4, K5	PO5	PO2,PO3,PO6	-	PO1,PO4
CO6/K3, K6	PO5,PO6	PO3,PO4	-	PO1,PO2

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Journalism and Mass Communication** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN19E.1	Theory	Rhetorics and Stylistics	Lecture	6 Hrs/Week	4

**Course Description:**

This course offers a comprehensive exploration of rhetorical principles and stylistic techniques that shape literary discourse. It aims to deepen students' understanding of the ways in which language is used to persuade, evoke emotion, and create aesthetic experience. The course begins with a foundational study of classical rhetoric, including the modes of persuasion—ethos, pathos, and logos—and progresses to examine rhetorical figures and tropes in literary texts. Simultaneously, students are introduced to the field of stylistics, with attention to linguistic features such as phonology, morphology, syntax, semantics, and pragmatics as they operate in literary contexts.

By analyzing a wide range of texts—from prose and poetry to drama and non-fiction—students will learn to identify and interpret stylistic patterns and rhetorical strategies. The course fosters critical thinking and close reading skills by encouraging students to interrogate how language choices influence meaning, tone, narrative voice, and reader response. Through applied exercises and analytical writing, learners will gain proficiency in evaluating the stylistic features of texts and articulating the rhetorical effectiveness of literary language.

In addition, the course connects rhetorical and stylistic analysis to broader literary, cultural, and ideological frameworks, enabling students to appreciate the power of language in shaping thought and experience. By the end of the course, students will have developed a refined sensitivity to language, equipping them with advanced tools for literary interpretation and scholarly research

**Course Objectives:**

The Learner will be able to

1. To introduce students to the fundamental principles of rhetoric and modes of writing, focusing on writing style, situation, essays, and paragraphs.
2. To familiarize students with the essential elements of poetry, including rhythm, meter, rhyme, onomatopoeia, and figures of speech such as simile, metaphor, and alliteration.
3. To explore drama as a narrative medium, focusing on the classification of plays, dramatic effects, conventions, and literary devices used in plays.
4. To introduce the forms of the novel, novella, and short stories, and develop an understanding of literary elements such as characterization, symbolism, theme, tone, and different points of view in narration.
5. To enhance students' practical skills in identifying and analyzing literary elements within various forms of literature.
6. To develop students' analytical and critical skills in appreciating and interpreting various genres of literature, including drama, poetry, and prose.

**Unit I**

**18 Hours**

The Science of Rhetoric- Modes of Writing – Writing Style- Writing Situation - Essays and Paragraphs

**Unit II**

**18 Hours**

Form of poetry – Rhythm – Metre – Variations - Rhyme – Onomatopoeia – Internal pattern – (Selected figures of Speech) Refrain, Simile, Metaphor, Aliteration

**Unit III**

**18 Hours**

Drama as a Narrative Medium- Classification of plays – Dramatic Effect: Conventions, plot, emotion and conflict, surprise, irony and suspense- comedy- melodrama and tragedy-devices: soliloquy, irony, Foreshadowing, Fallacy, Purgation, Catharsis etc.,

**Unit IV****18 Hours**

Novel and Novella- Short stories – points of view – types of narration – Characterization – Techniques – Style – Elements: Symbol, theme, tone etc.,

**Unit V****18 Hours**

Practical: Finding out elements of literature in the given piece.

**Reference Books**

Boulton, Marjorie : Anatomy of Poetry, London: Routledge and Kegan Paul Ltd. 1985– Call No.420

Boulton, Marjorie: Anatomy of Prose, London: Routledge and Kegan Paul Ltd. 1985– Call No.800

Thompson, Reynolds, Alan, The Anatomy of Drama, Los Angeles: UCP, 1970

**COURSE OUTCOMES**

The Learner will be able to

<b>CO No.</b>	<b>Course Outcome Statement</b>	<b>K Level</b>	<b>Blooms Taxonomy</b>
CO1	Analyze and identify different rhetorical techniques, writing styles, and structures of essays and paragraphs.	K4	Analyze
CO2	Recognize and explain the formal elements of poetry, including rhythm, meter, rhyme, and figures of speech like simile, metaphor, and alliteration.	K2, K3	Understand, Apply
CO3	Understand the basic principles of drama as a narrative form, including the structure of plays, dramatic conventions, and key literary devices like soliloquy, irony, and catharsis.	K2	Understand
CO4	Identify and evaluate the elements of novels, novellas, and short stories, including points of view, narration techniques, characterization, and symbolism.	K5	Evaluate
CO5	Apply theoretical knowledge to identify key literary elements in selected texts, analyzing their structure, themes, and literary techniques.	K3, K4	Apply, Analyze
CO6	Develop the ability to critically analyze different genres of literature, including poetry, drama, and prose, and apply the learned concepts to interpret and evaluate literary works.	K4, K5	Analyze, Evaluate

**Question paper pattern**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern) - One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which

Three to be answered)

**Relationship Matrix:**

COs / Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	0	0
CO2	3	9	3	0	0	0
CO3	3	3	9	3	0	0
CO4	0	3	3	9	3	0
CO5	0	3	3	0	9	3
CO6	0	0	3	3	9	9
Weightage	15	21	22	15	21	12
Weightage % of Course Contribution to Pos	2.5	3.5	3.4	2.5	3.5	2

Scale: 9 = High Relation      3 = Moderate Relation      1 = Low Relation      0 = No Relation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K4	PO1	PO2	PO3	PO4,PO5,PO6
CO2/K2, K3	PO2	PO1,PO3	-	PO4,PO5,PO6
CO3/K2	PO3	PO1,PO2,PO4	-	PO5,PO6
CO4/K5	PO4	PO2,PO3,PO5	-	PO1,PO6
CO5/K3, K4	PO5	PO2,PO3,PO6	-	PO1,PO4
CO6/K4, K5	PO5,PO6	PO3,PO4	-	PO1,PO2

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Rhetorics and Stylistics** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

**LIST AND SYLLABUS FOR  
ELECTIVE COURSES (OTHER  
THAN WHAT HAS BEEN  
CHOSEN)**

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN5E.2	Theory	Mythical Literature	Lecture	6 Hrs/Week	4

**Course Description:**

This course explores the rich and diverse traditions of mythical literature, tracing its origins, themes, and cultural significance across various civilizations. From ancient epics to contemporary retellings, students will examine how myths shape and reflect human experiences, values, and belief systems. The course delves into classical Greco-Roman, Norse, Indian, and other global mythologies, along with their literary adaptations in poetry, drama, and fiction.

Through close reading, critical analysis, and comparative studies, students will gain insights into the narrative structures, archetypes, and symbolism embedded in mythical literature. The course also investigates the influence of myths on modern literature, film, and popular culture.

**Course Objectives (COs):**

1. Understand the origins, significance, and evolution of myths in literature across cultures.
2. Analyze theoretical frameworks and methodologies for interpreting myths and their influence on literature and culture.
3. Examine myths from diverse traditions (Greek, Indian, Norse, Celtic, and Aboriginal) to understand their narrative structures and cultural relevance.
4. Explore symbolic and thematic connections between myths, rituals, and philosophies within literature.
5. Critically evaluate modern adaptations and reinterpretations of myth in contemporary literature and media.
6. Develop an appreciation for multicultural and cross-disciplinary approaches to mythological studies.

**Unit 1: Introduction to Mythology**

**18 Hours**

- Definition, features, and relevance of myths in literature.
- Theoretical perspectives: Myth-ritual theory, archetypes, and symbolism (Northrop Frye's *Anatomy of Criticism*).
- Retelling myths: *Sita's Ramayana* by Samhita Arni and Moyna Chitrakar (Graphic Novel).

**Unit 2: Greek and Roman Mythology**

**18 Hours**

- Key myths: Orpheus and Eurydice, Hercules and Atlas, Ulysses and the Cyclops, and Echo & Narcissus.
- Themes of heroism, love, and fate.
- Influence of Greek and Roman mythology on Western literature.

**Unit 3: Indian and Norse Mythologies**

**18 Hours**

- Indian myths: *Nala and Damayanthi* (Mahabharata), Shiva's anger (*Tales and Legends from India* by Ruskin Bond).
- Norse myths: Loki, Odin's lost eye, and Sif's golden hair.
- Symbolism and cosmological perspectives.

