

ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)

CHENNAI– 600 008

DEPARTMENT OF ENGLISH

SYLLABUS



CHOICE BASED CREDIT SYSTEM

OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2018-19)

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RULES AND REGULATIONS – UG

1.Eligibility for Admission:

Candidates for admission to the first year of the **Degree of English Literature** course shall be required to have passed the Higher Secondary Examinations conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Syndicate of the University of Madras.

2.Eligibility for the Award of Degree:

A candidate shall be eligible for the award of the Degree only if she has undergone the prescribed course of study for a period of not less than three academic years and should have passed the examinations of all six semesters prescribed.

3. Course of Study with Credits:

The main subjects of study for Bachelor's Degree shall consist of the following:

| S. No. | Paper | No. of Papers | Credits | Total Credits |
|---------------|-----------------------------------|----------------------|----------------|----------------------|
| 1. | Part I Language | 4 | 3 | 12 |
| 2. | Part II Foundation English | 4 | 3 | 12 |
| 3. | Part III Core Subjects | 15 | 4 | 60 |
| | Allied Subjects | 4 | 5 | 20 |
| | Elective | 3 | 5 | 15 |
| 4. | Part IV Soft Skills | 4 | 3 | 12 |
| | Non Major Elective | 2 | 2 | 4 |
| | Environmental Studies | 1 | 2 | 2 |
| | Value Education | 1 | 2 | 2 |
| 5. | Part V Extension Activity | | 1 | 1 |
| | | | Total | 140 |

4. Passing Minimum: A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if she secures NOT LESS THAN 40% of the marks prescribed for the examination.

5. Classification of Successful Candidates:

Successful candidates passing the examination and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 per cent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively. All other successful candidates shall be declared to have passed the examination.

Candidates who pass all the examinations (Part I, II, III and IV) prescribed in the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.

6. Question Paper Pattern:

Unless and otherwise specified in the syllabus for each paper, the pattern of question paper shall be as follows:

| COMPONENT | NATURE OF THE QUESTION | MAXIMUM MARKS |
|-----------|--|-------------------|
| Part A | Short answers | 2 x 5 = 10 Marks |
| Part B | Comprehension and presentation | 6 x 5 = 30 Marks |
| Part C | Critical analysis, appreciation and evaluation | 3 x 20 = 60 Marks |

Part A : Five questions to be answered out of six

Part B : Five questions to be answered out of eight

Part C : Three questions to be answered out of five

RULES AND REGULATIONS - PG

1. Eligibility for Admission:

Candidates for admission to the first year of the Postgraduate Degree programme of English shall be required to have passed 1. B.A. Degree Examination of the Madras University with Branch XII- English as the main subject of study or 2. B.A. or B.Sc. Degree Examinations with part II English or 3. An examination of other Universities accepted by the Syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. Degree Examination of this University in this branch in the affiliated colleges/ departments of this University.

2. Eligibility for the Award of Degree:

A candidate shall be eligible for the award of the Degree only if she has undergone the prescribed course of study for a period of not less than two academic years, passed the examinations of all four semesters prescribed.

3. Course of Study:

| S. No. | Paper | No. of Papers | Credits | Total Credits |
|---------------|--------------------------------------|----------------------|----------------|----------------------|
| 1 | Core Subjects | 15 | 4 | 60 |
| 2 | Soft Skills | 4 | 2 | 8 |
| 3 | Internship | | 2 | 2 |
| 4 | Elective Subjects | 5 | 3 | 15 |
| 5 | Extra Disciplinary Elective Subjects | 2 | 3 | 6 |
| | | | Total | 91 |

4. Passing Minimum:

A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 50% of the marks prescribed for the examination.

5. Classification of Successful Candidates:

Successful candidates passing the examination and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively.

Candidates who pass all the examinations prescribed in the course in the FIRST ATTEMPT ALONE are eligible for ranking.

6. Question Paper Pattern: The pattern of question papers shall be as follows:

| COMPONENT | NATURE OF THE QUESTION | MAXIMUM MARKS |
|-----------|--|------------------|
| Part A | Comprehension and presentation | 5 x 8 = 40 Marks |
| Part B | Critical analysis, appreciation and evaluation | 3 x 20 =60 Marks |

Part A : Five questions to be answered out of eight

Part B : Three questions to be answered out of five

PROGRAMME EDUCATIONAL OBJECTIVES: UG

On obtaining an undergraduate degree, the students will be able to:

PEO1: Apply and advance the knowledge and skills acquired, to become a creative professional in their chosen field.

PEO2: Engage in self- directed continuous learning, aimed at global competency, which will promote professional and personal growth.

PEO3: Develop management skills and entrepreneurial skills, by harnessing core competencies tempered by values and ethics.

PEO4: Work towards achieving economic and social equity for women through application of relevant knowledge.

PEO5: Contribute to promoting environmental sustainability and social inclusivity.

PROGRAMME EDUCATIONAL OBJECTIVES: PG

The programme aims at producing graduates who will be able to:

PEO1: Display higher order thinking in the knowledge domain and demonstrate professional skills.

PEO2: Contribute to the advancement and application of relevant knowledge by self-directed learning.

PEO3: Extend and integrate knowledge and skills to design and develop novel products and explore innovative solutions to national and international goals of development.

PEO4: Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all sphere of activity.

PEO5: Strive for social and economic equity based on the need for gender parity and ecological sustainability.

PROGRAMME EDUCATIONAL OBJECTIVES: M.PHIL

On obtaining a research degree, the scholar will be able to:

PEO1: Demonstrate advanced domain knowledge competencies and display high order discerning and synthesizing capabilities to address local, regional and national concerns through innovative well researched solutions.

PEO2: Continue to serve the community of professionals and experts as both independent and team player with a strong grounding in ethics, inclusivity, gender parity and environmental sustainability.

PROGRAMME OUTCOME (PO)

1. Apply the knowledge gained through the study of humanities to address Political, Socio- economic and gender issues.
2. Critically engage with history, linguistic, culture, economy, inclusivity and environment.
3. Aid in the application of mathematical, statistical and econometric tools in solving realistic economic problems.
4. Inculcate skills to evaluate, innovate and integrate the contemporary issues and motivate further learning.
5. Enhance their ethical values, communicative skills and employability skills.
6. Gain quality education, global in perspective to contribute towards holistic development.

PROGRAMME SPECIFIC OUTCOME (PSO) -B.A. ENGLISH

Upon completion of the programme, the graduate will be able to:

PSO 1: Read and interpret various literary texts focussing on themes, generic conventions, historical contexts, linguistic and stylistic variations and innovations.

PSO 2: Demonstrate effective communication skills - listening, speaking, reading and writing

PSO 3: Analyse texts, evaluate ideas and apply critical concepts and categories with clarity.

PSO 4: Work independently in terms of reading literary and critical texts and situate one's own reading, be aware of one's position in terms of society, religion, caste, region, gender and politics, to be self-reflexive and self-questioning.

PSO 5: Read values inherited in texts *viz a viz*, the environment, religion and spirituality to discern and respect difference to transcend binaries.

PSO 6: Use digital sources and digital resources for presentation.

PSO 7: Transfer critical reading skills to other domains of one's life and work.

PSO 8: Seek employment in the preferred field of interest and pursue higher education.

PROGRAMME SPECIFIC OUTCOME (PSO) – M.A. ENGLISH

Upon completion of M.A. English, students will be able to:

PSO 1: Identify texts relating to society, culture, ethnicity and ecology of Literature.

PSO 2: Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

PSO 3: Identify and extend the impact of ideas, values and themes in literature in the society.

PSO 4: Apply the research writing skills into completing a project exhibiting core competency and nuance of Literature.

PSO 5: Gather, evaluate and synthesize information from a variety of linguistic, literary, language teaching theories and texts.

PSO 6: Evaluate texts of English teaching skills to improve competency in Language and Linguistics.

PSO 7: Demonstrate skills involving technology to accommodate the changing trends of Literature.

PSO 8: Demonstrate proficiency of English language and technology to suit today's global scenario and acquire employability.

PSO 9: Develop as morally upright individuals who would contribute to the betterment of the society.

PROGRAMME SPECIFIC OUTCOME (PSO)

M.PHIL ENGLISH

Upon completion of the programme, the graduate will be able to

PSO 1: Create a synthesis of varied knowledge in English Language and Literature and to understand the various trends and movements in the current literary world.

PSO 2: Develop a range of general skills in evaluating information and communicating to the society independently with excellent persuasive writing skills.

PSO 3: Analyse and apply the critical theories along with other skills of language competency into diverse fields, which supports good language skills to specific skills like editing, content, creative writing, documentation etc.

PSO 4: Develop critical skills, allow free expression into innovative new genres and enhanced technical perspective to use language.

PSO 5: Integrated global perspectives will bring interconnectedness between cultures, philosophies and practices for better world view and human values.

PROGRAMME PROFILE - UG

DEPARTMENT OF ENGLISH

UG Courses 2018 Onwards

I SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------------|----------------------------------|-------------|----------|----------|----------|------------|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | 6 | 3 |
| EL18/1F/FEN | ENGLISH | FOUNDATION ENGLISH -I | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/1C/PTY | CORE I | POETRY | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/1C/FCN | CORE II | FICTION | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/1A/CHL | ALLIED I | CHILDREN'S LITERATURE | PART III | 4 | 1 | 1 | 6 | 5 |
| | NON MAJOR ELECTIVE | | PART IV | | | | 2 | 2 |
| UG18/1S/CLS | | COMMUNICATION AND LIFE SKILLS- 1 | SOFT SKILLS | | | | 2 | 3 |

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II SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------------|------------------------------------|-------------|----------|----------|----------|------------|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | 6 | 3 |
| EL18/2F/FEN | ENGLISH | FOUNDATION ENGLISH - II | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/2C/DMA | CORE III | DRAMA | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/2C/ITL | CORE IV | INTRODUCTION TO LINGUISTICS | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/2A/LAM | ALLIED II | LITERATURE AND MYTHOLOGY | PART III | 4 | 1 | 1 | 6 | 5 |
| | NON MAJOR ELECTIVE | | PART IV | | | | 2 | 2 |
| UG18/2S/CLS | | COMMUNICATION AND LIFE SKILLS – II | SOFT SKILLS | | | | 2 | 3 |

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III SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|------------|-------------------------------------|-------------|----------------------|---|---|---|---------|
| | | | | L T P TOT | | | | |
| | LANGUAGE | | PART I | | | | 6 | 3 |
| EL18/3F/FEN | ENGLISH | FOUNDATION ENGLISH - III | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/3C/BRL | CORE V | BRITISH LITERATURE - I | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/3C/IWE | CORE VI | INDIAN WRITING IN ENGLISH - I | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/3A/LCT | ALLIED III | LITERARY CRITICISM | PART III | 4 | 1 | 1 | 6 | 5 |
| UG18/3S/EVS | EVS | | PART IV | | | | 2 | 2 |
| UG18/3S/CLS | | COMMUNICATION AND LIFE SKILLS – III | SOFT SKILLS | | | | 2 | 3 |

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IV SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|-----------------|------------------------------------|-------------|----------------------|---|---|---|---------|
| | | | | L T P TOT | | | | |
| | LANGUAGE | | PART I | | | | 6 | 3 |
| EL18/4F/FEN | ENGLISH | FOUNDATION ENGLISH - IV | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/4C/BRL | CORE VII | BRITISH LITERATURE -II | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/4C/IWE | CORE VIII | INDIAN WRITING IN ENGLISH - II | PART III | 3 | 1 | 1 | 5 | 4 |
| EL18/4A/JNL | ALLIED IV | JOURNALISM | PART III | 4 | 1 | 1 | 6 | 5 |
| UG18/4S/VED | VALUE EDUCATION | | PART IV | | | | 2 | 2 |
| UG18/4S/CLS | | COMMUNICATION AND LIFE SKILLS – IV | SOFT SKILLS | | | | 2 | 3 |

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V SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|------------|--------------------------|----------|----------|----------|----------|------------|---------|
| | | | | L | T | P | TOT | |
| EL18/5C/AML | CORE IX | AMERICAN LITERATURE - I | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/5C/SHK | CORE X | SHAKESPEARE | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/5C/LAL | CORE XI | LANGUAGE AND LINGUISTICS | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/5C/WOW | CORE XII | WOMEN'S WRITING | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/5E/PRC | ELECTIVE I | POPULAR CULTURE | PART III | 4 | 2 | 0 | 6 | 5 |

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VI SEMESTER

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------|-----------------------------|----------|----------|----------|----------|------------|---------|
| | | | | L | T | P | TOT | |
| EL18/6C/AML | CORE XII | AMERICAN LITERATURE - II | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/6C/PCL | CORE XIII | POSTCOLONIAL LITERATURES | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/6C/WLT | CORE XIV | WORLD LITERATURE | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/6C/LEN | CORE XV | LITERATURE AND ENVIRONMENT | PART III | 3 | 3 | 0 | 6 | 4 |
| EL18/6E/SWI | ELECTIVE III | SUBALTERN WRITINGS OF INDIA | PART III | 4 | 2 | 0 | 6 | 5 |

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PROGRAMME PROFILE – PG
DEPARTMENT OF ENGLISH
PG Courses 2018 Onwards

I SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|------------|---|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P18/1C/BRL | CORE I | BRITISH LITERATURE I | 3 | 2 | 1 | 6 | 4 |
| 2P18/1C/IWE | CORE II | INDIAN LITERATURE IN ENGLISH | 3 | 2 | 1 | 6 | 4 |
| 2P18/1C/LCR | CORE III | LITERARY CRITICISM | 3 | 2 | 1 | 6 | 4 |
| 2P18/1C/LFA | CORE IV | LITERATURES FROM ASIA | 3 | 2 | 1 | 6 | 4 |
| 2P18/1E/JAD | ELECTIVE I | JOURNALISM & ADVERTISING | 3 | 0 | 1 | 4 | 3 |
| PG18/1S/PEW | SS I | SOFT SKILLS- PERSONALITY ENRICHMENT FOR WOMEN | 2 | 0 | 0 | 2 | 2 |

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II SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|-------------------------------|---------------------------------------|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P18/2C/BRL | CORE V | BRITISH LITERATURE II | 3 | 2 | 1 | 6 | 4 |
| 2P18/2C/ILT | CORE VI | INDIAN LITERATURE IN TRANSLATION | 3 | 2 | 1 | 6 | 4 |
| 2P18/2C/AML | CORE VII | AMERICAN LITERATURE | 3 | 2 | 1 | 6 | 4 |
| 2P18/2C/LTH | CORE VIII | LITERARY THEORY | 3 | 2 | 1 | 6 | 4 |
| 2P18/2E/CED | EXTRA DISCIPLINARY ELECTIVE I | COPY-EDITING | 3 | 1 | 0 | 4 | 3 |
| 2P18/2S/CSK | SS II | SOFT SKILLS II – COMMUNICATION SKILLS | 2 | 0 | 0 | 2 | 2 |
| | INTERNSHIP DURING VACATION | | | | | | 2 |

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III SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|--------------------------------|--|----------|----------|----------|------------|---------|
| | | | L | T | P | TOT | |
| 2P18/3C/SHK | CORE IX | SHAKESPEARE | 3 | 0 | 2 | 5 | 4 |
| 2P18/3C/PC1 | CORE X | POSTCOLONIAL LITERATURE-I | 3 | 0 | 2 | 5 | 4 |
| 2P18/3C/LAL | CORE XI | LANGUAGE AND LINGUISTICS | 3 | 2 | 1 | 6 | 4 |
| 2P18/3E/FFT | ELECTIVE II | FEMINISM AND FEMINIST THEORIES | 2 | 1 | 1 | 4 | 3 |
| 2P18/3E/NAL | ELECTIVE III | INTRODUCTION TO NATIVE AMERICAN LITERATURE | 2 | 1 | 1 | 4 | 3 |
| 2P18/3E/RDS | EXTRA DISCIPLINARY ELECTIVE II | READING SKILLS | 2 | 1 | 1 | 4 | 3 |
| 2P/3S/LSK | SS III | SOFT SKILLS III – LEADERSHIP SKILLS | 2 | 0 | 0 | 2 | 2 |

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IV SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|-------------|----------------------------------|----------|----------|----------|------------|---------|
| | | | L | T | P | TOT | |
| 2P18/4C/EUL | CORE XII | EUROPEAN LITERATURE | 3 | 1 | 1 | 5 | 4 |
| 2P18/4C/PC2 | CORE XIII | POSTCOLONIAL LITERATURE-II | 3 | 1 | 1 | 5 | 4 |
| 2P18/4C/ELT | CORE XIV | ELT | 3 | 1 | 1 | 5 | 4 |
| 2P18/4C/PRO | CORE XV | PROJECT | 3 | 1 | 1 | 5 | 4 |
| 2P18/4E/GES | ELECTIVE IV | GENERAL ESSAY | 3 | 1 | 1 | 4 | 3 |
| 2P18/4E/WFS | ELECTIVE V | WRITING FOR SCREEN | 2 | 1 | 1 | 4 | 3 |
| 2P18/4E/TLS | | TRANSLATION STUDIES | | | | | |
| 2P/4S/ISK | SS IV | SOFT SKILLS IV- INTERVIEW SKILLS | 2 | 0 | 0 | 2 | 2 |

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PROGRAMME PROFILE – M.PHIL

DEPARTMENT OF ENGLISH

I SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|--------------------|----------------|--|--------------|----------|----------|------------|----------------|
| | | | L | T | P | TOT | |
| 2M18/RMLT | CORE I | Research Methodology and Literary Theory | 4 | - | - | 4 | 5 |
| 2M18/ILTL | CORE II | INDIAN AND TWENTIETH CENTURY LITERATURE | 4 | - | - | 4 | 5 |
| 2M18/INT | Internal Paper | Internal Paper | | | | | 5 |
| 2M18/DIS | CORE III | Dissertation | - | - | - | - | 21 |

8 36

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT -UG

INTERNAL VALUATION BY COURSE TEACHERS

PART I, II AND III THEORY PAPERS

| COMPONENT | TIME | MAX MARKS | CA MARKS |
|-----------------------------------|-------|----------------------------|----------|
| 1. *TEST I | 2 HRS | 50 MARKS (TO BE CONVERTED) | 10 |
| 2. *TEST II | 2 HRS | 50 MARKS (TO BE CONVERTED) | 10 |
| 3. ASSIGNMENT/SEMINAR/FIELD VISIT | | | 10 |
| 4. PARTICIPATORY LEARNING | | | 10 |
| TOTAL | | | 40 |

PART IV SOFT SKILLS

| COMPONENT | TIME | MAX MARKS |
|-----------|------|-----------|
| 1. TEST I | 1 HR | 10 MARKS |
| 2. TEST 2 | 1 HR | 10 MARKS |

*CA QUESTION PAPER PATTERN -UG

| KNOWLEDGE LEVEL | SECTION | WORD LIMIT | MARKS | TOTAL |
|-----------------|----------|------------|-------|-------|
| K1 | A-3/4X2 | 50 | 06 | 50 |
| K1,K2 | B-4/5X6 | 150 | 24 | |
| K2,K3 | C-1/2X20 | 500 | 20 | |

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT –PG

INTERNAL VALUATION BY COURSE TEACHERS

CORE/ELECTIVE/PROJECT-THEORY PAPERS:

| COMPONENT | TIME | MAX MARKS | CA MARKS |
|-----------------------------------|-------|----------------------------|----------|
| 1.*TEST I | 2 HRS | 50 MARKS (TO BE CONVERTED) | 10 |
| 2.*TEST II | 2 HRS | 50 MARKS (TO BE CONVERTED) | 10 |
| 3. ASSIGNMENT/SEMINAR/FIELD VISIT | | | 10 |
| 4. PARTICIPATORY LEARNING | | | 10 |
| TOTAL | | | 40 |

CORE/ELECTIVE – PAPERS:

| COMPONENT | MARKS |
|-----------|-------|
| 1 | 10 |
| 2 | 10 |

SOFT SKILLS– PAPERS:

| COMPONENT | MARKS |
|-----------|-------|
| 1 | 10 |
| 2 | 10 |

*CA QUESTION PAPER PATTERN -UG

| KNOWLEDGE LEVEL | SECTION | WORD LIMIT | MARKS | TOTAL |
|-----------------|----------|------------|-------|-------|
| K4 | A-2/4X5 | 500 | 10 | 50 |
| K4,K5 | B-2/3X20 | 1200 | 404 | |

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT–M.Phil
INTERNAL VALUATION BY COURSE TEACHERS

CORE/ELECTIVE/PROJECT-THEORY PAPERS:

| COMPONENT | TIME | MAX MARKS | CA MARKS |
|------------------|-------------|-----------------------------|-----------------|
| 1.*TEST I | 3 HRS | 100 MARKS (TO BE CONVERTED) | 40 |
| TOTAL | | | 40 |

RUBRICS FOR CONTINUOUS ASSESSMENT

| | |
|--------------------------|---|
| Assignment | Content/originality/presentation/schematic representation and diagram/bibliography |
| Seminar | Organisation/subject knowledge/visual aids/confidence level/presentation-Communication and Language |
| Field Visit | Participation/preparation/attitude/leadership |
| Participation | Answering questions/participating in group discussions/clearing doubts/regular attendance |
| Case Study | Finding the problem/ analysis/ solution/justification |
| Problem Solving | Understanding concepts/formula and variable identification/logical sequence/answer |
| Group Discussion | Preparation/situation analysis/relationship management/information exchange/delivery skills |
| Flipped/Blended Learning | Preparation/information exchange/group interaction/clearing doubts |

END SEMESTER EVALUATION PATTERN –UG
THEORY PAPERS

PART I/II/III (Choose what is offered by the Department –delete the rest)

Semester I/II/III/IV/V/VI

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 40

PART IV

SINGLE VALUATION

WRITTEN TEST

MAXIMUM MARKS: 30

PASSING MARKS: 12

**END SEMESTER EVALUATION PATTERN –PG
THEORY PAPERS**

SEMESTER I/II/III/IV

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 50

SOFTSKILL PAPERS

SEMESTER I/II/III/IV

SINGLE VALUATION BY COURSE TEACHER

MAXIMUM MARKS: 50

PASSING MARKS: 25

PROJECT PAPER

SEMESTER: IV

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

DISSERTATION: 50

VIVA: 50

MAXIMUM MARKS: 100

PASSING MARKS: 50

INTERNSHIP

YEAR

SEMESTER

I

II

END SEMESTER EVALUATION PATTERN – M. Phil.

THEORY PAPERS

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 50

FOUNDATION ENGLISH
&
SOFT SKILLS

SEMESTER I, II, III, & IV

| COURSE CODE | TITLE | | CATEGO- -RY | HOURS | | | | CREDITS |
|-------------|---------|---|----------------|----------------------|---|---|-----------|-----------|
| | | | | L T P TOT | | | | |
| EL18/1F/FEN | ENGLISH | FOUNDATION ENGLISH – I | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/2F/FEN | ENGLISH | FOUNDATION ENGLISH - II | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/3F/FEN | ENGLISH | FOUNDATION ENGLISH – III | PART II | 2 | 1 | 1 | 4 | 3 |
| EL18/4F/FEN | ENGLISH | FOUNDATION ENGLISH - IV | PART II | 2 | 1 | 1 | 4 | 3 |
| | | | | | | | 16 | 12 |
| UG18/1S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – I | SOFT SKILLS | | | | 2 | 3 |
| UG18/2S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – II | SOFT SKILLS | | | | 2 | 3 |
| UG18/3S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – III | SOFT SKILLS | | | | 2 | 3 |
| UG18/4S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – IV | SOFT SKILLS | | | | 2 | 3 |
| | | | | | | | 8 | 12 |

FOUNDATION ENGLISH- I
I YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER I

HOURS:4

TOTAL HOURS: 60

CREDITS: 3

PAPER CODE: EL18/1F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

- To sensitize students to learn Language through Literature
- To develop their skills in comprehension and communication
- To improve their fluency in English language
- To enhance their LSRW skills
- To enable them to appreciate the nuances of Language with the integration of Technology

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

| | |
|----------------------|------------------------------------|
| John Milton | On His Blindness |
| William Wordsworth | Daffodils |
| Percy Bysshe Shelley | Ozymandias |
| Emily Dickinson | Because I could not stop for Death |
| Sarojini Naidu | The Queen's Rival |

UNIT II: PROSE

12 hrs

| | |
|---------------------|-------------------------------|
| Francis Bacon | Of Love |
| Charles Lamb | A Dissertation upon Roast Pig |
| Katherine Mansfield | A Doll's House |
| R. K. Narayan | An Astrologer's Day |
| Abdul Kalam | The Power of Prayer |

UNIT III: DRAMA

12 hrs

| | |
|-------------|------------------------------|
| Oscar Wilde | <i>Lady Windermere's Fan</i> |
|-------------|------------------------------|

UNIT IV: GRAMMAR

12 hrs

Tenses
Subject-Verb Agreement

UNIT V: COMPOSITION

12 hrs

Essay Writing
Email

RECOMMENDED READING:

Wisdom and Experience : An Anthology for Degree Classes. Board of Editors, Orient Longman Limited ,2007
LalithaNatarajan &SasikalaNatesan English for Excellence: Poetry Anuradha Publications
Literary Pursuits: Board of Editors, Orient Longman Limited, 2015
Literary Pinnacles: An Anthology of Prose and Poetry. Board of Editors, Orient Longman Limited, 2015
Brookside Musings: A Selection of Poems and Short Stories: Board of Editors, Orient Longman Limited, 2009

E- LEARNING RESOURCES:

John Milton: On His Blindness

<https://www.bartleby.com/4/313.html>

Sarojini Naidu: The Queen's Rival

<https://www.poemhunter.com/poem/the-queen-s-rival/>

Charles Lamb: A Dissertation upon a Roast Pig

<https://www.bartleby.com/380/prose/491.html>

Narayan: An Astrologer's Day

[https://www.scribd.com/document/375116249/An- Astrologer-s Day-
pdf](https://www.scribd.com/document/375116249/An-Astrologer-s-Day-pdf)

Lady Windermere's Fan

<https://www.gutenberg.org/files/790/790-h/790-h.htm>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Appreciate the nuances of language through literature |
| CO 2 | Develop comprehension skills and vocabulary |
| CO 3 | Identify the various genres and analyse the works of writers in English |
| CO 4 | Improve the fluency and formation of grammatically correct sentences |
| CO 5 | Enhance the writing skills through technology |

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| AVERAGE | 2.6 | 2.8 | 2.4 | 2.4 | 2.6 | 2.8 | 2.2 | 2.4 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Activity based learning- Quiz, Peer Learning, Debate, Seminar etc.,
- Online exercises and sessions in Language Laboratory
- Teaching/ Learning through Technology

Question Paper**End Semester Examination**

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|---|----------------------|--------------|--------------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 4 x 5 Marks | 100 | 20 | |
| K2, K3, K4 | C – 3 x 10 Marks | 250 | 30 | |
| K2, K3, K4 | D- 1 x 10 marks 5 x 1 mark 10 x 1 mark 5 x 1 mark 1 x 10 mark | 300 words | 40 | |

FOUNDATION ENGLISH- I
I YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER I

Paper Code: EL18/1F/FEN

Max Marks: 100

Time: 3hrs

SECTION – A (5x2=10)

Comprehension (Prose/Poetry)

I. Read the following passage and answer the questions given below

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/drama)

II. Answer any four of the following in about 100 words each

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/drama)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

SECTION – D

Grammar and Composition (40 marks)

IV. E-Mail Writing

(1x10=10)

V. Fill in the blanks choosing appropriate forms of the verbs given in brackets.

Five sentences to be provided

(5x1=5)

VI. Fill in the blanks with the right tense and choose the right answer

Five sentences each to be provided

(10x1=10)

VII. Fill in the blanks for subject-verb agreement.

Five sentences to be provided

(5x1=5)

VIII. Write a 300 word essay on any one of the following topics

Three topics to be provided

(1x10=10)

FOUNDATION ENGLISH- II
I YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER II

HOURS:4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/2F/FEN

L T P 2 1 1

COURSE OBJECTIVES:

- To sensitize students to learn Language through Literature
- To develop their skills in comprehension and communication
- To improve their fluency in English language
- To enhance their LSRW skills
- To enable them to appreciate the nuances of Language with the integration of Technology

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

| | |
|---------------------|--------------------------------------|
| John Donne | The Flea |
| Lord Byron | She Walks in Beauty |
| Robert Frost | Stopping by Woods on a Snowy Evening |
| Rabindranath Tagore | Where the Mind is Without Fear |
| Nissim Ezekiel | Night of the Scorpion |

UNIT II: PROSE

12 hrs

| | |
|-------------------|----------------------|
| A.G. Gardiner | All About a Dog |
| Ernest Hemingway | A Day's Wait |
| Anton Chekhov | The Lottery Ticket |
| Swami Vivekananda | Chicago Address 1893 |
| Ruskin Bond | The Thief |

UNIT III: FICTION

12 hrs

| | |
|-------------|----------------------------|
| Jane Austen | <i>Pride and Prejudice</i> |
|-------------|----------------------------|

UNIT IV: GRAMMAR

12 hrs

Prepositions
Conjunctions

UNIT V: COMPOSITION

12 hrs

Letter Writing
Report Writing

RECOMMENDED READING:

