

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce,

Baramati

(Autonomous)

Course Structure for M.A. English II (Semester IV)

2019 pattern

SYLLABUS(CBCS) FOR M.A. II Paper– 4.3(Semester IV)

(w.e. from June 2020)

Academic Year 2020-2021

| Semester | Paper Code | Title of Paper | No. of Credits | No. of Lectures |
|-----------------|-------------------|-------------------------|-----------------------|------------------------|
| IV | ENG 5403 | Drama in English | 4 | 60 |

Class : M.A. English: Part-II (Semester-IV)

Paper Code : ENG 5403

Paper : 4.3

Title of Paper SSS : Drama in English

Credit : 4

No. of lectures : 60

Course Objectives:

- 1) To introduce Drama as a major form of literature.
- 2) To introduce minor forms of Drama.
- 3) To acquaint and familiarize the students with the terminology in Drama Criticism (i.e. the terms used in Critical Analysis and Appreciation of Drama).
- 4) To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world.
- 5) To develop interest among the students to appreciate and analyze drama independently.
- 6) To enhance students' awareness in the aesthetics of Drama and to empower them to evaluate drama independently.

7) To develop the ability to appreciate ideas and think critically.

Course outcomes:

CO1: To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world.

CO2: To develop interest among the students to appreciate and analyze drama independently.

CO3: To enhance students' awareness in the aesthetics of Drama and to empower them to evaluate drama independently.

CO4: To develop the ability to appreciate ideas and think critically.

CO5: To introduce Drama as a major form of literature.

CO6: To introduce minor forms of Drama.

CO7: To acquaint and familiarize the students with the terminology in Drama Criticism (i.e., the terms used in Critical Analysis and Appreciation of Drama).

D) Suggestions for Teachers:

It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of the prescribed authors, and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories, and critical works. Exercises in literary pieces, practical criticism, and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.

CONTENTS:

- | | | |
|-----------------|---|---------------|
| Unit I | : Anton Chekhov - <i>The Cherry Orchard</i> | (15 lectures) |
| Unit II | : John Osborne - <i>Look Back in Anger</i> | (15 lectures) |
| Unit III | : Bertolt Brecht - <i>Mother Courage and Her Children</i> | (15 lectures) |
| Unit IV | : Wole Soyinka - <i>A Dance of the Forests</i> | (15 lectures) |

References :

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Dr. Faustus

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Romeo and Juliet

- Bradley, A.C. *Shakespearean Tragedy*. London: Macmillan and Company, 1904.
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The Way of the World

- Congreve, William (2000). *The Way of the World*. London, England: A&C Black Limited.
- Zionkowski, Linda, and Klekar, Cynthia (Ed.). *The Culture of the Gift in Eighteenth-Century England*. New York: Palgrave MacMillan, 2009.

The Cherry Orchard

- Anton Chekhov. *Selected Works*, vol. 2. Moscow: Progress Publishers, 1973.
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Look Back in Anger

- John Osborne. *Look Back in Anger*, ed. by Prashant Sinha. Mumbai: Oxford University Press, 1992.
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Mother Courage and Her Children

- Brecht, Bertolt. *Brecht on Theatre*, Edited by John Willett.
- Brecht, Bertolt. *The Good Woman of Setzuan, Parables for the Theatre*. New York: Grove Press, 1948.
- Sargisson, Lucy. *Contemporary Feminist Utopianism*. New York: Routledge, 1996.

A Dance of the Forests

- Hans M. Zell, Carol Bundy, and Virginia Coulon. *A New Reader's Guide to African Literature*. Heinemann Educational Books, 1983.
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- Jeyifo, Biodun. *Wole Soyinka: Politics, Poetics, and Postcolonialism*. Cambridge: CUP, 2003.
- Soyinka, Wole. *A Dance of the Forests*, 1963. Oxford: OUP, 1979.
- Wright, Derek. *Wole Soyinka Revisited*. New York: Twayne Publishers, 1993.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem III) Subject: English

Course: Drama in English Course Code: ENG 5403

| Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation Programme Outcomes (Pos) | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO6 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO7 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 |