**Unit 4: Celtic and Aboriginal Mythologies**

**18 Hours**

- Celtic mythology: *Oisín in the Land of Forever Young*.
- Aboriginal myths: *Why Kookaburra Laughs at Dawn* (A.W. Reed) and *The Whale Rider* (Witi Ihimaera).
- Comparative themes of creation, transformation, and connection to nature.

**Unit 5: Modern Reinterpretations and Applications**

**18 Hours**

- Adaptations of myths in contemporary literature and media.
- Critical analysis of modern texts using mythological frameworks.

- Exploring multicultural perspectives and global themes.

**Course Outcomes (COs):**

CO No.	Course Outcome	Knowledge Level (K1 - K6)	Bloom's Taxonomy Level
CO1	Students will develop the ability to craft compelling narratives and original characters across various genres of creative writing.	K3, K6	Application, Creation
CO2	Students will gain proficiency in using digital platforms (e.g., blogs, social media, podcasts) to create and share stories.	K2, K3	Comprehension, Application
CO3	Students will learn how to incorporate multimedia elements (visuals, audio, and text) into their storytelling for digital platforms.	K3, K5	Application, Evaluation
CO4	Students will create a digital portfolio that showcases their creative writing and digital storytelling skills.	K4, K6	Analysis, Creation
CO5	Students will apply advanced storytelling techniques to create interactive narratives for digital media.	K3, K5, K6	Application, Evaluation, Creation
CO6	Students will demonstrate an understanding of how digital storytelling can influence the way stories are consumed and experienced by audiences.	K1, K4	Knowledge, Analysis

**Textbooks and References:**

1. Northrop Frye, *Anatomy of Criticism*.
2. Witi Ihimaera, *The Whale Rider*.
3. Ruskin Bond, *Tales and Legends from India*.
4. Karen Armstrong, *A Short History of Myth*.
5. Richard Bauman, *A Genre in Folklore and Cultural Performance*.

**Relationship Matrix: POs, and COs**

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	42	36	36	33	30	36
<b>Weightage % of Course Contribution to POs</b>	7	6	6	5.5	5	6

**Scale: 9:** High Correlation    **3:** Medium Correlation    **1:** Low Correlation    **0:** No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K3, K6	PO1	PO2,PO3,P5,PO6	-	PO4
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K5	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4/K4, K6	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5/K3, K5, K6	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6/K1, K4	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Mythical Literature** course in the M.A., English Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1969	P25EN5E.3	Theory	Comparative Literature Theory and Practice	Lecture	6Hrs/Week	4

### Course Description:

This course provides an in-depth exploration of **Comparative Literature**, emphasizing its theoretical foundations and practical applications. It introduces students to the methodologies of comparing literary texts across different **languages, cultures, and historical contexts**, fostering a broader and more inclusive perspective on literature.

Students will engage with **key theoretical approaches**, including **influence studies, thematics, genre studies, intertextuality, reception theory, and world literature**. The course will also address the role of **translation studies**, examining how texts are transformed across linguistic and cultural boundaries. Through a comparative framework, students will analyze how **literary traditions intersect**, how themes and motifs travel across time and space, and how cultural exchanges shape storytelling.

Practical applications of **comparative analysis** will be emphasized through close reading of selected texts, allowing students to examine literary and philosophical dialogues between works from **Western, Eastern, and Indigenous traditions**. Additionally, the course will explore the **relationship between literature and other disciplines**, such as history, philosophy, and film, highlighting the interdisciplinary nature of Comparative Literature. By the end of the course, students will develop **critical and analytical skills** that enable them to examine literature **beyond national, linguistic, and cultural boundaries**. They will also gain an appreciation for the **global literary landscape**, recognizing the impact of literary movements and translation on world literature. The course will prepare students for further studies in **literary criticism, cultural studies, and translation studies**, while also enhancing their ability to **interpret texts from diverse perspectives** in an increasingly interconnected world.

### Course Objectives (COs):

1. Familiarize learners with the definition, scope, and principles of comparative literature.
2. Explore the major theoretical frameworks, including the French and American schools of comparative literature.
3. Understand the concepts of influence, imitation, and periodization in literature.
4. Analyze genres, themes, and movements across cultures and languages.
5. Investigate the relationship between literature and other disciplines, including arts and sciences.
6. Equip learners with skills to apply comparative methodologies for analyzing texts.

### Unit I: Introduction to Comparative Literature

**18 Hours**

- Definition and Scope.
- Key concepts: National Literature, Comparative Literature, General Literature, World Literature.

### Unit II: Schools of Comparative Literature

**18 Hours**

- Overview of the French School and its focus on influence and imitation.
- American School and its emphasis on cross-disciplinary approaches.

### Unit III: Influence and Periodization

**18 Hours**

- Influence, Imitation, and Reception Theory.

- Periodization: Epochs, Schools, Movements.

**Unit IV: Genre and Thematology**

**18 Hours**

- Genre Studies: Epic, Tragedy, Novel, Poetry.
- Thematology: Comparative analysis of recurring themes.

**Unit V: Literature and Other Disciplines**

**18 Hours**

- Literature and Other Arts (Painting, Music, Film).
- Literature’s intersection with History, Philosophy, and Science.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom’s Taxonomy Level
CO1	Recall key definitions, scope, and concepts of comparative literature.	K1, K2	Knowledge, Understanding
CO2	Summarize and differentiate the French and American schools of comparative literature.	K2, K3	Understanding, Application
CO3	Apply concepts like influence, imitation, and periodization to literary texts.	K3, K4	Application, Analysis
CO4	Compare and contrast themes, genres, and movements in literature across cultures.	K4, K5	Analysis, Evaluation
CO5	Analyze the interdisciplinary connections between literature and other arts.	K4, K5	Analysis, Evaluation
CO6	Create original comparative studies by synthesizing insights from world literature.	K6	Creation

**Books for Reference:**

1. Ulrich Weisstein: *Comparative Literature and Other Arts*
2. Wellek & Warren: *Theory of Literature* (Part II)
3. S.S. Praver: *Comparative Literature*
4. Susan Bassnett: *Comparative Literature: A Critical Introduction*
5. Gayatri Chakravorty Spivak: *Death of a Discipline*
6. René Wellek: *Discriminations: Further Concepts of Criticism*

**Web Resources for Reference:**

1. [Modern Language Association \(MLA\)](#) – Resources on comparative literature studies.
2. [Comparative Literature Association](#) – American Comparative Literature Association official website.
3. [The Literary Encyclopedia](#) – For literary themes, authors, and movements.
4. [Project Gutenberg](#) – Free access to literary texts for comparative analysis.
5. [Internet Archive](#) – A vast collection of books and resources for world literature.
6. [JSTOR](#) – Academic journal articles on comparative literature topics.
7. [World Literature Today](#) – Articles and reviews on world literature.
8. [Stanford Encyclopedia of Philosophy](#) – Insights into philosophical themes and interdisciplinary studies.
9. [Academia.edu](#) – Scholarly papers and discussions on comparative literature.

**Relationship Matrix: POs, and COs**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	1	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	9	9
CO4	9	3	9	3	9	3
CO5	3	9	3	9	9	9
CO6	9	3	9	3	9	9
<b>Weightage</b>	<b>48</b>	<b>30</b>	<b>30</b>	<b>22</b>	<b>42</b>	<b>36</b>
<b>Weightage % of Course Contribution to POs</b>	<b>8.0</b>	<b>5.0</b>	<b>5.0</b>	<b>3.67</b>	<b>7.0</b>	<b>6.0</b>

**Key: 9: High Correlation 3: Medium Correlation 1: Low Correlation 0: No Correlation**

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO5,PO6	PO4	-
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K4	PO1,PO2,PO5,PO6	PO3,PO4	-	-
CO4/K4, K5	PO1,PO3,PO5	PO2,,PO4,PO6	-	-
CO5/K4, K5	PO2,PO4,PO5,PO6	PO1,PO3	-	-
CO6/K6	PO1,PO4,PO5,PO6	PO2,PO4		

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Comparative Literature Theory and Practice** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN9E.2	Theory	Diasporic Studies	Lecture	6	5

### Course Description:

This course explores the rich and complex narratives of diaspora across global literary traditions. Focusing on migration, displacement, identity, and belonging, the course introduces students to diasporic literature from various cultural and geopolitical contexts, including the British, Indian, African, American, Latino, and Australian diasporas. Through close readings of key texts such as *The Buddha of Suburbia*, *The Namesake*, *Brick Lane*, *Half of a Yellow Sun*, *Americanah*, *The Joy Luck Club*, and *The Slap*, students will examine how diasporic authors articulate the lived experiences of migration, exile, hybridity, and the quest for home.