Wisdom and Experience: An Anthology for Degree Classes. Board of Editors, Orient Longman Limited, 2007
Lalitha Natarajan & Sasikala Natesan English for Excellence: Poetry Anuradha Publications
Literary Pursuits: Board of Editors, Orient Longman Limited, 2015
Literary Pinnacles: An Anthology of Prose and Poetry. Board of Editors, Orient Longman Limited, 2015

Brookside Musings: A Selection of Poems and Short Stories: Board of Editors, Orient Longman Limited, 2009

The Approach to Life: A Selection of English Prose: Orient Longman Limited, 2009

EARNING RESOURCES:

Lord Byron: She walks in Beauty

<https://poets.org/poem/she-walks-beauty>

John Donne: The Flea

<https://www.poetryfoundation.org/poems/46467/the-flea>

Anton Chekhov: The Lottery Ticket

<https://www.classicshorts.com/stories/lottery.html>

Ruskin Bond: The Thief

<http://short-storylovers.blogspot.com/2012/07/thief-by-ruskin-bond.html>

Jane Austen: Pride and Prejudice

<http://www.gutenberg.org/files/1342/1342-h/1342-h.htm>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Appreciate the nuances of language through literature |
| CO 2 | Develop comprehension skills and vocabulary |
| CO 3 | Identify the various genres and analyse the works of writers in English |
| CO 4 | Improve the fluency and formation of grammatically correct sentences |
| CO 5 | Enhance the writing skills for specific purposes |

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO 5 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| AVERAGE | 2.4 | 2.6 | 2.8 | 2.2 | 2.8 | 3.0 | 2.0 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Activity based learning- Quiz, Peer Learning, Debate, Seminar etc.,
- Online exercises and sessions in Language Laboratory
- Teaching/ Learning through Technology

Question Paper Pattern**End Semester Examination**

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|---|----------------------|--------------|--------------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 4 x 5 Marks | 100 | 20 | |
| K2, K3, K4 | C – 3 x 10 Marks | 250 | 30 | |
| K2, K3, K4 | D- 1 x 10 marks 5 x 1 mark 10 x 1 mark 5 x 1 mark 1 x 10 mark | 300 words | 40 | |

FOUNDATION ENGLISH- II
I YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER II

Paper Code: EL18/2F/FEN

Max Marks: 100

Time: 3hrs

SECTION – A (5x2=10)

COMPREHENSION (PROSE/POETRY)

I. Read the following passage and answer the questions given below

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/fiction)

II. Answer any four of the following in about 100 words each

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/fiction)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

SECTION – D

Grammar and Composition (40 marks)

IV. Letter Writing

(1x10=10)

V. Fill in the blanks with the right prepositions and choose the right answer

Five sentences each to be provided

(10x1=10)

VII. Fill in the blanks with appropriate conjunctions and choose the right answer.

Five sentences each to be provided

(10x1=10)

VIII. Report Writing

(1x10=10)

FOUNDATION ENGLISH- III
II YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER III

HOURS ;4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/3F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

- To sensitize students to learn Language through Literature
- To develop their skills in comprehension and communication
- To improve their fluency in English language
- To enhance their LSRW skills
- To enable them to appreciate the nuances of Language with the integration of Technology

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

| | |
|-----------------|-------------------|
| Robert Browning | My Last Duchess |
| Rupert Brooke | The Soldier |
| Carl Sandburg | Chicago |
| Toru Dutt | Christmas |
| Gieve Patel | On Killing a Tree |

UNIT II: PROSE

12 hrs

| | |
|--------------------|------------------------------|
| G.K.Chesterton | On Running after One's Hat |
| W.Somerset Maugham | The Verger |
| Guy de Maupassant | The Necklace |
| O Henry | The Gift of the Magi |
| Jerome.K.Jerome | Uncle Podger Hangs a Picture |

UNIT III: FICTION

12 hrs

| | |
|-------------|-------------------|
| Yann Martel | <i>Life of Pi</i> |
|-------------|-------------------|

UNIT IV: GRAMMAR

12 hrs

Parts of Speech
Articles

UNIT V: COMPOSITION

12 hrs

Public Speaking
Writing Blogs

RECOMMENDED READING:

Wisdom and Experience :An Anthology for Degree Classes. Board of Editors, Orient Longman Limited, 2007

Lalitha Natarajan & Sasikala Natesan *English for Excellence: Poetry* Anuradha Publications

Literary Pursuits: Board of Editors, Orient Longman Limited, 2015

Literary Pinnacles: An Anthology of Prose and Poetry. Board of Editors, Orient Longman Limited, 2015

Brookside Musings: A Selection of Poems and Short Stories: Board of Editors, Orient Longman Limited, 2009

The Approach to Life: A Selection of English Prose: Orient Longman Limited, 2009

EARNING RESOURCES:

Robert Browning : My Last Duchess

<https://www.poetryfoundation.org/poems/43768/my-last-duchess>

Rupert Brooke :The Soldier

<https://www.poetryfoundation.org/poetrymagazine/poems/13076/the-soldier>

Jerome.K.Jerome:Uncle podger hangs a picture

<http://rosyhunt.blogspot.in/2013/01/uncle-podger-hangs-picture.html>

Gift of the Magi:O Henry

https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf

Yann Martel : Life of Pi

https://archive.org/stream/LifeOfPiYannMartel/Life+of+Pi+-+Yann+Martel_djvu.txt

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Appreciate the nuances of language through literature |
| CO 2 | Develop comprehension skills and vocabulary |
| CO 3 | Identify the various genres and analyse the works of writers in English |
| CO 4 | Improve the fluency and formation of grammatically correct sentences |
| CO 5 | Enhance speaking and writing skills in practical situations |

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 |
|---------|------|-------|------|------|-------|------|------|------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
| CO 5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| AVERAGE | 3.0 | 2.6 | 2.4 | 2.2 | 2.8 | 2.8 | 2.8 | 2.2 |

Teaching Methodology

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Activity based learning- Quiz, Peer Learning, Debate, Seminar etc.,
- Online exercises and sessions in Language Laboratory
- Teaching/ Learning through Technology

Question Paper Pattern

End Semester Examination

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|---|----------------------|-------|-------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 4 x 5 Marks | 100 | 20 | |
| K2, K3, K4 | C – 3 x 10 Marks | 250 | 30 | |
| K2, K3, K4 | D- 1 x 10 marks 5 x 1 mark 10 x 1 mark 5 x 1 mark 1 x 10 mark | 300 words | 40 | |

**FOUNDATION ENGLISH- III
II YEAR B.A /B.SC/ BBA/BBM
SEMESTER III**

Paper Code: EL18/3F/FEN

Max Marks: 100

Time: 3hrs

SECTION – A (5x2=10)

Comprehension (prose/poetry)

I. Read the following passage and answer the questions given below

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/fiction)

II. Answer any four of the following in about 100 words each

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/fiction)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

SECTION – D

Grammar and Composition (40 marks)

IV. Importance of Public Speaking (1x10=10)

V. Fill in the blanks for suitable parts of speech given in brackets.
Ten sentences to be provided (10x1=10)

VI. Fill in the blanks with the right articles
Ten sentences each to be provided (10x1=10)

VII. Write a 300 word blog on any one of the following topics (1x10=10)
Three topics to be provided

FOUNDATION ENGLISH- IV
II YEAR B.A /B.SC/ BBA/BBM/B.COM
SEMESTER IV

HOURS :4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/4F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

- To sensitize students to learn Language through Literature
- To develop their skills in comprehension and communication
- To improve their fluency in English language
- To enhance their LSRW skills
- To enable them to appreciate the nuances of Language with the integration of Technology

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

| | |
|------------------|----------------------------|
| Coventry Patmore | The Toys |
| Alfred Noyes | The Highwayman |
| Wallace Stevens | The Emperor of Ice cream |
| Langston Hughes | The Ballad of the Landlord |
| Kamala Das | My Grandmother's House |

UNIT II: PROSE

12 hrs

| | |
|-----------------|---------------------------------|
| Stephen Leacock | My Financial Career |
| A.J.Cronin | The Best Investment I Ever Made |
| R.K.Laxman | The Gold Frame |
| C.V.Raman | Water, the Elixir of Life |
| Leo Tolstoy | God Sees the Truth, But Waits |

UNIT III: DRAMA

12 hrs

| | |
|---------------|----------------|
| Girish Karnad | <i>Tughlaq</i> |
|---------------|----------------|

UNIT IV: GRAMMAR

12 hrs

Degrees of comparison
Question Tags

UNIT V: COMPOSITION

12 hrs

Dialogue Writing
Note Making

RECOMMENDED READING:

Wisdom and Experience: An Anthology for Degree Classes. Board of Editors, Orient Longman Limited, 2007
Lalitha Natarajan & Sasikala Natesan English for Excellence: Poetry Anuradha Publications
Literary Pursuits: Board of Editors, Orient Longman Limited, 2015
Literary Pinnacles: An Anthology of Prose and Poetry. Board of Editors, Orient Longman Limited, 2015

Brookside Musings: A Selection of Poems and Short Stories: Board of Editors, Orient Longman Limited, 2009

The Approach to Life: A Selection of English Prose: Orient Longman Limited, 2009

E-LEARNING RESOURCES:

Stephen Leacock: My Financial Career

<https://www.online-literature.com/stephen-leacock/literary-lapses/1/>

A.J Cronin: The Best Investment I ever made_

<https://www.youtube.com/watch?v=e75YgGoj-U>

R.K Lakman: The Gold Frame_

<https://www.slidshare.net/kaushal111/the-gold-frame-by-rk-laxman>

Raman: Water .The Elixir of life ppt_____

<http://cms.gcgl11.ac.in/attachment/article/96/The Elixir of Life.pdf>

Leo Tolstoy: God sees the truth but waits

http://www.lonestar.edu/departments/english/tolstoy_god_sees.pdf

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|---------------|---|
| CO 1 | Appreciate the nuances of language through literature |
| CO 2 | Develop comprehension skills and vocabulary |
| CO 3 | Identify the various genres and analyse the works of writers in English |
| CO 4 | Improve the fluency and formation of grammatically correct sentences |
| CO 5 | Enhance the nuances of writing in specific contexts |

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|--------------|-------------|-------------|--------------|-------------|-------------|-------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO 5 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| AVERAGE | 2.8 | 2.6 | 2.4 | 2.4 | 2.6 | 2.8 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Activity based learning- Quiz, Peer Learning, Debate, Seminar etc.,
- Online exercises and sessions in Language Laboratory
- Teaching/ Learning through Technology

Question Paper Pattern

End Semester Examination

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|---|----------------------|-------|-------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 4 x 5 Marks | 100 | 20 | |
| K2, K3, K4 | C – 3 x 10 Marks | 250 | 30 | |
| K2, K3, K4 | D- 1 x 10 marks 5 x 1 mark 10 x 1 mark 5 x 1 mark 1 x 10 mark | 300 words | 40 | |

**FOUNDATION ENGLISH- IV
II YEAR B.A /B.SC/ BBA/BBM
SEMESTER IV**

Paper Code: EL18/4F/FEN

**Max Marks: 100
Time: 3hrs**

SECTION – A (5x2=10)

Comprehension (prose/poetry)

I. Read the following passage and answer the questions given below

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/drama)

II. Answer any four of the following in about 100 words each

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/drama)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

SECTION – D

Grammar and Composition (40 marks)

IV. Note-Making for the given passage (1x10=10)

V. Fill in the blanks and choose the right answer given in brackets for degrees of comparison.
Five sentences and each to be provided (10x1=10)

VI. Fill in the blanks for suitable question tags
Ten sentences each to be provided (10x1=10)

VII. Write a dialogue on the following topic (1x10=10)

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I

SEMESTER I

TOTAL HOURS :2
CREDITS: 3

COURSE CODE: UG18/1S/CLS
L-T-P:1 -0 -1

COURSE OBJECTIVES:

- To describe the process and types of communication
- To explain the types, modes and barriers in listening.
- To inculcate a deep sense of respect for oneself and others for a holistic living
- 4.To build self-confidence with a focus on personal development and self- awareness.

COURSE OUTLINE:

Unit I: Communication 10 hrs

1. What is communication?
2. Process of communication
3. Types of communication

Unit II: Communication skills: Listening 10 hrs

1. Key components of listening skill
2. Barriers in listening

Unit III: Self-management skills 10 hrs

1. Self-awareness
2. Self-confidence
3. Attitude

For Internal Assessment:

Listening to a speech (maybe a recorded one) and answering the questions or summarizing the speech

REFERENCE BOOKS:. Sasikumar, V, et al. *A Course in Listening & Speaking I*. Foundation Books,2005.

Eastwood, John. *Oxford Practice Grammar*. Oxford University Press, 1999.

Prasad, Hari Mohan. *A Handbook of Spotting Errors*. Mcgraw Hill Education, 2010.

Johnson, Spencer, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life*. RHUK, 1999.

Sharma, Robin, *The Monk Who Sold His Ferrari*. Harper Collins, 2013.

JOURNALS:

Journal of Business Strategy

Journal of Chittagong University

EARNING RESOURCES:

www.youtube.com/watch?v=cR75B7CVuZA (What is Attitude?)

youtu.be/dhuabY4DmEo (Some tips to improve self- esteem)

www.youtube.com/watch?v=-ki9-oaPwHs (How to believe in yourself)

Zhu, Jessie. "What is Self Awareness and Why is it Important?,"

<https://positivepsychology.com/self-awareness-matters-how-you-can-be-more-self-aware/>

COURSE OUTCOMES:

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

| CO Number | CO STATEMENT |
|------------------|---|
| CO 1 | Demonstrate necessary listening skills in order to follow and comprehend discourse such as lectures, conversation and discussions |
| CO 2 | Develop an ability to comprehend and analyse a speech without bias and partisanship |
| CO 3 | Demonstrate a positive and healthy attitude in critical situations in life |
| CO 4 | Prioritize their needs to achieve their goals |

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I
SEMESTER I

Question Paper Pattern

| | |
|----------|----------|
| Internal | 20 marks |
| External | 30 marks |
| Total | 50 marks |

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II

SEMESTER II

TOTAL HOURS :2
CREDITS: 3

COURSE CODE: UG18/2S/CLS
LTP: 1 0 1

COURSE OBJECTIVES:

- Describe the process and different aspects of speaking.
- Provide comprehensive instructions on techniques of effective speaking.
- Highlight the importance of right posture, gestures, facial expressions and body movements
- Expound the significance of time and stress management

COURSE OUTLINE:

Unit I: Communication skills- Speaking 12 hrs

1. Aspects of speaking
2. Process and techniques of effective speech

Unit II: Self-management skills 13 hrs

1. Time management
2. Stress management
3. Perseverance
4. Resilience
5. Mind mapping

Unit III: Non-verbal communication 5 hrs

1. Body language

For Internal Assessment:

1. Role play
2. Picture description- oral
3. Presentations- topic to be given to students for short speech

REFERENCE BOOKS:

Sasikumar, V, et al. *A Course in Listening & Speaking I*. Foundation Books, 2005.
Carnegie, Dale. *The Quick & Easy Way to Effective Speaking: Modern Techniques for Dynamic Communication*. Pocket Books, 1962.
Syamala, V. *Effective English Communication for you*. Emerald Publishers, 2002.

4. Blanchard, Ken and Spencer Johnson. *The One Minute Manager*. William Morrow & Co., 2012.
5. Johnson, Spencer. *Peaks and Valley*. Simon & Schuster 2014.

JOURNALS:

Mass Communication and Journalism

JACR

EARNING RESOURCES:

[//www.slideshare.net/shukla1986/time-management-ppt-7871087](http://www.slideshare.net/shukla1986/time-management-ppt-7871087) (ppt on Time Management)

<https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques--cms-30848>

<https://www.skillsyouneed.com/ips/effective-speaking.html>

Cherry, Kendra. "Understanding Body Language and Facial Expressions".

<https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228>.

Sicinski, Adam. "The Complete Guide on How to Mind Map for Beginners".

<https://blog.iqmatrix.com/how-to-mind-map>

COURSE OUTCOME:

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

| CO No. | CO STATEMENT |
|--------|--|
| CO 1 | Speak and interact with others in English more comfortably |
| CO 2 | Express their ideas and opinions clearly using the techniques and strategies given in the syllabus |
| CO 3 | Identify the body language that usually reflects the mood and character of the speaker. |
| CO 4 | Acquire basic skills of managing stress and tensions in their life |

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II
SEMESTER II

Question Paper Pattern

| | |
|----------|----------|
| Internal | 20 marks |
| External | 30 marks |
| Total | 50 marks |

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

SEMESTER III

TOTAL HOURS :2
CREDITS: 3

COURSE CODE: UG18/3S/CLS
LTP: 1 0 1

COURSE OBJECTIVES:

- Improve the students' speed in reading
- Decode the correspondence between sound and spelling in English
- Equip the students with the knowledge and technique of facing an interview
- Equip the students with social and interpersonal skills that enable them to cope with the demands of everyday life

COURSE OUTLINE:

Unit I: Communication skill: Reading 10 hrs

1. Phonics
2. Fluency
3. Vocabulary
4. Comprehension- skimming and scanning

Unit II: Social skills 13 hrs

1. Negotiation & persuasion
2. Networking
3. Problem solving
4. Empathy
5. Decision making

Unit III: Interview skills 7 hrs

For Internal Assessment:

1. Comprehension passages
2. Mock interview

REFERENCE BOOKS:

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Trinity Press, 1981.

Glendinning, Eric. H and Beverly Holmstrom. *Study Reading*. Cambridge University Press, 2004.

Sardana, C.K. *The Challenge of Public Relations*. Har- Anand Publications, 1995.

Diamond, Stuart. *Getting More*. Currency, 2012.
Ganguly, Anand. *Success in Interview*. RPH, 2016.

Journal:

Journal of Studies in Education

International Journal of Manpower

EARNING RESOURCES:

<http://biginterview.com/blog/2013/03/what-are-your-strengths.html> (Interview tips for answering questions on strengths)

<http://www.youtube.com/watch?v=1FeM6kp9Q80> (Negotiation – Illustrative Description)
<https://iedunote.com/reading-techniques>.

Word Power Made Easy,”<https://www.memrise.com/course/317968/word-power-made-easy-5/>

https://www.englisch-hilfen.de/en/exercises_list/aussprache.htm

COURSE OUTCOMES:

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

| CO No. | CO STATEMENT |
|--------|--|
| CO 1 | Use reading sub skills and strategies to improve their reading speed and comprehension of articles |
| CO 2 | Acquire a robust vocabulary to articulate themselves assuredly and unmistakably |
| CO 3 | Develop an ability to assess the consequences of their decisions and actions |
| CO 4 | Develop verbal competence and behavior essential for succeeding in an interview |

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E- Content, Videos

Group Discussion

Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

SEMESTER III

Question Paper Pattern

Internal 20 marks

External 30 marks

Total 50 marks

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV

SEMESTER IV

TOTAL HOURS :2

COURSE CODE: UG18/4S/CLS

CREDITS: 3

LTP: 1 0 1

COURSE OBJECTIVES:

- Introduce techniques of writing for various purposes and audiences
- Train students to organize, revise and edit ideas to write clearly and effectively
- Enhance the sense of social responsibility and accountability of the students
- Help the students write different types of resumes in keeping with the demands of the corporate world

COURSE OUTLINE:

Unit I: Communication skill: Writing

13 hrs

1. Descriptive
2. Narrative
3. Persuasive
4. Expository
5. Argumentative

Unit II: Social skills

12hrs

1. Presentation skills
2. Leadership skills
3. Team work
4. Social responsibility

Unit III: Resume writing

5 hrs

For Internal Assessment:

1. Picture composition
2. Hints development

REFERENCE BOOKS:

Morley, David and Philip Neilson, editors. *The Cambridge Companion to Creative Writing*. Cambridge, 2012.

Eastwood, John. *Oxford Practice Grammar*. Oxford University Press, 1999.

Prasad, Hari Mohan. *A Handbook of Spotting Errors*. McGraw Hill Education, 2010.

Murphy, John J. *Pulling Together: 10 Rules for High-Performance Teamwork*. Simple Truths, 2016.

Tracy, Brian. *Speak to Win*. AMACOM, 2008

JOURNAL:

Journal of Writing Research
Critical Values

E-LEARNING RESOURCES:

http://www.youtube.com/watch?v=dG_-HteRaA4 (Animation Film on Teamwork)

<https://www.sas.upenn.edu/irp/advising/thesis-writers/editing-tips-effective-writing>

<https://www.thebalancecareers.com/top-resume-writing-tips-2063314>.

<https://www.skillsyouneed.com/leadership-skills.html>

<https://www.businessballs.com/communication-skills/presentation-skills-and-techniques/>

COURSE OUTCOME:

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

| CO No. | CO STATEMENT |
|--------|---|
| CO 1 | apply the techniques of writing in organizing and revising ideas, and using appropriate vocabulary, to write essays, narratives, arguments etc. |
| CO 2 | identify their strengths and weaknesses as a writer and work on their weak areas |
| CO 3 | draft different types of effective and impressive resumes that highlight their potential and expectation |
| CO 4 | demonstrate leadership qualities and the quality of a team player to execute and manage things in professional and personal life |

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
E- Content, Videos
Group Discussion
Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV
SEMESTER IV

Question Paper Pattern

| | |
|----------|----------|
| Internal | 20 marks |
| External | 30 marks |
| Total | 50 marks |

UG

From 2018-19 onwards

**I B.A. ENGLISH LITERATURE
CORE - POETRY
SEMESTER I**

TOTAL HOURS: 5

COURSE CODE: EL18/1C/PTY

CREDITS: 4

LTP: 3 1 1

COURSE OBJECTIVES:

- To motivate students to understand the basics of reading a poem.
- To explain in-depth the various components that makes a poem.
- To list out the variations and adaptations of different literary forms down the ages.
- To make students understand poetry by analyzing the poems in terms of theme, internal structures and tone.
- To enable the students to comprehend and appreciate literature.

COURSE OUTLINE:

UNIT I: LANGUAGE

15 hrs

Precision, ambiguity, connotation, order, imagery, metaphor, personification, simile, hyperbole, analogy, allusion and symbols.

Gerard Manley Hopkins
Martha Collins
William Carlos Williams

Pied Beauty
White Paper #24
The Red Wheelbarrow

Sounds of poetry - Rhyme, Onomatopoeia, Alliteration, Assonance, consonance, poetic meter

UNIT II: SPEAKERS

15 hrs

Narrative poems

David Wagoner

My Father's Garden

Dramatic monologue

Robert Browning

My Last Duchess

Lyric

Walt Whitman

I celebrate myself, and sing myself

UNIT III: SITUATION AND SETTING

15 hrs

Jonathan Swift

A Description of the Morning

Natasha Trethewey

Pilgrimage

Internal structure

Samuel Taylor Coleridge

Frost at Midnight

Theme and tone

William Blake

The Tyger

UNIT IV: TYPES OF POETRY

10 hrs

Ballad, Elegy, Sonnet, Epic, Couplet

| | |
|---------------------|---------------------------------------|
| John Keats | La Belle Dame Sans Merci |
| Thomas Gray | Elegy Written in a Country Churchyard |
| John Milton | Book IX |
| William Shakespeare | Sonnet 52 |

UNIT V: TYPES OF POETRY

10 hrs

Ode, Blank Verse, Limerick

| | |
|---------------|-----------------------|
| John Keats | Ode on A Grecian Urn |
| Robert Frost | Mending Wall |
| Lewis Carroll | To Miss Vera Beringer |

For Class Discussions and Presentations:

10 hrs

Dramatic monologue <https://youtu.be/zqmocNFmhyg>

Ballad <https://youtu.be/EwvZJ-DIqqA>

RECOMMENDED READING:

Hurley, Michael D., and Michael O'Neill. *The Cambridge Introduction to Poetic Form*. Cambridge University Press, 2012.

REFERENCE BOOKS:

Mays, Kelly J. *The Norton Introduction to Literature*. W.W. Norton & Company, 2017.

Rainsford, Dominic. *Studying Literature in English an Introduction*. Routledge, 2014

JOURNALS:

2River View <https://www.2River.org>

Asian Signature <https://www.asiansignature.com>

Muse India <https://www.museindia.com>

E-LEARNING RESOURCES:

<https://youtu.be/zqmocNFmhyg>

<https://youtu.be/EwvZJ-DIqqA>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO 1 | Identify and describe distinct literary characteristics of poetic forms. |
| CO 2 | Analyse poetic works for their structure and meaning, using correct terminology. |
| CO 3 | Outline the setting, situation and structure in shaping a poem's meaning |
| CO 4 | Broaden their vocabularies and to develop an appreciation of literature. |
| CO 5 | Demonstrate their ideas related to the poetic works during class and group activities. |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 |
| CO 4 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 5 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| Average | 2.4 | 2.2 | 2.4 | 2.2 | 2.4 | 2.8 | 2.6 | 2 |

TEACHING METHODOLOGY:

- Group Discussion
- ICT enabled,
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-------------------|----------------------|-------|-------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3/5x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH LITERATURE
CORE – POETRY
SEMESTER I**

End Semester Question Paper Pattern

Paper Code: EL18/1C/PTY

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**I B.A. ENGLISH LITERATURE
CORE- FICTION
SEMESTER – I**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: EL18/1C/FCN
LTP: 3 1 1**

COURSE OBJECTIVES:

- To appreciate and enjoy the intensity of British Literature and Culture.
- To negotiate the text and its sensibilities.
- To familiarize the students with the various genres of fiction with select authors.
- To encourage them to understand and appreciate short stories of well-known writers.
- To prepare them to write precise and meaningful stories for a variety of purpose.

COURSE OUTLINE:

Prescribed Texts for Detailed study of Elements of Fiction in class:

| | |
|-------------------|------------------------------------|
| Charles Dickens | <i>Great Expectations</i> |
| George Orwell | <i>Animal Farm</i> |
| Virginia Woolf | <i>To The lighthouse</i> |
| R. K. Narayan | <i>Swami and Friends</i> |
| Washington Irving | <i>The Legend of Sleepy Hollow</i> |
| Agatha Christie | <i>The Oracle at Delphi</i> |

UNIT I: PLOT, STRUCTURE & SETTING 15 hrs

Plot: Progressive plot, episodic plot, parallel plot, flashback, sub-plot.
Structure: Linear/ Chronological, fractured, circular, framed.
Setting: integral, backdrop

UNIT II: CHARACTER, NARRATION 15 hrs

Character: Flat characters, round characters, protagonist, antagonist, foil character.
Narration: Omniscient, unreliable narrator, internal narrator, limited narrator.

UNIT III: THEME, SYMBOLS AND LANGUAGE 15 hrs

UNIT IV : TYPES OF NOVELS 15 hrs

Gothic, Epistolary, Psychological, Historical, Confessional, Picaresque, Thriller, Detective, Sociological, Philosophical, Romance, Regional, Comic, Realist.

UNIT V: SHORT STORY 15 hrs

Elements and Types

For class discussions and presentations:

- | | |
|--------------------|---|
| Picaresque novel | - https://youtu.be/8LnbZGVCT |
| Great Expectations | - https://www.youtube.com/watch?v=8NPwWaMUCuc |

RECOMMENDED READING:

Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2014.

Mays, Kelly J. *The Norton Introduction to Literature*. W.W. Norton & Company, 2017.

Rainsford, Dominic. *Studying Literature in English an Introduction*. Routledge, 2014

JOURNALS:

www.londonjournaloffiction.com

<http://www.brittlestar.org.uk/submissions/>

E- LEARNING RESOURCES:

<http://www.fiction.us/>

<https://www.fictionwise.com/>

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO 1 | Understand and appreciate fiction and its essential elements |
| CO 2 | Identify the plot, structure and setting of the stories |
| CO 3 | Formulate the character and narration technique |
| CO 4 | Predict the theme, symbols and language of the fiction |
| CO 5 | Analyse their vocabularies and introduce the different types of novels |

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|----------|-------|-------|-------|-------|-------|-------|------|------|
| CO 1 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 4 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO 5 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| Average | 2.2 | 2.4 | 2.4 | 2.4 | 2.2 | 2.6 | 2 | 2 |

TEACHING METHODOLOGY:

- Group Discussion
- ICT enabled
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-------------------|----------------------|-------|-------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2,K3 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2,K3 | C – 3/5x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH
CORE – FICTION
SEMESTER I**

End Semester Question Paper Pattern

Paper Code: EL18/1C/FCN

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**I B.A. ENGLISH LITERATURE
ALLIED - CHILDREN'S LITERATURE
SEMESTER I**

**TOTAL HOURS: 6
CREDITS: 5**

**COURSE CODE: EL18/1A/CHL
LTP: 4 1 1**

COURSE OBJECTIVES:

1. To introduce the students to the history of Children's Literature
2. To identify the various techniques and themes unique to Children's Literature
3. To understand the changing culture of the Children's world.
4. To analyse the perspectives of the young minds.
5. To identify the current trends and the changing culture of Children's world.