Justification for the Mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge:

Course Outcome 1: The students get familiar with the major movements and figures of English Literature of Romantic Age, Victorian Age and Modern Age.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

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Course Structure for M.A. English – II 2019 pattern

| Semester | Paper Code | Title of Paper | No. of Credits |
|-----------------|-------------------|-----------------------|-----------------------|
| IV | ENG 5404 | American Literature | 3 |

SYLLABUS (CBCS) FOR M.A. English– II
(w.e. from June 2020)

2019 pattern

| | | |
|-----------------|---|---------------------|
| Class | : | M.A. II |
| Semester | : | IV |
| Paper Code | : | ENG 5404 |
| Title of Paper | : | American Literature |
| No.of. Credit | : | 4 |
| No. of lectures | : | 60 |

A) Course Objectives:

1. To introduce students to the major literary movements, literary works, and writers in America through selected texts.
2. To enhance the literary sensibility of students by exposing them to the American writers of various times.
3. To instill values and develop human concern in students through exposure to literary texts.
4. To enhance literary and linguistic competence of students.
5. Students will explore various techniques for creating and embodying characters through physicality, voice, and emotional expression.
6. Students will learn to analyze scripts for themes, character motivations, and narrative structure to enhance their understanding of dramatic texts.
7. Students will develop improvisation skills to foster creativity, spontaneity, and teamwork in performance.

Course Outcomes:

- CO1:** Students learn major literary movements, literary works, and writers in America.
- CO2:** The literary sensibilities for American literature of the students are enhanced.
- CO3:** Students will perform improvisational scenes, demonstrating quick thinking and adaptability in various scenarios.
- CO4:** Students will successfully collaborate on a group performance project, effectively contributing to the creative process and demonstrating respect for all members.
- CO5:** Students will apply basic technical skills in a production setting, understanding the roles of different elements in enhancing a performance.
- CO6:** Students will articulate the significance of various cultural perspectives in drama and reflect on how this influence contemporary theatre.
- CO7:** Students will provide and integrate peer feedback to improve their performance skills and collaborative projects, showing growth in their artistic practice.

TOPICS/CONTENTS:

Unit-I : **15 Lectures**

1. Henry James: The Turn of the Screw
2. Ernest Hemingway: The Old Man and the Sea

Unit-II: **15 Lectures**

1. William Faulkner: The Sound and the Fury

Unit-III: 15 Lectures

1. Eugene O'Neill: The Hairy Ape
2. Arthur Miller: A View from the Bridge

Unit-IV: 15 Lectures

Robert Frost:

1. Birches
2. Mending Wall
3. After Apple Picking

Ezra Pound:

1. from Hugh Selwyn Mauberley: E. P. Ode
2. Envoi

Wallace Stevens:

- a. The Emperor of Ice Cream
- b. The Snowman
- c. A Mythology Reflects Its Region

Sylvia Plath:

- d. Daddy
- e. Tulip

SELECT BIBLIOGRAPHY:

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Faber, 1977.

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- Lentricchia, Frank. *Robert Frost: Modern Poetics and the Landscapes of Self*. Durham, NC: Duke UP, 1975.
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Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem IV) **Subject:** English

Course: American Literature

Course Code: ENG 5404

| Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation Programme Outcomes (Pos) | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO6 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO7 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 |

Justification for the Mapping:**PO1 Research-Related Skills and Scientific temper:**

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge:

Course Outcome 1: The students get familiar with the major movements and figures of English Literature of Romantic Age, Victorian Age and Modern Age.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

PO5: Personal and professional competence:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Writing creative language involves personal and professional competence, including adaptability skills.

PO6 Self-directed and Life-long learning:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern aligns with the development of effective citizenship and ethical awareness.

PO7 Environment and Sustainability:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern align with the development of effective citizenship and ethical awareness.

PO8: Critical Thinking and Problem-solving:

Course Outcome 3: The students are exposed to the artistic and innovative use of language and they try to write creative language.

Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skill.

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**Course Structure for M.A. II English Language and Literature Teaching Paper
4.2**

2019 Pattern

| Semester | Paper Code | Title of Paper | No .of Credits |
|-----------------|-------------------|--|-----------------------|
| IV | ENG 5402 | English Language and Literature Teaching | 4 |

SYLLABUS 1(CBCS) FOR M.A. II Paper-3.2

(w.e. from June 2020)

Academic Year 2020-2021

| | |
|------------------------|---|
| Class | : M.A. II (Semester IV) |
| Paper Code | : ENG 5402 |
| Paper | :4.2 |
| Title of Paper | : English Language and Literature Teaching |
| Credit | :4 |
| No. of lectures | :60 |

Course Objectives

1. Familiarize students with theoretical and practical aspects of language and literature teaching.
2. Introduce various approaches, methods, and techniques for teaching English.
3. Address major issues in English Language Teaching (ELT) within the Indian context.
4. Enhance students' literary and linguistic competencies.
5. Analyze and interpret literary texts across different periods and genres.
6. Identify and explain literary devices.
7. Evaluate the historical and cultural contexts of literary works.

Course Outcomes

CO1: Understand the artistry and utility of the English language through literature and Basic language skills.

CO2: Develop intellectual flexibility and creativity in language and literature teaching.

CO3: Gain competence in literary and linguistic skills.

CO4: Demonstrate effective verbal and communication skills.

CO5: Evaluate sources and information effectively.

CO6: Apply critical thinking to literary analysis.

CO7: Recognize and challenge assumptions and biases.

Topics/Contents

Unit I: Study Skills and Dealing with Learners' Errors (15 lectures)

- A) Teaching note-taking and note-making, using dictionaries
- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

Unit II: Literature Teaching - I (15 lectures)

- A) Stylistic approach to the teaching of literature
- B) Information-based approach
- C) Personal-response approach and moral-philosophical approach

Unit III: Literature Teaching - II (15 lectures)

- A) Teaching poetry
- B) Teaching drama/one-act plays
- C) Teaching fiction (short/long)
- D) Teaching biography/autobiography

Unit IV: Instructional Materials and Classroom Issues (15 lectures)

- A) Material development: print and non-print materials, audio visual aids, ICT-based language teaching
- B) Major issues: Teaching English in large classes, mixed-ability students, using mother-tongue in ELT
- C) Lesson planning for literature teaching

References

- **Approaches and Methods in Language Teaching** - Jack C. Richards
- **Teaching of English** - Dr. Manju Sood
- **Teaching and Learning English** - M.L. Tickoo
- **Resisting Linguistic Imperialism in English Teaching** - Canagarajah
- **New Horizons in the Study of Language and Mind** - Noam Chomsky
- **How to Teach a Foreign Language** - Otto Jespersen
- **Language through Literature (Books 1 and 2)** - S. Landau

This structured approach ensures that students not only engage with theoretical concepts but also

TOPICS/CONTENTS:

Unit I-Study Skills and Dealing with Learners' Errors (15 lectures)

- A) Teaching of 1) Note taking and note making 2) Using dictionaries
- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

Unit II-Literature Teaching-I (15 lectures)

- A) Stylistic approach to the teaching of literature
- B) Information-based Approach
- C) Personal-Response Approach and Moral-Philosophical Approach

Unit III-Literature Teaching –II (15 lectures)

- A) Teaching of Poetry
- B) Teaching of Drama/One Act Play
- C) Teaching of Fiction(Short/Long)
- D) Teaching Biography/Autobiography

Unit IV- Instructional Materials and Classroom Issues (15 lectures)

- A) 1)Materials development: print and non-print materials
 - 2) Audio visual Aids in language teaching
 - 3) ICT-based language teaching
- B) Major Issues:
 - 1) Teaching English in Large Classes
 - 2) Teaching English to mixed ability students
 - 3) Using mother-tongue in ELT
- C) Lesson Planning for Literature Teaching

References:

Approaches and Methods in Language Teaching-Jack C. Richards-Cambridge English Press

Teaching of English-Dr. Manju Sood-Bookman Publication

Teaching and Learning English-M.L. Tickoo

Resisting Linguistic Imperialism in English Teaching-Canagarajah SOxford University Press

New Horizons in the Study of Language and Mind-Chomsky N-Cambridge University

Press

How to teach a Foreign Language-Jespersen O-London Press

Language through Literature(Book1and2)-Landau S. Oxford University Press

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A.II (Sem IV)

Subject: English

Course: English Language and Literature Teaching

Course Code: ENG 5402

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Course Outcomes | Programme Outcomes (POs) | | | | | | | | |
|-----------------|--------------------------|------|------|------|------|------|------|------|------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 |
| CO 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 1 |
| CO 3 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 1 |
| CO 4 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO 5 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO 6 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 7 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO 8 | 1 | 2 | 1 | 1 | 2 | 2 | 3 | 2 | 2 |

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 1: Students get acquainted with the terminology of English Language teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language and literature teaching.

PO2 Effective Citizenship and Ethics:

Course Outcome 4: Language theories instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO3 Social competence and communication skills:

Course Outcome 5: Literary and linguistic competence are enhanced among students.

Justification: Enhancing linguistic competence aligns with effective communication skills.

PO4 Disciplinary Knowledge:

Course Outcome 1: Students get acquainted with the major theories English language and literature teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching and learning.

PO5 Personal and professional competence:

Course Outcome 3: The students get exposure to the major theorist of language teaching

Justification: Exposure to artistic and innovative language enhances linguistic competence, aligning with personal and professional competence.

PO6 Self-directed and Life-long learning:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO7 Environment and Sustainability:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO8 Critical Thinking and Problem solving:

Course Outcome 1: Students get acquainted with the major movements and figures of English language and literature teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching.

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**Course Structure for M.A Part II Paper –
4.12019 pattern**

| Semester | Paper Code | Title of Paper | No. of Credits |
|-----------------|-------------------|---------------------------------------|-----------------------|
| IV | ENG 5401 | Indian Writing in English(Core Paper) | 4 |

Paper – 4.1 (w.e.f. June 2020)

Academic Year 2020-2021

| | | |
|------------------------|---|--|
| Class | : | M.A. II (Semester IV) |
| Paper Code | : | ENG 5401 |
| Paper | : | 4.1 |
| Title of Paper | : | Indian Writing in English (Core Paper) |
| Credits | : | 4 |
| No. of Lectures | : | 60 |

Course Objectives

1. To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation for literary works.
2. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
3. To expose students to the artistic and innovative use of language employed by writers.
4. To instill values and develop human concern in students through exposure to literary texts.
5. To enhance literary and linguistic competence of students.
6. To promote the study of Indian culture.
7. To inculcate societal norms and cultural consciousness.

Course Outcomes

CO1: Students will become acquainted with the major movements and figures of Indian Literature in English.

CO2: The syllabus will cultivate literary sensibility among students.

CO3: Students will gain exposure to the artistic and innovative use of language by writers.

CO4: Literary texts will instill and develop human concern in students.

CO5: Literary and linguistic competence will be enhanced among students.

CO6: Students will learn about cultural values.

CO7: Students will acknowledge societal norms specifically.

Topics/Contents

Unit I : Amitav Ghosh - The Shadow Lines (15 clock hours)

Unit II : Arundhati Roy - The God of Small Things (15 clock hours)

Unit III : Dom Moraes to Present Day (15 clock hours)

Dom Moraes:

1. Letter to My Mother
2. Future Plan

Nissim Ezekiel:

1. Background, Casually
2. Enterprise
3. Poet, Lover, Birdwatcher
4. Goodbye Party for Miss Pushpa T.S.

Kamala Das: *An Introduction*

A.K. Ramanujan: *Obituary* (An Anthology of Commonwealth Poetry)

Shiv K. Kumar: *Indian Women/Pilgrimage*

Jayant Mahapatra: *Dawn at Puri*

Intiaz Dharker: *Purdah I*

Syed Amanuddin: *Don't Call Me Indo-Anglian* (An Anthology of Commonwealth Poetry)

Note: Unless otherwise stated, the poems are all available in Indian English Poetry edited by Makarand Paranjape (Macmillan, 1993).