The course begins with foundational concepts of diaspora and the differences between first-generation and second-generation immigrant narratives. It then moves into specific post-colonial contexts, analyzing the legacies of colonialism and the socio-political challenges faced by immigrant communities. The African diaspora section emphasizes themes of race, memory, and trauma, while the American and Latino diasporas highlight transnationalism and cultural negotiation in multi-ethnic societies. Finally, the Australian context offers a lens into multiculturalism, identity politics, and intergenerational tensions in immigrant communities.

By engaging with diverse texts and critical perspectives, students will develop a nuanced understanding of how diaspora shapes literature and culture. They will gain insights into the intersection of personal identity with global history and politics, and appreciate the role of literature in expressing and shaping diasporic consciousness.

### Course Objectives:

1. To familiarize students with the major themes, trends, and issues in diasporic literature.
2. To study the socio-cultural and psychological experiences of diasporic individuals as represented in literary works.
3. To examine the role of identity, displacement, and belonging in shaping diasporic narratives.
4. To explore the impact of migration on the writing and creative expressions of diasporic communities.
5. To analyze how diasporic writers engage with the politics of race, ethnicity, and nationality.
6. To develop a critical understanding of global diasporic movements and their literary implications.

### Unit 1: Introduction to Diaspora

**18 Hours**

**Focus:** Understanding Diaspora, Migration, and Displacement

#### Texts:

1. *The Buddha of Suburbia* by Hanif Kureishi (British Diaspora)
2. *The Namesake* by Jhumpa Lahiri (Indian Diaspora in America)

#### Key Topics:

- Defining diaspora and diasporic literature
- Migration patterns: Colonial, Post-Colonial, and Economic Migration
- Concepts of home, belonging, and identity
- First-generation vs. second-generation diaspora writers

### Unit 2: Post-Colonial Diasporas

**18 Hours**

**Focus:** The Legacy of British Colonialism and Immigrant Experiences

#### Texts:

1. *Brick Lane* by Monica Ali (Bangladeshi Diaspora in the UK)
2. *The White Tiger* by Aravind Adiga (Indian Immigrant Experience in Global Settings)

**Key Topics:**

- Post-colonial identity and the immigrant experience
- Integration and resistance in the host society
- Social, cultural, and political challenges of diaspora communities
- The impact of colonial history on migration

**Unit 3: African Diaspora and Identity in Literature****18 Hours****Focus:** African Displacement and the Search for Identity**Texts:**

1. *Half of a Yellow Sun* by Chimamanda Ngozi Adichie (Nigerian Diaspora)
2. *Americanah* by Chimamanda Ngozi Adichie (African Immigrant Experience in America)

**Key Topics:**

- The African diaspora and the history of transatlantic slavery
- The role of memory, trauma, and loss in diasporic narratives
- Hybridity, race, and ethnicity in the African diaspora
- Post-colonialism and African migration

**Unit 4: American and Latino Diasporas****18 Hours****Focus:** The Multi-ethnic Nature of the American Dream**Texts:**

1. *The Brief Wondrous Life of Oscar Wao* by Junot Díaz (Dominican Diaspora in the USA)
2. *The Joy Luck Club* by Amy Tan (Chinese-American Immigrant Experience)

**Key Topics:**

- Racial and ethnic identity in the U.S. diaspora
- The complexities of assimilation vs. cultural preservation
- Transnationalism in American diasporas
- Gender, class, and immigrant experience in the American context

**Unit 5: Australian Diaspora and Multiculturalism****18 Hours****Focus:** The Australian Experience and Cultural Hybridity**Texts:**

1. *The Slap* by Christos Tsiolkas (Greek-Australian Diaspora)
2. *Looking for Alibrandi* by Melina Marchetta (Italian-Australian Immigrant Experience)

**Key Topics:**

- The role of multiculturalism in Australian society
- Race, identity, and the politics of belonging in Australia
- Tensions between tradition and modernity in diasporic communities
- Intergenerational conflict and adaptation in the Australian diaspora

**Course Outcomes:**

CO No.	Course Outcome Description	K Level	Bloom's Taxonomy
CO1	Analyze the key themes in diasporic literature and connect them to global migration patterns.	K4	Analyze
CO2	Critically evaluate the diverse representations of identity, cultural hybridity, and belonging in diasporic narratives.	K5	Evaluate
CO3	Understand the interplay between history, politics, and culture in the works of diasporic writers.	K2, K3	Understand, Apply
CO4	Compare and contrast the literary techniques and themes employed by writers from different diasporic backgrounds.	K4, K5	Analyze, Evaluate

CO5	Interpret the socio-cultural contexts and historical conditions that shape diasporic identities.	K3, K4	Apply, Analyze
CO6	Create interdisciplinary connections between literature and migration studies.	K6	Create

**Suggested Textbooks:**

1. *Diasporas: Concepts, Intersections, Identities* by Kim Knott
2. *The Cambridge Companion to the Literature of the Indian Diaspora* by Jaina C. Sanga
3. *The Routledge Companion to Diasporas* by Robin Cohen

**Reference Books:**

1. *The Literature of the Indian Diaspora: A Critical Study* by R. S. K. (Indian Diaspora)
2. *Postcolonial Diasporas* by Claire Chambers (British and African Diaspora)
3. *Migration and Literature: The Dynamics of Cultural Exchange* by David Held and Henrietta L. Lomba (General Diaspora Studies)
4. *African Diasporas in the New World* by Daryl C. M. McKee (African Diaspora)

**Relationship Matrix between PEOs, POs, and Course Outcomes:**

COs /Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	0	3	9	0	0
CO2	3	9	9	9	9	3
CO3	9	3	9	3	9	3
CO4	9	3	3	9	0	3
CO5	3	9	9	0	9	9
CO6	3	3	3	0	9	9
<b>Weightage</b>	36	27	36	30	36	27
<b>Weightage % of Course Contribution to POs</b>	6	4.5	6	5	6	4.5

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K – Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K4	PO1,PO4	PO3	-	PO2,PO5
CO2/K5	PO2,PO3,PO4,PO5	PO1,PO6	-	-
CO3/K2, K3	PO1,PO3,PO5	PO2,PO4,PO6	-	-
CO4/K4, K5	PO1,PO4	PO2,PO3,PO6	-	PO5
CO5/K3, K4	PO2,PO3,PO5,PO6	PO1	-	PO4
CO6/K6	PO5,PO6	PO1,PO2,PO3	-	PO4

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
KI	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			2	3.5	-	
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Diasporic Studies** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN9E.3	Theory	Theatre Arts	Lecture	6	5

### Course Description:

The *Theatre Arts* course offers a comprehensive exploration of dramatic traditions, performance practices, and theatrical production from ancient times to the present day. Designed to provide students with both theoretical understanding and practical insights, the course begins with a foundational study of theatre's evolution—from its classical roots in Greek and Roman drama to the medieval stage, emphasizing the key genres of tragedy, comedy, and melodrama.

The course engages with major Western traditions, including Renaissance drama, modern realism, and the Theatre of the Absurd, through close reading and critical analysis of seminal texts such as *Oedipus Rex* and *Waiting for Godot*. A significant portion of the syllabus is dedicated to Indian theatre, covering classical Sanskrit drama, medieval and colonial influences, and the development of modern Indian theatrical voices like Girish Karnad.

Incorporating global and experimental practices, the course addresses diverse theatrical movements such as Japanese Noh and Kabuki, feminist and political theatre, postmodernism, and multimedia performances. Through texts like *The Vagina Monologues* and *The Cherry Orchard*, students will examine how theatre challenges societal norms and reshapes cultural narratives.

The final unit focuses on the production process, providing a hands-on understanding of theatre-making—from script analysis and direction to set design, lighting, and backstage management.

Drawing on technical guides and industry manuals, students will explore the collaborative nature of theatre and the skills necessary to bring a production from page to stage.

By integrating historical, cultural, theoretical, and practical dimensions, this course prepares students for advanced study, creative experimentation, and potential careers in performance, direction, dramaturgy, and cultural criticism.

