MANONMANIAM SUNDARANAR UNIVERSITY

M.A., ENGLISH

(SYLLABUS FOR AFFILIATED COLLEGES)

FROM THE ACADEMIC YEAR 2026 – 2027

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM
OPERATIONAL GUIDELINES FOR FRAMING CURRICULUM

A. VISION AND MISSION OF THE UNIVERSITY

Vision

"To provide quality education to reach the un-reached"

Mission

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

B. PREAMBLE

Outcome Based Education (OBE) has become an essential component of Higher Education Institutions to ensure quality enhancement, academic excellence, skill development, and learner-centered education. The adoption of Choice Based Credit System (CBCS), interdisciplinary exposure, learner flexibility, experiential learning, and Revised Bloom's Taxonomy (RBT) strengthens the effective implementation of OBE in postgraduate programmes. The M.A. English programme provides comprehensive knowledge of British, American, Indian, African, Canadian, Australian, and other world literatures along with Linguistics, Media Studies, Technical Writing, Content Writing, Ecocriticism, and Gender Studies. The curriculum is designed to develop literary sensibility, critical thinking, research competence, communication skills, ethical awareness, and digital literacy. The revised syllabus integrates PEOs, POs, PSOs, and COs to promote employability, lifelong learning, and professional competence in teaching, research, media, publishing, and related fields.

C. PROGRAMME EDUCATIONAL OUTCOMES (PEO)

In alignment with the Vision and Mission of the University, the following have been defined as the PEO for the graduates.

PEO1: Developing strong positive attitude to learn independently the concepts in the field of study

PEO2: Ensuring confidence among the learners to apply the knowledge and skills gained to solve real life issues

PEO3: Habituating ethical values among the learners to succeed in personal and professional life

D. PROGRAMME OUTCOMES (PO)

Programme Outcomes for the Post Graduate Degree Programmes of the University are articulated as under.

After the successful completion of Postgraduate Programme from the University, the learner should be able to

PO1: Comprehend the knowledge acquired and share the knowledge with others to convince them in a discussion.

PO2: Analyze and compare the factual data / situation and formulate the problem in to a conceptual model to critically evaluate for finding solution.

PO3: Apply the theories and philosophies learned in formulating theoretical research problem with underlying assumptions and solve the problem scientifically.

PO4: Think reflectively on the earlier attempts for applications of the concepts with a sense of inquiring practices and attempt for self directed lifelong learning process.

PO5: Understand the existence of multicultural practices and global viewpoint and utilization of knowledge with the ability to prolong moral/ethical values in personal and professional life.

PO6: Expose the learner to the digital literacy and information explosion with latest technology for enabling the learner to learn through multiple sources

PO7: Prepare the learner to be a responsible player in the varied teams with

facilitating capability and formulate teams as a leader for defined purposes.

E. PSOs:

Programme Specific Outcomes (PSO)

PSO1: Literary knowledge across genres/periods

PSO2: Critical/theoretical/literary analysis

PSO3: Application/research/media/language skills

PSO4: Critical thinking & lifelong learning

PSO5: Ethics, multiculturalism, ecology, gender, society

PSO6: Digital/media/technical communication

PSO7: Leadership, communication, teamwork, professional competency

Each Course has to address a minimum of 4 PSOs

Level of contribution of the Course towards attaining PSOs

0 – No Contribution 1 – Low Level 2 – Medium Level 3 – High Level

F. *COs:*

FOUR Course Outcomes (COs) for each course that can be achieved by the learners on completion of that particular course are as follows

Considering outcomes related to

- K1 and K2 level of evaluation in all the Units as CO1.
- K3 level of evaluation in all the Units as CO2.
- K4 level of evaluation in all the Units as CO3.
- K5 and K6 level of evaluation in all the Units as CO4.

CO
CO1 (K1 and K2 level of evaluation in all the Units)
CO2 (K3 level of evaluation in all the Units)
CO3 (K4 level of evaluation in all the Units)
CO4 (K5 and K6 level of evaluation in all the Units)

RBT for evaluation

* K1 (Remember) - The learner should remember and recall facts and concepts.
* K2 (Understand) - The learner should interpret and be able to describe the concepts.
* K3 (Apply) - The learner should know to apply the acquired knowledge, facts and techniques in known / new situations.

* K4 (Analyze) - The learner should make inferences through analysis with supporting documents / actions.
* K5 (Evaluate) - The learner should make judgments based on evaluation of valid data.
* K6 (Create) - The learner should propose / identify new patterns or means to arrive at a solution / concept.

G. MAPPING of COs with POs

All the COs proposed in each of the courses should be mapped with POs based on the relevance as given in the Course Articulation Matrix.

CO-PO Mapping (Course Articulation Matrix)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							
CO2							
CO3							
CO4							
Total Score							

Level of Correlation between COs and POs

0 – No Correlation 1 – Low 2 – Medium 3 – High

H. Template for P.G., Programmes

Semester–I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester–IV	Credit	Hours
1.1. Core-I	5	6	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	6	2.2 Core-V	5	6	3.2 Core-VIII	5	6	4.2 Core-XII	5	6
1.3 Core – III	5	6	2.3 Core – VI	5	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Elective -I	3	6	2.4 Elective – III	3	4	3.4 Core – X	5	6	4.4 Elective - VI	3	4
1.5 Elective-II:	3	6	2.5 Elective -IV:	3	4	3.5 Elective - V	3	3	4.5 Skill Enhancement course	2	4
			Skill Enhancement 1	2	4	Skill Enhancement 2	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	21	**30**		**23**	**30**		**27**	**30**		**23**	**30**
Total Credit Points -94											

Consolidated Table for Credits Distribution

Part	Category of Courses	Credits for each Course	Number of Courses	Number of Credits in each Category of Courses	Total Credits	Total Credits for the Programme
PART A	Core	5	12	60	85	91 (CGPA)
	Project with viva voce	7	1	7		
	Elective (Generic and Discipline Centric)	3	6	18		
PART B (i)	Skill Enhancement (Term paper and Seminar & Generic / Discipline-Centric Skill Courses)	2	3	6	6	
PART B (iii)	Internship/Field Visit	2	1	2	2	3 (Non CGPA)
PART C	Extension Activity	1	1	1	1	
						94

K. MEASUREMENT OF ATTAINMENT OF COURSE OUTCOME

The Course Outcomes (COs) are measured through the performance of learners by direct and indirect assessment methods for that particular course.

i. Internal Assessment (25 Marks)

For

PG Tests – 15 Marks
Seminar / Attention (Participation) in Class – 5 Marks; and
Tutorials / Quizzes / Assignments – 5 Marks

ii. Semester End Examinations (75 Marks)