Unit IV: Mahesh Dattani - *Final Solutions* (15 clock hours)

Suggestions for Teachers

Teachers are expected to discuss the literary background, movements, important writers, and works at the beginning. The selected texts are representatives of a specific genre. Teachers are encouraged to compare and contrast these texts with their contemporaries from Indian Writing in English. The topics provided are suggested examples; other relevant topics may also be discussed.

Select Bibliography

Standard and recognized editions of textbooks and reference books may be used:

- Bhatia, Nandi (Ed.). *Modern Indian Theatre: A Reader*. New Delhi: Oxford University Press, 2009.
- Narayan, R.K. *The Bachelor of Arts*. New Delhi: Nelson, 1937.
- Singh, Khushwant. *Train to Pakistan*. Penguin Books, 1956.
- Tickell, Alex. *Arundhati Roy's The God of Small Things*. London and New York: Routledge, 2007.
- Mullaney, Julie. *Arundhati Roy's The God of Small Things: A Reader's Guide*. Continuum International Publishing Group, 2002.
- Ch'ien, Evelyn. "The Politics of Design: Arundhati Roy." In *Weird English*. Harvard University Press, 2004.
- Amitabh, Roy. *The God of Small Things: A Novel of Social Commitment*. Atlantic Publishers & Distributors, 2005.
- Sharma, R.S., and Talwar, Shashi Bala. *Arundhati Roy's The God of Small Things: Critique and Commentary*. Creative Books, 1998.
- Multani, Angelie (Ed.). *Final Solutions: Text and Criticism*. New Delhi: Pencraft International, 2009.
- Dattani, Mahesh. "Three Little Slices of Indian Urban Life." In *City Plays: Party, Avinash, Lights Out*. Calcutta and New Delhi: Seagull Books Private Limited, 2004.
- Deshmane, Chetan (Ed.). *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
- Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
- Devy, G.N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
- Mukherji, Minakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
- Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi: OUP, 1983.
- Radhakrishnan, N. *Indo-Anglian Fiction: Major Trends and Themes*. Madras: Emerald, 1984.
- Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.
- Vishwanathan, G. *Masks of Conquest: Literary Study and British Role in India*. New York: Columbia University Press, 1989.
- Iyenger, K.R.S. *Indian Writing in English*. New Delhi: Sterling Publishers, 1984.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A.II (Sem.IV)

Subject: English

Course: Indian Writings in English

Course Code: ENG 5401

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Course Outcomes | Programme Outcomes (POs) | | | | | | | | |
|-----------------|--------------------------|------|------|------|------|------|------|------|------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 |
| CO 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 |
| CO 4 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 5 | 2 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 1 |
| CO 6 | 2 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 2 |
| CO 7 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO 8 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 1: Students get acquainted with the major movements and figures of Indian Literature in English

Justification: This outcome aligns with developing comprehensive knowledge in the area of Indian Literature in English.

PO2 Effective Citizenship and Ethics:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO3 Social competence and communication skills:

Course Outcome 5: Literary and linguistic competence are enhanced among students.

Justification: Enhancing linguistic competence aligns with effective communication skills.

PO4 Disciplinary Knowledge:

Course Outcome 1: Students get acquainted with the major movements and figures of Indian Literature in English

Justification: This outcome aligns with developing comprehensive knowledge in the area of Indian Literature in English.

PO5 Personal and professional competence:

Course Outcome 3: The students get exposure to the artistic and innovative use of language of writers.

Justification: Exposure to artistic and innovative language enhances linguistic competence, aligning with personal and professional competence.

PO6 Self-directed and Life-long learning:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO7 Environment and Sustainability:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO8 Critical Thinking and Problem solving:

Course Outcome 1: Students get acquainted with the major movements and figures of Indian Literature in English

Justification: This outcome aligns with developing comprehensive knowledge in the area of Indian Literature in English.