### Course Objectives:

1. To introduce students to the history, evolution, and theory of theatre as an art form.
2. To familiarize students with major playwrights, directors, and theatre practitioners from around the world.
3. To examine different theatre traditions and styles across cultures and continents.
4. To encourage students to analyze and critique theatrical performances and their social, cultural, and political contexts.
5. To develop an understanding of the practical aspects of theatre production, including direction, acting, and stage design.
6. To cultivate a deeper appreciation for the creative potential of theatre in addressing social issues and reflecting human experiences.

### Unit 1: Introduction to Theatre Arts

**18 Hours**

**Focus:** The Evolution of Theatre, Basic Concepts and Genres

**Texts:**

1. *The Theatre: A Concise History* by Martin Esslin
2. *The Poetics of Aristotle* (Ancient Greek Theatre)

**Key Topics:**

- Definition and origins of theatre
- Major genres of theatre: Tragedy, Comedy, and Melodrama
- The structure of a theatrical performance: Plot, Characters, Dialogue, Spectacle
- Overview of Greek, Roman, and Medieval theatre
- The role of theatre in society
- Key terms: staging, actors, director, playwright, and audience

**Unit 2: Western Theatre Traditions****18 Hours****Focus:** From Classical to Modern Western Theatre**Texts:**

1. *Oedipus Rex* by Sophocles (Ancient Greek Tragedy)
2. *Waiting for Godot* by Samuel Beckett (Modern Theatre)

**Key Topics:**

- Classical Greek theatre: Structure, themes, and tragedies
- The influence of Aristotle's *Poetics* on Western drama
- The development of Roman theatre
- Renaissance theatre: Shakespeare and Elizabethan drama
- The rise of modern theatre: Realism and Absurdism
- The role of the director in modern Western theatre

**Unit 3: Indian Theatre and Performance Traditions****18 Hours****Focus:** Classical and Contemporary Indian Theatre**Texts:**

1. *Shakuntala* by Kalidasa (Classical Sanskrit Drama)
2. *Tughlaq* by Girish Karnad (Contemporary Indian Theatre)

**Key Topics:**

- Ancient Indian theatre: Natya Shastra and classical Sanskrit drama
- The role of dance, music, and ritual in Indian theatre
- Theatre in the Mughal and colonial periods
- The influence of Indian mythology and epics in drama
- Post-independence Indian theatre and experimentation
- The role of theatre in post-colonial India and social change

**Unit 4: Global Theatre Practices and Experimental Forms****18 Hours****Focus:** Non-Western Theatre and Contemporary Innovations**Texts:**

1. *The Vagina Monologues* by Eve Ensler (Feminist Theatre)
2. *The Cherry Orchard* by Anton Chekhov (Russian Realist Theatre)

**Key Topics:**

- Non-Western traditions: Noh, Kabuki, and Indian Kathakali
- Theatre as a vehicle for social change: Political theatre and protest
- Feminist theatre and the portrayal of gender in performance
- Theatre of the Absurd: Beckett, Ionesco, and Pinter
- Postmodern theatre: Deconstruction and intertextuality
- The rise of multimedia and interactive theatre

**Unit 5: Theatre Production: From Script to Stage****18 Hours****Focus:** Practical Aspects of Theatre Production**Texts:**

1. *The Director's Craft* by Katie Mitchell
2. *Backstage Handbook: An Illustrated Almanac of Technical Information* by Paul Carter

**Key Topics:**

- The role of the director in shaping the performance
- From script to production: Conceptualizing a play
- Designing for theatre: Set, costume, lighting, and sound
- The collaborative nature of theatre: Actors, stage crew, and designers
- Rehearsal processes and actor training techniques

- Managing a theatre production: Budgeting, marketing, and logistics

**Course Outcomes:**

CO No.	Course Outcome Description	K Level	Bloom's Taxonomy
CO1	Students will gain an understanding of the historical development and key theories of theatre arts.	K1, K2	Remember, Understand
CO2	Students will demonstrate an ability to compare and contrast different theatre traditions and their respective artistic forms.	K3, K4	Apply, Analyze
CO3	Students will critically assess the impact of theatrical works on cultural and social consciousness.	K4, K5	Analyze, Evaluate
CO4	Students will gain hands-on experience in theatre production, from conceptualization to performance.	K3, K4	Apply, Analyze
CO5	Students will be able to critically analyze scripts, performances, and directorial choices.	K4, K5	Analyze, Evaluate
CO6	Students will develop a broader cultural perspective on how theatre can address universal themes through diverse global lenses.	K5, K6	Evaluate, Create

**Suggested Textbooks:**

1. *The Cambridge Introduction to Theatre Studies* by Christopher B. Balme
2. *A Short History of Nearly Everything in Theatre* by Allardyce Nicoll
3. *The Theatre of the Absurd* by Martin Esslin

**Reference Books:**

1. *Theatre: The Lively Art* by Edwin Wilson and Alvin Goldfarb
2. *The Routledge Companion to Theatre and Performance* by Sarah K. L. Wilson
3. *The Oxford Handbook of Drama* edited by Simon Williams
4. *Indian Theatre: A Reader* by Suresh Awasthi

**Relationship Matrix between PEOs, POs, and Course Outcomes:**

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	0	3	9	0	0
CO2	3	9	9	9	9	3
CO3	9	3	9	3	9	3
CO4	9	3	3	9	0	3
CO5	3	9	9	0	9	9
CO6	3	3	3	0	9	9
<b>Weightage</b>	36	27	36	21	36	27
<b>Weightage % of Course Contribution to POs</b>	6	4.5	6	3.5	6	4.5

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO3	-	PO2,PO5
CO2/K3, K4	PO2,PO3,PO4,PO5	PO1,PO6	-	-
CO3/K4, K5	PO1,PO3,PO5	PO2,PO4,PO6	-	-
CO4/K3, K4	PO1,PO4	PO2,PO3,PO6	-	PO5
CO5/K4, K5	PO2,PO3,PO5,PO6	PO1	-	PO4
CO6/K5, K6	PO5,PO6	PO1,PO2,PO3	-	PO4

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Theatre Arts** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN10E.2	Theory	Popular Literature and Culture	Lecture	6	4

**Course Description:**

Popular literature and culture have played a crucial role in shaping societal values, entertainment, and mass communication. This course introduces students to the study of popular literature, examining its evolution, themes, and impact on contemporary culture. It explores the intersections between literature, media, and society by analyzing diverse forms such as graphic novels, science fiction, fantasy, detective fiction, romance, horror, and children’s literature.

Students will critically engage with popular texts, assessing how they reflect and influence cultural, political, and social ideologies. The course will also explore the impact of digital media, fandom cultures, and the commodification of literature in the modern entertainment industry. Through a combination of theoretical perspectives and close textual analysis, students will develop an understanding of how popular literature shapes public discourse and identity.

By the end of the course, students will be able to evaluate the literary and artistic significance of popular genres, compare their historical and cultural contexts, and examine their role in shaping contemporary thought and global cultural trends. This course encourages students to question traditional literary hierarchies and appreciate the relevance of popular narratives in everyday life.

**Course Objectives (COs):**

1. Develop a comprehensive understanding of popular literature and its relationship with cultural studies.
2. Differentiate between genre fiction and literary fiction and explore their unique features.
3. Understand the folk roots of popular literature and how it informs modern narratives.
4. Examine the debates between high and low culture in the context of popular literature.
5. Analyze popular literary texts such as poetry, short stories, and prose from different cultural perspectives.
6. Appreciate the artistic and intellectual value of contemporary writings and their connection to social trends.