Written exams, Project report, and Comprehensive Viva Voce

Note: In both Internal and Semester End Examinations

For PG - Lower Order Thinking (K1, K2, & K3) – 40 % in each part
Higher Order Thinking (K4, K5, & K6) – 60 % in each part

Written Examination : Theory Paper (Bloom's Taxonomy based)

Question paper Model

Intended Learning Skills	**Maximum 75 Marks** **Passing Minimum: 50%** **Duration : Three Hours**
	Part –A (15x 1 = 15 Marks) Answer ALL questions
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Three questions from each UNIT
	Question 1 to Question 15
	Part – B (5 x 4 = 20 Marks) **Answer ALL questions** **Each questions carries 5 Marks**
Descriptions/ Application (problems)	**Either-or Type** Both parts of each question from the same UNIT
	Question 16(a) or 16(b) To **Question 20(a) or 20(b)**
	Part-C (5x 8 = 40 Marks) **Answer ALL questions** **Each questions carries 8 Marks** **(Either-or Type** Both parts of each question from the same UNIT) **Question 21(a) or 21(b)** To **Question 25(a) or 25(b)**

Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

Model Question paper

British Poetry

Part A (15 × 1 = 15 Marks)

1. Geoffrey Chaucer belongs to the _____ period. **(K1)**

a) Romantic
b) Victorian
c) Middle English
d) Modern

2. The Knight is portrayed as a model of _____. **(K1)**

a) Chivalry
b) Greed
c) Hypocrisy
d) Pride

3. In Chaucer's “Prologue,” the Yeoman serves as the Knight's _____. **(K2)**

a) Son
b) Servant
c) Companion
d) Brother

4. Edmund Spenser's “Prothalamion” is a _____ poem. **(K1)**

a) Elegy
b) Epithalamion
c) Marriage Song
d) Sonnet

5. The river celebrated in “Prothalamion” is the _____. **(K1)**

a) Avon
b) Thames

c) Severn

d) Trent

6. Milton invokes the Heavenly Muse in order to receive _____. **(K2)**

a) Wealth

b) Divine Inspiration

c) Fame

d) Power

7. Paradise Lost is written in _____. **(K1)**

a) Heroic Couplet

b) Blank Verse

c) Free Verse

d) Ballad Metre

8. In "The Sun Rising," Donne addresses the _____. **(K2)**

a) Moon

b) Sun

c) Star

d) Wind

9. The speaker of "Resolution and Independence" meets a _____. **(K1)**

a) Sailor

b) Shepherd

c) Leech-Gatherer

d) Soldier

10. "Ode to Psyche" was written by _____. **(K1)**

a) Shelley

b) Keats

c) Wordsworth

d) Byron

11. "Ode to the West Wind" consists of _____ cantos. **(K1)**

a) Three

b) Four

c) Five

d) Six

12. Fra Lippo Lippi is a _____. **(K2)**

a) King

b) Monk and Painter

c) Soldier

d) Merchant

13. Tennyson's “Lotos-Eaters” is inspired by _____ mythology. **(K1)**

a) Roman

b) Greek

c) Indian

d) Egyptian

14. “Byzantium” was written by _____. **(K1)**

a) T.S. Eliot

b) Ezra Pound

c) W.B. Yeats

d) Ted Hughes

15. In “The Thought Fox,” the fox symbolizes _____. **(K2)**

a) Hunting

b) Nature Worship

c) Poetic Creativity

d) Adventure

PART B (5 × 4 = 20 Marks)

16. a) Explain the significance of the Knight as the ideal medieval character in Chaucer's “Prologue” to The Canterbury Tales. **(K3)**

(OR)

b) Explain how Spenser uses the river Thames as a symbolic element in Prothalamion. **(K3)**

17. a) Analyse the role of the Heavenly Muse in the opening lines of Paradise Lost Book IX. **(K4)**

(OR)

b) Analyse Donne's treatment of love and authority in The Sun Rising. **(K4)**

18. a) Analyse the symbolic significance of the Leech-Gatherer in Resolution and Independence. **(K4)**

(OR)

b) Analyse the relationship between nature and human aspiration in Ode to the West Wind. **(K4)**

19. a) Explain the significance of imagination in Keats' Ode to Psyche. **(K3)**

(OR)

b) Explain how Browning presents artistic realism in Fra Lippo Lippi. **(K3)**

20. a) Analyse the theme of spiritual struggle in Eliot's Ash Wednesday. **(K4)**

(OR)

b) Analyse the symbolic significance of the fox in Ted Hughes' The Thought Fox. **(K4)**

PART C (5 × 8 = 40 Marks)

21. a) Evaluate Chaucer's portrayal of the Knight, the Monk, and the Yeoman as representatives of medieval society in the "Prologue" to *The Canterbury Tales*. **(K5)**

(OR)

b) Evaluate the effectiveness of Spenser's use of imagery and symbolism in *Prothalamion*. **(K5)**

22. a) Evaluate Milton's use of epic conventions in the opening lines (1–191) of *Paradise Lost* Book IX. **(K5)**

(OR)

b) Evaluate the significance of love as a dominant force in Donne's *The Sun Rising*. **(K5)**

23. a) Critically evaluate Wordsworth's presentation of human endurance and resilience in *Resolution and Independence*. **(K5)**

(OR)

b) Critically evaluate Shelley's vision of nature as a force of destruction and regeneration in *Ode to the West Wind*. **(K5)**

24. a) Construct a critical interpretation of *Fra Lippo Lippi* as Browning's defence of realism in art. **(K6)**

(OR)

b) Construct a critical interpretation of *The Lotos-Eaters* as an expression of Victorian weariness and escapism. **(K6)**

25. a) Develop a critical appreciation of Yeats' *Byzantium* as a poem of artistic and spiritual transcendence. **(K6)**

(OR)

b) Develop a critical appreciation of Ted Hughes' *The Thought Fox* as a poem about poetic creation and imagination. **(K6)**

Eligibility for Admission for the programme

A pass in UG degree in B. A. English Literature or a pass in any equivalent examination as per the norms of Manonmaniam Sundaranar University, Tirunelveli with a minimum of 40% marks.

Conduct of the programme

Duration of the Programme: 2 years

Total Semesters: 4 (Core Paper:12, Elective: 06, SEC: 03, Project, Internship or Field Visit, and Extension Activity.

Minimum requirements for the award of the degree

Minimum of 50% marks.