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY **15 hrs**

-Definition, Difference of Adult Literature and Children's Literature, Significance of studying Children's Literature
-History of Children's Literature -Ancient Period, Medieval Period, Renaissance Period, Neo-classic Period, Age of Romanticism, Age of Realism, Modern Period)
-Types of Children's Literature – (Alphabet Books, Number Books, Nursery Rhymes, Fairy Tales, Fables and Legends)

UNIT II: POETRY **15 hrs**

| | |
|---------------|--------------------------|
| Lewis Carroll | A Strange Wild Song |
| Roald Dahl | Television |
| Maxine Kumin | The Quarrel |
| Dr.Seuss | The Cat in the Hat |
| Maya Angelou | Life Doesn't Frighten me |
| Maya Howitt | The Spider and The Fly |

UNIT III : DRAMA **15 hrs**

| | |
|-------------|------------------|
| J.M. Barrie | <i>Peter Pan</i> |
|-------------|------------------|

UNIT IV: FICTION **20 hrs**

| | |
|-------------------------|---|
| L.Frank Baum | <i>The Wizard of Oz</i> |
| Roald Dahl | <i>Matilda</i> |
| Frances Hodgson Burnett | <i>The Secret Garden</i> |
| J.K. Rowling | <i>Harry Potter and the Philosopher's Stone</i> |
| C.S. Lewis | <i>The Chronicles of Narnia: The Lion, Witch & the Wardrobe</i> |

UNIT V: SHORT STORIES **15 hrs**

| | |
|---------------------|---|
| Leo Tolstoy | The Little Girl and The Mushrooms |
| Ruskin Bond | The Tiger in the House |
| Grimm's Fairy Tales | - The Story of the Youth who went forth to learn What Fear Was - Cinderella |

Hans Christian Anderson's
Fairy Tales

Panchatantra Tales

Jataka Tales

The Emperor's New Clothes
The Princess and the Pea
The Cobra and the Crows
The Monkey and the Wedge
The Wise Goat and the Wolf
The Lion in Bad Company

UNIT VI: FILM ADAPTATIONS (Class presentations and Assignments only) 10 hrs

Wizard of Oz

Matilda

The Secret Garden

RECOMMENDED READING:

Norton. E. Donna, 4thed. *Through the eyes of a Child: An Introduction to Children's Literature*, Eaglewood Cliffs, N. J. Meril.

Barrie. J. M., *Peter Pan* (Illustrated with Interactive Elements) (Harper Design Classics).

JOURNALS:

The Cambridge Journal of Postcolonial Literary Inquiry –ISSN: 2052 – 2614
Post Colonial Studies – ISSN: 1368 – 8790

E- LEARNING RESOURCES:

Barner, W(n.d.) *Types of Children's Literature*. Retrieved April 6, 2018 from
<https://archieve.org/details/typesofchildrens19barn>

Children's Literature (2008) Retrieved April 14,2018 from
<http://www.fags.org/childhood/Children-s-literature.html>

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO1 | Introduction to the history of Children's Literature |
| CO2 | Identify and analyse the techniques and themes unique to Children's Literature |
| CO3 | Understanding the changing culture of the Children's world |
| CO4 | Analysing the perspectives of the young minds |
| CO5 | Identifying the current trends and the changing culture of Children's world |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| AVERAGE | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|----------------------|-------|------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH LITERATURE
CORE – CHILDREN'S LITERATURE
SEMESTER I**

End Semester Question Paper Pattern

Paper Code: EL18/1A/CHL

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**I B.A. ENGLISH LITERATURE
CORE – DRAMA
SEMESTER II**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: EL18/2C/DMA
LTP: 3 1 1**

COURSE OBJECTIVES:

- To introduce the students to the history of the genre Drama
- To discuss the various techniques and themes unique to Drama
- To differentiate the basic types of Drama
- To distinguish the aesthetics of various dramas
- To identify the current trends in the genre Drama

COURSE OUTLINE:

UNIT I: ELEMENTS OF DRAMA **15 hrs**

Plot - Main plot, Sub-plot
Structure - Freytag's pyramid, Epilogue, Prologue, Interlude
Character - Round Character (multi-dimensional & dynamic), flat character (Mono-dimensional & static), stock character, protagonist, antagonist, chorus, narrator
Language - Monologue, dialogue, soliloquy, asides, stichomythia, repartee.

UNIT II: THEATRE SPACE **10 hrs**

Amphitheatre
Globe theatre
Proscenium theatre
Arena theatre
Thrust Stage

Unit III: TRAGEDY **15 hrs**

Sophocles: *Antigone*
Classical Greek tragedy
Revenge Tragedy
Romantic tragedy
Heroic tragedy.

UNIT IV: COMEDY **10 hrs**

Oscar Wilde: *Importance of Being Earnest*
Romantic comedy
Tragicomedy
Sentimental comedy

UNIT V: OTHER TYPES OF DRAMAS **15 hrs**

Bhasha: *Dutavakyam*
Classical Sanskrit drama
Expressionistic Drama
Epic Drama
Absurd Drama
Kitchen sink Drama

Texts for Assignments and Presentation only**10 hrs**

| | |
|----------------|--|
| Eugene O'Neill | <i>The Emperor Jones</i> |
| Bertolt Brecht | <i>Mother Courage and Her Children</i> |
| Samuel Beckett | <i>Waiting for Godot</i> |

RECOMMENDED READING:

Mays J. Kelly, *The Norton Introduction to Literature*, 12thedn.W.W.Norton& Company, 2016.

Abrahams, M.H., *A Glossary of Literary Terms*

Cuddon, J.A., *Dictionary of Literary Terms and Literary Theory*

Ashok, Padmaja, *A Companion to Literary Forms*, Orient Black Swan Private Limited, 2009.

ISBN 10: [8125058656](#)

Brecht, Bertolt, *Brecht on Theatre: The Development of an Aesthetic*. Farrar, Straus & Giroux, 1964 ISBN 0809005425-9780809005420

Eddleman Floyd E (Editor), *Interpretations*, 1890-1977. REF PS 1979. IBN: 0208017135

JOURNALS:

The Journal of American Drama, MESTC (Martin E. Segal Theatre Centre) pubn wing. ISSN 1044-937X

Ibsen Studies Publisher: Routledge. Pubd. in co-operation with the centre for Ibsen studies.

ISSN: 1741-8720(electronic) 1502-1866 (paper)

E –LEARNING RESOURCE:

https://highereducation.com/sites/0072405228/student_view0/drama_glossary.html

<https://www.youtube.com/watch?v=RDGSDz3KYE>

https://www.youtube.com/watch?v=qrGP60MsU_1

<https://www.slideshare.net/mora> – deyanira>history-of-english-drama

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|---------------|---|
| CO1 | Understands the elements of Drama |
| CO2 | Identify the various types and techniques involved in theatre space |
| CO3 | Analyse the different types of Drama |
| CO4 | Appreciate the aesthetics of various dramas |
| CO5 | Trace, detect and creatively interpret the current trends in Drama |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| AVERAGE | 3 | 2.8 | 2.8 | 2.6 | 2.8 | 2.8 | 2.6 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH LITERATURE
CORE – DRAMA
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: EL18/2C/DMA

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV, V

**I B.A. ENGLISH LITERATURE
CORE- INTRODUCTION TO LINGUISTICS
SEMESTER- II**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: EL18/2C/ITL
LTP: 3 1 1**

COURSE OBJECTIVES:

- To Introduce and trace the Origin of English Language
- To Introduce learners to Language Varieties and the basics of Linguistics and Language
- To enable learners to know the scientific systems of the language and practice phonetic transcriptions with emphasis on Stress and Syllables

COURSE OUTLINE:

| | |
|---|---------------|
| UNIT- I: Origin of English Language | 10 hrs |
| Animal and Human communication/ language Origin of human language- Theories Indo- European language English in the Germanic family Characteristics of English | |
| UNIT- II: Language Varieties | 10 hrs |
| Pidgins and Creoles Dialects and Register Standard English | |
| UNIT- III: Linguistics | 15 hrs |
| Linguistics- Definition and types Basic components of Linguistics: Phonology- Morphology- Syntax- Semantics- Pragmatics | |
| UNIT- IV: Classification of Sounds | 20 hrs |
| The organs of speech Classification of speech sounds Vowels, Consonants and Diphthongs (place and manner of articulation) | |
| UNIT- V: Sound Patterns | 20 hrs |
| Phonetic Transcription- symbols & words in isolation and sentences Syllables Stress- word and sentence stress | |

RECOMMENDED READING:

L, Wrenn C. *The English Language*. London: Methuen, 1949.
Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985.
C.L, Wren. *The English Language*. n.d.
Jones, Daniel. *Cambridge English Pronouncing Dictionary*. n.d.
Palmer, Frank. *Grammar*. n.d.

JOURNALS:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-LEARNING RESOURCES:

[https:// www.teachingenglish.org.uk](https://www.teachingenglish.org.uk)

[https:// www.researchgate.net](https://www.researchgate.net)

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No | CO Statement |
|-------|--|
| CO 1 | Identify the basics of Origin of Language and concept of Linguistics |
| CO 2 | Outline the important Language varieties |
| CO 3 | Understand the basic definition of Linguistics |
| CO 4 | Describe the classification of speech sounds. |
| CO5 | Demonstrate a clear understanding of concepts and theories introduced in the course. |

MAPPING- COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO 4 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 1 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.2 | 2.6 | 2.6 | 2.8 | 2.4 | 2.0 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Assignments
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-----------------|-------------------|--------------|--------------|
| K1 | A- 5 X 2 Marks | 50 | 10 | 100 |
| K1, K2 | B-5/8X 6 Marks | 150 | 30 | |
| K2, K3 | C -3/5X20 Marks | 500 -750 | 60 | |

**I B.A. ENGLISH LITERATURE
CORE – INTRODUCTION TO LINGUISTICS
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: EL18/2C/ITL

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV, V

Note to Paper Setter: The question on transcription can be divided into two ten mark questions:

1) Phonetic transcription

2) Reverse transcription (from orthographic text to phonetic)

Please Note:

A separate question paper on Language and Linguistics without questions on transcription should be prepared for students with special needs (the differently abled) and should be clearly marked – For Students with Special Needs)

**I B.A. ENGLISH LITERATURE
ALLIED – LITERATURE AND MYTHOLOGY
SEMESTER II**

**TOTAL HOURS: 6
CREDITS: 5**

**COURSE CODE: EL18/2A/LAM
LTP: 4 1 1**

COURSE OBJECTIVES:

- To introduce the students to the various Mythologies in Literature
- To identify the mythologies through poems unique to the study of Mythology
- To explain the relevance of mythology to the individual cultures of the world.
- To analyse the perspectives of the various civilizations through a study of their mythology
- To expose the basic framework of literature and the myths of the world through the novels.

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY **18 hrs**

Creation Myth, Fertility Myth, Hero Myth, Deliverance and Apocalyptic Myth: World Mythology as related to Greek, Roman, Hindu, Christian, Indian, Native American and Scandinavian.

UNIT II: POETRY **18 hrs**

| | |
|------------|----------------------|
| W.B. Yeats | Sailing to Byzantium |
| Tennyson | Ulysses |
| Shelley | Prometheus Unbound |

UNIT III: PROSE **18 hrs**

| | |
|--------------|------------------------|
| Albert Camus | The Myth of Sisyphus |
| Volga | The Liberation of Sita |

UNIT IV: DRAMA **18 hrs**

| | |
|-----------|------------------|
| Bhasa | <i>Urubhanga</i> |
| Euripedes | <i>Medea</i> |

UNIT V: NOVEL **18 hrs**

| | |
|-----------------|--------------------------------|
| Chitra Banerjee | <i>The Palace of Illusions</i> |
|-----------------|--------------------------------|

RECOMENDED READING:

Wilkinson Philip and Neil Philip. *Mythology*. DK Publications, 2007 ISBN 076631548

Laurence Coupe. *Myth*. Routledge, 2009.

Lovelock James. *The Revenge of Gaia*. Basic Books, 2006.

Jung Carl. *Man and His Symbols*. Dell, 1968.

Pattanaik Devdutt. *Myth – Mythia: A Handbook of Hindu Mythology*. Penguin India, 2006

JOURNALS:

Between Men and Gods: Kinnaras in Texts and at Ajanta. Dev Publications.UK
Mythological Studies Journal, Pacifica Graduate Institute

E-LEARNING RESOURCES:

<https://www.ancient.eu> › mythology

<https://www.history.com> › topics › ancient-history › greek-mythology

<https://www.greekmythology.com>

<https://devdutt.com> › article-category › indian-mythology

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO1 | Identify the various Mythologies in Literature |
| CO2 | Analyse the techniques and themes unique to the study of Mythology |
| CO3 | Understanding the relevance of mythology to the individual cultures of the world |
| CO4 | Evaluate the various civilizations through a study of their mythology |
| CO5 | Compare and contrast the acquired knowledge of basic framework of literature and myths for better enrichment |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 |
| AVERAGE | 3.0 | 2.4 | 2.6 | 2.8 | 2.6 | 3 | 2.4 | 2.4 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH LITERATURE
ALLIED – LITERATURE AND MYTHOLOGY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: EL18/2A/LAM

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV, V

**II B.A. ENGLISH LITERATURE
CORE – BRITISH LITERATURE I
ELIZABETHAN TO ROMANTIC AGE
SEMESTER III**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: EL18/2C/BER
LTP: 3 1 1**

COURSE OBJECTIVES:

- To introduce learner to the literary tradition of the Elizabethan and the Romantic Period.
- To familiarize them with the significant movements of the age
- To introduce them to the different genres of writing used by writers of the period.
- To critically examine the works of the writers of the period
- To develop the ability to critically analyse the impact of the works

COURSE OUTLINE:

Unit I: Background Studies

15 hrs

The Renaissance
The Reformation
The Romantic Age
The Industrial Revolution
The French Revolution

Unit II: Poetry

15 hrs

| | |
|-----------------------|--|
| Edmund Spenser: | From The Amoretti – Sonnet 73 – “Being Myself ...” |
| William Shakespeare: | Sonnet 55 |
| John Donne | Canonization |
| John Milton | On His Blindness |
| Thomas Gray | Elegy Written in a Country Churchyard |
| Alexander Pope | Ode on Solitude |
| William Wordsworth | The Solitary Reaper |
| Percy Bysshe Shelley: | Ode to the West Wind |
| John Keats: | Ode on a Grecian Urn |

Unit III: Prose

15 hrs

| | |
|----------------|--|
| Francis Bacon: | Of Truth & Of Love |
| Joseph Addison | Sir Roger at the Theatre (Coverley Papers) |
| Charles Lamb | Dream Children – A Reverie |

Unit IV: Drama

15 hrs

| | |
|----------------------|-------------------------------|
| Christopher Marlowe: | <i>Dr. Faustus</i> |
| Sheridan: | <i>The School for Scandal</i> |

| | |
|------------------|---------------------------------|
| Oliver Goldsmith | <i>She stoops to Conquer</i> ** |
| William Congreve | <i>The Way of the World</i> ** |

Unit V: Fiction

15 hrs

| | |
|------------------|----------------|
| Sir Walter Scott | <i>Ivanhoe</i> |
| Jane Austen | <i>Emma</i> |

** For Class Presentation and Assignments Only

RECOMMENDED READING:

Borris Ford, ed. Pelican Guide to English Literature vols. 1-9
Allardyce Nicoll. A History of English Drama
C.M. Bowra. The Romantic Imagination

JOURNALS:

International Journal of English Literature and Social Sciences
ISSN: 2456-7620
International Journal of English and Literature
ISSN: 2141-2626

EARNING RESOURCES:

Elizabethan literature | English literature | Britannica.com
<https://www.britannica.com/art/Elizabethan-literature>
The Norton Anthology of English Literature: The Romantic Age: review ...
<https://www.wwnorton.com/college/english/nael/romantic/review/summary.htm>
English Literature: The Romantic Period
<https://www.britannica.com/art/English-literature/The-Romantic-period>
Elizabethan Age
<https://www.youtube.com/watch?v=qqHRZPLuZwU>
Romanticism
<https://crossref-it.info/articles/82/romanticism>

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO Number | CO Statement |
|------------------|---|
| CO1 | Demonstrate a thorough knowledge of the historical and cultural background of the literary works from the Elizabethan to the Romantic Age. |
| CO2 | Compare and contrast the different genres of writing. |
| CO3 | Demonstrate an understanding of how writers use language in different genres |
| CO4 | Critically evaluate the literature (poetry, prose, novel and drama) of the period and assess its influence on its own age and subsequent ages |
| CO5 | Write analytically about the literary works of the period |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 1 |
| CO2 | 1 | 2 | 2 | 3 | 1 | 3 | 3 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 2 |
| CO4 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 1 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| AVERAGE | 2.0 | 1.8 | 2.4 | 2.8 | 1.8 | 3.0 | 2.2 | 2.0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|----------------------|-------|-------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3,K4 | C – 3 x 20 Marks | 500 | 60 | |

**I B.A. ENGLISH LITERATURE
CORE – BRITISH LITERATURE I
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: EL18/2C/BER

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

II B.A. ENGLISH LITERATURE
CORE-INDIAN WRITING IN ENGLISH- I (PRE- INDEPENDENCE ERA)
SEMESTER III

TOTAL HOURS: 5
CREDITS: 4

COURSE CODE: EL18/3C/IW
LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the students to major writers of Indian Literature in English of the Pre-Independence period.
- To familiarize them with the different genres of writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

COURSE OUTLINE:

| | |
|------------------------------|--|
| UNIT-I: POETRY | 15 hrs |
| Henry Derozio | The Harp of India |
| Toru Dutt | Our Casuarina Tree |
| Rabindranath Tagore | Gitanjali: Song 5- I ask for a moment's indulgence Song 35- Where the mind is without fear |
| Sri Aurobindo | Life |
| Sarojini Naidu | Love and Death |
| Dom Moraes | Absences |
| UNIT-II: PROSE | 15 hrs |
| Mahatma Gandhi | Hind Swaraj, Chapter XIII (What is True Civilization?) |
| Jawaharlal Nehru | A Tryst with Destiny |
| Swami Vivekananda | Kali the Mother (Complete Works of Swami Vivekananda, vol.4, p.384 Advaita Ashram, 14th rpt. 1992) |
| UNIT – III: DRAMA | 15 hrs |
| Kalidasa | <i>Abijnana Shakuntalam</i> |
| Rabindranath Tagore | <i>The Post Office</i> |
| Harindranath Chattopadhyaya | |
| Siddhartha | <i>Man of Peace</i> |
| UNIT – IV: FICTION | 15 hrs |
| Bankim Chandra Chattopadhyay | <i>Rajmohan's Wife</i> |
| R. K. Narayan | <i>The English Teacher</i> |
| UNIT – V: FICTION | 15 hrs |
| Mulk Raj Anand | <i>Untouchable</i> |
| Raja Rao | <i>Kanthapura</i> |

RECOMMENDED READING:

An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990
The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram
Gems of English Prose and Poetry, Orient Blackswan, 2013

JOURNAL:

Indian Literature- Sahitya Academy Journal
 Contemporary Literary Review India

E- LEARNING RESOURCE:

<https://www.jstor.org>
<https://www.thebetterindia.com>
<https://owlcation.com>
<https://www.shiksha.com>
<https://www.indiatoday.in>

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|-------------|---|
| CO 1 | Identify the major writers of Indian literature in the Pre-Independence era |
| CO 2 | Compare and contrast the different genres of writing |
| CO 3 | Read and interpret the various movements of the age |
| CO4 | Demonstrate an understanding of the themes present in Indian literature |
| CO5 | Develop the ability to critically read a text |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|------------|------------|------------|------------|------------|------------|------------|----------|
| CO1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.4 | 2.6 | 2.8 | 2.6 | 2 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3,K4 | C – 3 x 20 Marks | 500 | 60 | |

II B.A. ENGLISH LITERATURE
CORE-INDIAN WRITING IN ENGLISH- I (PRE- INDEPENDENCE ERA)
SEMESTER III

End Semester Question Paper Pattern

Paper Code: EL18/3C/IW

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**II B.A. ENGLISH LITERATURE
ALLIED- LITERARY CRITICISM
SEMESTER-III**

**TOTAL HOURS: 6
CREDITS: 5**

**PAPER CODE: EL18/3A/LCT
LTP: 4 2 0**

COURSE OBJECTIVES:

- To introduce students to the functions of a critic and criticism.
- To engage in identifying, interpreting and analysing key ideas.
- To enable students to understand the shift of historical attitude towards literature.
- To enable to students to compare significant poetics and aesthetic traditions of the world.

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY 25 hrs

Nature and Function of Criticism- Types of Criticism- Ancient Criticism- Roman Criticism- Renaissance Criticism- Neo Classicism- Romantic Criticism- Modern Criticism- New Criticism- Indian Aesthetics. Critical Concepts: Imagination and Tranquility, Art for Art sake, Impersonal theory of Poetry, Willing suspension of disbelief.

UNIT- II 25 hrs

| | |
|----------------|--|
| Aristotle | Poetics (Chapter- 1, 7- 15) |
| Samuel Johnson | Preface to Shakespeare (line 1 to 518) |

UNIT- III 15 hrs

| | |
|--------|---|
| Pope | An Essay on Criticism (Excerpts) (line 560-744) |
| Arnold | The Study of Poetry (Excerpts) (line 1 to 383) |

UNIT- IV 10 hrs

| | |
|---------------|-----------------------|
| D.H.Lawrence | Why the Novel Matters |
| I.A. Richards | Four Kinds of Meaning |

UNIT- V 15 hrs

| | |
|---------------|-----------------------------------|
| M. Hiryananna | Main Aspects of Indian Aesthetics |
|---------------|-----------------------------------|

RECOMMENDED READING:

Enright and Chickera, *English Critical Texts*. London: Oxford UP, 1962.
V.S. Seturaman *Indian Aesthetics: An Introduction*. New Delhi: Trinity, 2011.

REFERENCE BOOKS:

Cuddon, J A. *The Penguin Dictionary of Literary Terms and Literary Theory (Fifth Edition)*. London: Penguin Books, 2012.
Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Backwell. London, 2011.
Holland, Owen. *Introducing Literary Criticism A Graphic Guide*. London: Icon Books, 2015.

Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. , 2010.
 Prasad, B. *An Introduction to English Criticism*. Background to Literary Criticism. Delhi:
 Laxmi Publications, 2016.

JOURNALS:

Criterion: A Journal of Literary Criticism.
 Columbia Journal of Literary Criticism

E-LEARNING RESOURCES:

Andrew Laird Oxford Readings in Ancient Literary Criticism
<http://b-ok.xyz/book/895558/4e8908>
 Neeraja Gupta A student's Handbook of Indian Aesthetics <http://b-ok.xyz/book/3382230/abec64>
 Classic Criticism: <https://cosmolearning.org/video-lectures/literary-criticism-classical-criticism/>
 Preface to Shakespeare: <https://www.youtube.com/watch?v=LKpGp-GuE58>
 Preface to Lyrical Ballads: <https://www.youtube.com/watch?v=-6EZDlqYOOQ>
<https://www.youtube.com/watch?v=neA3363AeFs>
 The Study of Poetry: <https://www.youtube.com/watch?v=nJOoPJG7Rts>
 Four Kinds of Meaning: <https://www.youtube.com/watch?v=IVKvQv3Q1zU>

COURSE OUTCOME:

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

| CO No | CO Statement |
|-------|---|
| CO 1 | Demonstrate knowledge of criticism and the social contexts that produced them. |
| CO 2 | Identify, analyse and apply key concepts of literary criticism. |
| CO 3 | Demonstrate an understanding of the changing emphasis in the study of literature from text towards context. |
| CO 4 | Identify the similarities and difference in western and Indian aesthetic approaches to literary arts. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO 1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Average | 2.7 | 3 | 2.7 | 3 | 2.7 | 2.7 | 2.7 | 3 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content
- Videos
- Group Discussion
- Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|----------------|------------|-------|-------|
| K 1 | A-5/6X2 marks | 50 | 10 | 100 |
| K1, K 2 | B-5/8x6 marks | 150 | 30 | |
| K2, K 3, K4 | C-3/5x20 marks | 500 | 60 | |

**II B.A. ENGLISH LITERATURE
ALLIED- LITERARY CRITICISM
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: EL18/3A/LCT

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

II B.A ENGLISH
CORE – BRITISH LITERATURE II: VICTORIAN TO 20th CENTURY
SEMESTER IV

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: EL18/2C/BVT

LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the learner to the literary tradition of the Victorian age and the 20th Century
- To gain an understanding of the movements that influenced the literature of the period
- To introduce them to the different genres that gained popularity during the age
- To introduce them to the great writers of the period
- To critically examine the works of the writers of the period

COURSE OUTLINE:

Unit I: Background Studies

15hrs

Industrial Revolution
Reform Act of 1832
Darwin's Theory of Evolution
World War I & II

Unit II: Poetry

15hrs

| | |
|-----------------|-------------------------|
| Mathew Arnold | Dover Beach |
| Robert Browning | Last Ride Together |
| W.B. Yeats | Sailing to Byzantium |
| Wilfred Owen | Anthem for Doomed Youth |
| T.S Eliot | Journey of the Magi |
| Ted Hughes | Thought Fox |

Unit III: Prose

15hrs

| | |
|------------------|----------------------|
| Bertrand Russell | Knowledge and Wisdom |
| G.K. Chesterton | Woman |
| E. M. Forster | What I believe |

Unit IV: Drama

15hrs

| | |
|--------------|------------------------------|
| John Synge | <i>Riders to the Sea</i> |
| G. B Shaw | <i>Pygmalion</i> |
| John Osborne | <i>Look Back in Anger **</i> |

Unit V: Fiction**15hrs**

| | |
|------------------|------------------------------------|
| Thomas Hardy | <i>Mayor of Casterbridge</i> |
| Virginia Woolf | <i>To the Lighthouse**</i> |
| George Orwell | <i>Animal Farm</i> |
| William Golding | <i>Lord of the Flies **</i> |
| Somerset Maugham | <i>The Ant and the Grasshopper</i> |
| Kazuo Ishiguro | <i>A Family Supper</i> |

** For Class Presentation and Assignments Only

RECOMMENDED READING:

A.Nicoll, A History of English Drama

Bergonzi Bernard. The Turn of the Century: Essays on Victorian and Modern English Literature

Daiches, David

Boris Ford The Pelican Guide to English Literature

JOURNALS:

International Journal of English and Literature ISSN 21412626

Journal of English Literature and Cultural Studies

EARNING RESOURCES:

Introduction to Victorian Literature: Overview of Themes, Style, and ...

<https://study.com/.../introduction-to-victorian-literature-overview-of-themes-style-and...>

Characteristics of Victorian era literature, novels and poetry

www.victorian-era.org/victorian-era-literature-characteristics.html

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO Number | CO Statement |
|-----------|---|
| CO1 | Demonstrate knowledge of the movements that influenced the literature beginning from the Victorian age to the 20 th century. |
| CO2 | Distinguish and analyse the different genres of writings of the period. |
| CO3 | Critically evaluate the literary language of the texts prescribed (in poetry, prose, novel, drama and fiction) |
| CO4 | Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history |
| CO5 | Exhibit the skill of analyzing literary works and writing effectively |

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| Average | 2.8 | 1.8 | 3.0 | 2.8 | 2.6 | 3.0 | 2.8 | 1.8 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

II B.A ENGLISH
CORE – BRITISH LITERATURE I: ELIZABETHAN TO ROMANTIC
AGE
SEMESTER III

End Semester Question Paper Pattern

Paper Code: EL18/2C/BVT

Max Marks: 100

Time: 3 hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

II B.A ENGLISH
CORE-INDIAN WRITING IN ENGLISH- II (POST- INDEPENDENCE ERA)
SEMESTER III

TOTAL HOURS: 5
CREDITS: 4

COURSE CODE: EL18/4C/IWE
LTP: 3 1 1

COURSE OBJECTIVES

- To introduce the students to major writers of Indian Literature in English of the Post-Independence period.
- To familiarize them with the different genres of writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

COURSE OUTLINE:

UNIT-I: POETRY

15 hrs

| | |
|-------------------------|----------------------------|
| Nissim Ezekiel | Background, casually |
| Kamala Das | An Introduction |
| Syed Ammanuddin | Don't Call me Indo-Anglian |
| A. K. Ramanujan | Obituary |
| Arun Kolatkar | Jejuri |
| Jayant Mahapatra | Dawn at Puri |
| Arwind Krishna Mehrotra | Continuities |

UNIT-II: PROSE

15hrs

| | |
|-----------------------|---|
| Dr. S. Radha Krishnan | Character Is Destiny |
| Dr. B.R.Ambedkar | Castes in India: Their Mechanism, Genesis and Development |
| Shashi Tharoor | Indian Identity |
| Amartya Sen | Identity and Violence |

UNIT – III: DRAMA

15 hrs

| | |
|-----------------|--|
| Asif Currimbhoy | <i>The Refugee</i> |
| Vijay Tendulkar | <i>Silence the Court is in Session</i> |
| Girish Karnad | <i>Naga Mandala</i> |
| Mahesh Dattani | <i>Seven Steps around the Fire</i> |

UNIT – IV: FICTION

15 hrs

| | |
|--------------------|-----------------------|
| Manohar Malgaonkar | <i>The Princes</i> |
| Rohinton Mistry | <i>A Fine Balance</i> |

UNIT – V: FICTION**15 hrs**

Amitav Ghosh

Glass Palace

Shashi Deshpande

*That Long Silence***RECOMMENDED READING**

An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990

The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram

JOURNALS:

Ashwamegh Indian Journal of English ISSN : 2454-4574

Indian Literature- Sahitya Academy Journal

E- LEARNING RESOURCE:<https://www.jstor.org><https://www.thebetterindia.com><https://owlcation.com><https://www.shiksha.com><https://www.indiatoday.in>**COURSE OUTCOMES:**

On completion of this course, students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Identify the major writers of Indian literature in the Post- Independence era |
| CO 2 | Compare and contrast the different genres of writing |
| CO 3 | Read and interpret the various movements of the age |
| CO4 | Demonstrate an understanding of the themes present in Indian literature |
| CO5 | Develop the ability to critically read a text |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.4 | 2.6 | 2.8 | 2.6 | 2 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN:

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

II B.A ENGLISH
CORE-INDIAN WRITING IN ENGLISH- II (POST- INDEPENDENCE ERA)
SEMESTER III

End Semester Question Paper Pattern

Paper Code: EL18/4C/IWE

Max Marks: 100

Time: 3 hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**II B.A ENGLISH
ALLIED- JOURNALISM
SEMESTER IV**

**TOTAL HOURS: 6
CREDITS: 5**

**COURSE CODE: EL18/4A/JNL
LTP: 4 1 1**

COURSE OBJECTIVES

- Introduce students to the creative field of Journalism.
- To select and evaluate information and understand the characteristics of the work of journalist.
- To demonstrate and have a hands on experience in the field of journalism.
- To promote for the public benefit high ethical standards in journalism.
- To train journalists for publication of useful research.