CONTENTS	NO. OF HOURS
<b>I Poetry: Wings of Poesy</b>	18
Distant Gods - Anjum Hasan	
Woman - Nikki Giovanni	
Time - Rupi Kaur	
<b>I Prose : Culture</b>	18
I Fish Cheeks – Amy Tan	
<b>I Short Stories: Murder Mystery</b>	18
I The Problem of Thor Bridge (Sherlock Holmes) – Arthur Conan Doyle	
I	
<b>I Short Stories :Detective</b>	18
\ The Mystery of Hunter’s Lodge – Agatha Christie	

**√ Short Stories: Humour / Wit**

18

Right Ho, Jeeves - Episode - Gussie Fink Nottle presents the prize at Market Snodsbury Grammar School.  
Luncheon - Somerset Maugham

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Identify and recall key concepts in popular literature and its connection to cultural studies.	K1, K2	Knowledge, Comprehension
CO2	Understand the distinguishing features of genre fiction and literary fiction.	K2, K3	Comprehension, Application
CO3	Apply knowledge to analyze the folk roots and contemporary trends in popular literature.	K3, K4	Application, Analysis
CO4	Evaluate the cultural and intellectual debates surrounding high and low cultures in literary studies.	K4, K5	Analysis, Evaluation
CO5	Critically analyze and interpret popular literary texts using different perspectives.	K5	Evaluation
CO6	Synthesize insights from contemporary writings to create critical and creative responses to popular literature.	K6	Creation

**TEXT BOOKS**

1. Right Ho, Jeeves, P.G. Wodehouse, RHUK, June 2008.
2. The Case-book of Sherlock Holmes, Arthur Conan Doyle, Fingerprint Publishing, 2018
3. The Hunter's Lodge Case, Agatha Christie, Zinc Read, Feb 2023.

**REFERENCE BOOKS**

1. John .M. Cunningham, Popular Literature. EncyloBrittanica

**WEB RESOURCES**

1. <https://www.thecanadianencyclopedia.ca/en/article/popular-literature-in-english>
2. <https://www.studocu.com/in/document/university-of-calcutta/englishliterature/popular-literature/34259818>

**Relationship Matrix: POs, and COs**

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	3	1
CO2	9	3	3	3	3	3
CO3	9	9	3	3	9	9
CO4	3	9	9	9	3	3
CO5	9	9	9	3	9	9
CO6	9	3	9	9	9	9
<b>Weightage</b>	48	36	34	27	36	34
<b>Weightage % of Course Contribution to POs</b>	<b>8.0</b>	<b>6.0</b>	<b>5.7</b>	<b>4.5</b>	<b>6.0</b>	<b>5.7</b>

**Key: 9:** High Correlation    **3:** Medium Correlation    **1:** Low Correlation    **0:** No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K – Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO5	PO3,PO6	PO4
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K4	PO1,PO2,PO5,PO6	PO3,PO4	-	-
CO4/K4, K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5/K5	PO1,PO2,PO3,PO5,PO6	PO4	-	-
CO6/K6	PO1,PO3,PO4,PO5,PO6	PO2	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Seminar 5	20	5	25
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Popular Literature and Culture** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN10E.3	Theory	Folk Literature	Lecture	6	4

### Course Description:

Folk literature is a vital part of cultural heritage, offering insights into the beliefs, traditions, and values of diverse communities. This course introduces students to the oral and written traditions of folk literature, including myths, legends, folktales, ballads, and epics. Students will explore how folk narratives evolve over time and examine their impact on contemporary literature and media. The course also highlights the role of folklore in shaping cultural identity and collective memory. Through comparative analysis, students will engage with folk literature from various regions, with a special focus on Indian and Tamil folk traditions. Additionally, students will develop critical and creative responses to folk narratives, recognizing their continuing relevance in modern storytelling.

### Course Objectives (COs):

1. Introduce students to the origin, development, and significance of folk literature across cultures.
2. Develop an understanding of the relationship between folk traditions and cultural identity.
3. Explore and analyze prominent folk narratives, songs, and performances from British, American, Indian, Australian, and African traditions.
4. Enable students to critically interpret the symbolism, themes, and socio-cultural relevance of folk texts.
5. Compare folk literature across cultures to identify universal themes and cultural uniqueness.
6. Provide skills to analyze folk literature as a tool for storytelling, preserving history, and cultural expression.

#### Unit 1: British Folk Literature

**18 Hours**

- *Beowulf* (translated by Seamus Heaney)
- *Robin Hood and His Merry Men* (selected stories from traditional ballads, compiled by Howard Pyle)

**Focus:** Heroic epics, legendary outlaws, and medieval traditions.

#### Unit 2: American Folk Literature

**18 Hours**

- *The Adventures of Huckleberry Finn* by Mark Twain (selected chapters focusing on folklore elements)
- *Uncle Remus: Tales of the Old Plantation* by Joel Chandler Harris

**Focus:** Storytelling traditions rooted in Native American, African-American, and rural life.

#### Unit 3: Indian Folk Literature

**18 Hours**

- *Panchatantra Tales* (selected stories, translated by Arthur W. Ryder)
- *Kathasaritsagara: The Ocean of Streams of Stories* (selected stories, translated by Somadeva Bhatta)

**Focus:** Ancient Indian fables and tales with moral and philosophical lessons.

#### Unit 4: Australian Folk Literature

**18 Hours**

- *The Speaking Land: Myths and Stories of the Aboriginal People* by Ronald and Catherine Berndt (selected stories)
- *Dreamtime: Aboriginal Stories* by A.W. Reed

**Focus:** Aboriginal myths, Dreamtime stories, and oral traditions shaping Australian identity.

#### Unit 5: African Folk Literature

**18 Hours**

- *Things Fall Apart* by Chinua Achebe (folk elements in Igbo culture)
- *African Folktales* by Roger D. Abrahams (selected stories)

**Focus:** African oral traditions, colonial impact, and cultural resilience through folktales.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Recall and understand the origin and purpose of folk literature across cultures.	K1, K2	Knowledge, Comprehension
CO2	Explain the cultural and historical significance of folk narratives, songs, and traditions.	K2, K3	Comprehension, Application
CO3	Apply critical skills to interpret and analyze folk texts from diverse regions.	K3, K4	Application, Analysis
CO4	Analyze and assess the socio-cultural and symbolic relevance of folk traditions in literature.	K4, K5	Analysis, Evaluation
CO5	Compare and contrast folk literature from different regions to understand universal and localized aspects.	K5	Evaluation
CO6	Develop new interpretations of folk literature by synthesizing its themes and exploring its modern relevance.	K6	Creation

**Textbooks**

1. *Beowulf* (translated by Seamus Heaney), Faber & Faber, 2000.
2. Howard Pyle, *The Merry Adventures of Robin Hood*, Dover Publications, 1883.
3. Mark Twain, *The Adventures of Huckleberry Finn*, Penguin Classics, 2003.
4. Joel Chandler Harris, *Uncle Remus: Tales of the Old Plantation*, Applewood Books, 2001.
5. A.K. Ramanujan, *Folktales from India*, Penguin Books, 1994.
6. C. Rajagopalachari, *The Mahabharata*, Bharatiya Vidya Bhavan, 2015.
7. Ronald and Catherine Berndt, *The Speaking Land: Myths and Stories of the Aboriginal People*, Penguin Books, 1994.
8. A.W. Reed, *Dreamtime: Aboriginal Stories*, New Holland Publishers, 1999.
9. Chinua Achebe, *Things Fall Apart*, Penguin Classics, 1994.
10. Roger D. Abrahams, *African Folktales*, Pantheon Books, 1983.

**Reference Books**

1. Ruth Finnegan, *Oral Literature in Africa*, Open Book Publishers, 2012.
2. Joseph Campbell, *The Hero with a Thousand Faces*, Princeton University Press, 2008.
3. William Bascom, *African Folktales in the New World*, Indiana University Press, 1992.
4. Zora Neale Hurston, *Mules and Men*, Harper Perennial Modern Classics, 2008.
5. Jack Zipes, *The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm*, W.W. Norton & Company, 2000.

**Web Resources**

1. [Project Gutenberg](#) – Free access to folktales and oral literature texts.
2. [World Folklore](#) – Comprehensive information on folk traditions and stories.
3. [Internet Sacred Text Archive](#) – A collection of sacred and folk literature from around the world.
4. [National Library of Australia](#) – Resources on Aboriginal folk literature.
5. [African Storybook](#) – Free African folktales for education and research.

