

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)

PG

From 2018-19 onwards

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: 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 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 PROFILE – PG

DEPARTMENT OF ENGLISH

PG Courses 2018 Onwards

| 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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I 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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II 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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III 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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**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 | 40 | |

**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

**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:

Bergonzzi, 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 s10-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 Thamboo | Ulysses by the Merlion; Evening by Batok Town (Malaysia) |
| FadwaTuqan | 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) |
| TahmimanAnam | <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=-jffgZDVBS>

NOH play- <https://www.youtube.com/watch?v=-6msFSM1d9A>

<https://www.youtube.com/watch?v=wr-USxFyuYU>

YasunariKawabata- <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>

TahmimanAnam - <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.shiftlearning.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.Syngé | <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
Akam& Puram
Faiz Ahmed Faiz
Yatri
Selections from Porul (tr) G.U. Pope
Selections from (tr) A.K. Ramanajum
Pain will come
“The Dilemma” and “Blind Life”

UNIT II: PROSE

18 hrs

IsmatChughtai
Anees Jung
Zaman Azurda
Biswanath Kar
Quit India (Lifting the Veil)
Mothers and Children (Unveiling India)
Heart’s Shadow (Kashmiri Prose)
Free Thinking (Oriya Prose)

UNIT III: DRAMA

18 hrs

Indra Parthasarathy
K.N. Panikkar
Nandan Katha
The Lone Tusker

UNIT IV: FICTION

18 hrs

Asha Purna Debi
P. Sivakami
Sarah Joseph
Asha Bage
Mahasweta Devi
Subarnalatha **
Grip of Change
Othappu (Scent of the Other Side)
Wings
*After Kurukshetra*** (** 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 Williams | “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*. Manchester 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=eJj4RIFKWCoC&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 302**

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: **15 hrs**
Othello

UNIT II: **15 hrs**
Measure for Measure
The Winter's Tale

UNIT III **15 hrs**
Antony and Cleopatra

UNIT IV **15 hrs**
General Topics
Fools and Clowns in Shakespeare
Imagery in Shakespeare

UNIT V **15 hrs**
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

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 193-195, <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 *The Road*
Ray Lawler *Summer of the Seventeenth Doll*

UNIT IV: FICTION 15 hrs

Patrick White *The Tree of Man*
Nuruddin Farah *Maps*
Jean Rhys *Wide Sargasso Sea*
Ben Okri *The Famished Road*

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 The Origins of Language Development of Gesture, Sign, Words, Sounds, Speech and Writing Core Features of Human Language, Animals and Human Language | 15 hrs |
| UNIT-II: Nature of Language 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 | 15 hrs |
| UNIT-III: Branches of Linguistics Structural Linguistics, Sociolinguistics, Psycholinguistics | 20 hrs |
| UNIT-IV: Branches of Linguistics Neurolinguistics, Applied Linguistics | 20 hrs |
| UNIT-V: Applied Linguistics 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 | 20 hrs |

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_ar54/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.

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

PAPER CODE: 2P/3S/LSK

CREDITS: 2

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 |
| Wislaw 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://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
Witilhimaera

Simon's Luck
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
CREDITS : 3**

**COURSE CODE : 2P18/4E/TLS
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, Tirukurral

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)**

