

DEPARTMENT OF ENGLISH

SYLLABUS OF PG PROGRAMME(M.A.)



RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: <https://rdwu.ac.in>

RAMA DEVI WOMEN'S UNIVERSITY

P. G. COURSE STRUCTURE OF DEPARTMENT OF ENGLISH



RAMA DEVI WOMEN'S UNIVERSITY

BHOI NAGAR, BHUBANESWAR, ODISHA, PIN- 751022

Manjanki
26.11.23
Controller of Examinations
R.D. Women's University
Bhubaneswar

Postgraduate Department of English

Program Outcomes (POs)

PO1: Choose appropriate methods to formulate critically significant arguments and apply them effectively for writing research papers, conference presentations, etc.

PO2: Demonstrate expertise in theories and methods of English studies pertinent to the field of further research and teaching.

PO3: Develop an openness to new ideas, perspectives, and ways of thinking.

PO 4: Conduct theory-based evaluation and analysis of various literary texts

PO5: Improve skills to investigate, analyze, and synthesize information, concepts, and theories

PO6: Apply the acquired linguistic and critical skills to better understand the diversity of human experiences

PO7: Assess new ideas, perspectives, and ways of thinking from reading texts from different literary genres

PO8: Identify, design, and construct an independent approach to analyze and investigate varied social structures and power structures within and beyond the field of English studies

PO9: Acquire knowledge skills and inspiration to qualify for higher education programs like Ph. D. or aspire for teaching careers at UG and PG level

PO10: Analyze the ways in which ideas and values depicted in literary works with or contrast with those of Indian culture

Programme Specific Outcomes (PSOs)

PSO 1: The students identify, find, and use information appropriate for discussion of literature.

PSO 2: The students will be capable of interpreting and exploring relationships from the points of view of different people

PSO 3: Appreciate Indian Literature in English and explore its uniqueness and its place among literatures in English.

PSO 4: Become thorough with readings with theoretical basis.

PSO 5: Qualify NET in the subject of English

POST GRADUATE COURSE STRUCTURE

English

SEMESTER- I

Hard Core- 101: British Poetry

Hard Core- 102: British Drama

Hard Core- 103: British Fiction

Hard Core- 104: British Non-Fiction Prose

SEMESTER- II

Hard Core- 201: Literary Criticism & Theory

Hard Core- 202: Literature and Gender

Hard Core- 203: Migration Literature

Hard Core- 204: Life Writing

Core Elective- 201

A-American Literature -I

B- Indian Writing in English- I

C- Post Colonial Literature- I

Open Elective- 201: Science and Detective Fiction

SEMESTER- III

Hard Core 301: introduction to Linguistics and ELT

Hard Core 302: Odia Novels in English Translation

Hard Core 303: Literature for Children

Core Elective-1- 301

A-American Literature -II

B- Indian Writing in English- II

C- Post Colonial Literature- II

Core Elective 2- 302

A-American Literature -III

B- Indian Writing in English- III

C- Post Colonial Literature- III

SEMESTER- IV

Hard Core- 401: Writing at Work

Hard Core-402: Dalit Literature

Hard Core- 403: Dissertation

Core Elective 401

A-American Literature -IV

B- Indian Writing in English- IV

C- Post Colonial Literature- IV

Semester I

Hard Core 101

British Poetry

Course Outcomes (COs)

- CO1. comprehend varied techniques and forms of poetry
- CO2. appreciate the poem based on its rhythmic pattern and metrics
- CO3. apply the principles of literary appreciation/criticism
- CO4. analyse the poetry based on various elements of poetry
- CO5. develop their own creative/poetic skill

Unit	Authors and Texts	Credit
Unit I	John Milton: Paradise Lost, Books - 1 and 2	5
Unit II	John Donne: Valediction Forbidding Mourning John Keats: Ode on a Grecian Urn S T Coleridge: Kubla Khan	5
Unit III	Wordsworth: Prelude: Book I & 2	5
Unit IV	Alfred Tennyson: Ulysses Robert Browning: My Last Duchess	5
Unit V	Siegfried Sassoon: Dreamers, Absolution Wilfred Owen: 1914, Anthem for Doomed Youth W. B. Yeats: Leda and the Swan, A Prayer for my daughter, Sailing to Byzantium, September 1913, The Wild Swans at Coole	5

Suggested Reading:

- Bowra, Maurice. The Romantic Imagination. OUP
- Grierson, Herbert and J C Smith. A Critical History of English Poetry.
- David Daiches: Poetry and the Modern World: A Study of Poetry in England between 1900 and 1939

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	2	4	5	5	5	2	5
CO2	5	5	4	2	2	4	2	2	4	4
CO3	5	2	5	2	4	5	5	4	4	5
CO4	5	2	4	2	2	4	5	5	5	2
CO5	2	5	5	5	4	2	2	4	4	5

HC 102

British Drama

Course Outcomes (COs)

CO1. comprehend effectively different imageries and situations

CO2. understand the varied attitudes, values and ideas transmitted and dramatized in oral form

CO3. comprehend body language and facial expressions better

CO4. make critical and rational judgements

CO5. communicate with and understand others better

Unit	Authors and Texts	Credits
Unit I	William Shakespeare: King Lear	5
Unit II	AphraBehn: the Rover	5
Unit III	Oscar Wilde: The Importance of Being Earnest	5
Unit IV	John Osborne: Look Back in Anger	5
Unit V	Tom Stoppard: Indian Ink	5

Suggested Readings:

- Cohen, Michael. "On Reading 'Hamlet' for the First Time." *College Literature*, vol. 19, no. 1, 1992, pp. 48–59. JSTOR, JSTOR, www.jstor.org/stable/25111940.
- Bhatia, Nandi. "Reinventing India through a quite witty pastiche": Reading Tom Stoppard's *Indian Ink*." *Modern Drama*, vol. 52 no. 2, 2009, pp. 220-237. Project MUSE, doi:10.1353/mdr.0.0104

- Bhatia, Nandi. "Anger, Nostalgia, and the End of Empire: John Osborne's Look Back in Anger." *Modern Drama*, vol. 42 no. 3, 1999, pp. 391-400. Project MUSE, doi:10.1353/mdr.1999.0012
- Social Realistic Projections of Galsworthy's Strife
- https://www.researchgate.net/publication/285626997_Social_Realistic_Projections_of_Galsworthy's_Strife

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	5	2	4	5	2	4	5	4
CO2	5	5	5	2	5	5	4	4	2	5
CO3	5	4	4	2	4	4	5	4	4	5
CO4	5	4	4	4	2	4	2	4	4	2
CO5	5	2	4	4	4	5	4	5	4	2

HC 103

British Fiction

Course Outcomes (COs)

CO1. apply critical and theoretical approaches to the reading

CO2. identify, interpret, describe and analyse the critical ideas and themes that appear in literary and cultural texts

CO3. perform research, and critically analyse the texts from different historical periods and genres

CO4. demonstrate a broad understanding as to how different ideas and values inform and impact culture and society

CO5. evaluate and synthesize information from a variety of written and electronic sources.

Unit	Authors and Texts	Credits
Unit I	Jonathan Swift: <i>Gulliver's Travels</i> Book I & 2	5
Unit II	Charles Dickens: <i>A Tale of Two Cities</i>	5
Unit III	D H Lawrence: <i>Sons and Lover</i>	5

Unit IV	Doris Lessing: The Grass is Singing	5
Unit V	Kazuko Ishiguro: Never Let Me Go	5

Suggested Readings:

- David Lodge. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. Routledge Publication. 2002
- E M Foster: Aspects of the Novel. Edward Arnold. 1927.
- Lentz, David B. Novel Criticism: How to Critique Novels like a Novelist. Createspace Independent Pub. 2011.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	4	4	4
CO2	4	4	5	5	5	4	5	4	2	5
CO3	5	4	4	2	2	4	5	4	4	2
CO4	4	5	5	4	5	5	4	5	5	5
CO5	4	4	5	5	4	5	4	5	4	5

Hard Core 104

British NON-FICTION / PROSE

Course Outcomes (COs)

CO1. think and express critically skills like – narrative skills, analytical skills, expository skills and argumentative skills

CO2. interpret literary text and understand the significant development in the history of English Literature through prose writers.

CO3. state facts in plain and precise manner

CO4. develop their story's theme using supporting references and factual details in a convincing manner

CO5. learn to share their ideas and new learnings with reading partners

Unit	Authors and Texts	Credit
Unit I	Francis Bacon - (Essays) - Of Truth, Of Death, Charles Lamb: Dream Children: A Reverie William Hazlitt: On Going on a Journey	5
Unit II	Thomas Moore : Utopia	5
Unit III	Thomas Carlyle: On Heroes, Hero-Worship and the Heroic in History(Hero as Poet)	5
Unit IV	Robert Lynd: On Forgetting, The Pleasure of Ignorance A.G. Gardiner: On Saying Please, On the Rule of the Road	5
Unit V	Mathew Arnold: Culture and Anarchy (Chapter I)	5

Suggested readings:

- Eagleton, Terry. Literary Theory: An Introduction. Blackwell. 1996.
- David Daiches: Critical Approaches to Literature. Prentice-Hall. 1956.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	5	4	2	5	2
CO2	2	5	4	5	5	2	5	4	5	5
CO3	5	4	5	5	4	4	4	4	5	5
CO4	4	4	2	4	4	2	5	5	5	5
CO5	5	5	5	2	2	5	5	4	5	4

Semester 2

Hard Core 201

Literary Criticism and Literary Theory

Course Outcomes (COs)

- CO1. locate the changing trends in Literary Criticism and Literary Theory
CO2. compare/contrast the differences in different schools literary criticism
CO3. analyse and describe the critical ideas, values and themes
CO4. apply the various theoretical elements on my given literary text
CO5. construct a critical write up on any given text

Unit	Authors and Texts	Credit
Unit I	Jacques Derrida Deconstruction with reference to “ <i>Structure, Sign and Play</i> ” in the <i>Discourse of the Human Sciences</i>	5
Unit II	Cleanth Brooks: The Language of Paradox	5
Unit III	Roland Barthes: Death of an Author	5
Unit IV	Jean-Francoise Lyotard: “Answering the Question What is Postmodernism?” from <i>The Postmodern Condition</i>	5
Unit V	Bell Hooks: “Black Women and Feminism” from <i>Ain’t I a Woman</i>	5

Suggested Reading:

- Eagleton, Terry. *Criticism and Ideology*. New Left Books. 1976.
- Lodge, David and Nigel Wood, Ed. *Modern Criticism and Theory: A Reader*. Routledge. 2013.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	4	4	5	5	5	5	5	4	4	4
CO2	5	4	5	4	5	5	5	4	4	4
CO3	4	2	2	2	2	5	5	5	4	4
CO4	4	4	5	4	4	2	2	5	4	2
CO5	4	5	5	4	4	4	4	4	4	2

- 3 Note related: 1
- From What Related: 2
- Neutral: 3
- Moderately Related: 4
- Highly Related: 5

Hard Core 202 Literature and Gender

Course Outcomes (COs)

- CO1. describe how women’s lives have been shaped in various geographical settings
 CO2. demonstrate an understanding of the effect of socio-historical and contemporary power dynamics on women’s life and evaluate gender to be a social construct.
 CO3. develop the concepts of class, race and gender as social construct and interpret the thoughts of women lives
 CO4. comprehend the plurality of female experience in relation to gender.
 CO5. determine biases in the construction of gender and patriarchal norms.

Units	Authors and Texts	Credits
Unit I	Virginia Woolf: <i>Orlando</i>	5
Unit II	Kate Chopin – <i>The Awakening</i> Charlotte Perkins Gilman- <i>The Yellow Wall Paper</i>	5
Unit III	Rabindranath Tagore: <i>The Wife’s Letter</i> . Trans. SupriyaChaudhuri in <i>Rabindranath Tagore: Selected Short Stories</i> , edSukantaChaudhuri BinapaniMohanty: <i>Patadei</i> IsmatChughtai: <i>The Quilt</i> . Translated by M Asduddin	5
Unit IV	AudreLorde: <i>The Cancer Journals</i> . [Introduction & Unit I]	5
Unit V	Elaine Showalter: <i>Towards a Feminist Poetics</i>	

Suggested Readings:

- Sigmund Freud, “Female Sexuality” *Sexuality and the Psychology of Love*, Touchstone: 1997,184-201.
- Chandra TalpadeMohanty, “Feminist Encounters: Locating the Politics of Experience” *Feminist Theory Reader: Local and Global Perspectives*
- Hélène Cixous, “The Laugh of the Medusa” *Signs*, Vol. 1, No. 4 (Summer, 1976), pp. 875-893 Luce
- Lucy Irigaray, “When Our Lips Speak Together” *Signs*, Vol. 6, No. 1, *Women: Sex and Sexuality*, Part 2 (Autumn, 1980), pp. 69-79

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	4	5	4	4	4	2	4	2	5	4
CO2	5	5	4	5	5	4	4	2	5	5
CO3	4	5	5	5	5	4	5	4	5	4
CO4	5	4	5	5	2	4	5	4	5	5
CO5	4	2	4	4	2	4	5	4	5	4

HC 203

Migration Literature

Course Outcomes (COs)

CO1. put on the leitmotifs of the suggested texts to explore the conscientiousness of association between the 'homeland' and the 'diaspora'.

CO2. understand the contemporary relevance of migration literature

CO3. realize homeland from a diverse prism through the eyes of writers who have lived in a composite culture.

CO4. appreciate the relevance of migration literature

CO5. locate and compare varied perspectives of migration

Units	Authors and Texts	Credits
Unit I	Amitav Ghosh: <i>The Shadow Lines</i>	5
Unit II	Chimamanda Adichie: <i>The Americanah</i>	5
Unit III	Manju Kapur: <i>The Immigrant</i>	5
Unit IV	Jhumpa Lahiri: <i>Interpreter of Maladies – Interpreter of Maladies</i> , <i>Mrs Sen</i> , <i>The Third and Final Continent</i>	5
Unit V	Romesh Gunasekera: <i>Reef</i>	5

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*
- Bhabha, Homi K. *The Location of Culture*.
- Biddy Martin and Chandra Talpade Mohanty. "Feminist Politics: What's Home Got to Do with It?" *Feminist Studies/Critical Studies*. Ed. Teresa de Lauretis.
- Gisela Brinker-Gabler and Sidonie Smith, eds. *Writing New Identities: Gender, Nation, and Immigration in Contemporary Europe*.
- Salman Rushdie. "Imaginary Homelands" in *Imaginary Homelands*.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	4	4	4	4	4	4	4	4	5	5
CO3	5	5	5	5	4	4	4	5	5	5
CO4	4	4	4	4	5	5	5	5	5	4
CO5	4	4	4	5	5	5	5	5	5	5

HC 204

Life Writing

Course Outcomes (COs)

CO1. identify the form and characteristics of biography and autobiography and other forms of life writing.

CO2. compare the strategy used by the writers to narrate his/her life narrative

CO3. have an insight into how successful people face multiple challenges and the process that create their identity.

CO4. appreciate the genre for its complexities and intricacies.

CO5. measure and appraise the selected texts vis -a - vis their context and socio political and cultural background.

CO6. give a first-hand account into the life of the famous personalities to have a better insight into how their experiences have shaped them as a person. (understanding)

Units	Authors and Texts	Credits
Unit I	Lytton Strachey: Queen Victoria: A Life	5
Unit II	Mahatma Gandhi, Autobiography or the Story of My Experiments with Truth, Part I, Chapters 1 to 8	5
Unit III	Maya Angelou: I know Why the Caged Bird Sings	5
Unit IV	Jean Sasson: Princess	5
Unit V	Revati: The Truth About Me: A Hijra Life	5

Suggested Reading:

- Anderson, Linda. *Autobiography*. Taylor and Francis. 2011
- Pascal, Ray. *Design and Truth in Autobiography*. Routledge. 1960.

- Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide of Interpreting Life Narratives*. Print Publication 2002. Minnesota Scholarship Online: August 2015

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	2	4	4	2	4	5	4	4	4	5
CO2	2	4	2	4	4	2	4	4	4	4
CO3	4	4	2	2	2	4	4	4	4	5
CO4	2	4	2	4	4	4	4	4	4	4
CO5	4	4	4	5	4	5	5	4	4	5

Core Elective 201

A

American Literature -I

Course Outcomes (COs)

CO1. The concerned teacher would provide a reading list at the beginning of the semester.

CO2. Understand the culture and history of America through major literary works.

CO3. Discover how American Literature make sense of the world through their works.

CO4. American dream to be an evolving mythology

CO5. Demonstrate the concept of the American dream of 19th and 20th century
(Apply)

Units	Authors and Texts	Credits
Unit 1	Crevecoeur: 'What is an American?' in Letters from an American Farmer	5
Unit II	Thomas Paine: Common Sense	5
Unit III	The Significance of the Frontier in American History	5
Unit IV	Benjamin Franklin: Autobiography	5
Unit V	James Fenimore Cooper: The Last of the Mohicans	5

Suggested Reading

To be provided by the teacher

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	4	4	5	4	4	5	4	5	4	5
CO3	2	2	4	4	4	5	4	2	2	5
CO4	4	4	4	5	4	4	5	5	2	4
CO5	5	4	5	5	5	5	4	4	5	5

B

Indian Writing in English- I

Course Outcomes (COs)

- CO1. Demonstrate the various features of Indian Writing in English.
 CO2. Defend the pluralistic aspect of Indian culture and society.
 CO3. Associate Indian culture via the English Language
 CO4. Quote the work of significant Indian writers of poetry and Drama
 CO5. Design in order to demonstrate different Literary cultures in relation to Dharma

Units	Authors and Texts	Credits
Unit I	Bhakti Movement and History of Indian English Literature	5
Unit II	Songs of Saints of India Ravi Das: "Your name" (p 27) Kabir: "Pundit, so well read, go ask God" (p 57) Tulsidas- The Fire Of... (p 163) Guru Nanak – "By Order" (p 79) Surdas – "Radha is lost" (p 107) Mirabai – "I am colored with the color of dusk"	5
Unit III	The Travels of Dean Mahomet [Dedication; Letters: 1,2,3,8, 12, 13,14&15]	5
Unit IV	Toru Dutt – "Our Casuarina Tree" Henry Lois Derozio – Sonnets: "Fair Lady I was but a minstrel boy"; "To the Rising Moon." R N Tagore – "Paper Boats"; "On the Nature of Love"	5
Unit V	Bankim Chandra: Rajmohan's Wife	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	4	4	4	5	5	5
CO2	5	5	5	5	5	5	4	4	4	5
CO3	5	5	5	5	5	5	4	5	4	5
CO4	4	4	4	5	4	4	4	4	5	5
CO5	4	4	4	4	5	4	5	5	5	5

- 3 Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

Postcolonial Literature - I

Course Outcomes (COs)

CO1. Understand how colonial power operated to construct spaces of governance and subjects to govern.

CO2. get a more detailed knowledge of colonialism.

CO3. share the analysis of colonial process of knowledge-making to contemporary situations.

CO4. Critically analyse the text and relate to other spaces and time periods.

CO5. have a wide and thorough understanding of colonialism 19th and 20th century.

Units	Authors and Texts	Credits
Unit 1	Partha Chatterjee: The Nation and its Fragments 2 essays “Women and the Nation”; “The Nation and the Woman”	5
Unit II	Ashis Nandy: The Intimate Enemy: The Loss and Recovery of Self in Colonialism The Psychology of Colonialism: Age, Sex and Ideology in British India, The Post-colonial Views of India and the West	5
Unit III	Ashis Nandy: The Intimate Enemy: The Loss and Recovery of Self in Colonialism The Uncolonized Mind: The Postcolonial views of India and the West	5
Unit IV	Nayantara Sahgal: The Schizophrenic Imagination Gayatri Spivak: “Can the Subaltern Speak?”	5

Unit V	Mahatma Gandhi: Passive Resistance and Education, in Hind Swaraj and Other Writings of Anthony J Parel, pp 88-105 B R Ambedkar: Dr Ambedkar's Speech at Mahad, in <i>Poisoned Bread</i> . Ed. Arjun Dangle	5
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Suggested Reading:

- Harish Trivedi. "India and Post-colonial Discourse" in Interrogating Post-colonialism: Theory: Text and Context. Ed. Harish Trivedi and Meenakshi Mukherjee
- ArvindMelhotra: History of Indian Literature in England.
- Dennis Walden. "Indo-Anglican Fiction: Narayan and Sahgal." Postcolonial Literatures in English: English, Language, Theory.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	5	4	4	5	4	4	5	4	5	5
CO2	2	2	4	4	5	5	5	5	5	5
CO3	5	5	5	5	5	5	5	5	5	5
CO4	2	2	4	4	4	5	5	5	5	5

Open Elective 201

Science and Detective Fiction

Course Outcomes (COs)

CO1. correlate to concepts in science and Literature to address complex environmental issues

CO2. understand the elements of detective fiction as a literary genre

CO3. understand the elements of Science fiction as a literary genre

CO4. analyse how science and humanities are correlated

CO5. conceptualize the concepts of time travel and dystopia

Units	Authors and Texts	Credits
Unit I	Mary Shelley: Frankenstein	5
Unit 2	Arthur Canon Doyle: The Hound of Baskervilles	5
Unit 3	HG Wells: The Time Machine	5
Unit 4	Agatha Christie: Murder on the Orient Express	5

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	5	4	5	5	5	4	5
CO2	4	4	4	5	4	5	5	5	5	5
CO3	4	5	5	5	5	5	5	5	5	5
CO4	4	5	5	5	5	4	5	4	5	4
CO5	4	4	4	4	5	5	5	5	5	5

Semester III

Hard Core 301

Introduction to Linguistics and ELT

Course Outcomes (COs)

- CO1. stimulate intellectual curiosity in the theories of linguistics.
- CO2. Comprehend the complexity of language as a communication system
- CO3. Recapitulate the concepts, theories and methodologies used by linguistics.
- CO4. compose freely and independently in speech and writing.
- CO5. Develop the linguistic aptitude that enables them to be conscious of the cultural and social issues.

Units	Authors and Texts	Credits
Unit I	Defining Linguistics: changes in definitions and shifts in focuses objectives of linguistics studies in the present-day context; Language as a tool for communication vs language as communication	5
Unit II	Branches of Linguistics studies: Descriptive and Prescriptive Linguistics, theoretical linguistics, psycholinguistics, neurolinguistics, sociolinguistics, computational linguistics, Artificial Intelligence	5
Unit III	Theoretical Bases, Approaches and Techniques of Skills Development- Theories of Reading skills/Techniques of Reading skills development	5

Unit IV	Word Accent: Syllables and stress; primary and secondary stress in languages and Intonation: Patterns of Intonation; correspondence between Intonation change and meaning change, tone, tonality, rhyme and rhythm	5
Unit V	Syntax, Semantics and Pragmatics, Discourse analysis	5

Suggested Reading:

Sarbijit Biswas. Language Analysis

RA Hudson. Sociolinguistics

H H S Lern. Fundamental concept of Language teaching (O U P)

F R Palmer. Semantics

William B M C Grogor . Linguistics: An Introduction

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	4	4	5	5	5	5
CO2	4	4	5	4	5	4	5	4	5	5
CO3	5	5	4	5	5	4	5	4	4	5
CO4	5	5	5	5	5	4	4	5	5	5
CO5	4	4	4	5	5	5	4	2	2	5

Hard Core 302

A

Odia Novels in English Translation

Course Outcomes (COs)

CO1. read best fiction of Odia in Literature (Understand)

CO2. generate a broadwise vision of life through Odia Literary text. (Apply)

CO3. appreciate the rich cultural heritage of Odisha

CO4. appreciate the literary tradition of Odisha

CO5. to broaden their vision of the self and the Other

Units	Authors and Texts	Credits
Unit 1	Fakir Mohan Senapati: Six Acres and a Third	5
Unit 2	GopinathMohanty: The Ancestors	5
Unit 3	K.C Panigrahi: Born of the Soil	5
Unit 4	Chandrasekhar Rath: Astride the Wheel (trans. Jatindra K Nayak)	5
Unit 5	Akhila Nayak: Bheda	5

Suggested Reading

- Susan Bassnet and Harish Trivedi (eds). *Postcolonial translation: Theory and Practice*. Routledge.1998.
- Paul St. Pierre and PrafullaKar. *In Translation: Reflections, Refractions, Transformations*.Pencraft International. Pencraft International. 2015.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	4	2	5	4	5	4	5	4	4	5
CO2	4	4	4	4	4	5	5	5	5	5
CO3	4	4	4	4	4	4	4	5	4	5
CO4	5	4	5	5	4	4	4	4	5	5
CO5	5	5	5	4	4	5	4	5	4	4

Hard Core - 303

A

Literature for Children

Course Outcomes (COs)

CO1. acquaint with children literature as a specific genre

CO2. interpret literature from a child's point of view and appreciate psychology of a child

CO3. familiarise with intercultural and international issues of children across the globe

CO4. understand the cognitive, social emotional and aesthetic development of a child with emergence of children’s literature through ages

CO5. differentiate values of the adult world and those of the children’s world

Units	Authors and Texts	Credits
Unit I	Lewis Carrol: Alice in the Wonderland	5
Unit II	Ruskin Bond: Dust on the Mountain	5
Unit III	William Saroyan: My Name is Aram	5
Unit IV	Lucy Maud Montgomery: Anne of Green Gables	5
Unit V	Vikram Seth: Beastly Tales from Here and There (The Eagle and the Beetle; The Monkey and the Crocodile	5

Suggested Readings:

Peter Hunt. Criticism, Theory and Children’s Literature. Basil Blackwell.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	5	4	5	5	5	5	5	5	5	5
CO2	4	5	5	4	5	5	5	5	4	5
CO3	2	5	5	2	5	5	4	4	4	5
CO4	4	4	4	4	4	4	5	5	5	5
CO5	4	4	4	4	5	4	4	5	5	2

Core Elective 301

A

American Literature -II

Course Outcomes (COs)

CO1. demonstrate the concept of the American dream of 19th and 20th century

CO2. understand the culture and history of America through major literary works.

CO3. discover how American Literature make sense of the world through their works.

CO4. develop an understanding of American dream to be an evolving mythology

CO5. respect the cultural differences among nations and widen a broader perspective towards the world as a whole

Units	Authors and Texts	Credits
Unit I	Nathaniel Hawthorne: The Scarlet Letter	5
Unit II	Ralph W, Emerson 'The American Scholar', in The Complete Essays and Other Writings of Ralph Waldo Emerson	5
Unit III	Arthur Miller: Death of a Salesman Herman Melville: Barterlby the Scrivener	5
Unit IV	Ernest Hemingway: Farewell to Arms	5
Unit V	Emily Dickinson: Selected Poems: I Measure every grief I Meet, Because I Could Not Stop for Death, My Life had stood –A Loaded Gun,Rearrange a wife's affection, I Taste a Liquor Never Brewed	5

Suggested Reading

- The concerned teacher would provide a reading list at the beginning of the semester.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	5	5	5	5	5
CO2	4	2	4	5	4	5	5	4	5	4
CO3	5	5	5	5	5	5	5	5	5	5
CO4	4	4	5	5	5	5	5	5	4	5
CO5	5	4	4	5	5	5	4	5	5	5

B**Indian Writing in English- II****Course Outcomes (COs)**

- CO1. demonstrate the various features of Indian Writing in English.
 CO2. defend the pluralistic aspect of Indian culture and society.
 CO3. associate Indian culture via the English Language
 CO4. quote the work of significant Indian writers of poetry and Drama
 CO5. design in order to demonstrate different Literary cultures in relation to Drama

Units	Authors and Texts	Credits
Unit I	RamchandraGuha: First two chapters from Makers of Modern India	5
Unit II	Kamala Das: The Freaks, The Sunshine Cat; An Introduction Nissim Ezekiel: Background, Casually Enterprise, Poet, Lover, Bird Watcher A K Ramanujan: A River Of Others, Among Other Things	5
Unit III	Amrita Pritam: Pinjar: The Skeleton (trans. Khushwant Singh)	5
Unit IV	GirishKarnard: Hayavadana	5
Unit V	APJ Abdul Kalam: My Journey	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	5	5	4	5	5	5	5	5
CO2	2	4	4	4	4	4	4	4	4	4
CO3	4	4	4	4	4	4	4	4	4	4
CO4	2	4	4	4	4	4	4	4	4	4
CO5	4	5	5	5	4	4	4	5	5	5

Postcolonial Literature - II

Course Outcomes (COs)

CO1. thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.

CO2. to achieve a detailed knowledge of colonialism.

CO3. share the analysis of colonial process of knowledge-making to contemporary situations.

CO4. critically analyse the text and relate to other spaces and time periods.

CO5. have a wide and thorough understanding of colonialism 19th and 20th century.

Units	Authors and Texts	Credits
Unit I	Jean Rhys: Wide Sargasso Sea	5
Unit II	Chinua Achebe: Things Fall Apart	5
Unit III	Derek Walcott: Dream on Monkey Mountain	5
Unit IV	Frantz Fanon: Black Skin, White Masks	5
Unit V	Ngugiwa Thiango: A Grain of Wheat	5

Suggested Reading

- The concerned teacher would provide a reading list at the beginning of the semester.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	4	5	5	5	5	5	4	5	5	5
CO2	5	4	5	4	5	4	5	4	4	5
CO3	5	4	5	5	5	5	5	5	5	5
CO4	5	5	5	5	5	5	5	5	5	5
CO5	4	4	4	5	4	5	4	5	4	5

Core Elective 2

Core Elective

CE 302

A

American Literature – III

Course Outcomes (COs)

CO1. Comprehend the totality of the American experience

CO2. Understand the culture and history of America through major literary works

CO3. Discover how the works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts

CO4. Develop an understanding of the American dream to be an evolving mythology

CO5. Respect the cultural differences among nations and widen a broader perspective towards the world as a whole

Units	Authors and Texts	Credits
Unit 1	Mark Twain: Adventures of Huckleberry Finn	
Unit 2	Tennessee Williams: A Street Car Named Desire	
Unit 3	F. Scott Fitzerld: The Great Gatsby	
Unit 4	Harper Lee: To Kill a Mocking Bird	
Unit 5	Walt Whitman: Song of Myself [1,5,6,14,16]	

Suggested Reading

- Bradbury, Malcolm. The Modern American Novel. Oxford: University Press, 1983. Print.
- Braxton, Joanne M. Black Women Writing Autobiography. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. After The Fall: American Literature Since 9/11. Chichester, West Sussex: Wiley Blackwell, 2011. Print.
- Mathews, John T. A Companion to the Modern American Novel 1900-1950. Malden, MA: Wiley Blackwell, 2009. Print.
- Wong, Shawn. Asian American Literature. New York: Harper Collins, 1996. Print.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	4	4	4	4	4
CO2	4	4	4	4	4	5	5	5	5	5
CO3	2	4	5	2	4	5	2	5	5	5
CO4	4	4	4	4	4	5	5	5	5	5
CO5	4	5	4	5	5	5	4	4	5	5

B

Indian Writing in English – III

Course Outcomes (COs)

- CO1. Demonstrate the various features of Indian Writing in English.
 CO2. Defend the pluralistic aspect of Indian culture and society.
 CO3. Associate Indian culture via the English Language
 CO4. Quote the work of significant Indian writers of poetry and Drama
 CO5. Design in order to demonstrate different Literary cultures in relation to Drama

Units	Authors and Texts	Credits
Unit 1	Bhisam Sahani: Tamas	
Unit 2	Khuswant Singh: Train to Pakistan	
Unit 3	Iqbal Poems: A mother's Dream, A Child's prayer	

	Jibananda Das: I Have Seen Bengal's face Taslima Nasreen: Denial	
Unit 4	Urvashi Butalia: The Other Side Of Silence (First Three Stories)	
Unit 5	Mahesh Dattani: Dance Like a Man	

Suggested Reading

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- Mehrotra, Arvind Krishna (ed.). *A History of Indian Literature in English*. New York: Columbia University Press, 2003. Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi.

Columbia University Press, 2003. Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	5	4	2	4	4	4	4	4
CO2	5	5	5	5	5	4	2	4	5	4
CO3	5	5	5	5	5	5	5	5	5	4
CO4	4	4	4	4	4	5	5	5	5	4
CO5	2	4	4	4	4	5	5	5	5	5

C

Postcolonial Literature- III

Course Outcomes (COs)

CO1. Thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.

CO2. To achieve a detailed knowledge of colonialism

CO3. Analysis of colonial process of knowledge-making to contemporary situations.

CO4. Critically analyse the text, and relate to other spaces and time periods.

CO5. Have a wide and thorough understanding of colonialism 19th and 20th century.

Units	Authors and Texts	Credit
Unit 1	Edward Said: Introduction to Orientalism	5
Unit 2	Frantz fanon: "On National Culture" HomiBhaba: "The Other Question"	5
Unit 3	EM Foster: A Passage to India	5
Unit 4	JM Coetzee: Disgrace	5
Unit 5	Salman Rushdie: The Jaguar's Smile	5

Suggested Reading

- Amin, Samir. Imperialism and Unequal Development. New York: Monthly Review Press, 1977.
- Ashcroft, Bill, Gareth Griffin and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literature. London: Routledge, 1989.
- Bhabha, Homi K, ed. Nation and Narration. London: Routledge, 1990.
- Chatterjee, Partha. "Nationalism as a Problem." Nationalist Thought and the Colonial World: A Derivative Discourse? Tokyo and London, Zed Books for United Nations University.
- Gilbert, Sandra and Susan Gubar. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. New Haven: Yale University, 1979.
- Guha, Ranajit. Subaltern Studies: Writings on South Asian History and Society. New Delhi: Oxford University Press, 1983.
- Kachru, Braj B. The Other Tongue: English Across Cultures. Chicago: University of Illinois Press, 1982.
- Thiong'o, NgugiWa. Writers in Politics: A Re-engagement with Issues of Literature and Society. London: Heinemann, 1981.
- Thiong'o, NgugiWa. "The Language of African Literature." Decolonizing the Mind: The Politics of Language in African Literature. London: James Curry, 1981.

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	5	4	4	5	4	5	5	5	5	5
CO2	5	4	4	5	5	5	5	5	4	5
CO3	5	4	5	5	5	5	5	5	5	5
CO4	5	5	4	5	4	5	4	5	5	5
CO5	5	5	5	5	5	5	5	5	5	5

SEMESTER - IV

Hard Core 401

A

Writing at Work

Course Outcomes (COs)

CO1. understand the value of effective communication in organisational context

CO2. equip them with skills of relationship and team building through the tools of communication

CO3. reach out to potential employees through preparation of resume and business letters.

CO4. critically engage with aspects of popular media through review of films and books

CO5. Perform workplace writing in networked environments for management contexts

Units		Credits
Unit 1	Mechanics of Good Writing: Plain and Bias-free English, Formal and Informal Style; Coherence and Cohesion; Subject-Verb Agreement, Punctuation, Tense and Aspects	5
Unit 2	Writing Paragraphs, Business Letters; Business Reports; Memos; Business Proposals	5
Unit 3	Applying for a Job: Writing CV and Covering Letter	5
Unit 4	Writing a book review; writing film review; Do's and Don't of Oral Presentation	5
Unit 5	Writing for the Print Media; Writing for Broadcast	5

Suggested Reading

Leech, Geoffery, The Meaning and the English Verb.

Stone, Hurdle. Hurdlestone

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	4	4	5	5	5	5	5
CO2	4	5	5	5	5	5	2	5	5	5
CO3	5	5	5	5	5	5	5	5	5	5
CO4	4	4	4	4	4	5	5	5	5	5
CO5	5	5	5	5	5	5	5	4	4	4

Hard Core 402

Dalit Literature

Course Outcomes (COs)

CO1. interpret the socio-political and historical context in which Dalit literature evolved

CO2. demonstrate the contemporariness and relevance of Dalit literature

CO3. illustrate Dalit aesthetics and involve in critical engagement

CO4. compare and contrast the challenges of Dalit literature with the mainstream literary conventions

CO5. comprehend gender and marginalisation colour and add meaning to personal narratives of Dalits.

Units	Authors and Texts	Credits
Unit I	JyotiraoPhule: Gulamgiri (English Translation Slavery)	5
Unit II	Gopal Guru: "Dalit Women talk Differently" SharmilaRege "Dalit Feminist Standpoint"	5
Unit III	Bama: Sangati	5
Unit IV	OmprakashValmiki: Joothan	5
Unit V	Baby Kamble: The Prisons We Broke	5

Suggested reading:

- Limbale, Sharan Kumar. *The Outcaste*. OUP. 2007
- Raj Kumar. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan. 2011.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	5	5	5	5	5	4	4	4
CO2	5	5	5	5	5	5	5	5	5	4
CO3	5	5	5	5	4	5	4	5	4	5
CO4	5	5	5	5	5	4	5	5	4	5
CO5	5	5	5	5	5	5	5	5	5	5

Hard Core 403

Dissertation

Course Outcomes (COs)

CO1. defend different literary works in order to defend their dissertation

CO2. outline their thoughts to writing

CO3. demonstrate the convention of academic writing correctly

CO4. illustrate data collected from different sources

CO5. formulae research questions correctly

A) Research Methodology:

1. Meaning of research, objectives of research, types of research; criteria of good research, research problem: definition and importance.

2. Methods of Data Collection: Collection of primary data, observation method, interview method, survey vs. experiment.

3. Different Style Sheets: MLA; APA etc; footnotes, endnotes, citation, references, bibliography; difference between footnote and bibliography entries.

4. Research Paper Writing: Students will be required to write a 1000-word paper using necessary academic paraphernalia as studied in 4 units above. The topic for the paper will be decided in consultation with the teacher concerned

B) DISSERTATION

Each student will prepare a dissertation in about 4000 (approximately) on a topic of Literary and Critical interest, under the supervision of a teacher.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	5	5	5	4	4	4	4	4
CO2	4	5	4	4	4	4	5	5	4	4
CO3	4	4	4	5	5	4	4	4	4	4
CO4	5	5	5	5	5	2	2	2	2	2
CO5	5	5	5	5	5	5	5	5	5	5

Core Elective 401

A.American Literature (AL)

Course Outcomes (COs)

CO1. understand the culture and history of America through major literary works.

CO2. discover how American Literature make sense of the world through their works.

CO3. comprehend the multicultural aspect of America

CO4. develop an understanding of the American ethnicity

CO5. respect the cultural differences among nations and widen a broader perspective towards the world as a whole

Units	Authors and Texts	Credits
Unit 1	Langston Hughes: 'Madam's Calling Cards', 'Madam and the Census Man', 'The Negro Speaks of Rivers', 'Theme for English B', 'Harlem', in Selected Poem	5
Unit 2	Saul Bellow: The Victim	5
Unit 3	Silko: Ceremony	5
Unit 4	Amy Tan: Where the past Begins: A Writer's Memoir	5
Unit 5	Toni Morrison: The Bluest Eye	5

Suggested Reading

Duvall, John N. The Cambridge Companion to American Fiction After 1945. Cambridge: Cambridge University Press, 2012. Print.

MacGowan, Christopher J. *The Twentieth-Century American Fiction Handbook*. Chichester, West Sussex: Wiley-Blackwell, 2011. Print.

Zilboorg, Caroline. *American Prose and Poetry in the Twentieth Century*. Cambridge: CUP, 2000. Print.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	4	4	4	4	4	5	5	5	5	5
CO3	4	5	5	5	5	4	5	5	5	5
CO4	5	5	5	5	5	4	4	4	4	5
CO5	5	5	5	5	5	5	5	5	5	5

B

Indian Writing in English

Course Outcomes (COs)

CO1. demonstrate the various features of Indian Writing in English.

CO2. defend the pluralistic aspect of Indian culture and society.

CO3. associate Indian culture via the English Language

CO4. quote the work of significant Indian writers of poetry and Drama (Remember)

CO5. design in order to demonstrate different Literary cultures in relation to Drama(Create)

Units	Authors and Texts	Credits
Unit 1	Anita Desai: <i>Fire on the Mountain</i>	5
Unit 2	H.L.V.Derozio: “Freedom to the Slave”, “The Orphan girl” Jayanta Mahapatra: “The Abandoned British Cemetery at Balasore” “The Captive Air at Chandipur-on-Sea”	5
Unit 3	Mahasweta Devi: <i>Breast Stories</i> (3 stories)	5
Unit 4	Chitra Banerjee Divakurani: <i>Palace of Illusions</i>	5
Unit 5	Vijay Tendulkar: <i>Silence! The Court is in session</i>	5

Suggested Reading

- Raja Rao. "Foreword to Kanthapura." New Delhi: OUP, 1989. V-vi.
- Salman Rushdie. "Commonwealth Literature Does Not Exist." In *Imaginary Homelands*. 61-70.
- Meenakshi Mukherjee. "Divided by Common Language." In *The Perishable Empire*. 187-203.
- Bruce King. "Introduction." In *Modern Indian Poetry in English*. 1-10.
- Pankaj Mishra. "R K Narayan". *History of Indian Literature in English*. 193-208

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	4	5	4	5	4
CO2	5	5	5	5	5	5	5	5	5	5
CO3	4	5	5	4	4	4	5	5	5	5
CO4	4	5	5	5	5	5	5	5	5	5
CO5	5	5	5	5	5	5	5	5	5	5

C

Postcolonial Literatures in English (PoCoL)

Course Outcomes (COs)

CO1. understand how colonial power operated to construct spaces of governance and subjects to govern.

CO2. acquire a more detailed knowledge of colonialism.

CO3. share the analysis of colonial process of knowledge-making to contemporary situations.

CO4. critically analyse the text and relate to other spaces and time periods.

CO5. Have a wide and thorough understanding of colonialism 19th and 20th century.

Units	Authors and Texts	Credits
Unit 1	Oswald M Mtshali: Sounds of a Cow hide Drum: poems Selected poems: Sounds of the Cow Hide Drum, Portrait of a Loaf of Bread, The Shepherd and his Flock, Men in Chains, Boy on a Swing, Always a Suspect	5
Unit 2	Chimamanda Ngozi Adichie: Two select stories from A Thing Around My Neck: “A Thing Around Your Neck”, “Cell”	5
Unit 3	Joseph Conrad: Heart of Darkness	5
Unit 4	Nadine Gordiner: July’s People	5
Unit 5	Salman Rusdie: The Jaguar’s Smile	5

Suggested Reading:

- The concerned teacher would provide a reading list at the beginning of the semester.

Suggested Reading:

- Diana Brydon and Helen Tiffin. *Decolonising Fictions*.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*.
- Barbara Bush, *Imperialism and Postcolonialism (History: Concepts, Theories and Practice)*, Longmans, 2006,
- E. J. Hobsbawm, *On Empire: America, War, and Global Supremacy*, Pantheon Books, 2008,
- Edward Said, *Culture and Imperialism*, Vintage Books, 1998,

MAPPING OF COURSE OUTCOMES (COs) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P09	PO10
CO1	4	4	5	5	5	5	5	5	5	5
CO2	5	5	5	5	4	4	4	4	4	4
CO3	5	5	5	5	5	5	5	5	5	4
CO4	5	5	5	4	5	4	5	4	5	5
CO5	5	4	4	5	5	5	5	5	5	5

- 3 Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5