**Relationship Matrix: POs, and Course Outcomes (COs)**

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	42	36	36	33	30	36
<b>Weightage % of Course Contribution to POs</b>	7	6	6	5.6	5	6

**Key 9:** High Correlation      **3:** Medium Correlation      **1:** Low Correlation      **0:** No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K – Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI,K2	PO1	PO2,PO3,PO5,PO6	-	PO4
CO2 / K2,K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3 / K3,K4	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4 / K4,K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5 / K5	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6 / K6	PO1,PO2,PO3,PO4,PO5 PO6			

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
KI	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Folk Literature** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN15E.2	Theory	Subaltern Literature	Lecture	6	4

### Course Description:

Subaltern Literature is an essential field of literary studies that amplifies the voices of marginalized and oppressed communities. This course introduces students to the critical perspectives, themes, and narratives of subaltern groups, including the working class, indigenous people, Dalits, women, and other historically silenced communities. The course begins by exploring key theoretical frameworks, including Subaltern Studies and postcolonial thought, to understand the dynamics of power, resistance, and representation. Students will engage with a diverse range of texts—poetry, fiction, autobiographies, and oral narratives—originating from different socio-cultural backgrounds. The course also examines how subaltern voices challenge dominant historical narratives and reshape literary discourse. Through critical reading, analysis, and discussion, students will develop an in-depth understanding of issues such as caste discrimination, gender oppression, colonial subjugation, and class struggles. The course encourages students to apply interdisciplinary approaches and comparative methods to analyze subaltern texts within their historical and cultural contexts. By the end of the course, students will gain a nuanced perspective on subalternity in literature, recognize the significance of alternative histories, and develop critical insights into contemporary issues of marginalization and empowerment.

### Course Objectives:

1. To equip students with the ability to critically analyze literary works from diverse cultural, gender, caste, and ethnic backgrounds.
2. To engage students with literary works addressing issues of identity, sexuality, and ethnicity, enabling them to contextualize texts within social and political landscapes.
3. To develop students' understanding of the role of literature in constructing and deconstructing ideas about caste, race, gender, and sexuality.
4. To provide a comprehensive study of postcolonial, feminist, and Dalit literatures in the Indian and global context.
5. To enhance students' creative and critical thinking skills, fostering a deeper understanding of the interconnections between literature, society, and identity.
6. To prepare students to engage with advanced literary and cultural studies through independent research and academic discourse.

### Unit I: Prose

18 Hours

- Dr. B.R. Ambedkar** – *Annihilation of Caste*  
**Uma Chakravathy** – *Caste and Gender in Contemporary India*  
**Arundhati Roy** – *The Doctor and the Saint*  
**Patricia Hill Collins** – *Black Feminist Thought*

### Unit II: Fiction

18 Hours

- Kalyana Rao** – *Untouchable Spring*  
**Bama** – *Ponnuthaayi*  
**Aravind Adiga** – *The White Tiger*

### Unit III: Poetry

18 Hours

- S. Joseph Trans** – *Identity Card* (tr. K. Satchidanadan)  
**Koshal Parwar** – *Life*  
**Namdeo Dhasal** – *Hunger*  
**J.V. Pawar** – *Birds in Prison*  
**Arun Kamble** – *Which Language I Spoke*  
**Dr. Siddalingaiah** – *The Dalits are Here* (tr. M. Madhava Prasad)  
**Kamala Das** – *An Introduction*

### Unit IV: Ethnicity

18 Hours

- Ben Okri** – *Laughter Beneath the Bridge*  
**Indira Goswami** – *Jaatra*  
**Uwem Akpan** – *Luxurious Hearses*  
**Jean Arasanayagam** – *All is Burning*  
**Thomas King** – *The One About Coyote Going West*

**Unit V: Sexuality**

**18 Hours**

- Shyam Selvadurai** – *Funny Boy*  
**Ambai** – *One Person and Another* (Trans. Kanchana Natarajan)  
**Jeanette Winterson** – *Oranges Are Not the Only Fruit*

**Course Outcomes:**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Identify and recall key concepts, themes, and historical developments in subaltern literature.	K1, K2	Knowledge, Understanding
CO2	Explain and interpret literary texts that explore issues of caste, race, gender, sexuality, and ethnicity within socio-political contexts.	K2, K3	Understanding, Application
CO3	Apply critical frameworks such as postcolonial, feminist, and Dalit literary theories to analyze subaltern texts.	K3, K4	Application, Analysis
CO4	Evaluate the role of literature in constructing and deconstructing power structures and marginalized identities.	K4, K5	Analysis, Evaluation
CO5	Compare and contrast different subaltern narratives across cultures to recognize universal and specific struggles.	K5	Evaluation
CO6	Synthesize knowledge from subaltern literature to produce independent research and critical arguments in literary and cultural studies.	K6	Creation

**References:**

1. Aloysius, G. *Nationalism without a Nation in India*. Oxford UP, 1997.
2. Dirks, Nicholas B. *Castes of Mind Colonialism and the Making of Modern India*. Princeton UP, 2002.
3. Narayan, Badri, and A. R. Misra. *Multiple Marginalities*. Manohar Publishers and Distributors, 2004.
4. Nelson, Emmanuel S. *Ethnic American Literature: An Encyclopedia for Students*. ABC-CLIO, 2015.
5. Satyanarayana, K., Susie J. Tharu. *Steel Nibs Are Sprouting: New Dalit Writing from South India*. Harper Collins, 2013.
6. Satyanarayana, K., Tharu, S., *No Alphabet in Sight: New Dalit Writing from South India*. Penguin Books, 2011.
7. Vanitha, Ruth and Saleem Kidwai, editors. *Same Sex Love in India: A Literary History*. Penguin Books, 2008.

**Web References:**

1. Nationalism without a Nation in India
2. Castes of Mind: Colonialism and the Making of Modern India
3. Same Sex Love in India: A Literary History
4. Steel Nibs Are Sprouting: New Dalit Writing from South India
5. No Alphabet in Sight: New Dalit Writing from South India
6. Toni Morrison's *The Bluest Eye*

**Relationship Matrix: POs and Course Outcomes (COs)**

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	42	36	36	33	30	36
<b>Weightage % of Course Contribution to POs</b>	7	6	6	5.8	5	6

Scale: **9:** High Correlation    **3:** Medium    **1:** Low Correlation    **0:** No Correlation

**Course Outcomes mapped with knowledge level and POs**

CO / K – Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / K1,K2	PO1	PO2,PO3,PO5,PO6	-	PO4
CO2 / K2,K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3 / K3,K4	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4 / K4,K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5 / K5	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6 / K6	PO1,PO2,PO3,PO4,PO5 PO6			

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Subaltern Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN15E.3	Theory	Regional Literatures in India	Lecture	6	4

**Course Description:**

The course **Regional Literatures in India** explores the rich and diverse literary traditions of various Indian languages, focusing on their historical, cultural, and socio-political contexts. It introduces students to major literary movements, authors, and themes from different linguistic regions, analyzing their contributions to Indian literature as a whole.

Through an in-depth study of translated texts from languages such as Tamil, Bengali, Kannada, Malayalam, Marathi, Telugu, and others, students will engage with narratives that reflect regional histories, folklore, identity politics, gender issues, caste struggles, and indigenous traditions. The course also examines the interplay between oral and written traditions and the impact of colonialism, nationalism, and globalization on regional literary expressions.

By the end of the course, students will develop critical and comparative perspectives on Indian literature beyond the dominance of English and Hindi, gaining insights into the pluralistic and multilingual literary landscape of India.

**Course Objectives:**

1. To introduce students to significant literary works translated from different regional languages in India, highlighting the diversity of thought, culture, and traditions.
2. To foster an understanding of regional literature's contribution to Indian national identity and the larger global literary landscape.
3. To develop students' analytical skills in evaluating translated works and their cultural nuances.
4. To engage students with historical, social, and political contexts that have shaped regional literary traditions in India.
5. To expose students to different literary forms and techniques used in regional writing, from epics to contemporary works.
6. To develop students' research skills through assignments and projects focused on regional literary movements and writers.