Evaluation Mechanism

Internal Marks: 25, External Marks: 75, Project - (Internal Marks: 50, External Marks: 50), and Internship/Field visit - - (Internal Marks: 50, External Marks: 50)

Programme Structure Course Content

Core Paper: Credit – 06

Elective Papers: Credit – 03

Skill Enhancement Course [SEC]: Credit – 02

Project: Credit – 07

Internship / Field Visit: Credit – 02

Extension Activity Credit – 01

Semester

I

Part	List of Courses	Credit	No. of Hours
	Core– I	5	6
	Core – II	5	6
	Core – III	5	6
	Elective – I	3	6
	Elective– II	3	6
		21	**30**

Semester

II

Part	List of Courses	Credit	No. of Hours
	Core – IV	5	6
	Core – V	5	6
	Core – VI	5	6
	Elective Course – III	3	4
	Elective Course – IV	3	4
	Skill Enhancement Course [SEC I]	2	4
		23	**30**

Semester

III

Part	List of Courses	Credit	No. of Hours
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core– X	5	6
	Elective – V	3	3
	Skill Enhancement Course – [SEC II]	2	3
	Internship / Industrial Visit / Field Visit / Research – Knowledge Updation Activity	2	-
		27	**30**

Semester

IV

Part	List of Courses	Credit	No. of Hours
	Core – XI	5	6
	Core– XII	5	6
	Project with VIVA VOCE	7	10
	Elective– VI	3	4
	Skill Enhancement Course [SEC III]	2	4
	Extension Activity - Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	1	
		23	**30**
Total		**94**	

Semester

I

Part	List of Courses	Credit	No. of Hours
	Core– I British Poetry	5	6
	Core – II British Drama	5	6
	Core – III British Fiction	5	6
	Elective – I - (a) Canadian Literature **(or)** (b) African Literature	3	6
	Elective– II - (a) Australian Literature **(or)** (b) Women's Writing	3	6
		21	**30**

Semester

II

Part	List of Courses	Credit	No. of Hours
	Core – IV Indian Writing in English	5	6
	Core – V American Literature	5	6
	Core – VI Linguistics	5	6
	Elective Course – III (a) Content Writing **(or)** (b) Writing for Media	3	4
	Elective Course – IV (a) Green Studies **(or)** (b) Blue Humanities	3	4
	Skill Enhancement Course [SEC I] – Technical Writing	2	4
		23	**30**

Semester

III

Part	List of Courses	Credit	No. of Hours
	Core – VII English Language Teaching	5	6
	Core – VIII Shakespeare	5	6
	Core – IX Literary Theory	5	6
	Core– X Research Methodology	5	6
	Elective – V (a)Folk Literature **(or)** (b)Visual Communication	3	3
	Skill Enhancement Course – [SEC II] Communication Skills	2	3
	Internship / Industrial Visit / Field Visit / Research – Knowledge Updation Activity	2	-
		27	**30**

Semester

IV

Part	List of Courses	Credit	No. of Hours
	Core – XI Subaltern Studies	5	6
	Core– XII Regional Literature in Translation	5	6
	Project with VIVA VOCE	7	10
	Elective– VI (a) North- Eastern Literature (or) (b) Tribal Literature	3	4
	Skill Enhancement Course [SEC III] – Personality Development	2	4
	Extension Activity - Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	1	
		23	**30**
Total		**94**	

Semester I

Core – 1 BRITISH POETRY

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	BRITISH POETRY	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the development of British Poetry from the Middle English period to the Modern age through representative poets, literary movements, and poetic traditions.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze the themes, forms, poetic techniques, stylistic features, and literary characteristics of poets belonging to different literary periods.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, philosophical, religious, social, and cultural ideas reflected in the prescribed poems through critical and comparative approaches.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate poetic texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through academic writing and scholarly discussion.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I MIDDLE ENGLISH & RENAISSANCE

Geoffrey Chaucer: *From* "Prologue to Canterbury Tales" : The Knight, Yeoman, Monk

Edmund Spenser: "Prothalamion"

UNIT II PURITAN AND METAPHYSICAL

John Milton: Paradise Lost - Book IX (Lines 1 - 191)

John Donne: The Sun Rising

UNIT III ROMANTIC PERIOD
William Wordsworth: Resolution and Independence
John Keats: Ode to Psyche
P. B. Shelley: Ode to West Wind

UNIT IV VICTORIAN AGE
Robert Browning: Fra Lippo Lippi
Alfred Tennyson: Lotos Eaters

UNIT V MODERN PERIOD
T S Eliot: Ash Wednesday
W B Yeats: Byzantium
Ted Hughes: The Thought Fox

Text Book	
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London Standard editions of texts
2	Standard editions of texts
Reference Books	
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
Web Resources	
1	https://www.poetryfoundation.org/?utm_source=chatgpt.com
2	https://www.gutenberg.org/?utm_source=chatgpt.com
3	https://wwnorton.com/college/english/nael/?utm_source=chatgpt.com
4	https://poets.org/?utm_source=chatgpt.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	1	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester I

Core – II - BRITISH DRAMA

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	BRITISH DRAMA	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the development of British Drama from the Renaissance period to the Postmodern age through representative dramatists, dramatic movements, and theatrical traditions.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, characterization, dramatic structure, stagecraft, language, and theatrical techniques employed in the prescribed plays.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, political, social, philosophical, and cultural issues reflected in British drama across literary periods.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate dramatic texts and develop analytical, interpretative, communicative, research, performance-oriented, and lifelong learning skills through academic discussion and scholarly writing.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I RENAISSANCE PERIOD

Christopher Marlowe: Tamburlaine the Great
Ben Jonson: The Alchemist

UNIT II JACOBEAN AND RESTORATION PERIOD

John Webster : Duchess of Malfi
John Dryden: All for Love

UNIT III VICTORIAN PERIOD

Oscar Wilde: Importance of Being Ernest
Bernard Shaw: Pygmalion

UNIT IV MODERN DRAMA
T S Eliot: Murder in the Cathedral
John Galsworthy: The Silver Box

UNIT V POSTMODERN DRAMA
Toms Stoppard: Arcadia
Harold Pinter: The Caretaker

Text Book	
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
Reference Books	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.https://www.britannica.com/art/epic-theatre
6	Christopher Innes, 1992, Modern British Drama: The Twentieth Century, Cambridge University Press, Cambridge.
7	Martin Banham, 1998, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.
Web Resources	
1	**http://www.questia.com** (online library for research)
2	**http://www.clt.astate.edu/wmarey/asste%**
3	**https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/**
4	**https://www.britannica.com/art/English-literature/The-Restoration**
5	**https://www.britannica.com/art/epic-theatre**

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	1
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	2
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**4**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester I

Core – III - BRITISH FICTION

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	BRITISH FICTION	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes			
C.O. No.	**Upon completion of this course, students will be able to**	**PSOs Addressed**	**Cognitive Level**
CO1	Explain the development of British Fiction from the Restoration period to the Contemporary age through representative novelists, literary movements, and narrative traditions.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, characterization, narrative techniques, plot construction, language, and stylistic features employed in British novels.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, social, political, moral, psychological, and cultural concerns represented in British fiction across literary periods.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed novels and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through academic writing and scholarly discussion.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I – RESTORATION PERIOD
John Bunyan – The Pilgrims Progress
Daniel Defoe – Moll Flanders