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY **15hrs**
History of Journalism- Development of Journalism (World and Indian)- Press as the Fourth Estate- Press and Law- Journalist Ethics.

UNIT- II: NEWS **15hrs**
News- Newspaper establishment- Collection of News-Organizing News- News agencies- Functions and duties of a news reporter- characteristics of news writing (Types of Leads, Inverted Pyramid Style, 5 W 1 H) Role of sub- editor- Role of an Editor.

UNIT- III: PRINT JOURNALISM **15hrs**
News writing- (Feature, Editorial, Column, Obituary, Review, Interview) Investigation journalism- Photo Feature- Compiling a magazine- Proof reading- proof reading symbols- Copy editing. Exercises on Proof reading and Copy editing.

UNIT- IV: ELECTRONIC JOURNALISM **15hrs**
Radio- Television- Radio broadcasts- Educational radio- Radio Channels- News Bulletins- growth of television in India- Satellite Internet Television, Script writing for Television and Radio

UNIT- V: ONLINE JOURNALISM **15hrs**
The evolution of Online Journalism-Mojo- exercises on Mojo
E- Blogging, E- Magazines, Discussion forums, E- Newspapers.
Developing: E-magazine, Blog, E- newspaper

RECOMMENDED READING:

Keval J. Kumar *Mass Communication in India*

Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders 4th Edition

Ahuja B N, *Theory & Practice of Journalism: Set to Indian Context*

[Eugenia Siapera](#), [Andreas Veglis](#) *The Handbook of Global Online Journalism* (pages: 1-13)

JOURNALS:

MEDLINE, PUBMED, SCOPUS, COPENICUS, CAS, EBSCO and ISI.

E- LEARNING RESOURCE:

<http://b-ok.xyz/book/2082289/0c7a98>

[Stuart Allan](http://b-ok.xyz/book/1223316/442104) *Online News Journalism and the Internet*. [http://b-ok.xyz/ book/1223316 /442104](http://b-ok.xyz/book/1223316/442104)

COURSE OUTCOME:

On completion of this course, the students will be able to ...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Evaluate numerical data and utilize databases for multi-layered story telling |
| CO 2 | Create and edit clear, graceful, grammatically correct prose |
| CO 3 | Demonstrate an awareness of journalism as an ethical practice |
| CO 4 | Demonstrate preparation of an entry-level position in the profession through a portfolio exhibiting their work |
| CO 5 | Formulate the value of free of expression in a democracy and build their knowledge of the news industry in its many forms |

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|----------|-------|-------|-------|-------|-------|-------|------|------|
| CO 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO 5 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| Average | 2.6 | 2.4 | 2.6 | 2.4 | 2.2 | 2.6 | 2.4 | 2 |

TEACHING METHODOLOGY:

- Group Discussion
- ICT enabled
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K3 | C – 3/5x 20 Marks | 500 | 60 | |

**II B.A ENGLISH
ALLIED- JOURNALISM
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: EL18/4A/JNL

Max Marks: 100

Time: 3 hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**III B.A. ENGLISH
CORE- AMERICAN LITERATURE- I
SEMESTER- V**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: EL18/5C/AML
LTP: 3 3 0**

COURSE OBJECTIVES:

- To introduce the students to the basic traits of American Literature and its cultural history.
- To introduce the students to eminent writers of America and their works from Native American to Naturalism.
- To create an awareness on trends and movement of American Literature.
- To expose the students to American sensibilities, ideals and concepts.
- To explore the origin and growth of American Literature

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY 18 hrs

Native American- Colonial Period- American Romanticism- Dark Romanticism- Transcendentalism- Realism- Modernism- Naturalism.

UNIT- II: PROSE 18 hrs

| | |
|------------------|-------------------------------------|
| Thomas Jefferson | Declaration of Independence |
| Emerson | Self- Reliance |
| Edgar Allen Poe | The Philosophy of Composition |
| H. D. Thoreau | Where I Lived, and What I Lived For |

UNIT-III: POETRY 18 hrs

| | |
|------------------------|---------------------------------------|
| Anne Bradstreet | Prologue |
| Phyllis Wheatley | On being brought to Africa to America |
| Edgar Allen Poe | Raven |
| Emerson | Brahma |
| Whitman | O Captain! My Captain! |
| Emily Dickenson | Success is Counted Sweetest |
| Robert Frost | Birches |
| William Carlos William | A Love Song |

UNIT- IV: DRAMA 18 hrs

| | |
|--------------------|----------------------------|
| Eugene O' Neill | <i>The Hairy Ape</i> |
| Tennessee Williams | <i>The Glass Menagerie</i> |
| Arthur Miller | <i>Death of a Salesman</i> |

UNIT- V: FICTION**18 hrs**

Hawthorne
Mark Twain

Scarlet Letter
The Adventures of Tom Sawyer

RECOMMENDED READING:

Bercovitch Sacvan *The Cambridge History of American Literature, Vol. 1: 1590-1820*
<http://b-ok.org/book/939662/3cf7ee>

Norton Anthology of American Literature: Vol. A & B <http://b-ok.org/book/1192825/418bea>

Bigsby Christopher Modern American drama, 1945-2000 <http://b-ok.org/book/1053995/d7f313>

JOURNALS:

Studies in American Fiction, jhu Press. ISSN 00918083

Journal of American Literary Studies

E- LEARNING RESOURCES:

The Glass Menagerie <https://www.youtube.com/watch?v=aiXbt6nz5eM&t=784s>
<https://www.youtube.com/watch?v=cUvX3BAXu7I> (film adaptation)

Death of a Salesman <https://www.youtube.com/watch?v=n9ASP9psRYE>
<https://www.youtube.com/watch?v=RMqiCtq5VLs> (film adaptation)

Eugene O' Neill <https://study.com/academy/lesson/eugene-oneill-biography-and-major-plays.html>

Raven <https://www.youtube.com/watch?v=YwIS6UOM7ZI> (audio version)

The Scarlet Letter <https://www.youtube.com/watch?v=Sf9I89ooaDE> (film adaptation)

<https://www.britannica.com/art/American-literature>

www.storyboardthat.cpm/rebeccan

https://en.m.wikipedia.org/writers/20th_century

http://www.softschools.com/timelines/american_literature_timeline/257/

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Understand the basic traits of American Literature |
| CO2 | Read, interpret and analyse the works of representative writers of America |
| CO3 | A thorough knowledge of trends and movements of American Literature |
| CO4 | Awareness on social, historical, literary and cultural elements of the changes in American Literature |
| CO 5 | Comprehend the origin and growth of American Literature |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| AVERAGE | 2.4 | 2.6 | 2.6 | 2.6 | 2.8 | 2.4 | 2.8 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using Chalk and Talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|------------------|-------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | 50 | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**III B.A. ENGLISH
CORE- AMERICAN LITERATURE- I
SEMESTER- V**

End Semester Question Paper Pattern

Paper Code: EL18/5C/AML

Max Marks : 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

III B.A. ENGLISH LITERATURE CORE –SHAKESPEARE SEMESTER V

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: EL18/5C/SHK
LTP: 3 3 0

COURSE OBJECTIVES:

- To create in students an interest in the works of Shakespeare.
- To enable students to interpret the linguistic and poetic variety of Shakespearean expressions
- To equip students to analyze the plays to classify the complex web of human relationships, political intrigues and social dynamics.
- To encourage students to study the plays along with the artistic representations and recreations of these on stage and in films.
- To train students to critically analyse the text using relevant forms and techniques.

COURSE OUTLINE:

| | |
|--|---------------|
| Unit I | 20 hrs |
| <i>King Lear</i> | |
| Unit II | 20 hrs |
| <i>Richard II</i> | |
| Unit III | 20 hrs |
| <i>As You Like it</i> | |
| Unit IV | 15 hrs |
| The Sonnets – 18,30,55,60,65 | |
| Unit V | 15 hrs |
| Shakespearean Stage, Audience, and Source | |
| Shakespeare's Plays – Recreating & Revisioning on stage and screen | |

For Class discussions and presentations

https://youtu.be/P_g-oDJ2SM - *King Lear*

<https://youtu.be/KuOvKOIGC0w> - *Richard II*

<https://youtu.be/hLk4rXC8YoQ> - *As You Like It*

Shakespeare's Plays–recreating and revisioning on stage and screen

RECOMMENDED READING:

A.C.Bradley.*Shakespeare the Man*

Bullough.*Shakespeare's Sources*

E.K.Chambers*The Elizabethan Stage*

Edward Dowden *Shakespeare: A Critical Study of his Mind and Art*

A.L.Rowse. *The Elizabethan Age*

Dover Wilson *Shakespeare's England*

Carolene Spurgeon *Shakespeare's Imagery*

Nevill Coghill *Soliloquies in Shakespeare*

Hathaway, Michael. *Elizabethan Popular Theatre: Plays in Performance*. London: Routledge, 1982. Print.

JOURNALS:

Shakespeare Quarterly

English Literary Renaissance

Shakespeare Bulletin

E-READING RESOURCES:

<https://www.folgerdigitaltexts.org/html/AYL.html>.

<https://www.nosweatshakespeare.com/king-lear-play/text>.

<https://www.tweetspeakpoetry.com/2015/06/25/top-ten-shakespeare-sonnets/>.

COURSE OUTCOME:

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

| CO No | CO Statement |
|-------|---|
| CO 1 | Analyse critically the works of Shakespeare |
| CO 2 | Illustrate the linguistic richness and figurative language of the plays |
| CO 3 | Relate art and reality |
| CO 4 | Draw comparisons between literature, theatre and films |
| CO 5 | Critically apply relevant forms and techniques. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| AVERAGE | 2.6 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4 | 2.6 | 2 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content
- Videos
- Group Discussion
- Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3/5x 20 Marks | 500 | 60 | |

**III B.A. ENGLISH LITERATURE
CORE – SHAKESPEARE
SEMESTER V**

End Semester Question Paper Pattern

Paper Code: EL18/5C/SHK

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**III B.A. ENGLISH
CORE- LANGUAGE AND LINGUISTICS
SEMESTER- V**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: EL18/5C/LAL
LTP: 3 3 0**

COURSE OBJECTIVES:

- To introduce the students to important concepts in Linguistics and the varieties of language.
- To understand some important concepts of grammar and to differentiate various linguistic terminologies
- To relate phonetic transcription to the English passages

COURSE OUTLINE:

| | |
|--|---------------|
| UNIT- I: Language and Society | 15 hrs |
| Old, Middle and Modern English | |
| Contribution of writers for the development of English: Shakespeare & Milton | |
| Influence of other languages on English: loan words | |
| UNIT- II: Language Varieties | 15 hrs |
| Dialects and Idiolects | |
| Registers | |
| American English | |
| Indian English | |
| UNIT- III: Phonology & Morphology | 20hrs |
| Allophones- Phonemes | |
| Phonetic Transcription | |
| UNIT- IV: Schools of Grammar | 20 hrs |
| Traditional Grammar | |
| Structural Grammar- Structuralism- IC Analysis | |
| TG Grammar | |
| UNIT- V: Semantics | 20 hrs |
| What is Semantics | |
| What is meaning- Lexical and grammatical meaning | |
| Discourse analysis | |

RECOMMENDED READING:

Balasubramanian, T. *Descriptive Linguistics*. n.d.
 Burton, D. *Studies in Discourse Analysis*. London: Routledge & Kegan Paul Ltd, 1961.
 Wood, A.C. Baugh & F.T. *History of Language*. n.d.
 Yule, George. *The Study of Language*. Third Edition, n.d.

REFERENCE BOOKS:

C.L, Wren. *The English Language*. n.d.

Jones, Daniel. *Cambridge English Pronouncing Dictionary*. n.d.

Palmer, Frank. *Grammar*. n.d.

JOURNALS:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-LEARNING RESOURCES:

[https:// www.teachingenglish.org.uk](https://www.teachingenglish.org.uk)

[https:// www.researchgate.net](https://www.researchgate.net)

COURSE OUTCOME:

On the completion of this course, the students will be able to...

| CO No | CO Statement |
|-------|--|
| CO 1 | Show an understanding of the history of English language from the old English Period to Modern day Influence |
| CO 2 | Distinguish between language varieties. |
| CO 3 | Demonstrate some important concepts of grammar. |
| CO 4 | Outline the basics of Linguistics and learn classification of sounds |
| CO5 | Understand sound patterns and attempt phonetic transcription of sentences |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| Average | 2.8 | 2.6 | 3.0 | 2.4 | 3.0 | 2.8 | 2.4 | 2.2 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Assignments
- Participation activities
- ICT Enabled Classes
- Quiz
- Peer Learning

QUESTION PAPER PATTERN:

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-----------------|-------------------|--------------|--------------|
| K1 | A- 5 X 2 Marks | 50 | 10 | 100 |
| K1, K2 | B-5/8X 6 Marks | 150 | 30 | |
| K2, K3,K4 | C -3/5X20 Marks | 500 -750 | 60 | |

**III B.A. ENGLISH
CORE- LANGUAGE AND LINGUISTICS
SEMESTER- V**

End Semester Question Paper Pattern

Paper Code: EL18/5C/LAL

Max Marks : 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV, V

Note to Paper Setter: The question on transcription can be divided into two ten mark questions in Unit III.

3) Phonetic transcription

4) Reverse transcription (from orthographic text to phonetic)

Please Note:

A separate question paper on Language and Linguistics without questions on transcription should be prepared for students with special needs (the differently abled) and should be clearly marked – For Students with Special Needs)

III B.A. ENGLISH LITERATURE CORE –WOMEN’S WRITING SEMESTER V

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: EL18/5C/WOW
LTP: 3 3 0

COURSE OBJECTIVES:

- To bring an awareness of the long standing history of Women’s writings.
- To sensitize the learners to various issues that women experience.
- To equip students to examine and appreciate works produced by women.
- To encourage students to extend their understanding of issues gained from the text to the world around them.

COURSE OUTLINE:

| | | |
|-------------------------------|---|---------------|
| UNIT I – POETRY | | 25 hrs |
| Akkamahadevi | Select Vacanas (<i>Women Writing In India: Volume 1</i> pp 79-81) | |
| Anne Bradstreet | Author to her Book | |
| Judith Wright | Eve to the Daughter | |
| Sylvia Plath | Lady Lazarus | |
| Imtiaz Dharker | Purdah | |
| Carol Ann Duffy | Penelope | |
| Maya Angelou | Phenomenal Woman | |
| Sujata Bhatt | Muliebrity | |
| UNIT II – PROSE | | 25 hrs |
| Mary Wollstonecraft | Vindication of the Rights of Women (Ch.12) | |
| Adrienne Rich | “What Does A Woman Need to Know?” | |
| Virginia Woolf | A Room of One’s Own (Chap. 3&4) | |
| Mahadevi Varma | Links in our Chain (<i>Links in the Chain</i>) | |
| Smitha Tewari Jassl | Sita’s Trials by Fire and Bhojpuri Women’s Songs | |
| UNIT III – DRAMA | | 15 hrs |
| Carol Churchill | <i>Top Girls</i> | |
| UNIT IV – FICTION | | 10 hrs |
| Charlotte Bronte | <i>Jane Eyre</i> | |
| UNIT V – SHORT STORIES | | 15 hrs |
| Charlotte Perkins Gilman | “The Yellow Wallpaper” | |
| Mahasweta Devi | “Statue” | |
| Ambai | “My Mother, Her Crime” | |

RECOMMENDED READING:

- Bhasin, Kamala. *Understanding Gender*. New Delhi: Kali For Women, 2005
- Belsey, Catherine and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. New York: Basil Blackwell, 1989.
- Gilbert, Sandra M. and Susan Gubar eds., *Norton Anthology of Literature by Women: The Traditions in English*. Second edition. New York: W.W. Norton, 1996.
- Jenainati, Cathia. *Introducing Feminism A Graphic Guide*. London: Icon Books, 2013.
- Tharu, Susie and K. Lalitha, eds., *Women Writing in India: 600 B. C to the Present. Volume I: 600 B.C to the Early Twentieth Century*. New York: Feminist Press, 1991.
- Tharu, Susie and K. Lalitha, eds., *Women Writing in India: 600 B. C to the Present. Volume II: The Twentieth Century*. New York: Feminist Press, 1993.
- Walters, Margaret. *Feminism: A Very Short Introduction*. London: Oxford UP, 2006.

JOURNALS:

Women's Writing Taylor and Francis
 ANTYAJAA: Indian journal of Women and Social Change

EARNING RESOURCES:

Women Who changed the World <https://www.youtube.com/watch?v=hXi386TR9qY>
 Maya Angelou <https://www.mayaangelou.com>
 Akkamahadevidocu <https://www.youtube.com/watch?v=wd8sxe-SoiU>
 Top Girls <https://www.youtube.com/watch?v=QGf3zE3rcgM>
 Jane Eyre <https://reelrundown.com/misc/Comprehensive-Guide-to-Jane-Eyre-Adaptations>
 The Yellow Wallpaper <https://vimeo.com/95343563>

COURSE OUTCOME:

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

| CO No | CO Statement |
|-------|---|
| CO 1 | Demonstrate knowledge of the texts, the authors and the literary and social movements that produced them. |
| CO 2 | Understand and analyse the representation of female/feminist experience in literature. |
| CO 3 | Examine and critique the role played by socio-cultural-economic contexts in defining women. |
| CO 4 | Respect difference and transcend binaries and extend their knowledge gained from the text to the world around them. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|------------|----------|----------|----------|----------|----------|------------|----------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.7 | 3 | 3 | 3 | 3 | 3 | 2.7 | 3 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content
- Videos
- Group Discussion
- Role play
- Expert guest lectures
- Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|----------------|------------|-------|-------|
| K 1 | A-5/6X2 marks | 50 | 10 | 100 |
| K1,K2 | B-5/8x6 marks | 150 | 30 | |
| K2, K 3, K4 | C-3/4x20 marks | 500 | 60 | |

**III B.A. ENGLISH
CORE –WOMEN’S WRITING
SEMESTER V**

End Semester Question Paper Pattern

Paper Code: EL18/5C/WOW

Max Marks : 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV, V

III B.A ENGLISH ELECTIVE – POPULAR CULTURE SEMESTER - V

TOTAL HOURS: 6

COURSE CODE: EL18/5E/PRC

CREDITS: 5

LTP: 4 2 0

COURSE OBJECTIVES:

- To prepare the learner understand the impact of popular literature in the society.
- To widen the learner's mind and enable the learner to see how pop literature and pop culture serves as a documentation of culture, past and present.
- To discover the varied and evolving world of popular culture
- To introduce key theoretical approaches to popular culture
- To discuss aspects of global popular culture environments.

COURSE OUTLINE:

| | | |
|---|---|--------------|
| UNIT I: ESSAYS | | 15hrs |
| Leslie Fiedler | Towards a Definition of Popular Literature | |
| Raymond F. Betts | All the world's a stage: Contemporary entertainment in its many forms | |
| UNIT II: SONGS | | 15hrs |
| Kendrick Lamar | Blood | |
| Coldplay, The Chainsmokers | Something Just Like This | |
| Pink Floyd | Another Brick in the Wall, Part 1 | |
| Alessia Cara | Scars To Your Beautiful | |
| UNIT III: GRAPHIC NOVEL | | 15hrs |
| Art Spiegelman | <i>Maus</i> | |
| UNIT IV : NOVELS | | 15hrs |
| Suzanne Collins | <i>The Hunger Games</i> | |
| Rainbow Rowell | <i>Fangirl</i> | |
| UNIT V : TELEVISION SITCOMS | | 15hrs |
| The Simpsons | Radioactive Man (Season 7, Episode 2) | |
| For Class Presentations and Assignments only | | |
| U2 | Songs of Experience (entire album) | |
| Bill Watterson | Something Under the Bed is Drooling (Calvin and Hobbes) | |
| Gillian Flynn | Gone Girl (novel and movie) | |
| Blackish (Season Three) | | |

RECOMMENDED BOOKS:

Betts, Raymond F. A History of Popular Culture: More of Everything, Faster and Brighter
Routledge Taylor & Francis Group, 2013

Irwin, William. The Simpsons and Philosophy: the D'oh! of Homer. Open Court, 2008.

JOURNALS:

The Journal of Popular Culture -(*TJPC*)

E- LEARNING RESOURCES:

Derek McGrath - English PhD with reviews and comments on popular culture.

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Compile the underlying assumptions, power structures and moral constructs of the society |
| CO 2 | Create access to explore philosophical and moral issues as well as functioning on a smaller scale |
| CO 3 | Students can evaluate the show through various lenses |
| CO 4 | Assess one's own life |
| CO 5 | Use the things we have as entertainment, fashion and art |

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|---------|-------|-------|-------|-------|-------|-------|------|------|
| CO 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO 5 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| Average | 2.6 | 2.4 | 2.4 | 2.4 | 2.2 | 2.6 | 2 | 3 |

TEACHING METHODOLOGY:

- Group Discussion
- ICT enabled
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2,K3,K4 | C – 3/5x 20 Marks | 500 | 60 | |

**III B.A ENGLISH
ELECTIVE – POPULAR CULTURE
SEMESTER - V**

End Semester Question Paper Pattern

Paper Code: EL18/5E/PRC

Max Marks: 100

Time: 3 hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

III B.A ENGLISH
SELF STUDY COURSE – LIFE WRITINGS - AUTOBIOGRAPHY
SEMESTER -V

TOTAL HOURS:

COURSE CODE: EL19/5 /LWA

CREDITS: 4

LTP:

COURSE OBJECTIVES:

- To introduce the learner to key ideas and techniques involved in personal narrative writing.
- To enable the learner to appreciate varied experiences.
- To widen the learner's mind and enable the learner to face challenges.
- To equip the learner to adopt morals and values presented in the texts

COURSE OUTLINE:

UNIT I:

Introduction to Life Writing
 Elements of Autobiographies

UNIT II:

Barack Obama - *Dreams from my Father: A story of Race and Inheritance*.

UNIT III:

Sachin Tendulkar and Boria Majumdar - *Playing It My Way*.

RECOMMENDED READING:

On Life Writing by Zachary Leader. ISBN-13: 978-0198704065

JOURNALS:

European Journal of Life Writing, University of Groningen Press. ejlw.eu

<https://www.tandfonline.com/loi/rlwr20>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Demonstrate a knowledge of key ideas and techniques involved in personal narrative writing. |
| CO 2 | Extend the knowledge of varied experiences to their living |
| CO 3 | Apply people's skills learnt from texts. |
| CO 4 | Discern and respect difference and transcend binaries . |

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|----------------|------------|----------|------------|----------|------------|------------|------------|----------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.5 | 3 | 2.5 | 3 | 2.7 | 2.7 | 2.2 | 3 |

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Interction |
|-----------------|-------------------|------------|-------|-------|---|
| K1 K2, | A – 5 x 2/3 Marks | 150 | 10 | 50 | Unit I only |
| K2,K3 | C – 2/4x 20 Marks | 500 | 40 | | Either or question from Unit II And III |

III B.A ENGLISH

SELF STUDY COURSE – TRAVEL WRITINGS

SEMESTER -V

TOTAL HOURS:

COURSE CODE: EL19/5 /TWG

CREDITS: 4

LTP:

COURSE OBJECTIVES:

- To introduce the learner to key ideas and techniques involved in travel writing.
- To enable the learner to appreciate wide-ranging experiences related to travelling.
- To inculcate an interest in the learners for travelling and to tackle tough situations.
- To imbibe in the learner the skill of writing their travel experience.

COURSE OUTLINE:

UNIT I:

Introduction to Travel Writing

Bill Bryson *African Diary*.

UNIT II:

Dom Moraes. *Under Something of a Cloud* .

UNIT III:

Ganna Graber. *Adventures of a Lifetime – Travel Tales from around the World*

RECOMMENDED READING:

L.Peat O’Neil. *Travel Writing: See the World. Sell the Story*.

Writers Digest Books, 2005. ISBN -13: 978-1582973814

“Travel Writing as a Literary Genre” <https://www.uniassignment.com>

JOURNALS:

Studies in Travel Writing. Taylor & Francis. ISSN 13645145

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Demonstrate a knowledge of key ideas and techniques involved in travel writing. |
| CO 2 | Extend the knowledge gained through reading travel writing to their living. |
| CO 3 | Apply people’s skills learnt through travel and travel writing. |
| CO 4 | Discern and respect difference and transcend binaries . |

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|----------------|------------|----------|------------|----------|------------|------------|------------|----------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.5 | 3 | 2.5 | 3 | 2.7 | 2.7 | 2.2 | 3 |

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Interction |
|-----------------|-------------------|------------|-------|-------|---|
| K1 K2, | A – 5 x 2/3 Marks | 150 | 10 | 50 | Unit I only |
| K2,K3 | C – 2/4x 20 Marks | 500 | 40 | | Either or question from Unit II And III |

III B.A ENGLISH
SELF STUDY COURSE – LIFE WRITINGS - AUTOBIOGRAPHY
SEMESTER- V

TOTAL HOURS:

COURSE CODE: EL19/5 /LWA

CREDITS: 4

COURSE OBJECTIVES:

- To introduce the learner to key ideas and techniques involved in personal narrative writing.
- To enable the learner to appreciate varied experiences.
- To widen the learner's mind and enable the learner to face challenges.
- To equip the learner to adopt morals and values presented in the texts

COURSE OUTLINE:

UNIT I:

Introduction to Life Writing
 Elements of Autobiographies

UNIT II:

Barack Obama - *Dreams from my Father: A story of Race and Inheritance.*

UNIT III:

Sachin Tendulkar and Boria Majumdar - *Playing It My Way.*

RECOMMENDED READING:

On Life Writing by Zachary Leader. ISBN-13: 978-0198704065

JOURNALS:

European Journal of Life Writing, University of Groningen Press. ejlw.eu

<https://www.tandfonline.com/loi/rlwr20>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Demonstrate a knowledge of key ideas and techniques involved in personal narrative writing. |
| CO 2 | Extend the knowledge of varied experiences to their living |
| CO 3 | Apply people's skills learnt from texts. |
| CO 4 | Discern and respect difference and transcend binaries . |

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO / PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO8 |
|----------------|------------|----------|------------|----------|------------|------------|------------|----------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.5 | 3 | 2.5 | 3 | 2.7 | 2.7 | 2.2 | 3 |

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Interction |
|-----------------|-------------------|------------|-------|-------|---|
| K1 K2, | A – 5 x 2/3 Marks | 150 | 10 | 50 | Unit I only |
| K2,K3 | C – 2/4x 20 Marks | 500 | 40 | | Either or question from Unit II And III |

III B.A. ENGLISH CORE- AMERICAN LITERATURE- II SEMESTER- VI

HOURS: 6
CREDITS: 4

COURSE CODE: EL18/6C/AML
LTP: 3 3 0

COURSE OBJECTIVES:

- To introduce the students to the basic traits of American Literature and its cultural history.
- To introduce the students to eminent writers of America and their works from Native American to Naturalism.
- To create an awareness on trends and movement of American Literature.
- To expose the students to American sensibilities, ideals and concepts.
- To explore the origin and growth of American Literature

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY 18 hrs

Modernism- Lost Generation- Harlem Renaissance- Beat Generation- Contemporary Post
Modernism- Pluralism, Immigrant Literature

UNIT- II: PROSE 18 hrs

W. E. B. Du Bois
Alice Walker

The Study of the Negro Problems
i) “ Saving the Life that is your Own: The
Importance of Models in the Artist’s Life”
(From Part I, *In Search of Our Mother’s
Gardens*)

ii) “Looking for Zora” (From Part I, *In Search
of Our Mother’s Gardens*)

UNIT- III: POETRY

Wallace Stevens
E. E. Cummings
Langston Hughes
Allen Ginsberg
Robert Lowell
Anne Sexton
Adrienne Rich

The Emperor of Ice- Cream
Cambridge Ladies
The Ballad of the Landlord
A Supermarket in California
For the Union dead
The Addict
Power

18 hrs

UNIT- IV: DRAMA

Edward Albee
Sam Shepard

Zoo Story
True West

18 hrs

UNIT- V: SHORT STORY/FICTION

Zora Neale Hurston
Ernest Hemingway
Sandra Cisneros
Amy Tan
William Faulkner

Sweat
The Snow of Kilimanjaro
The House on Mango Street
The Joy Luck Club
Absalom, Absalom (for assignment only)

18 hrs

Gloria Anzaldua

Borderlands/ La Frontera (for assignment only)

RECOMMENDED READING:

[Bercovitch Sacvan](http://b-ok.org/book/939662/3cf7ee) *The Cambridge History of American Literature, Vol. 1: 1590-1820:*
<http://b-ok.org/book/939662/3cf7ee>

Norton Anthology of American Literature: Vol. A & B: <http://b-ok.org/book/1192825/418bea>

BigsbyChristopher *Modern American drama, 1945-2000:* <http://b-ok.org/book/1053995/d7f313>

W.E.B. Du Bois speaks- Speeches and addresses 1890-1919:
<http://b-ok.xyz/book/2464512/fd9b73>

JOURNAL:

American Literature, Duke University Press
 Journal of American Literary Studies

E- LEARNING RESOURCE:

Nobel Lecture: A Just and Lasting Peace <https://www.youtube.com/watch?v=AORo-YEXxNQ>

The Zoo story <https://www.youtube.com/watch?v=ctPun9fzS2E> (Theatre Adaptation)

True West <https://www.youtube.com/watch?v=atwDohPbp0c> (film adaptation)

<https://www.britannica.com/art/American-literature>

http://www.softschools.com/timelines/american_literature_timeline/257/

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Understand the basic traits of American Literature |
| CO2 | Read, interpret and analyse the works of representative writers of America |
| CO3 | A thorough knowledge of trends and movements of American Literature |
| CO4 | Awareness on social, historical, literary and cultural elements of the changes in American Literature |
| CO 5 | Comprehend the origin and growth of American Literature |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| AVERAGE | 2.8 | 2.4 | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|------------------|-------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | 50 | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**III B.A. ENGLISH
CORE- AMERICAN LITERATURE- II
SEMESTER- VI**

End Semester Question Paper Pattern

Paper Code: EL18/6C/AML

Max Marks : 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

III BA ENGLISH LITERATURE

CORE-POSTCOLONIAL LITERATURES

SEMESTER VI

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: EL18/6C/PCL
LTP: 3 3 0

COURSE OBJECTIVES:

- To introduce the students to the Postcolonial theories
- To understand the histories and the past of the Postcolonial Nations
- To identify the current political and social issues of the developed and developing countries
- To analyse the perspectives of the writers through the various texts of the world.
- To identify the current trends and the changing culture of Postcolonial world.

COURSE OUTLINE:

UNIT I: PROSE

18 hrs

Bill Ashcroft, Gareth Griffiths
& Helen Tiffin -
Edward Said

The Empire Writes Back (Introduction)
“Introduction” to Orientalism

UNIT II: POETRY

18 hrs

Kath Walker
David Diop
Derek Walcott
KishwarNaheed
LakdasaVikramsimha
Anne Kennedy
Margaret Atwood
Pablo Neruda

No More Boomerang (Australia)
Africa (Africa)
Ruins of a Great House (Caribbean Islands)
I am not that Woman (Pakistan)
Don't talk to me about Matisse (Sri Lanka)
I was a feminist in the Eighties (New Zealand)
Journey to the Interior (Canada)
The Dictators (Chile)

UNIT III: DRAMA

18 hrs

Wole Soyinka
Douglas Stuart

The Lion and the Jewel (Africa)
Ned Kelly (Australia)

UNIT IV: FICTION

18 hrs

Margaret Atwood
Chinua Achebe

Edible Woman (Canada)
Things Fall Apart (Africa)

UNIT V: SHORT STORIES

18 hrs

Alice Munro
Kate Grenville
Andrew Salkey

Face (Canada)
Mate (Australia)
Anancy (Caribbean Islands)

RECOMMENDED READING

Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. London: Routledge, 1989.

Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.

The Arnold Anthology of Post-colonial Literature - Ed. John Thieme

An Anthology of Commonwealth Poetry – Ed. C.D. Narasimhiah

JOURNALS:

The Cambridge Journal of Postcolonial Literary Inquiry –ISSN: 2052 – 2614

Post Colonial Studies – ISSN: 1368 – 8790

E- LEARNING RESOURCES:

<https://www.britainnaica.com/art/African-literature>

<https://www.ajol.info/index.php>

<https://www.aurealis.com>

<https://www.academicjournals.org/AJHC>

[https:// www.austlit.edu.au](https://www.austlit.edu.au)

[https:// www.thecanadianencyclopedia.com](https://www.thecanadianencyclopedia.com)

COURSE OUTCOME:

On completion of this course, students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO1 | Introduction to the Postcolonial theories |
| CO2 | Understanding the histories and the past of the Postcolonial Nations |
| CO3 | Identify the current political and social issues of the developed and developing countries |
| CO4 | Analysing the perspectives of the writers through the various texts of the world |
| CO5 | Identifying the current trends and the changing culture of Postcolonial world |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|----------------|--------------|--------------|-------------|-------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO 5 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|----------------------|--------------|--------------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**III BA ENGLISH LITERATURE
CORE-POSTCOLONIAL LITERATURES
SEMESTER VI**

End Semester Question Paper Pattern

Paper Code: EL18/6C/PCL

Max Marks : 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

III BA ENGLISH LITERATURE

WORLD LITERATURE

SEMESTER VI

TOTAL HOURS: 6

COURSE CODE: EL18/6C/WLT

CREDITS: 4

LTP: 3 3 0

COURSE OBJECTIVES:

- To promote an understanding of the canonical and classical works in their Cultural, Historical and Diasporic contexts.
- To discuss the universal relevance and enduring appeal in the literary and political contexts.
- To introduce the cultural studies approach to interpret literature to have comprehensive understanding of the forces which shape the land and its people.
- To facilitate the learners to approach the texts from a cross-cultural perspective.
- To explain the diversity of culture through multiple frames of reference, including the perception of others from around the world.

COURSE OUTLINE:

UNIT I: PROSE

15hrs

| | |
|----------------|--|
| Upanishads | <i>The Chandogya Upanishad</i> Chapter 4 Section 1-9 |
| Plato | “The tyrannical character” (excerpt from <i>The Republic</i> Book IX, part 9, chapter 9) |
| The Bible | <i>Exodus</i> 19, 20 |
| The Quran | Sūra CIV <i>Humaza</i> , (The Scandal-monger) |
| Kazuo Ishiguro | Nobel Lecture 2017 |

UNIT II :POETRY

15hrs

| | |
|-----------------|--|
| The Dhammapada | Flower (Translated by Valerie J Roebuck) |
| Thiruvalluvar | Selections from <i>KuralAthigaram</i> 79(Translation by G.U.Pope) |
| Andal | <i>Ali Malai Kanna, Viyattu Vaivirkal</i> , The Song of the Conch Bangles 11.1 to 11.4 pg 177 From <i>The Sacred Garland</i> |
| Matsuo Basho | Haiku Selection from <i>On Love and Barley</i> |
| Dante Alighieri | <i>The Divine Comedy</i> -Inferno Canto 1 |
| Rumi | The Force of Friendship, Two Friends |
| Kabir | The Master Weaver, The Bhakta's Caste, Fish (Translation by Vinay Dharwadker <i>Kabir: The Weaver's Song</i>) |

UNIT III : DRAMA

15hrs

| | |
|--------------|-----------------------|
| Aristophanes | <i>The Bird</i> |
| Henrik Ibsen | <i>A Doll's House</i> |

UNIT IV: FICTION

30hrs

| | |
|-------------------|-----------------------------|
| Fyodor Dostoevsky | <i>Crime and Punishment</i> |
| Ellie Wiesel | <i>Night</i> |

UNIT V:**15hrs**

| | |
|------------------------|--|
| Che Guevara | <i>Excerpts – ‘love sick pause’, ‘objects of curiosity’, ‘dear mama’, ‘la ponderosa II’s final tour’ from The Motorcycle Diaries</i> |
| Dalrymple, William | The Nuns’s Tale from <i>Nine Lives</i> |
| Gabriel Garcia Marquez | Eva is inside the Cat |

RECOMMENDED READING:

Calvino, Italo. “Why Read a Classic”

Damrosch, David. *What Is World Literature?**Norton Anthology of World Literature Vol A. B. &C***JOURNALS:**

The Journal of World Literature

World Literature Studies

EARNING RESOURCES:

Che Guevara

<https://www.youtube.com/watch?v=JNZ5MnKDLnE>*Crime and Punishment*<https://www.youtube.com/watch?v=yxypY2nia3g>

Andal in Art

<http://kamadenu.blogspot.in/2015/12/>

Kabir

<http://www.kabirproject.org>

The Doll’s house, A performance.

<https://www.youtube.com/watch?v=6NLhOyGBs6c>**COURSE OUTCOMES:**

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Use critical thinking skills to gain insight into the cultural, historical and literary contexts of major Western and non-Western works. |
| CO 2 | Demonstrate the literary, historical, social and cultural movements associated with the texts. |
| CO 3 | Compare the glory of Indian writings with other writings. |
| CO 4 | Deepen the knowledge of contemporary world culture through literature. |
| CO 5 | Apply the challenges and wisdom gained in reading the South Asian texts to other intercultural encounters in academics, business, politics and community. |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| Average | 2.8 | 2.6 | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.2 |

TEACHING METHODOLOGY:

- Group Discussion
- Conventional lectures
- Expert guest talks
- ICT enabled
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-------------------|----------------------|-------|-------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K3 | C – 3/5x 20 Marks | 500 | 60 | |

**III BA ENGLISH LITERATURE
WORLD LITERATURE
SEMESTER VI**

End Semester Question Paper Pattern

Paper Code: EL18/6C/WLT

Max Marks: 100

Time: 3hrs

I. Answer 5 of the following questions in about 50 words each (5X2=10)

6 Questions from Units I, II, III, IV, V

II. Answer any 5 of the following in about 150 words each (5X6=30)

8 Questions from Units I, II, III, IV, V

III. Answer any 3 of the following in about 500 words each (3X20=60)

5 Questions from Units I, II, III, IV

**III B.A. ENGLISH LITERATURE
LITERATURE AND ENVIRONMENT
SEMESTER VI**

TOTAL HOURS: 6

CREDITS: 5

COURSE CODE: EL18/6C/LEN

LTP: 4 2 0

COURSE OBJECTIVES:

- To enable the learners to understand and address the connection between ecology, culture and literature.
- To introduce few basic concepts and principles of Ecocriticism.
- To help them explore various representations of the environment through literature and to sensitise the learners on grave ecological concerns.
- To apply Ecocriticism to the reading of literary texts.
- To expose the learners to recent critical theories.

COURSE OUTLINE:

UNIT I: INTRODUCTION TO ECOCRITICISM

15hrs

Positions—Environmentalism, Deep Ecology, Eco Feminism, Social Ecology, Eco-philosophy, Bio-regionalism, Tinai Theory

UNIT II: TROPES

15hrs

Pastoral, Wilderness, Dwelling, Apocalypse

UNIT III: LITERARY TEXTS: POETRY

15hrs

| | |
|---------------------|--|
| Sangam Poetry | Home and Kurunji (Tr. by A.K.Ramanujan) |
| Matsuo Basho | Select Haiku |
| Emerson | Hamatreya |
| Wordsworth | Nutting |
| Keats | On Grasshopper and Cricket |
| Dylan Thomas | The Force that through the Green Fuse Runs |
| Wendell Berry | Peace of Wild Things |
| Leslie Marmon Silko | Love Poem |

UNIT IV: LITERARY TEXTS: PROSE AND FICTION

30hrs

| | |
|----------------|--|
| Thoreau | Excerpt from <i>Walden</i> “Chief Seattle’s Speech” |
| Rachel Carson | A Fable for Tomorrow |
| Wangari Mathai | Nobel Acceptance Speech |
| ArnesNaess | “Self Realization: An Ecological Approach to Being in the World” from <i>Ecology of Wisdom</i> |
| Arundathi Roy | Excerpt from <i>The Broken Republic</i> |
| A.K. Ramanujam | Flowering Tree |
| Ambai | Forest |
| Mahasweta Devi | Arjun |

UNIT V MEDIA TEXTS (For Class Presentation and Assignments Only)**15hrs**

| | |
|-----------------|-------------|
| Queen of Trees | Documentary |
| Nero's Guests | Documentary |
| Erin Brockovich | Movie |
| Instinct | Movie |

RECOMMENDED READING:

Carson, Rachel. *Silent Spring*
Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*
Garrard, Greg. *Ecocriticism: A New Critical Idiom*
Nirmal Selvamony *Ecocriticism*
Vandana Shiva *Seeds of Truth*
Lovelock, James. *Gaia*
Primavesi, Anne. *Sacred Gaia*
Garrard, Greg. *The Oxford Handbook of Ecocriticism*
Glotfelty, C and H. *The Ecocriticism Reader*

JOURNALS:

ISLE: Interdisciplinary Studies in Literature and Environment.
Environmental Humanities

EARNING RESOURCES:

What is Deep Ecology?:
<https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
Wangari Maathai Speech:
https://www.youtube.com/watch?v=dZap_QlwlKw
Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
Rachel Carson Video Silent Spring Chapter I
<https://www.youtube.com/watch?v=32Lj2DHaT4I>
Walden A Documentary:
<https://www.youtube.com/watch?v=ZpS5xy8O0w>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Demonstrate complex and various representations of Nature in Green Studies. |
| CO 2 | Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse. |
| CO 3 | Utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts. |
| CO 4 | Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature. |
| CO 5 | Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects. |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.8 | 2.6 | 3 | 2.8 | 2.8 | 3 | 3 | 2.4 |

TEACHING METHODOLOGY:

- Group Discussion
- Conventional lectures
- Expert guest talks
- ICT enabled
- Flipped learning
- e-content
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-------------------|----------------------|-------|-------|
| K1 | A – 5 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2, K3 | C – 3/5x 20 Marks | 500 | 60 | |

**III B.A. ENGLISH
CORE- LITERATURE AND ENVIRONMENT
SEMESTER- VI**

End Semester Question Paper Pattern

Paper Code: EL18/6C/LEN

Max Marks : 100

Time: 3hrs

- I. Answer 5 of the following questions in about 50 words each (5X2=10)**
6 Questions from All Units

- II. Answer any 5 of the following in about 150 words each (5X6=30)**
8 Questions from All Units

- III. Answer any 3 of the following in about 500 words each (3X20=60)**
5 Questions covering All Units

**III BA ENGLISH LITERATURE
ELECTIVE –SUBALTERN WRITINGS OF INDIA
SEMESTER VI**

**TOTAL HOURS: 6
CREDITS: 5**

**COURSE CODE: EL18/6E/SWI
LTP: 4 2 0**

COURSE OBJECTIVES:

- To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India
- To make the learner listen to subaltern voices
- To sensitize the learners to the predicament of the ‘other’
- To enable learners to identify and appreciate the aesthetic positions of these texts
- To understand the limitations of Subaltern studies.

COURSE OUTLINE:

UNIT I

18 hrs

Theory:

Partha Chatterjee, “Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-190)

Text:

Omprakash Valmiki Joothan

M. B. Manoj O Ant, Paddy Stalk (poem)

UNIT II

18 hrs

Theory:

G.N.Devy “Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008

Text:

Narayan Kocharethi

UNIT III

18 hrs

Theory:

Manoj K “Transgender Rights in India”, IAS Study material, 2015

Text:

Serena Nanda “Social Organization and Economic Adaptation”- Chapter IV,
Page 38 - 52 from *Neither Man nor Woman: The Hijras of India*

Unit IV

18 hrs

Theory:

Radha Kumar, “The Contemporary Feminist Movement” in *The History of Doing* pp 96-115

Text:

Roshan G. Sahani “Her Infinite Variety” from *Janani: Mothers, Daughters Motherhood*.
Ed by Rinki Bhattacharya

UNIT V (For Class Presentation and Assignments only)

18 hrs

Two Indian documentary films on the differently abled will be viewed and presented as assignments

RECOMMENDED READING

Subaltern Studies Vol. 1-13.

Bhasin, Kamala. *Understanding Gender*, New Delhi: Kali for Women, 2000.

Devy, G. N. *A Nomad Called Thief*.

Devy, G. N. ed. *The Painted Verse*. New Delhi. Penguin,

Hunt, Sarah Beth. *Hindi Dalit Literature and the Politics of Representation* New Delhi: Routledge, 2014.

Laxmi. *Me Hijra, Me Laxmi*. Trans. P. G. Joshi & Rao. OUP, 2015

Nanda, Serena. *Neither Man nor Woman: The Hijras of India*. Wadsworth Publishing Company.

JOURNALS:

Journal of Postcolonial writing.

Journal of Contemporary Asia.

Sage Journals.

Catalyst.

E-LEARNING RESOURCES:

Kocharetti

https://www.youtube.com/watch?v=il6A_2wSjRg

G N Devy

<https://www.youtube.com/watch?v=vc76V7rXDqg>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Introduction to the realities of subaltern culture |
| CO 2 | Enabling the listener to listen to subaltern voices |
| CO 3 | Identify and analyse the works of writers in Subaltern literature |
| CO 4 | Sensitization of subaltern predicament |
| CO 5 | Understanding the limitations of Subaltern literature |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|---------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO4 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| AVERAGE | 2.6 | 2.4 | 3.0 | 2.4 | 3.0 | 3.0 | 2.8 | 2.0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Teaching/ Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|----------------------|-------|-------|
| K1 | A – 5x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2 | B – 5 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3 x 20 Marks | 500 | 60 | |

**III BA ENGLISH LITERATURE
ELECTIVE –SUBALTERN WRITINGS OF INDIA
SEMESTER VI**

End Semester Question Paper Pattern

Paper Code: EL18/6E/SWI

Marks : 100

Time: 3hrs

- IV. Answer 5 of the following questions in about 50 words each (5X2=10)**
6 Questions from All Units
- V. Answer any 5 of the following in about 150 words each (5X6=30)**
8 Questions from All Units
- VI. Answer any 3 of the following in about 500 words each (3X20=60)**
5 Questions covering All Units

PG

From 2018-19 onwards

I M.A. ENGLISH
CORE –I BRITISH LITERATURE 16th -19th CENTURY
SEMESTER I

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: 2P18/1C/BRL
LTP: 3 2 1

COURSE OBJECTIVES:

- To build on their knowledge of British literary and social history.
- To enable students to develop a critical approach to British Literature from the sixteenth to the nineteenth centuries.
- To equip students to study the representative writers in relation to the artistic, social and political context.
- To train students to analyse texts using relevant forms and concepts.
- To enable students to closely read the social, political and cultural issues reflected in British Literature

COURSE OUTLINE:

UNIT I – THE ELIZABETHAN AGE **18 hrs**

| | |
|---------|--|
| Sidney | Sonnet No 1. From Astrophel and Stella |
| Spenser | Epithalamion |
| Donne | A Valediction: Forbidding Mourning |
| Marlowe | Edward II |
| Bacon | Of Simulation and Dissimulation |

UNIT II – AGE OF MILTON AND THE NEO CLASSICAL AGE **18 hrs**

| | |
|--------------------|---------------------------|
| Milton | Paradise Lost Book IV |
| Andrew Marvell | To His Coy Mistress |
| Pope | The Rape of the Lock |
| Addison and Steele | The Coverley Papers |
| | -Sir Roger at Church |
| | -Sir Roger at the Assizes |
| Goldsmith | She Stoops to Conquer |
| Sheridan | The Rivals |

UNIT III - EARLY ROMANTIC AGE **18 hrs**

| | |
|-------------|--|
| Blake | Songs of Innocence - The Shepherd |
| | Spring |
| | Songs of Experience - London |
| | The School Boy |
| Wordsworth | Ode : Intimations of Immortality from Recollections of Early Childhood |
| Jane Austen | <i>Sense and Sensibility</i> |

UNIT IV – LATE ROMANTIC AGE

18 hrs

| | |
|---------|--|
| Lamb | A Dissertation Upon Roast Pig |
| Shelley | Adonais: An Elegy on the Death of John Keats |
| Keats | The Eve of St. Agnes |

Unit V - VICTORIAN AGE (1830 – 1901)

18 hrs

| | |
|--------------|---------------------------|
| Tennyson | Morte'dArthur |
| Browning | Andrea del Sarto |
| Dickens | <i>Great Expectations</i> |
| George Eliot | <i>Middle March</i> |

For class discussions and presentations:

www.wwnorton.com>volB.overview

https://youtu.be/4lfRt_wKfx8 - Contexts of 16th & 17th Century Poetry (Part I)

RECOMMENDED READING:

Bergonzi, Bernard. *The Turn of a Century: Essays On Victorian and Modern English Literature*
Bowra, C.M. *Romantic Imagination*
Eliot T.S. "The Metaphysical Poets", *Selected Essay*. London: Faber and Faber Limited, 1932.
Ford, Boris. *Pelican Guide To English Literature – Introduction – Vol IV & V*
Oxford Anthology of English Literature, Vol I. The Middle Ages Through the 18th Century. London: OUP, 1937.
Daiches, David. *A Critical History of English Vol. I & II*. London: Secker & Warburg, 1981.

JOURNALS:

British Biography of the eighteenth century, *Notes and Queries*, Volume 10-IX, Issue 214, 1 February 1908, Page 98, Oxford University Press.

Slaves to Sweetness: British and Caribbean Literatures of Sugar. *The Review of English Studies*, Volume 61, Issue 249, April 2010, Pages 314–315, Liverpool University Press.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s10-IX.214.98a>

<https://doi.org/10.1093/res/hgp070>

<https://academic.oup.com/jvc/article/14/1/134/4159764>

<https://doi.org/10.1093/pa/gsr056>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|--|
| CO1 | Demonstrate an in depth knowledge of the literary history of Britain. |
| CO2 | Read independently texts of British Literature from the sixteenth to the nineteenth centuries |
| CO3 | Engage critically with representative writings in relation to their social, cultural and political milieu. |
| CO4 | Critically apply relevant forms and concepts. |
| CO5 | Discuss the social, political and cultural issues reflected in British Literature |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| Average | 2.8 | 2.8 | 3 | 2 | 2 | 2 | 2 | 2 | 2.8 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE –I BRITISH LITERATURE 16th -19th CENTURY
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/BRL

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE – II INDIAN LITERATURE IN ENGLISH
SEMESTER I**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: 2P18/1C/IWE
LTP: 3 2 1**

COURSE OBJECTIVES:

- To introduce the major literary works of Indian literature in English.
- To list out the representative literary texts of various periods and genres.
- To make the students aware of social, political and cultural issues reflected in writing in English.
- To elicit the various themes presented in Indian Literature.
- To familiarize the characteristics of Indian sensibility.

COURSE OUTLINE:

UNIT I: POETRY

18 hrs

| | |
|---------------------|---|
| Nissim Ezekiel | A Morning Walk, The Patriot |
| Imtiaz Dharker | They'll say, She must be from another country |
| | Postcards from God |
| | Purdah I |
| | Living Space |
| | The Right Word |
| G.S. Sharat Chandra | Reasons for Staying |
| | Vendor of Fish |
| | Consistently Ignored |
| ArunKolatkar | Poems from 'Jejuri |
| | Heart of Ruin |
| | The Doorstep |
| | An Old Woman |
| | The Butterfly |

UNIT II: PROSE

18 hrs

| | |
|----------------|--|
| Nissim Ezekiel | Naipaul's India and Mine |
| Arundhati Roy | The End of Imagination |
| Mahadevi Varma | The Modern Woman: A Look at her Status |
| Anees Jung | A Place Called School |
| Amartya Sen | Inequality, Instability and Voice |
| NeenaVyas | When Their Gods Failed Them |

UNIT III: DRAMA

18 hrs

| | |
|-----------------|------------------------|
| Vijay Tendulkar | <i>Kanyadaan</i> |
| Mahesh Dattani | <i>Final Solutions</i> |

UNIT IV: FICTION

18 hrs

| | |
|------------------|--------------------------|
| Vikram Seth | <i>An Equal Music</i> |
| Shashi Deshpande | <i>That Long Silence</i> |

UNIT V : CRITICAL WORKS**18 hrs**

Shauna Singh Baldwin *What the Body Remembers*
Amitav Ghosh *The Hungry Tide*

RECOMMENDED READING:

Naik, M.K., S.K.Desai et al. Critical Essays on Indian Writing in English
Jussawalla, Adil. A New Writing in India
Tharoor, Shashi. From Midnight to Millennium
De'Souza, Eunice. Nine Indian Women Poets. OUP: N.Delhi, 2004

JOURNALS:

Indian Literature- Sahitya Academy Journal
Contemporary Literary Review India
The Journal of common wealth literature Sage publication
Ashwamegh Indian Journal of English ISSN:2454-4574
Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

E-LEARNING SOURCES:

<https://www.jstor.org>
<https://www.thebetterindia.com>
<https://owlcation.com>
<https://www.shiksha.com>
<https://www.indiatoday.in>
<https://www.bookgeeks.in>

COURSE OUTCOMES:

On completion of the course, the student will be able to...

| CO No. | CO Statement |
|--------|--|
| CO 1 | Identify the major works of Indian Literature |
| CO 2 | Analyse the representative literary texts of various periods and genres |
| CO 3 | Discuss the social, political and cultural issues reflected in Indian writing in English |
| CO 4 | Demonstrate an understanding of the various themes presented in Indian literature |
| CO 5 | Describe the characteristics of Indian sensibility |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 5 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| Average | 2.6 | 2.8 | 2.6 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.4 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|------------|-------|-------|
| K4 | A – 5x 8 Marks | 150 | 40 | 100 |
| K4,K5 | B – 3 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – II INDIAN LITERATURE IN ENGLISH
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/IWE

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH
CORE – III LITERARY CRITICISM
SEMESTER I

TOTAL HOURS: 6
CREDITS: 4

PAPER CODE: 2P18/1C/LCR
LTP: 3 2 1

COURSE OBJECTIVES:

- To introduce students to aesthetic and critical traditions of India and the West.
- To foster an understanding of the relationship between author, text and reader.
- To enable students to acquire an in-depth knowledge of twentieth century criticism.
- To train students to establish links between theory and text.
- To equip students to utilize and apply critical terms to understand cultural texts.

COURSE OUTLINE:

| | | |
|-----------------------|---|---------------|
| UNIT I | | 20 hrs |
| K. Krishnamoorthi | Sanskrit Poetics: An Overview | |
| Tolkappiyam | Meypatiyyal | |
| UNIT II | | 20 hrs |
| Cleanth Brooks | The Language of Paradox | |
| Allen Tate | Tension in Poetry | |
| UNIT III | | 15 hrs |
| Wimsatt and Beardsley | The Intentional Fallacy and The Affective Fallacy | |
| UNIT IV | | 20 hrs |
| Roman Jakobson | Linguistics and Poetics | |
| Victor Shklovsky | Art as Technique | |
| UNIT V | | 15 hrs |
| Ashish Nandy | Intimate Enemy | |

RECOMMENDED READING:

Coomaraswamy, Ananda K. *The Dance of Shiva: Fourteen Indian Essays*. Jyoti Enterprises, 2018.

Devy, G. N. Ed. *Indian Literary Criticism*. Hyderabad: Orient Longman. 2006.

Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Wiley-Blackwell, 2005.

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.

Lodge, David. *20th Century Literary Criticism: a Reader*. Longman, 2004.

Ramaswami, S., and V. S. Seturaman. *The English Critical Tradition: an Anthology of English Literary Criticism*. MacMillan Co. of India, 1978.

Sethuraman, V.S. *Indian Aesthetics*. Madras: Macmillan India Ltd., 1977.

Wimsatt, William and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford & IBH Publishing Co., 1957.

Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.

JOURNALS:

Criterion: A Journal of Literary Criticism.
Columbia Journal of Literary Criticism

E-LEARNING RESOURCES:

Indian Poetics - <https://epgp.inflibnet.ac.in/ahl.php?csrno=13>The Language of Paradox - <https://ezinearticles.com/?Cleanth-Brooks-The-Language-of-Paradox&id=83427>

Tension in Poetry - <http://snhingu.blogspot.com/2013/05/literary-criticism-tension-in-poetry.html>

Intentional and Affective Fallacy - <https://interactionculture.net/2013/02/04/the-intentional-fallacy-and-the-affective-fallacy-of-interaction-design/>

Interview with Margaret Thomas on Roman Jakobson - <https://dlib.bc.edu/islandora/object/bc-ir:102652>

Defamiliarization - <https://www.newworldencyclopedia.org/entry/Defamiliarization>

Interview with Ashish Nandy - <http://radioopensource.org/real-india-ashis-nandys-post-colonial-intimate-enemies/>

COURSE OUTCOMES:

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

| CO No | CO Statement |
|-------|--|
| CO1 | Demonstrate a knowledge of concepts in Indian and Western poetics |
| CO2 | Interpret texts analyze them in the light of criticism. |
| CO3 | Recognize the shift from liberal humanist paradigm towards Theory. |
| CO4 | Display an advanced level of critical and analytical skills. |
| CO5 | Extend knowledge of criticism to other artistic expressions |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.8 | 3 | 3 | 3 | 3 | 2.6 | 2.6 | 3 | 2.4 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content, Videos, Group Discussion
- Expert guest lectures
- Seminar

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5x 8 Marks | 150 | 40 | 100 |
| K4,K5 | B – 3 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH
CORE – III LITERARY CRITICISM
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/LCR

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE – IV LITERATURES FROM ASIA
SEMESTER I**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: 2P18/1C/LFA
LTP: 3 2 1**

COURSE OBJECTIVES:

- To introduce students to a selection of literatures from Asia.
- To equip students to study the similarities between the literatures and culture of this region.
- To equip students to identify issues related to the intersection of gender, caste, class, language, religion and politics.
- To enable students to develop a fervor for world culture and values
- To encourage students to extend their knowledge of this region to understand larger global concerns.

COURSE OUTLINE:

UNIT I POETRY

20 hrs

| | |
|--------------|--|
| Mirza Ghalib | From The Ghazals (Indian) |
| Edwin Thambu | Ulysses by the Merlion; Evening by Batok Town (Malaysia) |
| Fadwa Tuqan | Longing: Inspired by the Law of Gravity (Palestine) |
| Erika Dias | On its own Accord |
| P. Jirathun | An Invitation to the Emerald Poem |

UNIT II PROSE

20 hrs

| | |
|-------------------------|---|
| Gao Xingjian | The Case of Literature (Nobel Acceptance Speech) (China) |
| Aung San Suu Kyi | Nobel Lecture (Myanmar) |
| Zong Pu | Melody in Dreams (China) |
| Jean Arasanayagam | All is Burning (Sri Lanka) |
| Rokeya Sakhawat Hossain | Sultana's Dream (Bangladesh) |

UNIT III DRAMA

20 hrs

| | |
|------------------|---|
| Seami | <i>Astumori</i> (NOH play) (Japan) |
| Ernest MacIntyre | <i>He Still Comes from Jaffna</i> (Sri Lanka / Australia) |

UNIT IV FICTION

20 hrs

| | |
|-------------------|--------------------------------------|
| Ranin Manicka | <i>The Japanese Lover</i> (Malaysia) |
| Yasunari Kawabata | <i>Beauty and Sadness</i> (Japan) |
| Meira Chand | <i>A Different Sky</i> (Singapore) |
| Kamila Shamsie | <i>Burnt Shadows</i> (Pakistan) |
| Tahmiman Anam | <i>A Golden Age</i> (Bangladesh) |

UNIT V CULTURAL READINGS

10 hrs

Visit to the **South East Asian Culture Studies Institute** in Chennai for research and term paper

RECOMMENDED READING:

Holden , Philip and Rajeev Shridhar Patke .*The Routledge Concise History of South East Asian Writing in English*. Routledge, 2010.

Smith, David . Ed. *The Cannon in South East Asian Literatures*. Psychology Press, 2000.

Kratz, E. Ulrich. *South East Asian Languages and Literatures*. I.B. Tauris, 1996.

ThamSeong Chee, Ed., *Essays in literature and society in South-East Asia*. NUS Press, 1981.

Obeyesekere, Ranjini. *The Sri Lankan Theatre in the Past Two Decades*. Marga Institute, 2001.

JOURNALS:

SARE: Southeast Asian Review of English

International Journal of Asian Studies (IJAS)

Asian Theatre Journal

E-LEARNING RESOURCES:

Ghalib -

<http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/abdulqadir/02ghalibprose.pdf>

<https://www.youtube.com/watch?v=XqduRPI5PBw>

Ulysses by the Merlion; Evening by Batok Town -

<https://pdfs.semanticscholar.org/f441/af9e241641b7e26ac25fa17cfb9810bfb3a1.pdf>

The Case of Literature - <https://www.youtube.com/watch?v=-jffgZDVBSsc>

NOH play- <https://www.youtube.com/watch?v=-6msFSM1d9A>

<https://www.youtube.com/watch?v=wr-USxFyuYU>

Yasunari Kawabata- <https://youtu.be/5RBxq3esrKs>

Ernest MacIntyre -<https://groundviews.org/2014/05/26/bringing-politics-to-the-stage-observations-on-post-war-political-theatre-in-sri-lanka/>

Sultana's Dream - <https://www.theguardian.com/commentisfree/2009/jul/30/arab-world-science-fiction>

Kamila Shamsie -<https://www.youtube.com/watch?v=-V4Y3n9MJcA>

Tahmiman Anam - <https://www.youtube.com/watch?v=YEqvDmShZ8>

COURSE OUTCOME:

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

| CO No | CO Statement |
|--------------|--|
| CO 1 | Critically read representative literary texts from these regions as cultural texts. |
| CO 2 | Identify the similarities and differences among Asian literatures to appreciate difference |
| CO 3 | Demonstrate an understanding of the universal factors of social realities of this region |
| CO 4 | Relate to cultural and social values of a variety of cultures |
| CO 5 | Extend their knowledge of this region to discuss larger global concerns with sensitivity. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.8 | 3 | 3 | 3 | 3 | 2.4 | 2.8 | 3 | 3 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom,
- E- Content, Videos, Group Discussion, role play
- Expert guest lectures and Seminar

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5x 8 Marks | 150 | 40 | 100 |
| K4,K5 | B – 3 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – IV LITERATURES FROM ASIA
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/LFA

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
ELECTIVE-I JOURNALISM AND ADVERTISEMENT
SEMESTER- I**

TOTAL HOURS: 4

CREDITS: 3

COURSE CODE: 2P18/1E/JAD

L T P: 3 0 1

COURSE OBJECTIVES:

- To introduce the students of literature to the basic tenets of journalism
- To inculcate a taste for the news media & develop their journalistic skills
- To train students to write for the newspaper, magazine and the Web
- To understand the nuances of news, media and advertising.
- To sensitize society on the current issues in the field of Journalism and advertising.

COURSE OUTLINE:

UNIT- I: Defining Journalism

10 hrs

Origin and brief history of Journalism

Basic principles and theories of journalism

Newspaper organization

Structure and function of a newspaper

Characteristics of news

Structure of news

Types of news

Qualities, rights and responsibilities of a journalist

News agencies

Press, print and copyright laws- a brief look

UNIT- II: Journalistic Writing

10 hrs

News reporting; News writing; News feature; Editorial column; Reviews; Photo feature

Photo journalism

Broadcast journalism- Radio and TV

Internet journalism; E- Zines

Neighborhood journalism

UNIT- III: Advertising Basics

10 hrs

Introduction to Advertising; Types of advertising

Structure and function of an AD agency

Audience analysis and research

Segmentation

Targeting and Positioning

Demographics, Psychographics

Writing AD copy; Art direction; Print Production; Electronic production

Different forms of delivery vehicles in advertisement

UNIT- IV: Choices and Ethics**10 hrs**

Outdoor advertising; Media choices
Sales promotion; Advertising Ethics;
Legal aspects
Advertising and public relations
The role of PR in advertising
Social issues; public interest campaigns; political advertising

UNIT- V: Practical Component**20 hrs**

The students will be made to come up with a Lab journal and Ad campaign. Visits to media organization and agencies will be arranged. But this will be over and above the 40 hours of teaching, interaction and special lectures.

RECOMMENDED READING:

Jefkins, Frank William. *Advertising made simple*.
Mencher, Melvin. *News Reporting and Writing*.
S.K., Aggarwal. *A Handbook of Journalism and Editorial Excellence*.
Richard Rudin *An Introduction to Journalism*
Anna Mc Kane *Journalism A Career Handbook*

JOURNALS:

Indian Journal of Mass Communication and Journalism
Communicator: Indian Institute of Mass Communication

E-LEARNING RESOURCES:

<https://openmediahub.com>
<https://journalismcourses.org>
www.udemy.com
Journalism.cmpf.eui.eu
<https://www.shiftelearning.com>

COURSE OUTCOMES:

On completion of the course, the student will be able to...

| CO | CO Statement |
|-----|---|
| CO1 | Understand the basic tenets of Journalism |
| CO2 | Associate with the news media and forms of journalistic writing |
| CO3 | Apply and utilize the prior language skills to advertising and journalism |
| CO4 | The specific knowledge of the course will enhance in producing a creative journal |
| CO5 | Analyze the social issues relevant to the society and sensitize through their professional skills in this field |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.8 | 2.6 | 2.4 | 2.4 | 2.6 | 2.2 | 2.8 | 2.2 | 2.8 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Design a newspaper or brochure or pamphlet as part of an assignment

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|----------------|------------|-------|-------|
| K4 | A- 5 X 8 Marks | 500 | 40 | 100 |
| K4, K5 | B- 3X 20 Marks | 1500 | 60 | |

**I M.A. ENGLISH LITERATURE
ELECTIVE –I JOURNALISM AND ADVERTISING
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1E/JAD

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A.ENGLISH
CORE – BRITISH LITERATURE 20TH CENTURY
SEMESTER II

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: 2P18/2C/BRL
LTP: 3 2 1

COURSE OBJECTIVES:

- To build on their knowledge of British literary and social history.
- To enable students to develop a critical approach to artistic trends of the twentieth century.
- To equip students to study the representative writers in relation to the changing artistic, social and political trends.
- To equip students to analyse texts using relevant forms and concepts.
- To enable students to closely read the social, political and cultural issues reflected in British Literature.

COURSE OUTLINE:

UNIT I: POETRY I

18 hrs

Georgian Poets

| | |
|-------------------|---------------|
| Rupert Brooke | The Soldier |
| Walter de la Mare | The Listeners |

Modernism

| | |
|-----------|--------------------------------|
| T.S.Eliot | The Wasteland |
| W.B.Yeats | The Second Coming, Easter 1916 |

Thirties

| | |
|---------|---|
| Auden | The Unknown Citizen |
| Spender | I Think Continually of Those who were Truly Great |

UNIT II: POETRY II

18 hrs

The Movement

| | |
|---------------|------------------|
| Thom Gunn | On the Move |
| Philip Larkin | Whitsun Weddings |
| Ted Hughes | Tractor |

Late Twentieth Century

| | |
|-----------------|---------------------------------|
| Seamus Heaney | Blackberry Picking |
| Carol Ann Duffy | We Remember Your Childhood Well |
| Craig Raine | A Martian Sends a Postcard Home |
| Caroll Rumens | Two Women |

UNIT III: PROSE

18 hrs

| | |
|-----------------|--------------------------------|
| J.B. Priestley | Student Mobs |
| William Golding | Nobel Lecture |
| E.M.Forster | Notes on the English Character |
| Benjamin Spock | The Generation Gap |

UNIT IV: DRAMA

18 hrs

| | |
|---------------|-------------------------------|
| J.M.Barrie | <i>The Admirable Crichton</i> |
| J.M.Synge | <i>Riders to the Sea</i> |
| Harold Pinter | <i>The Birthday Party*</i> |
| John Osborne | <i>Deja Vu</i> |

UNIT V: FICTION

18 hrs

| | |
|----------------|--|
| James Joyce | <i>The Dubliners</i> |
| Virginia Woolf | <i>Mrs.Dalloway*</i> |
| John Fowles | <i>The French Lieutenant's Woman*</i> |
| Iris Murdoch | <i>The Bell</i> |
| Mark Haddon | <i>The Curious Incident of the Dog</i> |
| Julian Barnes | <i>The Sense of an Ending</i> |
| P.G. Wodehouse | <i>Ring for Jeeves</i> |

For Class discussions and presentations

www.nobelprize.org/mediaplayer/index.php?id=1947

<http://slideplayer.com/3509704/12/images/71/Angry+Young+Man+Movement+Kitchen-Sink+Drama.jpg>

*For Internal Assessment only

RECOMMENDED READING:

Malcom Bradbury and James McFarlane—*Modernism*

Boris Ford—*The Penguin Guide to English Literature Vol 7 The Modern Age*

JOURNALS:

[XII Modern Literature](https://doi.org/10.1093/ywes/maz011), *The Year's Work in English Studies*, maz011, 13 August 2019,

<https://doi.org/10.1093/ywes/maz011>

Book review. Ambivalence. *Empire Writing: An Anthology of Colonial Literature 1870-1918*. E

Boehmer, *Essays in Criticism*, Volume 50, Issue 1, January 2000, Pages 81–88,

<https://doi.org/10.1093/eic/50.1.81>

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s10-IX.214.98a>

<https://doi.org/10.1093/res/hgp070>

<https://academic.oup.com/jvc/article/14/1/134/4159764>

<https://doi.org/10.1093/pa/gsr056>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|---|
| CO1 | Identify and relate the changing trends in British literary expressions during the twentieth century. |
| CO2 | Demonstrate an awareness of the major movements in art and extend this understanding to literary texts. |
| CO3 | Engage critically with representative writings in relation to their socio-cultural political milieu. |
| CO4 | Demonstrate the skill to apply critical tools to interpret texts. |
| CO5 | Discuss the social, political and cultural issues reflected in British Literature |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| Average | 2.8 | 2.6 | 2.8 | 2.2 | 2.4 | 2.6 | 2.4 | 2.4 | 2.0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|--------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – BRITISH LITERATURE 20TH CENTURY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/BRL

Max Marks: 100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
CORE –VI INDIAN LITERATURES IN TRANSLATION
SEMESTER II

TOTAL HOURS: 6

COURSE CODE: 2P18/2C/ILT

CREDITS: 4

LTP: 3 2 1

COURSE OBJECTIVE:

- To introduce the students to the works of translation from the various regions of India
- To highlight the distinctive nature of each region and its literature
- To elicit the various themes highlighted by the vernacular writers
- To make the students aware of the social, political and cultural issues of the various regions of India
- To identify the limitations in translation and motivate them to translate works from Indian Languages

COURSE OUTLINE:

| | | |
|--|--|------------------------------------|
| UNIT I: POETRY | | 18 hrs |
| Kural | Selections from Porul (tr) G.U. Pope | |
| Akam& Puram | Selections from (tr) A.K. Ramanajum | |
| Faiz Ahmed Faiz | Pain will come | |
| Yatri | “The Dilemma” and “Blind Life” | |
| UNIT II: PROSE | | 18 hrs |
| IsmatChughtai | Quit India (Lifting the Veil) | |
| Anees Jung | Mothers and Children (Unveiling India) | |
| Zaman Azurda | Heart’s Shadow (Kashmiri Prose) | |
| Biswanath Kar | Free Thinking (Oriya Prose) | |
| UNIT III: DRAMA | | 18 hrs |
| Indra Parthasarathy | <i>Nandan Katha</i> | |
| K.N. Panikkar | <i>The Lone Tusker</i> | |
| UNIT IV: FICTION | | 18 hrs |
| Asha Purna Debi | <i>Subarnalatha</i> ** | |
| P. Sivakami | <i>Grip of Change</i> | |
| Sarah Joseph | <i>Othappu</i> (Scent of the Other Side) | |
| Asha Bage | <i>Wings</i> | |
| Mahasweta Devi | <i>After Kurukshetra</i> ** | (** For Internal Assessment only.) |
| UNIT V | | 18 hrs |
| Self-Learning for Term Paper: Students can choose any translated text of any Indian language and submit a well-researched paper on it and multiple translations of prescribed poems. | | |

RECOMMENDED READING:

Modern Indian Literature: An Anthology Vol.1 to Vol 4 (Gen Ed) K.M. George
SahityaAkademi Publication
Modern Indian Literature, Chief Editor – Dr. K.M. George
Encyclopedia of Indian Literature
Modern Indian Drama (ED) C.P. Deshpande

JOURNALS:

Indian Literature- Sahitya Academy Journal
Contemporary Literary Review India
The Journal of common wealth literature Sage publication
Ashwamegh Indian Journal of English ISSN:2454-4574
Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

E-LEARNING SOURCES:

<https://www.jstor.org>
<https://www.thebetterindia.com>
<https://owlcation.com>
<https://www.shiksha.com>
<https://www.indiatoday.in>
<https://www.bookgeeks.in>
https://www.researchgate.net/publication/230814146_Translation_Literature_in_India

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO 1 | Identify the translated works from the various regions of India |
| CO 2 | Analyse the distinctive nature of each region and its literature |
| CO 3 | Demonstrate an understanding of the various themes highlighted by the vernacular writers |
| CO 4 | Discuss the social, political and cultural issues reflected in Indian Literatures in Translation |
| CO 5 | Critique limitations in translation and to translate works from Indian Languages |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.6 | 3 | 2.6 | 2.2 | 2.6 | 2.4 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|-------------------------|-------------------|--------------|--------------|
| K4 | A – 5x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – VI INDIAN LITERATURES IN TRANSLATION
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/ILT

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE –VII AMERICAN LITERATURE 20TH CENTURY
SEMESTER II**

TOTAL HOURS: 6
CREDITS: 4

COURSE CODE: 2P18/2C/AML
LTP: 3 2 1

COURSE OBJECTIVES:

- To introduce the students to representative text of 20th century American Literature
- To help the learner comprehend and appreciate American Literature
- To enable a deep understanding of the trends, movement and the cultural history of American Literature.
- To expose the students to American sensibilities, ideals and concepts.
- To critically analyse the texts

COURSE OUTLINE:

20 hrs

UNIT I: POETRY

| | |
|------------------------|-----------------------------|
| William Carlos William | “Dance” |
| Archibald Macleish | “Ars Poetica” |
| Robert Lowell | “Home Coming” |
| Snodgrass | “Farm Kids” |
| Adrienne Rich | “Diving into the wreck” |
| Anne Sexton | “Again and Again and Again” |
| Louise Gluck | “The Triumph of Achilles” |

UNIT II: PROSE

20 hrs

| | |
|--------------|---|
| Emerson | “Self Reliance” |
| Du Bois | “Of our Spiritual Training” |
| Maya Angelou | “Introduction” to I know why the Caged Bird Sings |

UNIT III: DRAMA

20 hrs

| | |
|--------------------|---------------------------------|
| Tennessee Williams | <i>A Streetcar named Desire</i> |
| Lorraine Hansberry | <i>Raisin in the Sun</i> |
| Sam Shepherd | <i>Buried Child</i> |
| Neil Simon | <i>Lost in Yonkers</i> |

UNIT IV: FICTION

20 hrs

| | |
|------------------|--------------------------|
| William Faulkner | <i>As I Lay Dying</i> |
| Saul Bellow | <i>Seize the Day</i> |
| Ralph Ellison | <i>The Invisible Man</i> |
| Toni Morrison | <i>Beloved</i> |

Unit V: Term paper for discussion with assignments on the given texts

10 hrs

RECOMMENDED READING:

Ruben Hallack. The History of American Literature
 Matthiessen, F.O. The Oxford Book of American Words
 Millet, F.B. Contemporary American Authors

JOURNALS:

American Literary Scholarship, Duke University Press
 Orbit: A Journal of American Literature
 American Literature, Duke University Press ISSN 0002-9831

E-LEARNING RESOURCES:

[https:// americanliterature.com](https://americanliterature.com)
<https://jstor.org>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|-------------|---|
| CO 1 | Identify the themes and techniques of 20 th century American Literature |
| CO2 | Interpret and critically analyse the works of representative writers of 20 th century America |
| CO3 | Demonstrate an exhaustive knowledge of trends and movements of 20 th American Literature and the cultural and political history of America |
| CO4 | To relate the social, historical, cultural aspects of 20 th century America to American Literature |
| CO 5 | Comparing and contrast 20 th century American Literature to literatures of other nations. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.8 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 500 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – VII AMERICAN LITERATURE 20TH CENTURY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/AML

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH
CORE – LITERARY THEORY
SEMESTER II**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: 2P18/2C/LTH
LTP: 3 2 1**

COURSE OBJECTIVES:

- To enable students to acquire knowledge of prominent theorists, texts and ideas in Culture Studies.
- To equip students to understand theoretical concepts underlying contemporary approaches to literature.
- To train students to draw links between theory and text
- To guide students to distinguish between various theories to understand contemporary trends in culture studies.
- To encourage the use of critical frameworks to read all texts

COURSE OUTLINE:

| | | |
|--------------------|---|---------------|
| UNIT I | | 15 hrs |
| Jonathan Culler | What is Literature and Does it Matter? | |
| Michel Foucault | What is an author? | |
| Roland Barthes | Death of an author | |
| UNIT II | | 15 hrs |
| Stanley Fish | Is there a text in this class? | |
| Umberto Eco | Towards a Semiological Guerrilla Warfare | |
| UNIT III | | 20 hrs |
| Louis Althusser | Ideology and Ideological State Apparatuses | |
| Mikhail Bakhtin, | Carnival and Carnavalesque | |
| Stephen Greenblatt | Invisible Bullets | |
| UNIT IV | | 20 hrs |
| Bell hooks | Feminism is for Everybody (Excerpts) | |
| Antonio Gramsci | Intellectuals and Hegemony (Excerpts) | |
| Noam Chomsky | Independence of Journalism | |
| UNIT V | | 20 hrs |
| Edward Said | Latent and Manifest Orientalism (Excerpts) | |
| Gauri Viswanathan | The Failure of English' from The Masks of Conquest | |
| William Reuckert | Literature and Ecology: An Experiment in Ecocriticism | |

RECOMMENDED READING:

Barry, Peter. *Beginning Theory: an Introduction to Literary and Cultural Theory*. Mancheste University Press, 2017.

Glotfelty, Cheryll. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Univ. of Georgia Press, 2009.

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.

Lodge, David. *20th Century Literary Criticism: a Reader*. Longman, 2004.

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.

Newton, Kenneth M. *Theory into Practice: a Reader in Modern Literary Criticism*. Macmillan, 1995.

Ramaswami, S., and V. S. Seturaman. *The English Critical Tradition: an Anthology of English Literary Criticism*. MacMillan Co. of India, 1978.

Rivkin, Julie, and Michael Ryan. *Literary Theory, an Anthology*. Blackwell, 2002.

Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.

JOURNALS:

Journal of Literary Theory

Journal of Literary Theory - De Gruyter

E-LEARNING RESOURCES:

Jonathan Culler - <http://www.cornell.edu/video/theory-of-the-lyric-book-talk-jonathan-culler>

Michel Foucault - <https://arthistoryunstuffed.com/michel-foucault-what-author/>

Key Theories of Stanley Fish - <https://literariness.org/2018/02/13/key-theories-of-stanley-fish/>

We Should All Be Feminists -

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists

Literature and Ecology -

<https://books.google.co.in/books?hl=en&lr=&id=eJj4RlFKWCoC&oi=fnd&pg=PA105&dq=literature+and+ecology&ots=1oLgZoB9UW&sig=3EVZx1a5zdMjA->

DayHsnxGCzi0#v=onepage&q=literature%20and%20ecology&f=false

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO1 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts relevant to those theories. |
| CO2 | Demonstrate an understanding of key concepts in literary theory. |
| CO3 | Analyse literary and other cultural texts using theoretical concepts. |
| CO4 | Display an advanced level of critical and analytical skills. |
| CO5 | Extend the knowledge acquired to other domains of knowledge. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.6 | 3 | 3 | 2.4 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom,
- E- Content
- Videos
- Group Discussion
- Role play
- Expert guest lectures and Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-----------------|-------------------|--------------|--------------|
| K4 | A- 5 x 8 marks | 150 | 40 | 100 |
| K4, K 5 | B- 3 x 20 marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – LITERARY THEORY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/LTH

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- I COPY EDITING
(Offered to students of other Departments)
SEMESTER- II

TOTAL HOURS: 4
CREDITS: 3

PAPER CODE: EP18/2E/CED
LTP: 2 1 1

COURSE OBJECTIVES:

- To introduce the skills of Copy Editing.
- To understand rules of grammar
- To examine the techniques of editing one's own writing.
- To develop a keen eye for details.
- To prepare for a job-related hands-on training

COURSE OUTLINE:

Unit- I

15 hrs

Introduction
What is copy editing?
Typescripts: hard copy and soft copy
Capturing the text electronically.
Role of a copy editor.
Basic rules of copy editing.

Unit- II

10 hrs

Language & Grammar
Parts of Speech
Bias- free language
American and British Spelling
Punctuation

Unit- III

10 hrs

Introduction to Proof reading
Making proofs
Basic proof-reading symbols
Making corrections on a proof

Unit- IV

15 hrs

Styles
In house styles- use of style sheet
Editing bibliography
How to copy edit text
Online editing

Unit-V

10 hrs

Practice passages for proof reading and copy editing.

RECOMMENDED READING:

Copyediting: A Practical Guide: Karen Judd

The Copyeditor's Survival Guide

The perfect English Grammar Workbook

Butcher's Copy Editing: the Cambridge Handbook for Editors, Copy Editors, and Proof Readers.

Nicole, Vijay. Hundred Texts for Copy Editing/ Technical Writing.

JOURNALS:

Sage Journals

Springer Journals

Elsevier Journals

E-LEARNING SOURCES:

<https://www.goodreads.com>

<https://www.sfep.org.uk>

<https://nybookeditors.com>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO | CO Statement |
|-----|--|
| CO1 | Understand the basics of copyediting, differentiate between hard and soft copy |
| CO2 | Acquire basics skills of Copyediting and learn the Grammatical rules of the English language |
| CO3 | Apply the basics of Proof reading and proof-reading symbols based on the inhouse style |
| CO4 | Utilize the knowledge into prior skills of computer into editing online |
| CO5 | Analyse practice passage for better skills enhancement in this industry-oriented paper |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.6 | 2.8 | 2.2 | 3.0 | 2.4 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Design a Newspaper or brochure or pamphlet as part of an assignment

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|-------------------------|-------------------|--------------|--------------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 500 | 60 | |

**I M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- COPY EDITING
(Offered to students of other Departments)
SEMESTER- II**

End Semester Question Paper Pattern

Max Marks: 100

PAPER CODE: EP18/2E/CED

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
SOFT SKILLS II - COMMUNICATION SKILLS
SEMESTER II**

**Total Hours: 2`
Credits: 2**

**.Paper Code: 2P15/2S/CSK
LTP: 2 0 0**

COURSE OBJECTIVES:

- To provide an overview of prerequisites to Business Communication.
- To impart the correct practices of the strategies of Effective Business Writing.
- To equip the students with the knowledge of written and oral communication.
- To familiarize the learners to various oral and written skills.

COURSE OUTLINE:

| | |
|--|--------------|
| Unit I – INTRODUCTION TO COMMUNICATION | 6 hrs |
| 1. Communication - Definition | |
| 2. Types of Communication | |
| Unit II – WRITTEN COMMUNICATION – INTRA OFFICE | 6 hrs |
| 1. Circular | |
| 2. Memorandum | |
| 3. Minutes | |
| 4. Agenda | |
| Unit III – WRITTEN COMMUNICATION – INTER OFFICE | 6 hrs |
| 1. Letter | |
| 2. Agreement | |
| 3. Report | |
| Unit IV – ORAL COMMUNICATION | 6 hrs |
| 1. Presentation – Audio-Visual Aids | |
| 2. Public Speaking | |
| 3. Meetings | |
| 4. Group Dynamics | |
| Unit V – NON-VERBAL COMMUNICATION | 6 hrs |
| 1. Eye Contact | |
| 2. Facial Expressions | |
| 3. Gestures | |
| 4. Postures | |
| 5. Proximity | |

RECOMMENDED READING:

Brent C. Oberg. Interpersonal Communication
John Seely. The Oxford Guide to Writing and Speaking
Roz Townsend. Presentation Skills for the Upwardly Mobile: A Guide for Young Executives
Asha Kaul. Effective Business Communication
S.K. Mandel. Effective Communication and Public Speaking

E-LEARNING RESOURCES:

www.researchgate.net

www.corporatetraingmaterials.com

<https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|--|
| CO1 | Understand the role of communication in professional success. |
| CO2 | Develop awareness of appropriate communication strategies. |
| CO3 | Analyze a variety of communication acts with reference to written and oral skills. |
| CO4 | Prepare and present messages with a specific intent. |

**I M.A. ENGLISH LITERATURE
SEMESTER II
SOFT SKILLS II - COMMUNICATION SKILLS**

Paper Code: 2P18/2S/CSK

Max. Marks: 50

Time : 2 hrs.

TEN out of FIFTEEN questions in about 200 words each. (10x5=50)
(From all the units – Not more than three from each unit)

**II M.A. ENGLISH LITERATURE
CORE – SHAKESPEARE
SEMESTER III**

**TOTAL HOURS : 5
CREDITS : 4**

**COURSE CODE: 2P18/3C/SHK
LTP 3 0 2**

COURSE OBJECTIVES:

- To enable students to build on their existing knowledge of Shakespeare's plays to get a deeper insight into his ideological position as an artist.
- To enable students to gain a historical perspective of Shakespearean criticism.
- To equip students to extend their knowledge of concepts in culture studies to analyse the plays.
- To encourage students to compare the written text with its theatrical and media representations.
- To attempt adaptations of Shakespeare into other media.

COURSE OUTLINE:

| | |
|--|---------------|
| UNIT I: <i>Othello</i> | 15 hrs |
| UNIT II: <i>Measure for Measure</i> <i>The Winter's Tale</i> | 15 hrs |
| UNIT III <i>Antony and Cleopatra</i> | 15 hrs |
| UNIT IV General Topics Fools and Clowns in Shakespeare Imagery in Shakespeare | 15 hrs |
| UNIT V Shakespearean Criticism 19th century - Charles Lamb, Thomas de Quincey, Thomas Carlyle, Victor Hugo 20th century - W.H.Auden, T.S.Eliot, Allan Bloom, Harold Bloom | 15 hrs |

For Class discussions and presentations

Othello - <https://www.youtube.com/watch?v=yLaqoQSAct8>
Antony and Cleopatra - <https://youtu.be/qHFGnT4cskU>
Fools and Clowns in Shakespeare – [https://youtu.be/ KB7Em6A46-I](https://youtu.be/KB7Em6A46-I)

RECOMMENDED READING:

Tillyard, E.M.W. *Elizabethan World Picture*. London: Chatto & Windus, 1943.

Harrison, G.B. *Shakespeare's Tragedies*. London: Routledge, 1951.

Bradley A.C. *Shakespearean Tragedy*. London: Macmillan, 1904.

Bullough. *Shakespeare's Sources*

E.K. Chambers *The Elizabethan Stage*

Edward Dowden *Shakespeare: A Critical Study of his Mind and Art*

A.L. Rowse. *The Elizabethan Age*

Dover Wilson *Shakespeare's England*

Spurgeon. *Shakespeare's Imagery and what it Tells us*. Cambridge:

Cambridge University Press, 1935.

JOURNALS:

An Approach to Hamlet; Patterns in Shakespearian Tragedy; The Meaning of Shakespeare; Shakespeare: The Early Comedies; Shakespeare's Rival; Shakespeare Survey, R. A. Foakes, *English: Journal of the English Association*, Volume 13, Issue 77, Summer 1961, Pages 193-b–195, <https://doi.org/10.1093/english/13.77.193-b>.

Shakespeare's Tragic Heroes; The Cease of Majesty; Jacobean Tragedy; Shakespeare Survey, 15; Shakespeare: The Chronicles; The Shakespeare Claimants, R. A. Foakes, *English: Journal of the English Association*, Volume 14, Issue 81, Autumn 1962, Pages 107–108, <https://doi.org/10.1093/english/14.81.107>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/english/13.77.193-b>

<https://doi.org/10.1093/english/14.81.107>

<https://doi.org/10.1093/english/9.50.68>

<https://doi.org/10.2307/2871208>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|--|
| CO1 | Examine Shakespeare's plays to appreciate his skill as a playwright and his ideological position. |
| CO2 | Demonstrate comprehensive knowledge of the critical views and aesthetic positions held by critics. |
| CO3 | Critically analyse the plays with contemporary critical frameworks. |
| CO4 | Identify and appreciate the nuances of the multicultural performance traditions of Shakespeare around the world. |
| CO5 | Transcreate and adapt Shakespeare's plays |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 5 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| Average | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 | 2.2 | 2.0 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE – SHAKESPEARE
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/SHK

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH LITERATURE
CORE – POSTCOLONIAL LITERATURE-I
Africa, Australia & the Carribean
SEMESTER III**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: 2P18/3C/PCL
LTP: 3 0 2**

COURSE OBJECTIVES:

- To understand the background of Postcolonial literature.
- To introduce the students to the Postcolonial Concepts and themes through Postcolonial poetry.
- To identify the current political and social issues of the of Africa, Australia and West Indies through the prescribed texts
- To analyse the perspectives of the writers through the Postcolonial fiction.
- To identify the current trends and the changing culture of Postcolonial world through the literary texts.

COURSE OUTLINE:

UNIT I PROSE 10 hrs

George Lamming The Occasion for Speaking

UNIT II: POETRY 20 hrs

| | |
|-------------------|--------------------------|
| Grace Nichols | One Continent To Another |
| Micheal Gilkes, | From Prospero Island |
| Okotp'Bitek | From The Song of Lawino |
| Kamau Brathwaite | Bread |
| Peter Porter | Sidney Cove |
| Oodgeroo Nunuccal | White Australia |
| A.D.Hope | Australia |
| James Baxter | The Ikons |
| A. L. Purdy | Lament For the Dorsets |
| Judith Wright | Magpie |

UNIT III : DRAMA 15 hrs

| | |
|--------------|---------------------------------------|
| Wole Soyinka | <i>The Road</i> |
| Ray Lawler | <i>Summer of the Seventeenth Doll</i> |

UNIT IV: FICTION 15 hrs

| | |
|----------------|--------------------------|
| Patrick White | <i>The Tree of Man</i> |
| Nuruddin Farah | <i>Maps</i> |
| Jean Rhys | <i>Wide Sargasso Sea</i> |
| Ben Okri | <i>The Famished Road</i> |

UNIT V: SHORT STORIES**15 hrs**

Nadine Gordimer

Once upon a time

Henry Lawson

The Drover's Wife

RECOMMENDED READING:Thieme, John. Ed. *Postcolonial Reader**Postcolonialism: Encyclopaedia***JOURNALS:**

The Canadian Journal of Native Studies – ISSN: 07153244

Aboriginal Voices – ISSN: 1201 – 060X

E-LEARNING RESOURCES:<https://www.canlit.ca/><https://www.notesandqueries.ca/><https://www.docs.lib.purdue.edu/clweb/><https://www.ecw.ca/home.html><https://www.literaryjournal.ca/index.html>**COURSE OUTCOME:**

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand and discuss the background of Postcolonial literature. |
| CO2 | Analyse the Postcolonial concepts and themes of Postcolonial poetry. |
| CO3 | Understand and critique the current political and social issues of the West Indies, Australia and African countries through the prescribed texts. |
| CO4 | Evaluate and compare the perspectives of the writers through Postcolonial fiction |
| CO5 | Identify and assess the current trends and the changing culture of Postcolonial world through the literary texts. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|-------|-------|------|------|-------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| AVERAGE | 2.6 | 2.8 | 2.4 | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 |

TEACHING METHODOLOGY

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|------------------|------------|-------|-------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE – POSTCOLONIAL LITERATURE-I
Africa, Australia & the Caribbean
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/PCL

Max Marks: 100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH LITERATURE
CORE – LANGUAGE AND LINGUISTICS
SEMESTER III**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: 2P18/3C/LAL
LTP: 3 2 1**

COURSE OBJECTIVES:

- To learn Language origin and language change.
- To provide learners an insight into the nature of language.
- To familiarize learners with the discourse of linguistics.
- To expose them to theoretical and practical manifestations of linguistics.
- To enable learners to understand the nexus between literature and society.

COURSE OUTLINE:

UNIT-I: Language Origin and the Process of Language Change **15 hrs**

The Origins of Language
Development of Gesture, Sign, Words, Sounds, Speech and Writing
Core Features of Human Language, Animals and Human Language

UNIT-II: Nature of Language **15 hrs**

Vowels, Diphthongs and Consonants
Language Varieties: Dialects, Idiolect, Pidgin and Creole
Language and Gender, Language and Disadvantage
Morphology, Grammar, Syntax
Saussurean Dichotomies: Synchronic and Diachronic Linguistics
Semantics, Pragmatics

UNIT-III: Branches of Linguistics **20 hrs**

Structural Linguistics, Sociolinguistics, Psycholinguistics

UNIT-IV: Branches of Linguistics **20 hrs**

Neurolinguistics, Applied Linguistics

UNIT-V: Applied Linguistics **20 hrs**

Stylistics & Discourse Analysis: Relationship between Language & Literature, Style & Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse
Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes
Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries

RECOMMENDED READING:

Aitchison, J. Linguistics: An Introduction. London: Hodder & Stoughton, 1995.
Atkinson, M., Kilby. & Rocca, I. Foundations of General Linguistics. London: George Allen & Unwin, 1982.
Radford, A. et al. Linguistics: An Introduction. UK: Cambridge University Press, 1999.
Wardhaugh, R. An Introduction to Sociolinguistics. Massachusetts: Blackwell, 1986

JOURNALS:

Annual Review of Applied Linguistics

Journal of Memory and Language

Modern Language Journal

E-LEARNING RESOURCES:<https://www.journals.elsevier.com><https://www.birmingham.ac.uk><https://www.coursera.org>**COURSE OUTCOMES:**

On completion of this course, the students will be able to...

| CO | CO Statement |
|-----|---|
| CO1 | Understand the language origin and differentiate between animal and human language |
| CO2 | Demonstrate a fair knowledge of nature of language and its functions |
| CO3 | Apply the linguistic form to language use and master syntax, semantics and pragmatics |
| CO4 | Analyse the various aspects of linguistics and chose the field of study for higher learning |
| CO5 | Extrapolate the knowledge of Applied Linguistics in real life situation |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|-------|------|------|-------|------|------|------|------|
| CO 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| AVERAGE | 2.4 | 3.0 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning, assignment.

QUESTION PAPER A PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|----------------|-------------------|--------------|--------------|
| K4 | A- 5 X 8 Marks | 500 | 40 | 100 |
| K4, K5, | B-3 X 20 Marks | 1500 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE – LANGUAGE AND LINGUISTICS
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/LAL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
ELECTIVE II– FEMINISM AND FEMINIST THEORIES
SEMESTER III

TOTAL HOURS: 4
CREDITS: 3

COURSE CODE: 2P18/3E/FFT
LTP: 2 1 1

COURSE OBJECTIVES:

- To foster an understanding in the students of the significant ideas, developments and trends in feminist thought.
- To equip learners to identify and analyse gender stereotypes in art, culture and society.
- To help students to understand the intersection of race, class, gender and the environment.
- To recognise how institutions in society affect individual lives and to be able to think critically about the role of patterns of privilege and discrimination in real life.
- To enable a feminist mode of perception to analyse and critique representations.

COURSE OUTLINE:

UNIT I : INTRODUCTION **15 hrs**

History of the Feminist Movement

Feminisms: Liberal, Radical, Marxist, Black, Postcolonial, Third World and Eco feminism.

UNIT II **15 hrs**

Women-Authorship and Representation

Elaine Showalter Towards a Feminist Poetic

Gubar and Gilbert Infection in the sentence: The Woman Writer and the Anxiety
of Authorship

Laura Mulvey Pleasure and Narrative Cinema.

UNIT III **15 hrs**

Liberal, Radical, French, Marxist and Black Feminist Theories & Critiques

Gayle Rubin Traffic in Women

Audre Lorde Age, Race, Class, and Sex: Women Redefining Difference

Luce Irigaray Woman on the Market

bell hooks - Feminist Theory: From Margin to Center (159-167)

UNIT IV **15 hrs**

Postcolonial, Third World & Eco Feminism

Sara Suleri Women Skin Deep: Feminism and the Postcolonial Condition

Chandra Talpade Mohanty Under Western Eyes: Feminist Scholarship and Colonial
Discourses

Vandana Shiva Women in Nature

UNIT V

10 hrs

Gender Studies

Judith Butler
Andrew Kimbrell

Gender Trouble - Chapter 1
Masculine Mystique (14-28)

RECOMMENDED READING:

Friedan, Betty. *The Feminine Mystique*. London and New York: Penguin, 2010.
Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: the Woman Writer and the Nineteenth-Century Imagination*. Yale: Yale Nota Bene, 2000.
Moi, Toril. *Sexual/Textual Politics*. London: Methuen, 1984.
Showalter, Elaine. *A Literature of their Own*. Virago, 1982.
Ruthven K K. *Feminist Literary Studies: An Introduction*. Cambridge University Press, 1990.

JOURNALS:

Women's Writing Taylor and Francis
ANTYAJAA: Indian journal of Women and Social Change
SPARROW-Sound and Picture ARchives for Research On Women

E-LEARNING RESOURCES:

MOOC -Gender/Women Studies- Prof. Anisur Rahman, Ms. ShahlaTarannum -
https://swayam.gov.in/nd2_ar19_ap54/preview
<https://www.youtube.com/watch?v=zgAE4oDtxOc>
bell hooks -https://www.youtube.com/watch?v=0qU10tQ_rHo
Gender Trouble - <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01320/full>
Postcolonial Feminism -
<https://www.tandfonline.com/doi/full/10.1080/13688790.2016.1317388?src=recsys>
Judith Butler-<https://www.tandfonline.com/doi/full/10.1080/15299710903316513?src=recsys>
Vandana Shiva -<https://www.youtube.com/watch?v=Ek2M-obq9LE>
LuceIrigaray - <https://www.iep.utm.edu/irigaray/>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No | CO Statement |
|-------|--|
| CO 1 | Demonstrate in depth knowledge of the developments in feminist thought. |
| CO 2 | Utilize feminist methodological and theoretical approaches to examine and critique literary works |
| CO 3 | Analyse gender and sexuality as complex systems of power that are structured by race, ethnicity, nation, and class |
| CO 4 | Respond sensitively to the complexity of social and biological constructions of manhood and womanhood in real life scenario. |
| CO 5 | Extend the knowledge of feminist perspective to other representations. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.4 | 2.8 | 3 | 3 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom,
- E- Content, Videos, Group Discussion, role play.
- Expert guest lectures and Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|---------------|------------|-------|-------|
| K3, K4 | A-5 X8 marks | 150 | 40 | 100 |
| K4,K5 | B-3 x20 marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
ELECTIVE II– FEMINISM AND FEMINIST THEORIES
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3E/FFT

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH LITERATURE
ELECTIVE III – INTRODUCTION TO NATIVE AMERICAN
LITERATURE
SEMESTER III**

**TOTAL HOURS: 4
CREDITS: 3**

**COURSE CODE: 2P18/3E/NAL
LTP: 2 1 1**

COURSE OBJECTIVES:

- To introduce the students to the history and heritage of the Indigenous people of America
- To understand the themes, techniques and views of the Native American poetry
- To identify the current political and social issues of the Native Americans through the prescribed text
- To analyse the perspectives of the writers through the Native American fiction.
- To identify the current trends and the changing culture of the Native Americans

COURSE OUTLINE:

UNIT I: THE BEGINNINGS

10 hrs

A brief overview of Native American History
Oral Literatures

UNIT II: POETRY

15 hrs

| | |
|----------------|--|
| Duane Niatum | Consulting an Elder Poet on an Anti-War Poem |
| Simon J. Ortiz | Busted Boy |
| NilaNorthsun | Stupid Questions, Falling down to Bed |
| Sherman Alexie | Good Hair |
| Diane Burns | Sure, You Can Ask Me a Personal Question |

UNIT III PROSE

10 hrs

Chief Seattle's 1854 Oration - ver . 1

UNIT IV FICTION

15 hrs

Native American Renaissance- First Wave:

| | |
|---------------------|----------------------------|
| N. Scott Momaday | <i>House Made of Dawn</i> |
| Leslie Marmon Silko | <i>Ceremony</i> |
| James Welch | <i>Winter in the Blood</i> |

Native American Renaissance- Second Wave:

| | |
|------------------|--|
| Louise Erdrich | <i>Love Medicine</i> |
| Paula Gunn Allen | <i>The Woman who Owned the Shadows</i> |
| Joy Harjo | <i>Crazy Brave</i> |

UNIT V**10 hrs**

Native American Spirituality
Native American Eco-literature

RECOMMENDED READING:

Karl Kroeber Oral Narrative in the Age of Mechanical Reproduction
Louis Owens Other Destinies: Understanding the American Indian Novel.
Robert D. Parker Tradition, Invention and Aesthetics in Native American
Literature
Arnold Krupa The Turn to Native
Kenneth Lincoln Native American Renaissance

JOURNALS:

American Indian Quarterly –ISSN: 1534 - 1828
Journal of American Studies – ISSN: 0021 – 8758

E-LEARNING RESOURCES:

<https://www.history.com/topics/native-american-history/native-american-cultures>
<https://www.britannica.com/art/NativeAmerican-literature>
<https://www.scholastic.com/teachers/articles/teaching-content/history-native-americans/>
<https://www.nativeamericanwriters.com>
<https://www.indians.org/indigenous-peoples-literature.html>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand and discuss the history and heritage of the Indigenous people of America |
| CO2 | Analyse the themes and views of the literature of the Native Americans poetry |
| CO3 | Discuss the current political and social issues of the Native Americans through the prescribed texts. |
| CO4 | Compare and critique the perspectives of the writers through the Native American fiction |
| CO5 | Identify and assess the current trends and the changing culture of the Native Americans |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|-------|-------|------|------|-------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|------------------|-------------------|--------------|--------------|
| K4, | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
ELECTIVE III – INTRODUCTION TO NATIVE AMERICAN
LITERATURE
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3E/NAL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- READING SKILLS
(Offered to students of other Departments)
SEMESTER- III

TOTAL HOURS: 4
CREDITS: 4

COURSE CODE: 2P18/3E/RDS
LTP: 2 2 0

COURSE OBJECTIVES:

- To Enable students to understand different techniques of reading.
- To enable the learner to read effectively
- To equip them to read, contextualize, and compare different texts
- To enable them to read, interpret and analyse representative texts and formulate opinion on texts read
- Write about the texts read with clarity.

COURSE OUTLINE:

UNIT I: MECHANICS OF READING

12 hrs

Phonics - Relating Symbol to Sound

Reading Words, Phrases, Sentences.

Pronunciation, enunciation, rhythm,

Reading Techniques: Skimming, Scanning, Speed Reading

Purposes of Reading: Pleasure, Seek Information, Analyse and Critique

UNIT II: GRADED MATERIAL

12 hrs

R.L Stevenson The Strange Case of Dr. Jekyll & Mr. Hyde. (Abridged and Illustrated.
Excerpts from Chicken Soup Series

Amrita Pritam The Weed

Edgar Allan Poe Tell Tale Heart

UNIT III: ARTICLES FROM MAGAZINES, NEWSPAPERS

12 hrs

10 Comprehension Passages from a variety of subjects

UNIT IV: FICTION

12 hrs

(Students to choose any two for intensive reading)

Chetan Bhagat *Revolution 2020*

Kalki *The First Floods*

Devdutt Pattanaik *Pashu*

Paulo Coelho *Alchemist*

Mark Haddon *The Curious Incident of the Dog at Night*

UNIT V MISCELLANEOUS

12 hrs

Graphic Text R. L Stine Goosebumps Book 2

Comics Amar Chitra Katha

Poetry

Sales Literature, Recipes, Procedures, Users Manual

RECOMMENDED READING:

By Paula J. Clarke; Emma Truelove; Charles Hulme; Margaret J. Snowling *Developing Reading Comprehension* Wiley-Blackwell, 2013

Ajay Singh *Verbal Ability and Reading Comprehension*

JOURNALS :

Journal of Phonetics(Bimonthly) ISSN – 00954470, Academic Press Ltd, England.

College English (Bimonthly) ISSN – 0010-0994 NATL Council Teachers English:USA

E-LEARNING RESOURCES:

<https://jamesclear.com/best-books>

<https://www.spreader.com>

<http://www.readingsoft.com>

<https://www2.le.ac.uk/offices/ld/resources/study/reading>

<http://english-e-books.net/author/antoinette-moses/>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Utilize different techniques of reading. |
| CO2 | Read aloud to communicate effectively |
| CO3 | Discuss ideas presented in the texts. |
| CO4 | Classify, compare and analyse different texts |
| CO 5 | Write with clarity about texts read and analysed. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|-------|-------|------|------|-------|------|------|------|------|
| CO 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| AVERAGE | 2.6 | 2.8 | 2.4 | 2.8 | 3 | 2.4 | 2.2 | 2.8 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using Chalk and Talk
- Skill based Method – Reading, Listening, Role play, etc.,

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if Any |
|-----------------|---------|------------|-------|-------|---------------------------------------|
| K1,K2,K3 | A | - | 40 | 100 | Refer to Question Paper Pattern below |
| K1,K2,K3 | B | - | 60 | | |

II M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- READING SKILLS
(Offered to students of other Departments)
SEMESTER- III

End Semester Examination

Paper Code: 2P18/3E/RDS

Max Marks:100

Time: 3 Hours

PART- A (40 Marks)

- I. Answer any **TWO** questions in about 250 words each.(2x 10= 20)

FIVE Questions based on the reading texts prescribed in Unit IV to be given to assess reader's ability to summarise/describe /analyse texts studied.

- II. An excerpt of suitable length from a text prescribed for study in Unit II to be given.

A. **TEN** questions* to be framed to assess meaning and general understanding of the text (10X1=10 marks)

B. Summarise the text given above. (1x10=10 marks)

PART- B (60 Marks)

- III. A suitable reading text (sales literature/ procedure /user's manual) for reading comprehension to be given.

A. **TEN***questions to be framed suitable to test the comprehension of the text.(10x1=10 marks)

B. **ONE** question to be framed based on the text given above to test the ability of the reader to describe it (10)

- IV. A suitable article from newspaper or magazine to be given.

A. **TEN*** Multiple choice questions to be framed to assess comprehension.(10x1=10 marks)

B. **ONE** question to be framed based on the article given above) to elicit the reader's opinion or justification.(1X10=10 marks)

- V. **TWO** related texts (non-literary) of suitable length to be given for reading.

A. Comprehension questions based on both the texts to be given in random order. Skimming and Scanning type of questions may be included, True or false statements, fill in the blanks, match the following etc may be used.(10x1=10marks)

B. **ONE** question to be framed that facilitates a comparison of the two texts. (1X10= 10 marks)

***Note to the Paper Setter:** To frame questions under subdivision ‘A’ of question II, III, IV, and V, the examiner may feel free to use an eclectic mix of any of the widely used types of question **listed below that is best suited for the text** provided for reading comprehension. The questions could test vocabulary, inferential meaning, factual meaning/data, etc.

- Gap-filling formats (rational cloze formats)
- Text segment ordering
- Choosing from a “heading bank” for identified paragraphs.
- Matching (and multiple matching) techniques
- Classification into groups
- Dichotomous items (T / F / not stated, Y / N)
- Short answer
- Skimming and Scanning
- Multiple-choice
- Sentence completion

**II M.A. ENGLISH LITERATURE
SOFT SKILLS- LEADERSHIP SKILLS
SEMESTER III**

TOTAL HOURS: 2

CREDITS: 2

PAPER CODE: 2P/3S/LSK

LTP: 2 0 0

COURSE OBJECTIVES:

- To introduce the students to all aspects of leadership and organizations
- Enable them master Soft Skills
- Help them improve their Body language and Non Verbal Communication
- To make them become good leaders
- Teach them organizational behavior, Conflict management, strategy and entrepreneurship.

COURSE OUTLINE:

UNIT I – LEADERSHIP SKILLS

6 hrs

1. Qualities of a Good Leader (Character – Charisma – Courage –Competence – Commitment)
2. Time Management (The Priority Matrix – Minimizing Distractions – Avoiding Procrastination – Action Planning)
3. Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)

UNIT II – NEGOTIATION SKILLS

6 hrs

1. Definition of negotiation
2. Types of negotiation
3. Stages of negotiation
4. Interpersonal skills in negotiation

UNIT III – CONFLICT RESOLUTION

6 hrs

1. Reasons for conflict
2. Consequences of conflict
3. Resolution Strategies

RECOMMENDED READING

Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution
Schiffman, Stephen. Negotiation Techniques (That Really Work)

JOURNALS

Open Journal of Leadership - SCIRP **ISSN Print:** 2167-7743 **ISSN Online:** 2167-7751
Journal of Leadership & Organizational Studies (JLOS).

E-LEARNING RESOURCES:

<https://www.skillsyouneed.com> › leadership-skills
<https://www.mindtools.com> › Leadership Skills ›
<https://www.indeed.com> › career-advice › resumes-cover-letters ›

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Demonstrate an understanding of leadership qualities |
| CO 2 | Identify the different aspects of leadership. |
| CO 3 | Exhibit their mastery in Body language and Non Verbal Communication |
| CO 4 | Master negotiation skills |
| CO 5 | Will be able to analyse organizational behavior, Conflicts and entrepreneurship skills |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Teaching/Learning through Technology

**II M.A. ENGLISH LITERATURE
SEMESTER III
SOFT SKILLS- LEADERSHIP SKILLS**

Paper Code: 2P18/3S/LSK

Max. Marks: 50

Time : 2 hrs.

Question Paper Pattern

1. Answer any five of the following in about 800 words: 5 x10 = 50

**II M.A. ENGLISH LITERATURE
CORE XII– EUROPEAN LITERATURE
SEMESTER IV**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: 2P18/4C/EUL
LTP: 3 1 1**

COURSE OBJECTIVES:

- To introduce the students to the various features of Literature produced in European countries other than Britain.
- To introduce the students to representative writers of European countries other than Britain.
- To familiarise the learner with the aesthetic and societal norms of a few European countries.
- To expose the students to European sensibilities, ideals and concepts and their impact on Literature.
- To help appreciate different cultures and polemics about human relationship.

COURSE OUTLINE:

UNIT I: POETRY **15 hrs**

| | |
|--------------------|---|
| Dante | From Inferno XV – XVIII |
| Wisława Szymborska | The End and the Beginning, Conversations with A Stone |
| Kurt Steinkrauss | God and the Genius |
| Antonio Osirio | In a Mood to be King of Portugal |
| Fikret Demirag | Remember My Woman |
| Andre Breton | Postman Cheval |

UNIT II: PROSE **15 hrs**

| | |
|-----------------------|--|
| Jean-Jacques Rousseau | The Social Contract, Book III, Chapter 1: Government in ` general. |
| Viktor Frankl | Experiences in a Concentration Camp |

UNIT III: DRAMA **15 hrs**

| | |
|----------------|-----------------------|
| Bertolt Brecht | <i>Mother Courage</i> |
| Eugene Ionesco | <i>The Chairs</i> |
| Dario Fo | <i>Elizabeth</i> |

UNIT IV: FICTION **15 hrs**

| | |
|--------------|--------------------------|
| Franz Kafka | <i>The Metamorphosis</i> |
| Albert Camus | <i>The Guest</i> |

| | |
|------------------|-----------------------------|
| Vladimir Nabokov | <i>The Vane Sisters</i> |
| Umberto Eco | <i>The Name of the Rose</i> |
| Orhan Pamuk | <i>Snow</i> |

UNIT V TERM PAPER

15 hrs

A well- researched paper on any aspect of the works or background of the writers prescribed.

RECOMMENDED READING:

Davis, Paul. Ed. The Bedford Anthology of World Literature. Vol 1-6.
Doren, Mark Van. Ed. An Anthology of World Poetry.
France, Peter and Stuart Gillespie. Ed. The Oxford History of Literary Translation in English. 5 Vols
Ramraj, Victor J. Ed. Concert of Voices: An Anthology of World Writing in English.

JOURNALS:

Symposium – A Quarterly Journal in Modern Literatures. ISSN – 0039 -7709
Review of English Studies (Bimonthly) ISSN- 0034-6551. OUP. England
University of Toronto Quarterly(ISSN- 00420247 Univ Toronto Press Inc, Canada)

E- LEARNING RESOURCES:

[https:// salirickandres.altervista.org](https://salirickandres.altervista.org)
<https://www.newberry.org>
<https://www.oxfordscholarship.com>
<https://www.eurolitnetwork.com>
<https://www.lit-across-frontiers.org>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Understand the basic traits of European Literature |
| CO2 | Read, interpret and analyse the works of representative writers of Europe |
| CO3 | Demonstrate a thorough knowledge of the aesthetic and societal norms of a few European countries |
| CO4 | Will be able to write on European sensibilities, ideals and concepts and their impact on Literature |
| CO 5 | Appreciate different cultures and polemics about human relationship |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.6 | 2.4 | 3.0 | 2.4 | 2.8 | 3.0 | 2.2 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using Chalk and Talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|---------------------|------------------|------------|-------|-------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 500 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE – EUROPEAN LITERATURE
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/EUL

Max Marks: 100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH LITERATURE
CORE – POSTCOLONIAL LITERATURE-II CANADA
AND NEW ZEALAND
SEMESTER IV**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: 2P18/4C/PCL
LTP: 3 1 1**

COURSE OBJECTIVES:

- To introduce the students to the Postcolonial Concepts and theories of Canadian and New Zealand literature.
- To understand the background and history of the Indigenous tribes of Canada and New Zealand.
- To sensitise the learners to the current political and social issues of New Zealand and Canada through the literary texts.
- To analyse the perspectives of the writers through the works of fiction.
- To identify the current trends of multiculturalism and the changing culture of through the different genres prescribed for study.

COURSE OUTLINE:

UNIT I: PROSE

15 hrs

C. K. Stead

“The Functions of Criticism” (From *The Reader as Writer and the Writer as Critic*)

Northrop Frye

Conclusion to the Literary History of Canada

Unit II : Poetry

15 hrs

Horne Tuhare

Speak To Me, Brother

Mike Subritzky

Welcome to Auschwitz, Sister

Anne Kennedy

Towards Fourteen Ways of Looking at Pohutukawa

Peter Bland

Song

Inuit Orpingalik

My Breath

James Reaney

Maps (from *Souwesto Home*)

Robat Kroetsch

I'm Getting Old Now

Rita Bouvier

I Write (from *Blueberry Clouds*)

Elizabeth Smart

Blake's Sunflower

Cyril Dabydeen

Black Dust

UNIT III : DRAMA

15 hrs

George Ryga

The Ecstasy of Rita Joe

Sharon Pollock

Blood Relations

UNIT IV: FICTION

15 hrs

Hugh Cook

The Wizards and the Warriors

Eleanor Catton

The Luminaries

Margaret Atwood
Margaret Laurence

Alias Grace
The Stone Angel

UNIT V: SHORT STORIES

15 hrs

Alice Munroe Simon's Luck
Witi Ihimaera Big Brother Little Sister

RECOMMENDED READING:

Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*.
Thieme, John. Ed. *Postcolonial Reader*
Postcolonialism: Encyclopaedia

JOURNALS:

The Canadian Journal of Native Studies – ISSN: 07153244
Aboriginal Voices – ISSN: 1201 – 060X

E-LEARNING RESOURCES:

<https://www.canlit.ca/>
<https://www.notesandqueries.ca/>
<https://www.docs.lib.purdue.edu/clweb/>
<https://www.ecw.ca/home.html>
<https://www.literaryjournal.ca/index.html>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand and apply the Postcolonial concepts and theories of Canadian and New Zealand literature to various literary texts. |
| CO2 | Analyse the background and history of the Indigenous tribes of Canada and New Zealand |
| CO3 | Identify and assess the current political and social issues of New Zealand and Canada through the literary texts. |
| CO4 | Compare and critique the perspectives of the writers through the works of fiction |
| CO5 | Identify and discuss the current trends of multiculturalism and the changing culture through the different genres prescribed for study. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO 5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| AVERAGE | 2.6 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 2.8 | 2.4 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|------------|-------|-------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE - POSTCOLONIAL LITERATURE-II
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/PCL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A.ENGLISH
CORE- ENGLISH LANGUAGE TEACHING
SEMESTER IV**

**TOTAL HOURS: 5
CREDITS: 4**

**COURSE CODE: 2P18/4C/ELT
LTP : 3 1 1**

COURSE OBJECTIVES :

- To understand English Language teaching in India
- To understand the essential components and concepts of language teaching
- To become familiar with the methods to teach LSRW skills
- To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition)
- To help the learner understand the role of technology in teaching English

COURSE OUTLINE:

UNIT-I: 15 hrs

Place of English in India

Issues Involved in the Teaching of English

English as Foreign Language, Second Language, and English for Specific purposes

UNIT-II 15 hrs

Approaches, Methods and Techniques

Grammar Translation Method

Audio-lingual Method

Communicative Approach

Natural Approach

Content-based Instruction

Task-based Language Teaching

UNIT-III 15 hrs

Computer Assisted Language Learning (CALL)

Television and Language Lab in Teaching English

Mobile Assisted Language Learning (MALL)

Self Access Language Learning (SALL)

UNIT-IV**15 hrs**

Teaching of Prose, Poetry, Drama, Grammar, Composition

Teaching LSRW Skills

UNIT-V**15 hrs**

Test-Definition, Types of Tests and Types of Questions

Characteristics of a Good Test

Preparation of Model Exercises and Questions

RECOMMENDED READING:

Baruah, T C. The English Teacher's Handbook. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G.P.McGregor. Teaching English as a Second Language, Longmans, 1970.

Richards, Jack C, and Theodore S.Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP, 1986.

Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers 1990.

JOURNALS:

English Language Teaching, Orient Longman, 1996 (ISBN- 9788125026556)

Approaches and Methods in Language Teaching, Cambridge University Press, 2001

Designing Language Courses: A Guide for Teachers, Heinle & Heinle, 1999.

EARNING RESOURCES:

<https://www.ccsenet.org>

<https://www.gre.ac.uk>

<https://www.educationdevelopmenttrust.com>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO Number | CO Statement |
|------------------|---|
| CO1 | Demonstrate a thorough knowledge of the place of English in India |
| CO2 | Critically evaluate the issues connected with English Language Teaching |
| CO3 | Exhibit the skill of teaching LSRW skills |
| CO4 | Identify and describe the different methods of teaching English language and literature |
| CO5 | Display a working knowledge of the use of technology in ELT |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 1 | 2 | 3 | 0 | 2 | 3 | 2 | 1 | 0 |
| CO2 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 0 |
| CO3 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 0 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 0 |
| CO5 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 3 | 0 |
| Average | 1.0 | 1.6 | 1.6 | 1.6 | 2.6 | 3.0 | 2.4 | 2.2 | 0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|------------------|------------|-------|-------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH
CORE – ENGLISH LANGUAGE TEACHING
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/ELT

Max Marks:100

Time: 3 Hrs.

PART – A

I. Answer any FIVE of the following in about 150 words. (5x8=40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.

The questions can pertain to all Units in the syllabus.

PART – B

II. Answer any THREE of the following in about 800 words. (3 x 20 =60)

Five questions are given out of which the students need to answer THREE in about 800 words.

The questions can pertain to all Units in the Syllabus.

**II M.A. ENGLISH LITERATURE
CORE – RESEARCH METHODOLOGY AND PROJECT
SEMESTER IV**

Total Hours: 5
Credits:4

Paper Code: 2P18/4C/PRO
LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the students to the nuances of research based academic writing.
- To enable the students to understand the tools of research methodology.
- At the end of this course the students would be equipped to conduct research and write the thesis for their Project.

COURSE OUTLINE:

UNIT I: INTRODUCTION **15 hrs**

Academic writing – importance and relevance
Process of research
Primary and secondary sources
Plagiarism

UNIT II: EFFECTIVE WRITING PRACTICE **15 hrs**

Language and style
Introduction and constructing of the thesis statement
Preparing the outline
Developing the paper
Coherence / organization of ideas and arguments
Consistency
Substantiating the arguments
Conclusion

UNIT III: MECHANICS OF WRITING AND FORMATTING **15 hrs**

Spelling and Punctuations
Titles
Quotations
Formatting

UNIT IV: WORKS CITED LIST **15 hrs**

Documenting Sources
Books, journals, anthologies and internet sources
Samples of various entries

UNIT V: CITING SOURCES IN THE TEXT **15 hrs**

Parenthetical documentation
Sample references
Abbreviations
Reference databases
Other systems of documentation

COURSE OUTCOMES:

| CO. No. | CO Statement |
|----------------|---|
| CO1 | Demonstrate the ability to understand the area of research and gather relevant data |
| CO2 | Apply rules of basic research methodology and interpret the data |
| CO3 | Demonstrate the ability to analyse, integrate and create a cohesive argument |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 0 |
| CO2 | 1 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 0 |
| CO3 | 1 | 2 | 3 | 3 | 1 | 2 | 3 | 2 | 0 |
| Average | 1.6 | 2.3 | 3.0 | 3.0 | 1.6 | 1.3 | 2 | 2.3 | 0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Online Teaching Materials

**II M.A. ENGLISH LITERATURE
ELECTIVE IV – GENERAL ESSAY
SEMESTER IV**

**TOTAL HOURS: 4
CREDITS: 3**

**COURSE CODE: 2P18/4E/GES
LTP: 2 1 1**

COURSE OBJECTIVES:

- To introduce the background study of Britain, America and India.
- To create an understanding of Shakespear's works and criticism.
- To describe the different methods and approaches in English Language Teaching.
- To provide an overview of specific literary theories
- To elicit the various themes and concepts of world literature.

COURSE OUTLINE:

UNIT I: LITERARY TRENDS AND MOVEMENT 12 hrs

Literatures of Britain, America and India

UNIT II: SHAKESPEARE STUDIES 12 hrs

Shakespearean Tragedy, Comedy & Histories
Shakespeare Criticism –19th and 20th Century
Shakespeare in Performance,
Shakespeare and Films, adaptations, revisioning and subversion

UNIT III: LANGUAGE 12 hrs

The Influence of Foreign Languages on English
Pronunciation of English
English as a World Language
Characteristics of Indian English
The Teaching of English at the Under Graduate Level
Methods and Materials for Teaching English as a Second Language

UNIT IV: THEORETICAL POSITIONS AND TRENDS 12 hrs

Modernism, Postmodernism, Feminism and Gender, Marxism, Postcolonialism, Ecocriticism, Subalternity and Ethnicity.

UNIT V: WORLD LITERATURE

12 hrs

World Poetry, Fiction & Drama
Translation Studies & Comparative Literature
Diasporic Writings & Transnationalism

RECOMMENDED READING:

David Daiches, *History of English Literature Vol 1 -8*
Ford, Boris. *Pelican Guide to English Literature Vol 1-8*
Thieme, J Ed. *Post colonial Writings*
Hutcheon, Linda. *Post-Modernism*
Encyclopaedia of Trends
Harvard Guide to American Literature

JOURNALS:

Journal of Postcolonial Writing (Bimonthly) ISSN- 1744-9855, Routledge Journals, England.
Philosophy Today (quarterly) ISSN -0031-8256. Depaul Univ, Chicago
World Literature Studies (quarterly) ISSN – 1337-9275. Slovak Academy Press

E- LEARNING RESOURCES:

<https://www.thoughtco.com>
<https://www.edx.org>
<https://www.worldliteraturetoday.org>
<https://www.real.dukeupress.edu>
<https://www.britannica.com>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|--------|---|
| CO 1 | Demonstrate an understanding of the literature of Britain, America and India |
| CO 2 | Apply criticism to Shakespeare's works |
| CO 3 | Differentiate the English Language Teaching methods, materials and approaches |
| CO 4 | Infer specific theories to any literary text |
| CO 5 | Compare and contrast various literatures of the world |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/ PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| Average | 2.4 | 2.8 | 2.4 | 2.8 | 2.2 | 3.0 | 2.2 | 2.4 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 1x 50 Marks | 1500 | 50 | 100 |
| K4, K5 | B – 1 x 50 Marks | 1500 | 50 | |

**II M.A. ENGLISH LITERATURE
ELECTIVE IV – GENERAL ESSAY
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4E/GES

Max Marks:100

Time: 3hrs

PART- A

I. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
ELECTIVE V- WRITING FOR THE SCREEN
(Offered to students of other Departments)
SEMESTER- IV

TOTAL HOURS: 4
CREDITS: 3

COURSE CODE: 2P18/4E/WFS
LTP: 2 1 1

COURSE OBJECTIVES:

- Make the learner aware on the purposes of story telling
- Introduce them to different types of stories
- Make them differentiate between story and plot
- Learn different styles of writing
- Enable them understand and appreciate the practical aspects of screen writing

COURSE OUTLINE:

UNIT I **12 hrs**

Creative Process
Why do we tell stories?
How do we tell stories?
Stories for Television, Radio, Films and Short Films

UNIT II **12 hrs**

Story and Plot
Story Structures – Beginning, Middle and End
Screenplay Structure
Conflict
Creating Characters
Narrative Techniques
Writing the scene
Dialogues

UNIT III **12 hrs**

Genres
Identifying Genres
Romance
Westerns
Science Fiction
Action/Adventure
Detective
Thriller

Fantasy
Children's films
Epic/historical

UNIT IV Formatting:

12 hrs

The Technicalities of Script Writing
How scripts are formatted
How text should be laid out on page
Software options available

UNIT V (Only for Class assignments, seminars and discussions)

12 hrs

Analysis of Mainstream Films and Television Programmes

RECOMMENDED READING:

Friedman, Anthony. *Writing for Visual Media*
Goldberg, Lee. *Successful Television Writing*
Politi Georges. *The Thirty – Six Dramatic Situations*
Grieco, Anthony. *The Pocket GUIDE: 120 tips for getting to Fade Out*
Field, Syd. *Screenplay: The Foundations of Screenwriting. Revised*

JOURNALS:

Canadian Journal of Film Studies, ISSN 0847-5911, Univ Toronto Press Inc.
Journal of Visual Culture ISSN 1470-4129 Sage Publication
Journal of Screen Writing ISSN 1759-7137 Intellect Ltd. England

E- LEARNING RESOURCES:

<http://www.youthkiawaaz.com>
<http://www.ukessays.com>
<http://www.epitomejournal.com>
<http://guides.library.yale.edu>
<http://www.quora.com>

COURSE OUTCOMES:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|---|
| CO 1 | Appreciate different aspects of screen writing |
| CO2 | Write screenplay for a story |
| CO3 | Question ideas presented in movies and documentaries. |
| CO4 | Watch films more analytically and identify thematic concerns and the way they are expressed |
| CO 5 | Career adoption and develop a flair for creative writing |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 5 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| Average | 2.4 | 2.4 | 2.8 | 2.4 | 2.6 | 2.6 | 2.6 | 2.4 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method by Chalk and Talk
- Audio Visual Method
- Writing Practice
- Movie analysis

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5 x 8Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 500 | 60 | |

**II M.A. ENGLISH LITERATURE
ELECTIVE- WRITING FOR THE SCREEN
(Offered to students of other Departments)
SEMESTER- IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4E/WFS

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH
ELECTIVE- TRANSLATION STUDIES
SEMESTER IV**

TOTAL HOURS : 4

COURSE CODE : 2P18/4E/TLS

CREDITS : 3

LTP 2 1 1

**Students to choose either Writing for the Screen or Translation Studies*

COURSE OBJECTIVES:

- To introduce students to the history, trends and methods of Translation.
- To train them to critically analyse translated texts as works of cross cultural communication.
- To provide specialist training in various types of translation and/or interpreting activity.
- To equip students with the knowledge and skills for a career in translation or in other professions which require expertise in cross-cultural communication.
- To facilitate students to understand and translate literary texts

COURSE OUTLINE:

Unit I: Translation Definition

12 hrs

Translation is a Skill/ Art/ Science/ Philosophy Recreation/Transcreation/Interpretation/Challenge

Translatability

Source language and Target language

Purpose and Importance of Translation

Language and culture

Decoding and recoding

Problems of equivalence

Loss and gain

Untranslatability

Unit II: Translation Types

12 hrs

Metaphrase

Paraphrase

Liberal/Free/Good/ Bad

Ideal Translation

Bilingual/Multilingual

Collaborative Translation

Back Translation

Unit III: History of Translation

12 hrs

Translation of Creative Writing

Translation Theory and Practice: The Indian Context

Translation in the 21st century- Global Context

Unit IV: History of Translation Activity

12 hrs

Prominent Multiple Translations and Translators in Indian Languages –Kabir's Poetry, Tirukural

Prominent Translations and Translators world wide – Bible, Chekov's *Cherry Orchard*

Unit V : Translation Practice

12 hrs

*** For Class Assignment and Seminar only**

A Translation of a work from any Language into English to be submitted as a term paper with a report on the type and process of translating the chosen text.

*** The course will be offered only if there is a minimum of 10 students**

RECOMMENDED READING:

Bijay Kumar Das. *A Handbook on Translation Studies*. New Delhi: Atlantic publishers, 2005.
Susan Bassnett. *Translation Studies* 3rd edition. New York: Routledge, 2002.

JOURNALS:

Introducing Translation Studies: Theories and Applications, Jeremy Munday, London & New York : Routledge, 2001. ISBN 0-415-22926-X/22927-8

The Passive in Arabic, Hebrew and English and Machine Translation, JUDITH ROSENHOUSE, ARIEL MORDECHAL COHEN, Volume 5, Issue 1, 1990, Pages 9–18, <https://doi.org/10.1093/llc/5.1.9>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s11-IV.79.18f>

<https://doi.org/10.1093/fmls/38.4.476-a>

<https://doi.org/10.1086/ahr/98.2.487>

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|--|
| CO1 | Define translation as an academic discipline and display knowledge of research issues, recent approaches and current problems in translation methods. |
| CO2 | Recognise the role of translation and interpreting in solving interlingual and intercultural communication problems. |
| CO3 | Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts. |
| CO4 | Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English. |
| CO5 | Translate literary texts |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 5 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| Average | 2.4 | 2.4 | 2.8 | 2.4 | 2.6 | 2.6 | 2.6 | 2.4 | 2.6 |

TEACHING METHODOLOGY:

- Lecture Method by chalk and talk
- Group Discussion
- Assignment
- Films/ Movie Screening
- Online Teaching Materials

QUESTION PAPER PATTERN

| BLOOM'S CATEGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|--------------------|-------------------|--------------|--------------|
| K1, K2, K3, K4, K5 | A – 5/8 x 8Marks | 150 | 40 | 100 |
| K1, K2, K3, K4, K5 | B – 3/5 x 20 Marks | 500 | 60 | |

**II M.A. ENGLISH
ELECTIVE– TRANSLATION STUDIES
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4E/TLS

Max. Marks: 100

Time : 3 hrs.

PART- A

- I. Answer any FIVE of the following in about 150 words.(5 x 8 = 40)**

Eight questions are given out of which the students need to answer **FIVE** in about **150** words. The questions can pertain to all Units in the syllabus.

PART- B

- II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)**

Five questions are given out of which the students need to answer **THREE** in about **800** words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH
SOFT SKILLS-INTERVIEW SKILLS
SEMESTER IV**

**Total Hours: 2
Paper Code: 2P/4S/ISK**

**Credits: 2
LTP 2 0 0**

COURSE OBJECTIVES:

- Explain the power of features and benefits.
- Use mock situations to develop awareness on interviewing techniques to prepare for future interviews.
- Build self- confidence with a focus on self- presentation.

COURSE OUTLINE:

Unit I – THE POWER OF FEATURES AND BENEFITS (Chapter 1) 10 hrs

- Understanding the difference between features and benefits
- Translating features into benefits
- Combining features with benefits
- Talking about benefits

Unit II – ADDRESSING EACH INTERVIEWER’S NEEDS (Chapter 2) 10 hrs

1. Finding common ground with each interviewer
2. Developing different benefit statements for the same feature
3. Understanding multiple benefits of features
4. Adjusting benefits to suit the situation

Unit III – EFFECTIVE LISTENING AND SPEAKING (Chapter 3&4 Excerpts) 10 hrs

1. Being a good listener
2. Watching for non verbal communication
3. Asking questions with skill and finesse
4. Answering questions with outstanding benefits

Prescribed Text

Adler, Oscar. Sell Yourself in Any Interview, New Delhi: Tata McGraw-Hill Publishing Company.

E- LEARNING RESOURCES:

www.besjournals.onlinelibrary.wiley.com
www.careeroptionsmagazine.com
www.acquila.usm.edu

COURSE OUTCOME:

On completion of this course, the students will be able to...

| CO No. | CO Statement |
|---------------|--|
| CO1 | Understand the purpose of interviews. |
| CO2 | Be aware of the processes involved in different types of interviews. |
| CO3 | Obtain important tips on preparing for the professional interview. |
| CO4 | Articulate the importance of self presentation. |

**II M.A. ENGLISH
SOFT SKILLS IV – INTERVIEW SKILLS
SEMESTER IV**

Paper Code: 2P18/4S/ISK

Max. Marks: 50

Time : 2 hrs.

**TEN out of FIFTEEN questions in about 200 words each. (10x5=50)
(From all the units – Not more than three from each unit)**

M. Phil.

From 2018-19 onwards

M.PHIL ENGLISH LITERATURE RESEARCH METHODOLOGY AND LITERARY THEORY

TOTAL HOURS: 4
CREDITS: 5

COURSE CODE: 2M18/RMLT
LTP: 4 0 0

COURSE OBJECTIVES:

- Develop a strong research acumen leading to higher order skills
- Evaluate the different texts to defend and interpret with theories
- Employ the theories to understanding of texts
- Demonstrate high level of proficiency in defending critical thinking clearly and logically
- Display strong language abilities to defend effectively through all modes of persuasion.

UNIT-I: RESEARCH WRITING AND OUTLINE OF RESEARCH 5 hrs

Selection of Topic- Conducting Research- Compiling of Working Bibliography. Thesis statement, Writing drafts- Structuring arguments, Mechanics of Writing.

UNIT-II: DOCUMENTATION 10 hrs

Plagiarism- Style manual in Social Sciences and Humanities- Recent research trends in Literature and Language Research.

UNIT-III: LITERARY THEORY 15hrs

(Refer recommended reading – Julia Rivkin and Michael Ryan)

| | |
|--------------------|--------------------------|
| Cleanth Brookes | The Language of Paradox |
| Roland Barthes | Mythologies: |
| Edward P.J. Corbel | Classic Rhetoric |
| Jean Baudrillard | Simulacra and Simulation |

UNIT-IV: LITERARY THEORY 15hrs

| | |
|-------------------------------|---|
| Sigmund Freud | Group Psychology and the analysis of Ego |
| Julie Rivkin and Michael Ryan | Writing the Past (Intro to Historicism) |
| Pierre Macherey | For a theory of Literary Production |
| Lisa Lowe | Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences |

UNIT-V: LITERARY THEORY 15hrs

| | |
|--------------------------------|--|
| Julie Rivkin and Michael Ryan | Contingencies of Gender (Intro to Gender Studies) |
| Sandra Gilbert and Susan Gubar | The Madwoman in the Attic |
| Homi K. Bhabha | Signs Taken for Wonders |

Walter Benjamin
Jonathan Bate

The Work of Art in the Age of Mechanical Reproduction
From Red to Green

RECOMMENDED READING:

MLA Handbook for Writers of Research Papers Eighth Edition

<http://b-ok.xyz/book/2824210/9471a8>

Barnet Sylvan. A Short Guide to Writing about Literature. 9th Edition. New Delhi: Pearson. 2006

Abhijit Kundu and Pramod K Nayar The Humanities: Methodology and Perspectives

Julie Rivkin and Michael Ryan Literary theory: An Anthology

<http://b-ok.xyz/book/994693/f120e9>

From 'Red' to 'Green'

<https://books.google.co.in/books?id=UgGJ2A5h3qYC&pg=PA167&lpg=PA167&dq=from+red+to+green+by+jonathan+bate&source=bl&ots=A-FH8TNgzM&sig=Kd-9Dx1PUvuzOz10E1H27eEvIxQ&hl=en&sa=X&ved=2ahUKEwiO296QitHaAhUWSY8KHepEDIcQ6AEwBXoECAUQAQ#v=onepage&q=from%20red%20to%20green%20by%20jonathan%20bate&f=false>

E- LEARNING RESOURCES:

The language of Paradox

<https://www.youtube.com/watch?v=8K7WveYprsg>

Simulacra and Simulation

<https://www.youtube.com/watch?v=Hl9zO0cS-NU>

COURSE OUTCOMES:

On completion of this course, the scholars will be able to:

| CO.No | CO Statement |
|-------|---|
| CO 1 | List out and outline their research work and documentations |
| CO 2 | Adapt an understanding of theories to the literary texts |
| CO 3 | Estimate the different theories to the existing trends of Literature |
| CO4 | Demonstrate an ability to find supportive evidence in the theoretical framework |
| CO5 | Develop an original idea, ability to create a persuasive form of writing thesis work based on evidence. |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.6 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Group Discussion
- ICT Enabled Classes
- Flipped and Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|----------------|-------------------|--------------|--------------|
| K 1, K2 | A-10/X2 marks | 50 | 20 | 100 |
| K3,K4 | B-4/5x5 marks | 300 | 20 | |
| K 3, K4, K5 | C-3/5x20 marks | 800 | 60 | |

**M.PHIL ENGLISH LITERATURE
RESEARCH METHODOLOGY AND LITERARY THEORY**

End semester question paper pattern

COURSE CODE: 2M18/RMLT

**Max Marks: 100
Time: 3hrs**

Section - A

I. Answer in about 50 words each. (10×2=20)

Section – B

II. Answer any FOUR in about 300 words each: (4×5=20)

Section – C

III. Answer any THREE in about 1200 words each: (3×20=60)

**M.PHIL ENGLISH LITERATURE
INDIAN AND TWENTIETH CENTURY LITERATURE**

**TOTAL HOURS: 4
CREDITS: 5**

**COURSE CODE: 2M18/ILTL
LTP: 4 0 0**

COURSE OBJECTIVES:

- Compare and contrast works of Literature from India and Twentieth Century literature.
- Develop knowledge of the socio-cultural ethos of the text prescribed.
- Employ critical thinking of the literary texts in relevance to the society.
- Exhibit Research practice with the prescribed texts.
- Enable proficiency in writing skills.

COURSE OUTLINE:

UNIT 1: INDIAN POETRY/ PROSE

12 hrs

| | |
|---|---|
| Anandavardhana Tholkappiar | from Dhvanyaloka (page78-88) from Tholkappiam III Porul: chapter-6 Meypattuiyal (Introduction- pages: 1-43) Afterword “InteriorLandscapes” On Natya and Rasa: Aesthetics of Dramatic |
| Ramanujan A. K Bharatamuni Experience Ramanujan A. K | Akam Sangam Poetry (Selective) Poems of Love and War(1985) What she Said Akananuru 318 (Kurunchi- page 14) What her Girl friend said Narrinai 311 (Neytal- Page48) What her Girl Friend said Kuruntokai 66 (Mullai- Page70) What she said Ainkurunuru 24(Marutam- Page 89) |

UNIT-II: INDIAN DRAMA/ FICTION

12 hrs

| | |
|-------------------------|-------------------------------------|
| Chandrashekhara Kambara | <i>Sirisampige</i> |
| Mahesh Dattani | <i>Dance like a Man</i> |
| Bama | <i>Karukku</i> |
| Perumal Murugan | <i>Pyre</i> |
| Cyrus Mistry | <i>Chronicle of a Corpse Bearer</i> |

UNIT-III: TWENTIETH CENTURY POETRY

12 hrs

| | |
|---------------|----------------------------|
| Robert Lowell | Children of Light |
| Emma Lazarus | The Exodus (August 3,1492) |

Elizabeth Bishop
Margaret Atwood
Judith Wright
Derek Walcott
Rupi Kaur

12 O' Clock News
Women's Novels
Bora Ring
Ruins of a Great House
Milk and Honey (Selected Poems)
1. I want to apologize... all women/
2. You look like your mother/
3. Your mother is in the habit of offering more love /
4. When my mother says I deserve better

UNIT-IV: TWENTIETH CENTURY DRAMA

12 hrs

Luigi Pirandello
Bertolt Brecht
Quiara Alegria Hu des
Derek Walcott

Six Characters in Search of an Author
Life of Galileo
Water by Spoonful
Dream on Monkey Mountain

UNIT- V: TWENTIETH CENTURY FICTION

12 hrs

Michael Ondaatje
Chimamanda Ngozi Adichie
J. M. Coetzee
V. S. Naipaul
Elie Wiesel
Charles R. Johnson

In the Skin of a Lion
Americanah
Waiting for the Barbarians
A Way in the World
Night
Middle Passage

RECOMMENDED READING:

Indian Aesthetics: An Introduction Edited by V.S. Sethuraman

V.S. Sethuraman. *Comparative Criticism: An Anthology*

Ramanujan A. K. *Interior Landscapes*, Delhi: Oxford University Press
1967.

On Natya and Rasa: Aesthetics of Dramatic Experience tr. G. K. Bhatt

Indian Literary Criticism. Ed. G. N. Devy. Hyderabad: Orient Longman

Private Limited, 2002. (Page 4-14)

JOURNALS:

SAGE

RESEARCH CHRONICLER

EARNING RESOURCES:

Milk and Honey

<http://b-ok.xyz/book/2821873/72402b>

Six characters in search of an author

<http://b-ok.xyz/book/1049495/a0d1b8>

In the Skin of a Lion

<http://b-ok.xyz/book/1048070/d0a56bAmericanh>

<http://b-ok.xyz/book/2814105/c71c85>

Waiting for the Barbarians

<http://b-ok.xyz/book/962237/e80822>

<http://b-ok.xyz/book/1224914/5b13a2>

COURSE OUTCOME:

On completion of this course, the scholars will be able to:

| CO.No | CO Statement |
|--------------|--|
| CO1 | Outline the difference between the works of Literature from India to twentieth century literature of the world |
| CO 2 | Infer and predict the social culture and milieu through the given selection of Literary pieces |
| CO 3 | Develop a critical sensibility to classify and identify works and their relevance to the society |
| CO 4 | Evaluate the theory and text and negotiate the common thread of inference |
| CO 5 | Develop an ability to apply the knowledge gained to their own writing |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 2.8 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Group Discussion
- ICT Enabled Classes
- Flipped and Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|----------------|------------|-------|-------|
| K1,K2,K3 | A-5/8x8 marks | 800 | 40 | 100 |
| K 3, K4, K5 | B-3/5x20 marks | 1200 | 60 | |

**M. PHIL ENGLISH LITERATURE
INDIAN AND TWENTIETH CENTURY LITERATURE**

End semester question paper pattern

PAPER CODE: 2M18/ILTL

Max Marks: 100

Time: 3hrs

Section A

5X8=40

Questions from all the units. Answer any 5 out of 8 questions in about 800 words.

Section B

3X20=60

Questions from all the units. Answer any 3 out of 5 question in about 1200 words.

M. PHIL ENGLISH LITERATURE
INTERNAL PAPER

COURSE CODE: 2M18/INT

TOTAL HOURS: 4

Credits: 5

COURSE OBJECTIVES:

- To understand an area of interest and pursue research with specific outline.
- To select relevant theory and text to validate research point of view.
- To explore an area of research and substantiate with convincing arguments.
- To negotiate text and theory with substantial evidence and reference.
- To be able to demonstrate individual persuasive research skill in the thesis

COURSE OUTCOMES:

On completion of this course, the scholars will be able to...

| CO. No | CO Statement |
|---------------|--|
| CO1 | Analyze core ideas effectively and apply in making inferences in their thesis |
| CO 2 | The Ability to judge the value of information selected for the thesis work |
| CO 3 | Create a frame work with original ideas substantiating with prior Knowledge |
| CO 4 | Extrapolation of theory and text to form the body of research Work |
| CO 5 | Articulate the scholar's stance on the topic selected for thesis with valid justification. |

**M. PHIL ENGLISH LITERATURE
INTERNAL PAPER**

COURSE CODE: 2M18/INT

SECTION- A

Answer any ONE of the following in about 1200 words (1X25= 25)

Two questions in concept and theory from the Area of Research chosen by the candidates.

Section- B

Answer TWO of the following in about 1200 words each (2X25= 50)

Three questions from the text and the titles related to the Area of Research chosen by the candidates.

Annotated Bibliography (25 Marks)