**Unit I: Literature from Tamil Nadu**

**18 Hours**

- **Sivakamiyin Sabadham** (The Song of the Women) by Kalki Krishnamurthy (Translated by K. R. Srinivasa Iyengar)
- **Ponniyin Selvan** by Kalki Krishnamurthy (Translated by C.V. Kunjiraman)
- **The Penguin Tamil Reader** (Anthology of Tamil Literature Translated into English)

**Unit II: Literature from Kerala**

**18 Hours**

- **Khasakkinte Itihasam** (*The Legends of Khasak*) by O.V. Vijayan (Translated by K.A. R. Menon)
- **Naalukettu** by M.T. Vasudevan Nair (Translated by A. M. Chughtai)
- **Chemmeen** by Thakazhi Sivasankara Pillai (Translated by G. Sankara Kurup)

**Unit III: Literature from Bengal**

**18 Hours**

- **Pather Panchali** by Bibhutibhushan Bandopadhyay (Translated by T.W. Clark and Tarapada Mukherjee)
- **Gitanjali** by Rabindranath Tagore (Translated by the Author)
- **Chander Pahar** by Bibhutibhushan Bandopadhyay (Translated by the Author)

**Unit IV: Literature from Maharashtra**

**18 Hours**

- **Shyamchi Aai** by Shankar Patil (Translated by D. R. Bendre)
- **Kosala** by Bhalchandra Nemade (Translated by A. K. Ramanujan)
- **Raja Shiva Chhatrapati** by Babasaheb Purandare (Translated by Sudhir Joshi)

**Unit V: Literature from Punjab and Haryana****18 Hours**

- **Train to Pakistan** by Khushwant Singh (Translated by the Author)
- **The Sundial** by Surjit Patar (Translated by Harvinder Kaur)
- **Chhattisgarh Ke Lok Sahitya** (An anthology of folk literature translated into English)

**Course Outcomes(Cos)**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Students will identify, understand, and critically analyze translated works of regional literature and their cultural contexts.	K1, K2, K4	Knowledge, Comprehension, Analysis
CO2	Students will develop skills in comparing and contrasting literary works from different Indian states, exploring their thematic concerns and narrative styles.	K2, K3, K4	Comprehension, Application, Analysis
CO3	Students will recognize and recall the impact of regional literature on the formation of Indian national identity and its interaction with global literature.	K1, K2, K5	Knowledge, Comprehension, Evaluation
CO4	Students will gain insights into the translation process, including the challenges and ethical considerations involved in translating literary works.	K1, K2, K3	Knowledge, Comprehension, Application
CO5	Students will apply literary theory to regional texts, appreciating their aesthetic and social value.	K3, K4, K5	Application, Analysis, Evaluation
CO6	Students will engage in research and discussion regarding the role of language, translation, and regionalism in shaping Indian literature.	K4, K6	Analysis, Creation

**Book References:**

1. Krishnamurthy, Kalki. *Sivakamiyin Sabadham* (The Song of the Women), Translated by K. R. Srinivasa Iyengar.
2. Vijayan, O.V. *Khasakkinte Itihasam* (The Legends of Khasak), Translated by K.A. R. Menon.
3. Tagore, Rabindranath. *Gitanjali* (Poems), Translated by the Author.
4. Patil, Shankar. *Shyamchi Aai*, Translated by D. R. Bendre.
5. Singh, Khushwant. *Train to Pakistan*, Translated by the Author.
6. Bandopadhyay, Bibhutibhushan. *Pather Panchali*, Translated by T.W. Clark and Tarapada Mukherjee.
7. Nemade, Bhalchandra. *Kosala*, Translated by A. K. Ramanujan.

**Web References:**

1. Penguin Random House India - Gitanjali
2. O.V. Vijayan's *Khasakkinte Itihasam*
3. Train to Pakistan on Amazon
4. Shyamchi Aai by Shankar Patil
5. Pather Panchali by Bibhutibhushan Bandopadhyay

**Relationship Matrix between POs, and Course Outcomes:**

COs / Pos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	0	3	9	0	0
CO2	3	9	9	9	9	3
CO3	9	3	9	3	9	3
CO4	9	3	3	9	0	3
CO5	3	9	9	0	9	9
CO6	3	3	3	0	9	9
<b>Weightage</b>	36	27	36	30	36	27
<b>Weightage % of Course Contribution to POs</b>	6	4.6	6	5	6	4.6

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K – Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2, K4	PO1,PO4	PO3	-	PO2,PO5
CO2/K2, K3, K4	PO2,PO3,PO4,PO5	PO1,PO6	-	-
CO3/K1, K2, K5	PO1,PO3,PO5	PO2,PO4,PO6	-	-
CO4/K1, K2, K3	PO1,PO4	PO2,PO3,PO6	-	PO5
CO5/K3, K4, K5	PO2,PO3,PO5,PO6	PO1	-	PO4
CO6/K4, K6	PO5,PO6	PO1,PO2,PO3	-	PO4

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3		1		2	3.5	-		17.5
K4	1	1	2		3.5	-		17.5
K5	1	1		2	4	-		20
K6	1	1	2		4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Regional Literatures in India(Translated Literary Works)** Course in M.A., **English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN19E.2	Theory	Human Rights and Literature	Lecture	6	4

### Course Description:

The course *Human Rights and Literature* is designed to explore the intersection between literary expression and human rights discourses. Through a careful study of global and regional literary texts, students will examine how literature becomes a powerful medium for articulating issues of justice, dignity, freedom, and resistance against oppression. The course delves into the representation of human rights violations such as war, genocide, caste and racial discrimination, gender-based violence, exile, and marginalization. Drawing from novels, memoirs, poetry, and plays, students will critically engage with how literature not only reflects social realities but also challenges systems of power and advocates for change. By analyzing both canonical and contemporary works from diverse cultural and historical contexts, the course fosters an ethical and empathetic understanding of literature's role in promoting human rights and social transformation. In doing so, students will also gain insight into the literary strategies authors use to represent trauma, identity, resistance, and the complexities of human agency in the face of systemic injustice.

### Course Objectives:

1. To explore the intersections of literature and human rights.
2. To analyze literary works that address themes of justice, equality, and freedom.
3. To understand how literature contributes to human rights advocacy.
4. To critically examine the portrayal of marginalized voices in literary texts.
5. To enhance students' critical thinking and empathy through literary engagement.
6. To encourage ethical citizenship by drawing insights from literary works.

### Unit 1: Introduction to Human Rights and Literature

**18 Hours**

- **Topics:**
  - Concepts of human rights: justice, freedom, equality.
  - Literature as a reflection and critique of societal norms.
  - Role of literature in human rights advocacy.
- **Key Texts:**
  1. Mary Wollstonecraft, *A Vindication of the Rights of Woman*
  2. Thomas Paine, *The Rights of Man*
  3. Langston Hughes, "I, Too"

### Unit 2: Justice, Freedom, and Oppression in Literature

**18 Hours**

- **Topics:**
  - Depictions of systemic injustice and individual resistance.
  - Struggles for freedom and equality in history and fiction.
- **Key Texts:**
  1. Harper Lee, *To Kill a Mockingbird*
  2. George Orwell, *Animal Farm*
  3. Maya Angelou, "Still I Rise"

### Unit 3: Literature and Marginalized Voices

**18 Hours**

- **Topics:**
  - Representation of race, gender, caste, and class in literature.

- Giving voice to the voiceless through literary works.
- **Key Texts:**
  1. Toni Morrison, *Beloved*
  2. Chimamanda Ngozi Adichie, *Half of a Yellow Sun*
  3. Kamala Das, "An Introduction"

**Unit 4: War, Displacement, and Human Rights Violations** **18 Hours**

- **Topics:**
  - Human rights issues in war and conflict.
  - Literature as a medium for understanding displacement and trauma.
- **Key Texts:**
  1. Wilfred Owen, "Dulce et Decorum Est"
  2. Khaled Hosseini, *The Kite Runner*
  3. J. M. Coetzee, *Disgrace*

**Unit 5: Ethics, Empathy, and Social Change through Literature** **18 Hours**

- **Topics:**
  - Literature as a tool for fostering empathy and ethical awareness.
  - Literature's role in social reform and human rights movements.
- **Key Texts:**
  1. Charles Dickens, *A Tale of Two Cities*
  2. Arundhati Roy, *The God of Small Things*
  3. Martin Luther King Jr., "I Have a Dream" (Speech).

**Evaluation Criteria**

- Internal Assessment (Assignments, Presentations, and Class Participation): 25%.
- End Semester Examination (Essay and Critical Analysis): 75%.

**Suggested Reading and References**

1. Lynn Hunt, *Inventing Human Rights: A History*.
2. Amartya Sen, *Development as Freedom*.
3. Martha Nussbaum, *Creating Capabilities: The Human Development Approach*.
4. Terry Eagleton, *Literary Theory: An Introduction*.
5. Paul Gready and Simon Robins, *Rethinking Transitional Justice: Lessons from the Global South*.