UNIT II – ROMANTIC PERIOD
Sir Walter Scott – Kenilworth
Jane Austen – Sense and Sensibility

UNIT III – VICTORIAN PERIOD
Charles Dickens – Nicholas Nickleby

George Eliot – Mill of the Floss **UNIT IV –– MODERN PERIOD** William Golding – Lord of the Flies Virginia Woolf – To the Lighthouse **UNIT V – CONTEMPORARY PERIOD** Ian McEwan – Atonement Zadie Smith – White Teeth

Text Book	
1	**Standard Editions** of the novels
2	

Reference Books	
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.
6	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
7	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.
Web Resources	
1	**http://en.wikipedia.org/wiki/English_literature**
2	**http://en.wikipedia.org/wiki/novel**
3	https://archive.org/?utm_source=chatgpt.com
4	https://www.gutenberg.org/?utm_source=chatgpt.com
5	https://www.bl.uk/works/discovering-literature?utm_source=chatgpt.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	10	11	5	11	7	1	2
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester II

Core – IV – INDIAN WRITING IN ENGLISH

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	INDIAN WRITING IN ENGLISH	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the evolution and major trends of Indian Writing in English through representative writers, literary genres, and cultural traditions.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze literary themes, language, symbolism, narrative techniques, and stylistic features in Indian literary texts across genres.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, social, political, philosophical, postcolonial, and cultural dimensions reflected in Indian Writing in English.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through academic writing and scholarly discussion.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I – PROSE

Mahatma Gandhi: The Gospel of Non-Violence

Meenakshi Mukherjee: Realism and Reality: The Novel and Society in India (Chapter II)

UNIT II – POETRY

Nissim Ezekiel – Background Casually

A K Ramanujam – Small Scale Reflections on a Great House

Kamala Dass – The Wild Bougainvillea

Meena Kandasamy – Their Daughters

UNIT IV – SHORT STORIES

R K Narayan – The Missing Mail Jhumpa Lahari - A Temporary Matter **UNIT III – DRAMA** Tagore – Post Office Girish Karnad- Nagamandala **UNIT V – FICTION** Anita Desai – Clear Light of Day Chetan Bhagat: The Three Mistakes of My Life	
Text Book	
1	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.
2	
Reference Books	
1.	K.R. SrinivasaIyengar, 1962, –History of Indian Writingin English, Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
Web Resources	
1	**http://en.wikipedia.org/wik/indian_wriTIng_in_english**
2	**https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/**
3	https://archive.org/?utm_source=chatgpt.com
4	https://www.jstor.org/?utm_source=chatgpt.com
5	https://www.gutenberg.org/?utm_source=chatgpt.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester II

Core – V – American Literature

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	American Literature	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the origin and development of American Literature through representative writers, literary movements, and diverse literary genres.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, symbolism, literary techniques, language, and stylistic features employed in American poetry, prose, drama, short stories, and fiction.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, philosophical, social, political, psychological, and cultural issues reflected in American literary texts.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through academic writing and scholarly discussion.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I – POETRY

Walt Whitman – When Lilacs Last in the Dooryard Bloomed
Elizabeth Bishop – The Riverman
Robert Frost - The Death of the Hired Man
William Carlos Williams – Asphodel, That Greeny Flower

UNIT II - PROSE

Emerson – Self Reliance
Thoreau – Walden (Solitude)

UNIT III – SHORT STORIES

W W Jacobs – The Monkey's Paw

John Steinbeck - The Chrysanthemums

UNIT IV- DRAMA

Eugene O' Neill – Mourning Becomes Electra

Edward Albee – Who's Afraid of Virginia Woolf

Unit V- FICTION

Herman Melville – Moby Dick

Nathaniel Hawthorne – The Scarlet Letter

Text Book	
1	Willis Wagner : American Literature - A World View
2	
Reference Books	
1.	Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.
3.	Nina Baym, 2017, *The Norton Anthology of American Literature*, W. W. Norton & Company, New York.
4.	Paul Lauter, 2014, *The Heath Anthology of American Literature*, Cengage Learning, Boston.
5.	Malcolm Bradbury, 1992, *The Modern American Novel*, Oxford University Press, Oxford.
6	Richard Chase, 1957, *The American Novel and Its Tradition*, Johns Hopkins University Press, Baltimore.
7	Travis Bogard, 1988, *Contour in Time: The Plays of Eugene O'Neill*, Oxford University Press, New York.
Web Resources	
1	**https://www.thoughtco.com/american-literary-periods-741872**
2	**https://www.poetryfoundation.org/poets/walt-whitman**
3	**https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/**
4	**https://www.britannica.com/art/American-literature**
5	**https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/**

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester II

Core – VI – Linguistics

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Linguistics	Core	Y	Y	-	-	5	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the fundamental concepts, scope, branches, and historical development of Linguistics and major linguistic theories.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze language variation, morphology, word formation processes, structural grammar, and linguistic patterns using appropriate linguistic principles.	PSO2, PSO3, PSO6	K3
CO3	Apply structuralist and transformational approaches to linguistic analysis and interpret language structures using scientific methods.	PSO2, PSO3, PSO6	K4
CO4	Critically evaluate linguistic theories and develop analytical, research, communicative, digital, and lifelong learning skills through linguistic inquiry and academic writing.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I

What is Linguistics?

Fundamental Concepts of Linguistics

UNIT II

Modern Linguistics – A Historical Survey

Study of Language Variation

UNIT III

Morphology and Word Formation

UNIT IV Structuralist View of Grammar and IC Analysis **UNIT V** Transformational Generative Grammar Supra- Sentential Grammar	
Text Book	
1	Pushpinder Syal & D. V. Jindal, An Introduction to Linguistics: Language, Grammar and Semantics, Prentice Hall of India, New Delhi.
2	
Reference Books	
1.	H. A. Gleason, An Introduction to Descriptive Linguistics, Oxford and IBH Publishing Co., New Delhi
2.	Yule, George. The Study of Language. Cambridge University Press
3.	George Yule, The Study of Language, Cambridge University Press, Cambridge.
4.	F. T. Wood, *An Outline History of the English Language*, Macmillan, London.
5.	Noam Chomsky, Aspects of the Theory of Syntax, MIT Press, Cambridge.
6	Victoria Fromkin, Robert Rodman & Nina Hyams, An Introduction to Language, Wadsworth Publishing, Boston.
7	Leonard Bloomfield, Language, George Allen & Unwin Ltd., London.
Web Resources	
1	https://www.britannica.com/science/linguistics
2	https://www.linguisticsociety.org/
3	https://plato.stanford.edu/entries/linguistics
4	https://www.cambridge.org/core/subjects/linguistics
5	https://www.sil.org/linguistics

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	1	3	0
CO3	2	2	3	3	1	3	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	0	1	0
CO2	1	3	3	2	0	3	0
CO3	1	3	3	2	0	3	1
CO4	1	2	3	3	1	3	2
Weightage	**5**	**11**	**10**	**9**	**1**	**10**	**3**
Weighted Percentage of Course Contribution to PSOs	**1.25**	**2.75**	**2.50**	**2.25**	**1.00**	**2.50**	**1.00**

Semester I

Elective – I – Canadian Literature (a)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Canadian Literature	Elective (a)	Y	Y	-	-	3	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the origin, development, and distinctive features of Canadian Literature through representative writers, genres, and literary traditions.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, literary techniques, symbolism, narrative strategies, and stylistic features in Canadian literary texts.	PSO2, PSO3, PSO4	K3
CO3	Interpret the historical, cultural, indigenous, ecological, regional, and multicultural concerns reflected in Canadian literature.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through scholarly discussion and academic writing.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I: POETRY
AL Purdy: Listening to Myself
William Wilfred Campbell: Winter Lakes
Earle Birney: Bushed
Irving Layton: The Bull Calf

UNIT II: PROSE
Stephen Leacock: With the Photographer
Margarete Laurence: Upon a Midnight Clear

UNIT III: SHORT STORIES
Alice Munro – The Bear Came Over the Mountain
Alistair Macleod – The Boat

UNIT IV: DRAMA
Sharon Pollock – Blood Relations
Judith Thompson – Lion in the Streets

UNIT V: FICTION
Margaret Atwood – The Testaments
Yann Martel – Life of Pi

Text Book	
1	Donna Bennett and Russell Brown, 1983, *An Anthology of Canadian Literature in English*, Oxford University Press, Toronto.
2	Carl F. Klinck, 1973, *Literary History of Canada: Canadian Literature in English*, University of Toronto Press, Toronto.
Reference Books	
1.	Browne, S.J. Rev. Joseph. T. The Art of Non-Fiction. Macmillan Company, 1960.
2.	Dhawan, R.K. Commonwealth Writing. A Study in Expatriate Experience. Prestige, Delhi,1994.
3.	Manorama Trikha. Canadian Literature Recent Essays. Pencraft International, Delhi,1994.
4.	---. Canadian Short Stories, Pencraft International, Delhi,1999.
5.	---. Twentieth-Century Canadian Poetry, Pencraft International, Delhi,2001
6	Niaz Zaman. Other Englishes: Essays on Commonwealth Writing. University Press Limited, 1991.
7	Shrin Kudchedkar. Canadian Voices. Pencraft International, Delhi, 1996.
Web Resources	
1	https://canlit.ca/?utm_source=chatgpt.com
2	https://www.thecanadianencyclopedia.ca/en/browse/things/literature?utm_source=chatgpt.com
3	https://journals.lib.unb.ca/index.php/scl?utm_source=chatgpt.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester I

Elective – I – African Literature (b)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	African Literature	Elective (b)	Y	Y	-	-	3	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the evolution of African Literature through representative writers, oral traditions, literary movements, and cultural narratives.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, symbolism, narrative techniques, language, and stylistic features in African literary texts across genres.	PSO2, PSO3, PSO4	K3
CO3	Interpret colonial, postcolonial, cultural, political, racial, social, and identity-related issues reflected in African literature.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through scholarly discussion and academic writing.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I: POETRY
Gabriel Okara: The Mystic Drum
David Diop: Africa
Christopher Okigbo: Hurrah for Thunder

UNIT II: PROSE
Nelson Mandela: Long Walk to Freedom
Chimamanda Ngozi Adichie: The Danger of a Single Story

UNIT III: SHORT STORIES
Ama Ata Aidoo: Certain Winds from the South
Jomo Kanyatta: The Gentlemen of the Jungle

UNIT IV: DRAMA Wole Soyinka: Lion and the Jewel Athol Fugard: A Lesson from Aloes **UNIT V: FICTION** Chinua Achebe: The Arrow of God Ben Okri: The Famished Road	
Text Book	
1	Simon Gikandi, 2003, Encyclopedia of African Literature, Routledge, London.
2	Charles Larson, 1972, *African Literature: An Anthology of Criticism and Theory*, Indiana University Press,
Reference Books	
1.	Chinua Achebe, 1965, Morning Yet on Creation Day, Heinemann, London.
2.	Charles E. Nnolim, 1992, *Approaches to the African Novel*, Sarup & Sons, New Delhi.
3.	Chinua Achebe and C. L. Innes, 1988, *African Short Stories*, Heinemann, Oxford.
4.	Adewale Maja-Pearce, 1990, *The Heinemann Book of African Poetry in English*, Heinemann, Oxford.
5.	Robert Fraser, 1986, *West African Poetry*, Cambridge University Press, Cambridge.
6	Martin Banham, 2004, *A History of Theatre in Africa*, Cambridge University Press, Cambridge.
7	Abiola Irele, 2001, *The African Imagination: Literature in Africa and the Black Diaspora*, Oxford University Press, Oxford.
Web Resources	
1	https://www.britannica.com/art/African-literature
2	https://www.poetryfoundation.org/
3	https://www.theparisreview.org/
4	
5	

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	1	0
CO2	2	3	3	3	2	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	1	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester I

Elective – II – Australian Literature (a)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Australian Literature	Elective (a)	Y	Y	-	-	3	6	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the origin and development of Australian Literature through representative writers, literary traditions, and major literary movements.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze themes, literary techniques, symbolism, narrative strategies, language, and stylistic features in Australian literary texts.	PSO2, PSO3, PSO4	K3
CO3	Interpret indigenous, colonial, postcolonial, ecological, multicultural, and social dimensions reflected in Australian literature.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through scholarly discussion and academic writing.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I: POETRY
David Malouf: Wild Lemons
Alec Derwent Hope: Australia
Shaw Neilson: Surely God was a Lover
A B Banjo Patterson; The Man from Snowy River

UNIT II: PROSE
Sally Morgan: A Black Grandmother
Henry Lawson: A Neglected History

UNIT III: SHORT STORIES
Archie Weller: Going Home
Tim Winton: Neighbours

UNIT IV: DRAMA Jane Harrison: Stolen **UNIT V: FICTION** Patrick White: Voss Kate Grenville: The Secret River	
Text Book	
1	Elizabeth Webby, The Cambridge Companion to Australian Literature, Cambridge University Press, Cambridge.
2	Bill Ashcroft, Gareth Griffiths & Helen Tiffin, The Empire Writes Back, Routledge, London.
Reference Books	
1.	Bruce Bennett & Jennifer Strauss, The Oxford Literary History of Australia, Oxford University Press, Melbourne.
2.	Laurie Hergenhan, The Penguin New Literary History of Australia, Penguin Books, Australia.
3.	Nicholas Birns, A Companion to Australian Literature Since 1900, Camden House, New York.
4.	Ken Gelder & Paul Salzman, The New Diversity: Australian Fiction 1970–1988, McPhee Gribble Publishers, Australia.
5.	Leonie Kramer (Ed.), The Oxford History of Australian Literature, Oxford University Press, London.
Web Resources	
1	https://www.britannica.com/art/Australian-literature
2	https://www.austlit.edu.au/
3	https://www.cambridge.org/core/subjects/literature/australian-literature
4	https://www.bl.uk/post-colonial-literature

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	2	1	0
CO2	2	3	3	3	1	1	0
CO3	1	3	2	3	3	1	0
CO4	2	2	3	3	3	1	1

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	1	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**7**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**1.75**	**1.00**	**1.00**

Semester I

Elective – II – Women's Writing (b)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Women's Writing	Elective (b)	Y	Y	-	-	3	6	25	75	100

Course Outcomes

C.O. No.	**Upon completion of this course, students will be able to**	**PSOs Addressed**	**Cognitive Level**
CO1	Explain the evolution and significance of Women's Writing through representative women writers, feminist literary traditions, and diverse literary genres.	PSO1, PSO2, PSO4	K1, K2
CO2	Analyze feminist themes, literary techniques, gender perspectives, language, and stylistic features reflected in the prescribed texts.	PSO2, PSO3, PSO4	K3
CO3	Interpret social, cultural, political, psychological, and gender-related issues represented in women's literature through critical and comparative approaches.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate prescribed texts and develop analytical, interpretative, communicative, research, digital, and lifelong learning skills through academic writing and scholarly discussion.	PSO1, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I: POETRY

Maya Angelou: My Poetic Side
Sylvia Plath: Lady Lazarus
Meena Alexander: Blue Lotus
Kamala Wijerantne: A Soldiers Wife Weeps

UNIT II: PROSE

Jean Rhys: The Day They Burned the Books
Dale Spender: Women and Literary History

UNIT III: SHORT STORIES

Shashi Deshpande: The Intrusion Ambai: The Squirrel **UNIT IV: DRAMA** Manjula Padmanabhan: Harvest George Ryga: The Ecstasy of Rita Joe **UNIT V: FICTION** Tony Morrison: Bluest Eye Anitha Nair: Ladies Coupe	
Text Book	
1	Sandra Gilbert and Susan Gubar, *The Norton Anthology of Literature by Women*, W. W. Norton & Company, New York.
2	Joseph Black et al., The Broadview Anthology of British Literature: Women Writers, Broadview Press, Ontario.
Reference Books	
1.	Toril Moi, Sexual/Textual Politics: Feminist Literary Theory, Routledge, London.
2.	Sandra M. Gilbert & Susan Gubar, The Madwoman in the Attic, Yale University Press, New Haven.
3.	Mary Eagleton (Ed.), Feminist Literary Theory: A Reader, Blackwell Publishers, Oxford.
4.	Maggie Humm, A Reader's Guide to Contemporary Feminist Literary Criticism, Harvester Wheatsheaf, London.
5.	Kumkum Sangari & Sudesh Vaid (Eds.), Recasting Women: Essays in Colonial History, Kali for Women, New Delhi.
Web Resources	
1	https://www.britannica.com/topic/feminist-literary-criticism
2	https://www.poetrylibrary.edu.au/
3	https://www.bl.uk/womens-rights
4	https://www.cambridge.org/core/subjects/literature/womens-writing
5	

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	2	1	0
CO2	2	3	3	3	2	1	0
CO3	1	3	2	3	3	1	0
CO4	2	2	3	3	3	1	1

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	1	0	0
CO2	2	3	2	3	2	0	0
CO3	2	3	1	3	3	0	1
CO4	3	2	1	3	2	1	1
Weightage	**10**	**11**	**5**	**11**	**8**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**2.50**	**2.75**	**1.25**	**2.75**	**2.00**	**1.00**	**1.00**

Semester II

Elective – III – Content Writing (a)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Content Writing	Elective (a)	Y	Y	-	-	3	4	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the principles, styles, grammar, vocabulary, and digital foundations of content writing across print and online platforms.	PSO1, PSO3, PSO6	K1, K2
CO2	Analyze online research methods, SEO practices, plagiarism issues, content management tools, and digital writing techniques used in content creation.	PSO2, PSO3, PSO6	K3
CO3	Apply professional writing skills in business writing, academic writing, social media writing, copywriting, SEO writing, and brand communication.	PSO3, PSO6, PSO7	K4
CO4	Create and evaluate strategic digital content while developing entrepreneurial, communicative, collaborative, ethical, and lifelong learning skills for professional content development.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I:

Introduction to Content Writing, Learning Tone in Writing and its Types, comprehending style in Writing and its Types, Common Grammatical Errors, Spelling, Punctuation, Tips to Build Vocabulary

UNIT II:

Online Research, Meta Search Engines, Cracking Internet through Google, Google Analytics, Designing Cover Pages and Websites, Logo Designing, Tags and Categories, Plagiarism.

UNIT III:

Business Writing Skills, Technical Writing, Academic Writing, Email Writing, News Letter,

Brochure Writing, Resume Writing, Research Paper, Academic Book Writing, Rubrics, Fiction Writing, SEO Writing, Blog Writing, Copy Writing, Writing for Social Media

UNIT IV:
Strategic Vs Non- Strategic Content, Creating Effective Content, Overcoming Challenges, Idea Generation Tools, Creating Strategic Content to promote Brands, Market Segmentation, Creating Target Persona, Ninja Writing.

UNIT V:
Websites for Content Writing Projects, Tips to Earn as a Content Writer, Successful Content Writing Career, How to Become a Published Author, Guest Posting, Collecting Payments.

Text Book	
1	Ann Handley, Everybody Writes, Wiley Publishers.
2	Kounal Gupta, The Only Content Writing Handbook, Henry Harvin, India.
Reference Books	
1.	Robert Ashton & Jessica Juby, Writing for the Web, Teach Yourself Publications.
2.	C. C. Chapman & Ann Handley, Content Rules, Wiley Publishers..
3.	James Gatenby, Basic Internet Skills, Bernard Babani Publishers.
4.	S. C. Sood, *Developing Language Skills*, Manohar Publishers.
Web Resources	
1	https://writingcenter.unc.edu/
2	https://open.lib.umn.edu/writingforsuccess/
3	https://owl.purdue.edu/owl/purdue_owl.html

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	1	1	0
CO2	2	3	3	3	1	3	0
CO3	2	3	2	3	3	3	0
CO4	3	2	2	2	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	3	1	0	3	1
CO2	1	3	3	2	0	3	1
CO3	1	2	3	2	1	3	3
CO4	1	2	3	3	1	3	3
Weightage	**5**	**8**	**12**	**8**	**2**	**12**	**8**
Weighted Percentage of Course Contribution to PSOs	**1.25**	**2.00**	**3.00**	**2.00**	**1.00**	**3.00**	**2.00**

Semester II

Elective – III – Writing for Media (b)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Writing for Media	Elective (b)	Y	Y	-	-	3	4	25	75	100

Course Outcomes

C.O. No.	**Upon completion of this course, students will be able to**	**PSOs Addressed**	**Cognitive Level**
CO1	Explain the principles, forms, techniques, and significance of media writing in print, broadcast, and digital communication.	PSO1, PSO3, PSO6	K1, K2
CO2	Analyze the structure, style, and techniques employed in news writing, feature writing, editorial writing, script writing, and copywriting.	PSO2, PSO3, PSO6	K3
CO3	Apply interviewing, freelancing, scripting, editing, and professional media writing skills for diverse communication platforms.	PSO3, PSO6, PSO7	K4
CO4	Create and evaluate media content while developing communication, creativity, collaboration, ethical awareness, and lifelong learning skills for media professions.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I:
What is News
News Writing

UNIT II:
Feature Writing
How to be a Freelance Writer

UNIT III:
Art of Interviewing
Editorial Writing

UNIT IV: Playwriting Script writing **UNIT V:** Copy writing Writing Novels	
Text Book	
1	Sunny Thomas, *Writing for the Media*, Sage Publications, New Delhi.
2	
Reference Books	
1.	M. L. Stein, Susan Paterno & R. Christopher Burnett, *Newswriter's Handbook: An Introduction to Journalism*, Wiley-Blackwell, New York.
2.	George Hough, News Writing, Kanishka Publishers, New Delhi.
3.	Mencher Melvin, News Reporting and Writing, McGraw Hill, New York.
4.	Janet Burroway, *Writing Fiction: A Guide to Narrative Craft*, Pearson Education, New York.
5.	Syd Field, *Screenplay: The Foundations of Screenwriting*, Dell Publishing, New York.
6	David Ogilvy, *Ogilvy on Advertising*, Vintage Books, New York.
7	Harold Evans, *Essential English for Journalists, Editors and Writers*, Pimlico Publications, London.
Web Resources	
1	https://www.britannica.com/topic/journalism
2	https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html
3	https://www.masterclass.com/articles/how-to-write-a-feature-article
4	https://www.writersdigest.com/
5	https://www.screenwritersutopia.com/

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	1	1	0
CO2	2	3	3	3	1	1	0
CO3	2	3	2	3	1	3	0
CO4	3	2	2	2	3	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	3	1	0	3	0
CO2	1	3	3	2	0	3	1
CO3	1	2	3	2	1	3	3
CO4	1	2	3	3	2	3	3
Weightage	**5**	**8**	**12**	**8**	**3**	**12**	**7**
Weighted Percentage of Course Contribution to PSOs	**1.25**	**2.00**	**3.00**	**2.00**	**1.00**	**3.00**	**1.75**

Semester II

Elective – IV – Green Studies (a)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Green Studies	Elective (a)	Y	Y	-	-	3	4	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the concepts, principles, and significance of Green Studies and ecocritical approaches through the study of literary texts from diverse genres.	PSO1, PSO2, PSO5	K1, K2
CO2	Analyze environmental themes, ecological symbolism, nature-centered perspectives, and literary techniques employed in the prescribed texts.	PSO2, PSO3, PSO5	K3
CO3	Interpret ecological, ethical, cultural, sustainability, and human–nature relationship concerns represented in literary works through critical and comparative approaches.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate environmental literary texts and develop ecological awareness, analytical thinking, research aptitude, digital literacy, and lifelong learning skills through scholarly discussion and academic writing.	PSO4, PSO5, PSO6, PSO7	K5, K6

Details

Unit- I Poetry

Seamus Heaney: Death of a Naturalist
Robert Frost: A Brook in the Sea
Gary Synder: Burning Island
O.N.V. Kurup: A Requiem to Mother Earth

Unit- II Prose

Bell Hooks: Touching the Earth Jamica Kincaid: In History **Unit- III Short Stories** Rabindranath Tagore: Subha William Faulkner: The Bear Ruskin Bond: The Cherry Tree **Unit- IV Drama** Wole Soyinka: A Dance of the Forests **Unit -V Fiction** Amitav Ghosh: The Hungry Tides Han Kang: The Vegetarian	
Text Book	
1	Laurence Coupe, 2000, The Green Studies Reader: From Romanticism to Ecocriticism, Routledge, London.
2	Greg Garrard, Ecocriticism, Routledge, London.
Reference Books	
1.	Lawrence Buell, The Environmental Imagination, Harvard University Press, Cambridge.
2.	Ramachandra Guha, Environmentalism: A Global History, Oxford University Press, New Delhi.
3.	Vandana Shiva, Staying Alive: Women, Ecology and Development, Kali for Women, New Delhi.
4.	Terry Gifford, Green Voices: Understanding Contemporary Nature Poetry, Manchester University Press, Manchester.
5.	Huggan Graham & Helen Tiffin, Postcolonial Ecocriticism: Literature, Animals, Environment, Routledge, London.
Web Resources	
1	https://www.britannica.com/art/ecocriticism
2	https://www.poetryfoundation.org/
3	https://www.bl.uk/20th-century-literature
4	https://www.cambridge.org/core/subjects/literature/environmental-humanities
5	https://iep.utm.edu/environmental-ethics

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	3	1	0
CO2	2	3	3	3	3	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	3	3	2

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	1	3	0	0
CO2	2	3	2	1	3	0	0
CO3	1	3	1	3	3	0	1
CO4	1	2	1	3	3	1	1
Weightage	**7**	**11**	**5**	**8**	**12**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**1.75**	**2.75**	**1.25**	**2.00**	**3.00**	**1.00**	**1.00**

Semester II

Elective – IV – Blue Humanities (b)

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Blue Humanities	Elective (b)	Y	Y	-	-	3	4	25	75	100

Course Outcomes

C.O. No.	Upon completion of this course, students will be able to	PSOs Addressed	Cognitive Level
CO1	Explain the concepts, scope, and significance of Blue Humanities and ocean-centered literary studies through diverse literary genres.	PSO1, PSO2, PSO5	K1, K2
CO2	Analyze maritime themes, aquatic symbolism, environmental concerns, and literary techniques employed in the prescribed texts.	PSO2, PSO3, PSO5	K3
CO3	Interpret ecological, cultural, historical, maritime, and sustainability issues related to oceans, coastal communities, and human–sea relationships through critical approaches.	PSO2, PSO4, PSO5	K4
CO4	Critically evaluate marine and oceanic literary texts and develop ecological awareness, analytical thinking, research aptitude, digital literacy, and lifelong learning skills through scholarly discussion and academic writing.	PSO4, PSO5, PSO6, PSO7	K5, K6

Details

Unit-I Poetry

Derek Walcott: The Sea is History
Linda Hogan: Song for the Turtles in the Gulf
John Masefield: Sea Fever

Unit-II Prose

Rachel Carson: The Sea Around Us [Chapter II: The Pattern of the Surface]
Julius Mitchelet: La,Mer (Sea) [Chapter I: The Sea as Seen From the Shore]

Unit-III Short Stories Allen Cunningham: The Haunted Ships A.S.Byatt: Sea Story Wilki Collins: Blow Up with the Brig **Unit - IV Drama** Henrik Ibsen: The Lady from the Sea **Unit -V Fiction** Jim Winton: Blueback Early Lovelace: Salt	
Text Book	
1	**Prose (**Rachel Carson): seacarson.pdf https://share.google/sbqCQS6upBmtViSML
2	
Reference Books	
1.	John Gillis, The Human Shore: Seacoasts in History, University of Chicago Press, Chicago.
2.	Hester Blum (Ed.), Turns of Event: Nineteenth-Century American Literary Studies and Oceanic Studies, Routledge, London.
3.	Margaret Cohen, The Novel and the Sea, Princeton University Press, Princeton.
4.	Stacy Alaimo, Exposed: Environmental Politics and Pleasures in Posthuman Times, University of Minnesota Press, Minneapolis.
5.	Rachel Carson, The Sea Around Us, Oxford University Press, New York.
6	Philip Hoare, The Sea Inside, HarperCollins, London.
7	Jonathan Raban, *Coasting*, Vintage Publications, London.
Web Resources	
1	https://www.britannica.com/topic/oceanography
2	https://www.poetryfoundation.org/
3	https://www.bl.uk/20th-century-literature
4	https://www.cambridge.org/core/subjects/literature/environmental-humanities
5	https://ocean.si.edu/

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	3	1	0
CO2	2	3	3	3	3	1	0
CO3	2	2	3	3	3	1	0
CO4	3	2	2	3	3	3	2

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	1	3	0	0
CO2	2	3	2	1	3	0	0
CO3	1	3	1	3	3	0	1
CO4	1	2	1	3	3	1	1
Weightage	**7**	**11**	**5**	**8**	**12**	**1**	**2**
Weighted Percentage of Course Contribution to PSOs	**1.75**	**2.75**	**1.25**	**2.00**	**3.00**	**1.00**	**1.00**

Semester II

[SEC] – I – Technical Writing

Course Code Year/ Sem	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Technical Writing	[SEC] – I	Y	Y	-	-	2	4	25	75	100

Course Outcomes			
C.O. No.	**Upon completion of this course, students will be able to**	**PSOs Addressed**	**Cognitive Level**
CO1	Explain the principles, characteristics, scope, and professional significance of technical writing and technical communication.	PSO1, PSO3, PSO6	K1, K2
CO2	Analyze styles, structure, clarity, coherence, document design, graphics, and communication strategies employed in technical documents.	PSO2, PSO3, PSO6	K3
CO3	Apply technical and research writing skills in preparing abstracts, review papers, proposals, reports, manuals, CVs, project reports, and academic documents.	PSO3, PSO6, PSO7	K4
CO4	Create and evaluate technical documents while developing professional, analytical, communicative, digital, ethical, and lifelong learning skills for academic and industrial contexts.	PSO3, PSO4, PSO6, PSO7	K5, K6

Details

UNIT I- What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing, Qualities and Qualifications technical writers

UNIT II – Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: Enhanced Content

UNIT III - End products of technical writing, Professionals involved - project manager/editor, writers, graphic artists

UNIT IV – Writing a good review paper , Writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs

UNIT V - Thesis/Project writing: structure & importance, synopsis writing: Methods, Technical research, Paper writing: Methods & style, Seminar & Conference paper writing

Text Book	
1	B. N. Basu- Technical Writing
2	Rajmohan Joshi – Writing Skills for Technical Purpose
Reference Books	
1	Meenakshi Raman & Geetha Sharma – Technical Communication Principles and Practices
2	Dr. S.K. Singh – Technical Writing
3	Raman Sharma, 2010, Technical Communications: Principles and Practice, Oxford University Press, New Delhi.
4	Daniel Riordan and Steven Pauley, 2004, *Technical Report Writing Today*, Houghton Mifflin, Boston.
5	Rebecca Burnett, 2015, *Technical Communication*, Cengage Learning, Boston.
6	Richard Nordquist, 2019, *The Essential Guide to Technical Writing*, ThoughtCo Press, New York.
7	Krishna Mohan and Meera Banerji, 2009, *Developing Communication Skills*, Macmillan India, New Delhi.
Web Resources	
1.	https://www.tech-tav.com/technical-writing-resources
2.	https://guides.library.unt.edu/c.php?g=528500&p=6841451
3.	https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/
4.	https://en.m.wikipedia.org/wiki/Technical_writing
5.	https://www.utleystrategies.com/blog/proposal-writing?format=amp

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	1	2	0
CO2	2	3	3	3	1	3	1
CO3	2	2	3	3	1	3	1
CO4	3	2	2	3	2	3	3

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	3	1	0	3	0
CO2	1	3	3	2	0	3	1
CO3	1	2	3	2	1	3	3
CO4	1	2	3	3	1	3	3
Weightage	**5**	**8**	**12**	**8**	**2**	**12**	**7**
Weighted Percentage of Course Contribution to PSOs	**1.25**	**2.00**	**3.00**	**2.00**	**1.00**	**3.00**	**1.75**

Feedback on existing syllabus

Teachers' Feedback

1. The syllabus is comprehensive and covers major literary genres effectively.
2. More contemporary and interdisciplinary texts may be included.
3. Skill-oriented papers like content writing and digital communication can be strengthened.

Students' Feedback

1. The syllabus provides good exposure to British, Indian, and American literature.
2. Some courses are theory-heavy and need more practical activities.

Alumni Feedback

1. The programme helped in developing communication and analytical skills.
2. Industry-oriented skills such as editing, publishing, and creative writing could be enhanced.