**Web Resources**

1. United Nations Human Rights: <https://www.un.org/en/global-issues/human-rights>
2. Amnesty International: <https://www.amnesty.org/>
3. Project Gutenberg (Free Literary Texts): <https://www.gutenberg.org/>
4. Human Rights Watch: <https://www.hrw.org/>
5. Poetry Foundation: <https://www.poetryfoundation.org/>

**Course Outcomes (COs):**

Upon successful completion of this course, students will be able to:

CO No	Course Outcome Description	K Level	Bloom's Taxonomy
CO1	Identify and explain the core principles of human rights and their reflection in literature.	K1, K2	Remembering, Understanding
CO2	Analyze the representation of justice, equality, and oppression in diverse literary works.	K4	Analyzing
CO3	Evaluate the role of literature as a medium for human rights advocacy.	K5	Evaluating
CO4	Interpret the voices of marginalized communities as depicted in global and regional literature.	K4, K5	Analyzing, Evaluating
CO5	Apply critical thinking to connect literary themes with real-world human rights issues.	K3, K4	Applying, Analyzing
CO6	Develop ethical perspectives and sensitivity through engagement with literary texts addressing human rights.	K5, K6	Evaluating, Creating

**Relationship Matrix: CO-PO-PEO**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	3	9	1
CO2	3	3	3	3	9	3
CO3	3	1	9	3	3	1
CO4	3	3	9	3	3	1
CO5	9	3	3	3	3	3
CO6	3	3	9	9	9	3
<b>Weightage</b>	24	14	36	24	36	12
<b>Weightage % of Course Contribution to POs</b>	4	2.3	6	4	6	2

**Scale:** 0: No relation 1: Low relation 3: Moderate relation 9: High relation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO5	PO1,PO3,PO4	PO2,PO6	
CO2/K4	PO5	PO1,PO2,PO3,PO4 PO6	-	-
CO3/K5	PO3	PO1,PO4,PO5	PO2,PO6	-
CO4/K4, K5	PO3	PO1,PO2,PO4,PO5	PO6	-
CO5/K3, K4	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO6/K5, K6	PO3,PO4,PO5	PO1,PO2,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
	T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25	
K1	1	1		1	2.5	-		12.5
K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Human Rights and Literature** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENPG1979	P25EN19E.3	Theory	Autobiographies and Biographies	Lecture	6	4

### Course Description:

This course offers an in-depth exploration of autobiographical and biographical writing as literary forms that blend memory, history, and narrative. Students will study a diverse range of life writings by authors from various cultural, historical, and linguistic backgrounds to understand how personal and collective identities are constructed through storytelling. The course will focus on the narrative strategies employed in self-representation and the ethical, political, and psychological dimensions involved in telling one's own story or narrating another's life. Through a critical engagement with texts, students will examine how these genres intersect with themes such as gender, race, class, colonialism, resistance, and trauma. Additionally, the course will address the evolving forms of life writing in contemporary contexts, including digital autobiographies and memoirs. Students will develop analytical skills to interrogate the boundaries between fact and fiction, memory and imagination, truth and narrative shaping in life writing. This course also aims to explore the art of life-writing through autobiographies and biographies, fostering a deeper understanding of personal and historical narratives while enhancing critical and empathetic perspectives and create informed readers and writers who can critically analyze, appreciate, and engage with life-writing as a form of literature and historical documentation.

### Course Objectives (CO):

By the end of this course, students will be able to:

1. Understand the literary, historical, and cultural significance of autobiographies and biographies.
2. Analyze the narrative techniques and ethical dimensions in life-writing.
3. Evaluate the representation of personal and collective identities in autobiographies and biographies.
4. Explore interdisciplinary approaches to life-writing, connecting literature with history, sociology, and psychology.
5. Critically assess the role of memory and subjectivity in autobiographical and biographical texts.
6. Develop an appreciation for diverse voices and perspectives through the study of life-writing.

### Unit I: Introduction to Life-Writing

**18 Hours**

- Definition, scope, and evolution of autobiographies and biographies
- Ethical and methodological challenges in life-writing
- Types of life-writing: Memoirs, autobiographies, authorized and unauthorized biographies
- Texts:
  - Virginia Woolf's *Moments of Being*
  - Philippe Lejeune's *The Autobiographical Pact* (Essay)

### Unit II: Autobiographies: Personal Narratives

**18 Hours**

- Themes of self-representation, identity, and memory
- Role of culture, gender, and class in autobiographies

- Texts:
  - Mahatma Gandhi’s *The Story of My Experiments with Truth*
  - Maya Angelou’s *I Know Why the Caged Bird Sings*

**Unit III: Biographies: Documenting Lives** **18 Hours**

- Biographical approaches: Authorized, critical, and fictionalized
- Representation of historical and political figures
- Texts:
  - Walter Isaacson’s *Steve Jobs*
  - Ramachandra Guha’s *Gandhi: The Years That Changed the World*

**Unit IV: Comparative Life-Writing** **18 Hours**

- Comparison between autobiographies and biographies
- Cross-cultural perspectives on life-writing
- Texts:
  - Anne Frank’s *The Diary of a Young Girl*
  - Nelson Mandela’s *Long Walk to Freedom*

**Unit V: Contemporary Relevance of Life-Writing** **18 Hours**

- Life-writing in the digital age: Blogs, vlogs, and social media
- Adaptations of autobiographies and biographies in films and media
- Texts:
  - Malala Yousafzai’s *I Am Malala* (Selections)
  - Case studies: Film adaptations such as *The Theory of Everything* (Stephen Hawking) and *Hidden Figures* (Biographies of African American women scientists)

**Course Outcomes:**

By the end of the course, the students will be able to

CO No.	Course Outcome Description	K Level	Bloom’s Taxonomy
CO1	Understand the literary, historical, and cultural significance of autobiographies and biographies.	K1, K2	Remembering, Understanding
CO2	Analyze the narrative techniques and ethical dimensions in life-writing.	K4	Analyzing
CO3	Evaluate the representation of personal and collective identities in autobiographies and biographies.	K5	Evaluating
CO4	Explore interdisciplinary approaches to life-writing, connecting literature with history, sociology, and psychology.	K3, K4	Applying, Analyzing
CO5	Critically assess the role of memory and subjectivity in autobiographical and biographical texts.	K5	Evaluating
CO6	Develop an appreciation for diverse voices and perspectives through the study of life-writing.	K6	Creating

**Assessment**

- **Internal (25%):** Assignments, presentations, and class participation
- **External (75%):** End Semester Examination

- Section A:  $20 \times 1 = 20$  marks (MCQs)
- Section B:  $5 \times 5 = 25$  marks (either/or pattern, one question from each unit)
- Section C:  $3 \times 10 = 30$  marks (five questions, one from each unit; answer any three)

### Recommended Reading

1. Woolf, Virginia. *Moments of Being*.
2. Gandhi, Mahatma. *The Story of My Experiments with Truth*.
3. Angelou, Maya. *I Know Why the Caged Bird Sings*.
4. Isaacson, Walter. *Steve Jobs*.
5. Guha, Ramachandra. *Gandhi: The Years That Changed the World*.
6. Frank, Anne. *The Diary of a Young Girl*.
7. Mandela, Nelson. *Long Walk to Freedom*.
8. Yousafzai, Malala. *I Am Malala*.
9. Lejeune, Philippe. *The Autobiographical Pact*.

### Relationship Matrix

CO/PEO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	3	9	9	3
CO 3	9	3	9	9	3	3
CO 4	3	0	3	3	3	9
CO 5	3	3	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	30	21	24	42	30	30
<b>Weightage % of Course Contribution to Pos</b>	5	3.5	4	7	5	5

Scale: 9: High      3: Moderate      1: Low      0: No correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K4	PO4,PO5	PO1,PO2,PO3,PO6	-	-
CO3/K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K3, K4	PO6	PO1,PO3,PO4,PO5	-	-
CO5/K5	PO4,PO6	PO1,PO2,PO3,PO5	-	-
CO6/K6	PO1,PO4	PO2,PO3,PO5,PO6		

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	C4	Total Scholastic Marks	Attendance C5	CIA Total	% of Assessment
		T1 5 Marks	T2 6 Marks	Assign. 4 Marks	Semin ar 5	20	5	25
KI	1	1		1	2.5	-		12.5

K2	1	1			2.5	-		12.5
K3	1	1	2	2	3.5	-		17.5
K4		1			3.5	-		17.5
K5	1	1	2	2	4	-		20
K6	1	1			4	-		20
Non Scholastic	-	-	-	-	-	5		
Total	5	6	4	5	20	5	25	100

The Cos and Pos for the **Autobiographies and Biographies** Course in **M.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD