

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)
CHENNAI - 600008**

**DEPARTMENT OF ENGLISH
(SELF SUPPORTING)**

B.A. ENGLISH AND COMMUNICATION SKILLS

SYLLABUS



**CHOICE BASED CREDIT SYSTEM
OUTCOME BASED EDUCATION
(OFFERED FROM THE ACADEMIC YEAR 2018 - 19)**

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RULES AND REGULATIONS OF THE PROGRAMME

1. Eligibility for Admission:

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

2. Eligibility for the Award of Degree:

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

3. Course of Study:

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

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

4. Passing Minimum:

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

5. Classification of Successful Candidates: (in Part I, II, III & IV)

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. All other successful candidates shall be declared to have passed the examination.

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

6. Question Paper Pattern:

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

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

- Part A : Five questions to be answered out of six
 Part B : Five questions to be answered out of eight
 Part C : Three questions to be answered out of five

7. EVALUATION PATTERN

CA Test I	2 hrs.	10 marks
CA Test 2	2 hrs	10 marks
Quiz / Assignment / Field visit		10 marks
Participatory Learning		10 marks
		<hr/>
Total		<u>40 marks</u>

Rubrics for Continuous Assessment

1. Assignment: Contents, Originality, Presentation and Bibliography
2. Seminar: Organization, Presentation, Subject knowledge
3. Participatory Learning: Participation in discussion/Role play, Answering questions, Clearing doubts, Communication and Language

End Semester Examination – Question papers for Core are to be set by the External Examiner and evaluated by both Internal and External Examiners.

Duration of examination is 3 hours and Maximum Marks is 100

100 marks to be converted to 60 marks.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Undergraduate Programme

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

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

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

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

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

PEO5: Contribute to promoting environmental sustainability and social inclusivity

PROGRAMME OUTCOMES (POs)

On completion of the Programme, the learner will be able to:

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

PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion of B.A. English and Communication Skills programme, the student will be able to

PSO 1: Engage in interpretation, analysis, appreciation, and critique of diverse literatures in English across the world in social, cultural, political and historical contexts.

PSO 2: Apply thematic, critical and theoretical approaches to the analysis of literary texts in various genres of writings in English.

PSO 3: Demonstrate an appreciation of the intrinsic values of life and environmental sensibility, through the study of representative literary texts from different periods and traditions.

PSO 4: Utilize their knowledge of communication techniques and technicalities for expressing their perspectives on contemporary issues.

PSO 5: Synthesize language aesthetics and mechanics with various communication strategies for competency in professional and social discourses.

PSO 6: Effectively and ethically utilize digital resources and technological skills in the fields of literature, language, communication, media and journalism.

PSO 7: Pursue lifelong learning leading to competencies, sensitivity, empathy and inclusiveness.

B.A. ENGLISH AND COMMUNICATION SKILLS

CHOICE BASED CREDIT SYSTEM (CBCS)

OUTCOME BASED EDUCATION

From 2018-2019 Batch onwards

PROGRAMME PROFILE

SEM	PART	COURSE CODE	TITLE OF THE PAPER	CREDITS	HOURS /WK	TOTAL HOURS	CA	SE	TOTAL
			SEMESTER – I						
I	I		Language	3	6	90	40	60	100
I	II	EL18/1F/FEN	Foundation English I	3	4	60	40	60	100
I	III	CE18/1C/PY1	Poetry – I	4	5	75	40	60	100
I	III	CE18/1C/PR1	Prose – I	4	5	75	40	60	100
I	III	CE18/1A/TM1	Literary Trends and Movements – I	5	6	90	40	60	100
I	IV		Non-Major Elective	2	2	30		50	50
I	IV	UG18/1S/CLS	Communication and Life Skills-I	3	2	30	20	30	50
			SEMESTER – II						
II	I		Language	3	6	90	40	60	100
II	II	EL18/2F/FEN	Foundation English II	3	4	60	40	60	100
II	III	CE18/2C/PY2	Poetry – II	4	5	75	40	60	100
II	III	CE18/2C/PR2	Prose – II	4	5	75	40	60	100
II	III	CE18/2A/TM2	Literary Trends and Movements – II	5	6	90	40	60	100
II	IV		Non-Major Elective	2	2	30		50	50
II	IV	UG18/2S/CLS	Communication and Life Skills-II	3	2	30	20	30	50
			SEMESTER – III						
III	I		Language	3	6	90	40	60	100
III	II	EL18/3F/FEN	Foundation English III	3	4	60	40	60	100
III	III	CE18/3C/DR1	Drama – I	4	5	75	40	60	100
III	III	CE18/3C/FC1	Fiction – I	4	5	75	40	60	100
III	III	CE18/3A/WMY	Introduction to World Mythology	5	6	90	40	60	100
III	IV		Environmental Studies	2	2	30		50	50
III	IV	UG18/3S/CLS	Communication and Life	3	2	30	20	30	50

			Skills-III						
SEM	PART	COURSE CODE	TITLE OF THE PAPER	CREDITS	HOURS /WK	TOTAL HOURS	CA	SE	TOTAL
			SEMESTER – IV						
IV	I		Language	3	6	90	40	60	100
IV	II	EL18/4F/FEN	Foundation English IV	3	4	60	40	60	100
IV	III	CE18/4C/DR2	Drama – II	4	5	75	40	60	100
IV	III	CE18/4C/FC2	Fiction – II	4	5	75	40	60	100
IV	III	CE18/4A/LTC	Introduction to Literary Criticism	5	6	90	40	60	100
IV	IV		Value Education	2	2	30		50	50
IV	IV	UG18/4S/CLS	Communication and Life Skills-IV	3	2	30	20	30	50
			SEMESTER – V						
V	III	CE18/5C/WLT	World Literature	4	6	90	40	60	100
V	III	CE18/5C/LAC	Literature and Culture	4	6	90	40	60	100
V	III	CE18/5C/LL1	Language and Linguistics I	4	6	90	40	60	100
V	III	CE18/5C/ACN	Advanced Communication	4	6	90	40	60	100
V	III	CE18/5E/SWI	Subaltern Writings of India	5	6	90	40	60	100
			SEMESTER – VI						
VI	III	CE18/6C/SHK	Shakespeare	4	6	90	40	60	100
VI	III	CE18/6C/WOW	Women's Writing	4	6	90	40	60	100
VI	III	CE18/6C/LL2	Language and Linguistics II	4	6	90	40	60	100
VI	III	CE18/6E/ FJM	Fundamentals of Journalism	5	6	90	40	60	100
VI	III	CE18/6E/LEN	Literature and Environment	5	6	90	40	60	100
	V	EXTENSION ACTIVITY							
		NCC/ NSS/RRC/ROTARACT/CSS		1					
			TOTAL NO. OF CREDITS	140					

SELF STUDY PAPER FOR ADVANCED LEARNERS

SEM	PART	YEAR	PAPER CODE	TITLE OF THE PAPER	CREDITS	SE	TOTAL
V		III		TRANSLATION STUDIES		100	100

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT

INTERNAL VALUATION BY COURSE TEACHER/S

PART I, II AND III-THEORY PAPERS

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

PART IV - SOFT SKILLS

COMPONENT	TIME	MAX. MARKS
Activity	1 hour	20

CA QUESTION PAPER PATTERN-UG

Knowledge Level	Section	Word Limit	Marks	Total
K 1	A-3/4 x 2 marks	50	6	50
K1, K 2	B-4/5 x 6 marks	150	24	
K2, K 3	C-1/2x20 marks	500	20	

RUBRICS FOR CONTINUOUS ASSESSMENT

Assignment	Content/Originality/Presentation/Schematic Representation and Diagram/Bibliography
Seminar	Organisation/Subject Knowledge/Visual Aids/Confidence level/Presentation-Communication and Language
Field Visit	Participation/Preparation/Attitude/Leadership
Participation	Answering Questions/Clearing Doubts/Participating in Group Discussions/Regular Attendance
Case Study	Finding the Problem/Analysis/Solution/Justification
Problem Solving	Understanding Concepts/Formula and Variable Identification/Logical Sequence/Answer
Group Discussion	Preparation/Situation Analysis/Relationship Management/Information Exchange/Delivery Skills
Flipped/Blended Learning	Preparation/Information Exchange/ Group Interaction/Clearing Doubts

END SEMESTER EVALUATION PATTERN

THEORY PAPERS

PART II/III

SEMSTER I/II/III/IV/V/VI

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 40

PART IV

SEMSTER I/II/III/IV

SINGLE VALUATION

ORAL TEST/WRITTEN TEST

MAXIMUM MARKS: 50

PASSING MARK: 20

SEMESTER I COURSE PROFILE

I B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	Language	3	6	90				40	60	100
EL18/1F/FEN	Foundation English I	3	4	60	2	1	1	40	60	100
CE18/1C/PY1	Poetry – I	4	5	75	3	1	1	40	60	100
CE18/1C/PR1	Prose – I	4	5	75	4	1	0	40	60	100
CE18/1A/TM 1	Literary Trends and Movements – I	5	6	90	5	1	0	40	60	100
	Non-Major Elective	2	2	30					50	50
UG18/1S/CLS	Communication and Life Skills-I	3	2	30				20	30	50
	Total	24	30	450						
	Total Credits	24								

SEMESTER II COURSE PROFILE

I B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	Language	3	6	90				40	60	100
EL18/2F/FEN	Foundation English II	3	4	60	2	1	1	40	60	100
CE18/2C/PY2	Poetry – II	4	5	75	3	1	1	40	60	100
CE18/2C/PR2	Prose – II	4	5	75	4	1	0	40	60	100
CE18/2A/TM 2	Literary Trends and Movements – II	5	6	90	5	1	0	40	60	100
	Non-Major Elective	2	2	30					50	50
UG18/2S/CLS	Communication and Life Skills-II	3	2	30				20	30	50
	Total	24	30	450						
	Total Credits	24								

SEMESTER III COURSE PROFILE

II B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours/ Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	Language	3	6	90				40	60	100
EL18/3F/FEN	Foundation English III	3	4	60	2	1	1	40	60	100
CE18/3C/DR1	Drama – I	4	5	75	3	1	1	40	60	100
CE18/3C/FC1	Fiction – I	4	5	75	4	1	0	40	60	100
CE18/3A/WMY	Introduction to World Mythology	5	6	90	5	1	0	40	60	100
	Environmental Studies	2	2	30					50	50
UG18/3S/CLS	Communication and Life Skills – III	3	2	30				20	30	50
	Total	24	30	450						
	Total Credits	24								

SEMESTER IV COURSE PROFILE

II B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	Language	3	6	90				40	60	100
EL18/4F/FEN	Foundation English IV	3	4	60	2	1	1	40	60	100
CE18/4C/DR2	Drama – II	4	5	75	3	1	1	40	60	100
CE18/4C/FC2	Fiction – II	4	5	75	4	1	0	40	60	100
CE18/4A/LTC	Introduction to Literary Criticism	5	6	90	5	1	0	40	60	100
	Value Education	2	2	30					50	50
UG18/4S/CLS	Communication and Life Skills- IV	3	2	30				25	25	50
	Total	24	30	450						600
	Total Credits	24								

SEMESTER V COURSE PROFILE

III B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	SEMESTER – V									
CE18/5C/WLT	World Literature	4	6	90	3	3	0	40	60	100
CE18/5C/LAC	Literature and Culture	4	6	90	3	3	0	40	60	100
CE18/5C/LL1	Language and Linguistics I	4	6	90	3	3	0	40	60	100
CE18/5C/ACN	Advanced Communication	4	6	90	3	1	2	40	60	100
CE18/5E/SWI	Subaltern Writings of India	5	6	90	4	2	0	40	60	100
	Total	21	30	450						
	Total Credits	21								

SELF STUDY PAPER FOR ADVANCED LEARNERS

SEM	PART	YEAR	PAPER CODE	TITLE OF THE PAPER	CREDITS	SE	TOTAL
V		III		TRANSLATION STUDIES		100	100

SEMESTER VI COURSE PROFILE

III B.A ENGLISH AND COMMUNICATION SKILLS

COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
	SEMESTER – VI				L	T	P	CA	SE	Total
CE18/6C/SHK	Shakespeare	4	6	90	3	3	0			
CE18/6C/WOW	Women's Writing	4	6	90	3	3	0	40	60	100
CE18/6C/LL2	Language and Linguistics II	4	6	90	3	3	0	40	60	100
CE18/6E/ FJM	Fundamentals of Journalism	5	6	90	4	1	1	40	60	100
CE18/6E/LEN	Literature and Environment	5	6	90	4	2	0	40	60	100
	Total	22	30	450						600
	Total Credits	22								

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I

CORE-POETRY – I

TOTAL HOURS: 75

COURSE CODE: CE18/1C/PY1

CREDITS: 4

L-T-P: 3 1 1

COURSE OBJECTIVES:

This Course aims to:

1. Familiarize students with various forms, devices and techniques of British Poetry.
2. Introduce students to various subjects and themes employed by British Poets.
3. Impart knowledge on various Literary Trends and Movements in British literature through Poetry.
4. Expose students to the changing socio-political scenario of England from 14th century to 20th century.

COURSE OUTLINE:

UNIT – I

10 Hours

Poetic Forms

Epic, Sonnet, Lyric, Ballad, Elegy, Ode and Dramatic Monologue

UNIT – II

15 Hours

Geoffrey Chaucer

Nun-Prioress (Prologue to the Canterbury Tales
Lines 118-162)

John Milton

Paradise Lost – Book I (Lines 1-26)

John Donne

The Canonization

UNIT – III

20 Hours

Thomas Gray

Elegy Written in a Country Churchyard

William Blake

The Lamb, The Tyger

William Wordsworth

The World is Too Much with Us

Samuel Taylor Coleridge

Kubla Khan

Percy Bysshe Shelley

Ode to the West Wind

Dante Gabriel Rossetti

The Blessed Damozel

UNIT – IV**20 Hours**

Alfred Lord Tennyson	Ulysses
Robert Browning	My Last Duchess
Mathew Arnold	Dover Beach
Gerard Manley Hopkins	God's Grandeur
William Butler Yeats	Easter 1916
Thomas Stearns Eliot	Journey of the Magi

UNIT – V**10 Hours**

Ted Hughes	Hawk Roosting
W.H.Auden	The Unknown Citizen
Seamus Heaney	Digging

RECOMMENDED TEXTBOOKS:

- | | |
|---------------------|---|
| 1. John Milton | <i>Paradise Lost Book I</i> |
| 2. Geoffrey Chaucer | <i>The Prologue to the Canterbury Tales</i> |
| 3. William Blake | <i>Songs of Innocence and Experience</i> |

REFERENCE BOOKS:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Macmillan India Ltd. 2006. Print.
2. Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan. 2017. Print.
3. Ramachandran, C.N. *Selections From Five Centuries of Poetry*. Eds. Radha Achar. Macmillan India Ltd. 1998. Print.
4. Warren, Robert Penn. *Six Centuries of Great Poetry*. Eds. Albert Erskine. U.S.A: Dell Publishing, 1955. Print.
5. Albert, Edward. *History of English Literature*. India: Oxford University Press, 1979. Print.

JOURNALS:

1. Venugopala, B.N. "Post War Disillusionment and English Poetry". *International Journal of Language and Linguistics*, [ijllnet.com>journals>2.pdf](http://ijllnet.com/journals/2.pdf).
2. Serster, Sena "An Ecocritical Analysis on Matthew Arnolds Dover Beach". *Victorian Poetry Research Papers*, [www.academia.edu>documents](http://www.academia.edu/documents)

E-LEARNING RESOURCES:

1. Lumiansky, I.R. "Geoffrey Chaucer". Cloud Tiger Media, 9 July 2019, [https://www.britannica.com>geoffr](https://www.britannica.com/geoffr)

2. Naif, Jamal. "A Critical Analysis of Milton's Poetic Style as Revealed in his Epic Poem Paradise Lost: Books I and II". *Journal of English Language and Literature*. 13 September 2016, <https://www.ssrn.com>.>...a
3. Ricks, Christopher. "Milton's Grand Style". Oxford University Press. <https://www.oxfordscholarship.com>>...
4. Dubinsky, Tina. "English Poets of the Romantic Movement". <https://owlcation.com>>...>literature
5. Maurya, Manoj K. "The Characteristics of Pre- Raphaelite Poetry". <https://www.academia.edu>>...>the

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Apply their gained knowledge on various devices and techniques of poetry in writing
CO 2	Thematically analyse, interpret and appreciate human life and experience in British Poetry.
CO 3	Identify human relationship with nature through select poems of Romantic Poets in English.
CO 4	Critically analyse the influence of society, religion, politics and culture on Art and Literature.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	1	1	3	2	3	1
CO2	3	2	3	1	1	1	2
CO3	2	1	3	1	1	1	3
CO4	2	3	1	1	1	2	3
AVERAGE	2	2	2	1.5	1.25	1.75	2.25

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
 E Content
 Videos
 Group Discussion
 Quiz
 Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From all Units
K1, K 2	B – 5x6 marks	150	30		From all Units
K2, K 3	C – 3x20 marks	500	60		From Units II to V

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I
CORE-POETRY – I
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/1C/PY1

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I

CORE- PROSE - I

TOTAL HOURS: 75

PAPER CODE: CE18/1C/PR1

CREDITS: 4

L T P: 4 1 0

COURSE OBJECTIVES:

This Course aims to:

1. Introduce a variety of forms and techniques in Prose.
2. Encourage the student to read, comprehend and appreciate prose texts.
3. Develop an aptitude in literary study and understanding of the narratives and effective use of language and rhetoric.
4. Provide a practical and creative grasp of the English language through the reading of prose texts.

COURSE OUTLINE:

UNIT I

15 Hours

Origin and Growth of the genre

Aphoristic Essays

Personal Essays

Pamphlets

Periodical Essays

Journal and diary writing

UNIT II

15 Hours

Francis Bacon

Of Friendship

Addison and Steele

“The Spectator’s Account of Himself”(Coverley Papers: Chp 1)

Charles Lamb

“New Year’s Eve” (Essays of Elia)

UNIT III

15 Hours

William Hazlitt

On Going on a Journey

R. L. Stevenson

Talk and Talkers

G K Chesterton

The Worship of the Wealthy

UNIT IV**15 Hours**

E. M. Forster	Tolerance
Virginia Woolf	Professions for Women
C. E. M. Joad	The Civilization of To-day

UNIT V**15 Hours****Speeches**

Queen Elizabeth I	‘To be a King’ (30 November 1601; House of Commons)
Winston Churchill	This was their finest hour’ (June 18, 1940; House of Commons)

Letters

Earl of Chesterfield	Letters to his Son dated 9 October, 1746. (Letter 1)
Aldous Huxley	Letter from Huxley to George Orwell dated 21 October, 1949.

RECOMMENDED TEXTBOOKS:

1. Tom Clark (ed.) *Great Speeches of the 20th century*
2. Brian MacArthur (ed.) *The Penguin Book of Historic Speeches*
3. W.E. Williams *A Book of English Essays*

REFERENCE BOOKS:

1. Ifor Evans. *A Short History of English Literature*, India: Penguin Books Ltd, 1940. Print.
2. Edt. Sue Roe and Susan Sellers. *The Cambridge Companion to Virginia Woolf*, USA: The Cambridge University Press, 2000. Print.
3. James A. Houck. *William Hazlitt: a Reference Guide*, United States: G.K.Hall. 1977. Print.
4. Ed. Jessica Berman. *A Companion to Virginia Woolf*. New Delhi: Wiley Blackwell. 2016. Print.

JOURNALS:

1. C. E. M. Joad, *Philosophy for Our Times*. Read Books, 2007, United Kingdom. Print
2. Ed. Jane deGay, Tom Breckin, Anne Reus, *Virginia Woolf and Heritage*. Clemson University Press. 2017. United Kingdom. Print.

E LEARNING RESOURCES:

1. https://litprose.fandom.com/wiki/Francis_Bacon
2. <https://www.questia.com/library/literature/literary-theory/literary-theorists-and-critics/e-m-forster>
3. <https://www.questia.com/library/journal/1G1-329732457/william-hazlitt-charles-lamb-and-the-london-magazine>
4. <https://www.jstor.org/stable/3830876>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to:

CO Number	CO STATEMENT
CO 1	Demonstrate the aptitude to read, understand, analyze, interpret, and deduce from the prose texts that are at the core of diverse traditions of English language and literature.
CO 2	Formulate and compose prose, with necessary competencies gained, that is effective for its audience and context, mature in its voice and cogency; accurate for its purpose and person.
CO 3	Utilize the knowledge gained in the writing process with emphasis on reading, inquiry and revision.
CO 4	Compare and contrast different forms, genres and authors' methodology from various parts 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
CO1	3	2	1	1	1	1	1
CO2	1	1	1	3	2	2	2
CO3	1	1	1	3	2	2	1
CO4	2	3	1	1	2	2	2
AVERAGE	1.75	1.75	1	2	1.75	1.75	1.5

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
Video
Group Discussion
Role Modelling
Quiz
Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From all Units
K1, K 2	B – 5x6 marks	150	30		From all Units
K2, K 3	C – 3x20 marks	500	60		from Units <u>II to V</u>

I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER I**CORE - PROSE-I****QUESTION PAPER TEMPLATE****Paper Code: CE18/1C/PR1****Marks: 100****Time: 3Hours****SECTION - A**

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 – Questions from Units II to V

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I

ALLIED - LITERARY TRENDS AND MOVEMENTS- I

TOTAL HOURS: 90

COURSE CODE: CE18/1A/TM1

CREDITS: 5

L-T-P: 5 1 0

COURSE OBJECTIVES:

This course aims to:

1. Impart knowledge about various historical and social events in English Literature along with the literary trends in vogue.
2. Familiarize the students with various Schools of thought, Literary Trends and Movements that contributed to the development of British Literature from Chaucer to Modern age.
3. Introduce the students to the exponents of each literary era.
4. Show the interrelation between political, artistic, philosophical and literary movements in British Literature

COURSE OUTLINE

UNIT I

15 Hours

Geoffrey Chaucer

Origin of Drama – Mystery and Miracle plays, Morality plays and Interludes

UNIT II

20 Hours

Elizabethan Theatre

William Shakespeare

University Wits

UNIT III

20 Hours

John Milton and the Puritanical Spirit

Metaphysical poetry John Donne

The influence of French Revolution

Romanticism

Wordsworth, Coleridge, Shelley, Keats and Byron

UNIT IV**20 Hours**

Growth of Novel and Periodicals	Jane Austen, Walter Scott Addison & Steele, Charles Lamb
Pre-Raphaelites	Dante Gabriel Rossetti
Art for Art's Sake	Oscar Wilde
Victorian Era	Browning, Tennyson, Hopkins, Dickens, Thackeray, Hardy.
Problem Plays	G B Shaw

UNIT V**15 Hours**

Modern period	
War Poetry	W.H.Auden
Stream of Consciousness	Virginia Woolf
Theatre of the Absurd	Samuel Beckett

RECOMMENDED TEXTBOOKS:

1. William Henry Hudson *An Outline History of English Literature*
2. Edward Albert *History of English Literature*

REFERENCE BOOKS

1. Nayar, Pramod K. *A Short History of English Literature*. Cambridge University Press, New Delhi, 2015.
2. Ashok , Padmaja . *Social History of England* . Orient Blackswan Private Ltd, Chennai, 2011.
3. Rickett - Arthur Compton. *A History of English Literature*. Creative Media Partners, 2018.
4. Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave Macmillan, United States, 2013.
5. Sanders Andrew. *The Oxford History of English Literature*. Oxford University Press, United Kingdom, 2000.

JOURNALS:

1. Dreher, Diane Elizabeth. "Milton's Warning to Puritans in *Paradise Lost*: Another Look at the Separation Scene." *Christianity and Literature* Vol. 41, No.1, 1991
.https://doi.org/10.1177/014833319104100103
2. Landa García, Angel José. " Criticism after Romanticism: 2. Art for Art's Sake. 3. Impressionism and Subjectivism". *SSRN Electronic Journal*. 10.2139/ssrn.2801069
3. https://www.researchgate.net/publication/317998543_Criticism_after_Romanticism_2_Art_for_Art's_Sake_3_Impressionism_and_Subjectivism

ELEARNING RESOURCES:

1. Endang Sartika , “*The Origin And Development Of English Drama*”
<https://endangsartika17.wordpress.com/2016/03/05/the-origin-and-development-of-english-drama/>
2. Hanson, Marilee. "Elizabethan Theatre"
<https://englishhistory.net/shakespeare/elizabethan-theatre/>
3. <https://www.bdtips.com/influence-university-wits-english-literature/>
4. <https://thedramateacher.com/theatre-of-the-absurd-conventions/>
5. <https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/>

COURSE OUTCOMES:

After the successful completion of the course the students will be able to:

CO Number	CO STATEMENT
CO 1	Explain the basic tenets, concepts and ideologies in British Literature.
CO 2	Evaluate and appreciate literary texts in the context of their historical milieu.
CO 3	Critically analyse author's viewpoints which considerably depend on social and political changes.
CO 4	Use the knowledge gained to efficiently answer questions based on British Literature in competitive exams.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO 7
CO1	1	1	2	1	1	1	2
CO2	2	1	3	1	1	1	2
CO3	2	3	3	2	1	2	2
CO4	2	2	2	2	1	1	2
AVERAGE	1.75	1.75	2.5	1.5	1	1.25	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I
ALLIED - LITERARY TRENDS AND MOVEMENTS- I
QUESTION PAPER TEMPLATE

Paper Code: CE18/1A/TM1

Max Marks: 100

Time: 3hrs

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from all the FIVE Units

I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II

CORE - POETRY – II

TOTAL HOURS: 75

PAPER CODE: CE18/ 2C/PY2

CREDITS: 4

L T P: 3 1 1

COURSE OBJECTIVES:

This course aims to:

1. Familiarise students with various poets of different countries across the world.
2. Introduce students to different genres and literary techniques in world poetry.
3. Impart knowledge in various literary trends and movements of various nations
4. Expose students to the changing scenario both socially and politically in different countries

COURSE OUTLINE

UNIT I: Poetic Devices

15 Hours

Figures of Speech

Simile, Metaphor, Personification, Apostrophe, Hyperbole, Euphemism, Transferred Epithet, Irony, Pun, Onomatopoeia, Alliteration, Repetition, Refrain

Imagery

Symbol

UNIT II

15 Hours

Emerson

Brahma

Edgar Allan Poe

The Raven

Walt Whitman

Oh Captain! My Captain!

Robert Frost

Birches

Emily Dickinson

She Rose to His Requirements

Maya Angelou

Phenomenal Woman

Langston Hughes

Give Us Our Peace

UNIT III

15 Hours

Rabindranath Tagore

Gitanjali (35, 36)

Nissim Ezekiel

Poet, Lover, Birdwatcher

Toru Dutt

The Lotus

Sarojini Naidu

Gift of India

S.Usha

To Mother (Translated from Kannada by A.K.Ramanujan)

UNIT IV**15 Hours**

Oodgeroo Noonuccal We are Going
 Margaret Atwood Spelling
 Allen Curnow House and Land

UNIT V**15 Hours**

David Rubadiri A Negro Labourer in Liverpool
 Niyi Osundare Harvest Call
 Derek Walcott A Far Cry from Africa

RECOMMENDED TEXTBOOKS

1. C.D. Narasimhaiah *An Anthology of Commonwealth Poetry.*
2. Egbert Oliver(ed.) *American Literature 1890-1965. An Anthology of Post-colonial Literatures*
3. John Thieme(ed.) *An Arnold Anthology of Post-Colonial Literatures In English*
4. Vinay Dharwadker and A.K.Ramanujan *The Oxford Anthology of Modern Indian Poetry*

REFERENCE BOOKS

1. M.H Abrams and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, Cengage Learning India Pvt. Ltd
2. Margaret Drabble, *The Oxford Companion to English Literature*, United Kingdom: Clarendon Press, 1958. Print.
3. Fredman, Stephen. *A Concise Companion to Twentieth Century American Poetry*, United States: Wiley- BlackWell. 2005. Print.
4. Richard J. Lane, *The Routledge Concise History of Canadian Literature*. Canada: Routledge. 2011. Print.
5. Lauri Ramey, *Slave Songs and the Birth of African American Poetry*, America: Palgrave Macmillan, 2008

JOURNALS

1. (Summer 2019) African American Review, A publication of Johns Hopkins University Press Current Issue - Volume 52.2 (pg.28.4)
2. The Yale Review Volume VI (6) (1916-1917) Idle Days in Patagonia. Rev. by A. Colton 856-8 Hughes, Wilson or. Norman Hapgood 26-43 Hunt.

E LEARNING RESOURCES

1. <http://canadian-writers.athabasca.ca/english/writers/matwood/poetry.php>
2. <https://www.jstor.org/stable/3819119>
3. <https://poets.org/poet/robert-frost>
4. <https://www.tandfonline.com/doi/abs/10.1080/17449855.2017.1282927>
5. <https://london.ac.uk/sarojini-naidu>

COURSE OUTCOMES:

After the successful completion of the course the students will be able to

CO NUMBER	CO STATEMENT
CO1	Identify the genres of poetry
CO2	Discuss poetry with reference to the social and political background in different countries.
CO3	Critically analyse, appreciate and interpret the diverse poetry in English written by native English speakers and non native English speakers.
CO4	Develop an interest and ability to write poetry.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	1	1	1	1	1
CO2	1	1	1	3	2	2	2
CO3	1	1	1	3	2	2	1
CO4	2	3	1	1	2	2	2
AVERAGE	1.75	1.75	1	2	1.75	1.75	1.5

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

Video

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		from Units <u>II</u> to <u>V</u>

I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II**CORE - POETRY – II****QUESTION PAPER TEMPLATE****Paper Code: CE18/ 2C/PY2****Marks: 100****Time: 3 Hours****SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 – 19 – Questions from units II to V

I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II

CORE – PROSE-II

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: CE18/2C/PR2
L T P: 4 1 0

COURSE OBJECTIVES:

This Course aims to:

1. Introduce a variety of writing forms and techniques in prose.
2. Engage the student to comprehend, interpret and appreciate prose texts.
3. Develop an aptitude in literary study and understanding of the narratives and effective use of language and rhetoric.
4. Provide a practical and creative grasp of the English language through the reading of prose texts.

COURSE OUTLINE:

UNIT I

15 Hours

Critical essays
 Travel writing
 Biography
 Autobiography

UNIT II

15 Hours

M.K. Gandhi	Voluntary Poverty
Sri Aurobindo	The Strength of Stillness
Shashi Tharoor	“Bookless in Baghdad” (Chapter 1)

UNIT III

15 Hours

Ralph Waldo Emerson	Self- Reliance (extract “ Truly it demands...principles”)
Booker T. Washington	Up from the Slavery – Chapter 14 : “The Atlanta Expedition Address”.
James Thurber	University Days

UNIT IV**15 Hours**

Sally Morgan
Che Guevera

A Black Grandmother
The Motorcycle Diaries (pgs. 50 – 57)

UNIT V**15 Hours****Speeches**

Martin Luther King
Indira Gandhi

I have a dream (28 August, 1963)
True Liberation of Women (26 March, 1980)

Letters

Jawaharlal Nehru

Letter from Nehru to Indira Gandhi, dated 9 August, 1933.
(From Letters from a Father to a daughter)

Nelson Mandela

Letter from Nelson Mandela to Mrs. Manorama Bhalla,
(Secretary to the Indian Council for Culture Relations, New Delhi,
dated 3 August, 1980)

RECOMMENDED TEXTBOOKS:

1. Tom Clark (ed.) *Great Speeches of the 20th century*
2. Brian MacArthur (ed.) *The Penguin Book of Historic Speeches*
3. John Thieme (ed.) *The Arnold Anthology of Post – Colonial Literatures in English*
4. Samuelson Fisher (ed.) *American Literature of the Nineteenth Century: An Anthology*

REFERENCE BOOKS:

1. Anderson, Linda. *Autobiography*. Routledge, 2001.
2. Hulme, Peter, and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. Cambridge University Press, 2002.

JOURNALS

1. *The Black Scholar* - <https://www.theblackscholar.org/>
2. *Indian Literature* – Sahitya Akademi

E- LEARNING RESOURCES:

1. Borgstrom, Bengt-Erik. "Power Structure and Political Speech." *Man*, vol. 17, no. 2, 1982, pp. 313–327. *JSTOR*, www.jstor.org/stable/2801816.
2. Washington, Durthy A. "‘I HAVE A DREAM’: A RHETORICAL ANALYSIS." *The Black Scholar*, vol. 23, no. 2, 1993, pp. 16–19. *JSTOR*, www.jstor.org/stable/41068415.

3. Sheridan, Susan. "Different Lives: Two Aboriginal Women's Stories." *Antipodes*, vol. 3, no. 1, 1989, pp. 20–23. *JSTOR*, www.jstor.org/stable/41956019.
4. LAL, VINAY. "Nehru as a Writer." *Indian Literature*, vol. 33, no. 1 (135), 1990, pp. 20–46. *JSTOR*, www.jstor.org/stable/23339133.
5. Weiser, Frans. "Writing 'Che' Writing: Apocryphal Diaries and the Deconstruction of Guevara's Myth." *Hispania*, vol. 96, no. 4, 2013, pp. 700–711. *JSTOR*, www.jstor.org/stable/23608520.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Utilize the aptitude to read, understand, analyze, interpret, and deduce from the prose texts that are at the core of diverse traditions of English language and literature.
CO 2	Outline the evidence from literary texts to support, evaluate and reflect from the Genesis to contemporary prose
CO 3	Demonstrate an ability to use terms, types and theories of critical or rigorous reading.
CO 4	Utilize the knowledge gained in the writing process with emphasis on reading, inquiry and revision

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	1	1	1	1	1
CO2	3	2	1	1	1	1	1
CO3	2	3	1	1	1	1	1
CO4	1	1	1	3	2	2	1
AVERAGE	2.25	2	1	1.5	1.25	1.25	1

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
 Group Discussion
 Quiz
 Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		from Units <u>II</u> to <u>V</u>

I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II
CORE - PROSE-II

QUESTION PAPER TEMPLATE

Paper Code: CE18/1C/PR2

Marks: 100

Time: 3Hours

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 – 19 – Questions from units II to V

SEMESTER II

ALLIED - LITERARY TRENDS AND MOVEMENTS- II

TOTAL HOURS: 90

COURSE CODE:CE18/2A/TM2

CREDITS:5

L-T-P: 5 1 0

COURSE OBJECTIVES:

This course aims to:

1. Give insights into the evolution of American literature through the ages with a focus on the literary works of the representative writers of each era.
2. Show the nexus between literature and society and their mutual impact.
3. Introduce the different schools of thoughts that shaped American literature.
4. Familiarize students with the multiculturalistic nature of American literature.

COURSE OUTLINE:

UNIT – I		20 Hours
Transcendentalism	Ralph Waldo Emerson, Henry David Thoreau	
Gothic Literature	Edgar Allan Poe	
Dark Romanticism	Nathaniel Hawthorne, Herman Melville	
UNIT – II		20 Hours
Realism	Mark Twain, Henry James	
Naturalism	Theodore Dreiser	
Impressionism	Stephen Crane	
UNIT – III		15 Hours
Expressionism	Eugene O'Neill, Tennessee Williams.	
Harlem Renaissance and Negritude	Langston Hughes, Countee Cullen	
UNIT – IV		20 Hours
The Lost Generation	Ernest Hemingway, F. Scott Fitzgerald	
Existentialism	Ralph Ellison, Richard Wright	
Avant Garde Movement	e.e.cummings	

UNIT – V**15 Hours**

Confessional Poetry	Sylvia Plath
Feminism	Toni Morrison, Maya Angelou

REFERENCE BOOKS:

1. David, Galens.. *Literary Movements for Students*. Gale Publishers, Michigan, 2003.
2. Sen , Krishna and Ashok Sengupta. *A Short History of American Literature*. Orient Blackswan Publishers, 2018.
3. Patil , Malikarjun. *Studies in American Literature*. Atlantic Publishers, 2018.
4. Dutta, Nandana and Pramod K Nayar. *American Literature (Literary Context)*, New Delhi, 2016.
5. Walker, Marshall. *The Literature of The United States of America*. Macmillan, 1983.

JOURNALS:

1. Shumway R, David “Realism Elsewhere.” *American Literary History*, vol. 27, no. 1, pp. 141–147.
2. Jonathan, Ebel and Murison S. Justine. “American Literatures/American Religions.” *American Literary History*, vol. 26, no. 1, pp. 1–5.

E-LEARNING RESOURCES:

1. The Literature Network. *Literary Periods, Movements and History*, <https://www.online-literature.com/periods/>. Accessed 22 August 2019.
2. Skyminds. *19th Century Literary Movements: Realism and Naturalism*, 9 June 2018. <https://www.skyminds.net/19th-century-realism-naturalism/>
3. The Literature Network. *Modernism*, <http://www.online-literature.com/periods/modernism.php>. Accessed 22 August 2019.
4. Rampton, Martha. *Four Waves of Feminism*, Pacific University. <https://www.pacificu.edu/about/media/four-waves-feminism>. Accessed 22 August 2019.
5. Wintz D. Cary. *The Harlem Renaissance: What Was It?, and Why Does It Matter?*. Humanities Texas, February 2015. Accessed 22 August 2019.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Critique American literary texts against their social and political background
CO 2	Interpret literary texts from cross-cultural perspectives
CO 3	Identify the major literary, philosophical, artistic and feminist movements that influenced American literature
CO 4	Evaluate the socio-cultural and the historical context of a given text in American literature

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	2	1	1	1	3	3
CO2	2	2	1	2	1	2	3
CO3	3	3	1	1	1	2	3
CO4	3	2	1	2	2	2	3
AVERAGE	2.5	2.25	1	1.5	1.25	2.25	3

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
E Content,
Videos
Group Discussion
Quiz
Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	Students to be tested only in the concepts and the writers (not any of their specific literary work) prescribed in the syllabus
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER II
ALLIED - LITERARY TRENDS AND MOVEMENTS –II
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/2A/TM2

MAX. MARKS: 100

TIME: 3 Hrs

Note: Students to be tested only in the concepts and the writers (not any of their specific literary work) prescribed in the syllabus, as it is only an introductory paper.

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

II B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER III

CORE - DRAMA I

TOTAL HOURS: 75

COURSE CODE:CE18/ 3C/DR1

CREDITS: 4

L-T-P: 3 1 1

COURSE OBJECTIVES:

This Course aims to:

1. Introduce the trends in British Drama
2. Highlight cultural and political contexts in British Literature
3. Show historical and social perspectives in British Literature
4. Show the complex practical, social and moral issues from various perspectives in literature

COURSE OUTLINE:

UNIT I

15 Hours

Introduction to Drama
Tragedy and its types
Comedy and its types
Tragi-comedy
Poetic drama
Problem plays
Absurd theatre

UNIT II

15 Hours

Christopher Marlowe *Dr. Faustus*

UNIT III

15 Hours

Richard Sheridan *The School for Scandal*

UNIT IV

15 Hours

Oscar Wilde *The Importance of being Earnest*

UNIT V

15 Hours

George Bernard Shaw *Pygmalion*
T.S. Eliot *Murder in the Cathedral*
Agatha Christie *The Mousetrap*

RECOMMENDED TEXTBOOKS

1. Sheridan, Richard *The School for Scandal*
2. Shaw, Bernard *Pygmalion*
3. Marlowe, Christopher *Doctor Faustus*

REFERENCE BOOKS

1. Abrams, M.H., (1993). *A Glossary of Literary Terms* (6thed.). Orlando: Holt, Rinehart and Winston, Inc.
2. Chirot, Daniel. (1977). *Social Change in the Twentieth Century* (Under the General Editorship of Robert K. Merton). New York: Harcourt Brace Jovanovich. Inc.
3. Corder Michael (ed.) (1998). Sheridan: *The School for Scandal and Other Plays* Oxford: Oxford University Press.
4. Engels, Frederick. (1979). *The Condition of the Working Class in England* (intro. By Eric Hobsbawm). London: Granada Publishing Ltd.
5. Galen, David and Lynn Spampinato, ed. (1998). *Drama for Students*. 13 vols. Detroit: Gale 2007.

JOURNALS:

1. Crompton, Louis. (1988). 'Improving Pygmalion', in Harold Bloom (ed.), *George Bernard Shaw's Pygmalion*. New York: Chelsea House Publishers. pp. 45-55.
2. Stevie Simkin, *Marlowe: A Preface to Marlowe* (Harlow: Longman, 2000) pp. 78-79

E-LEARNING RESOURCES:

1. https://www.paperstarter.com/being_earnest.htm
2. <https://the-artifice.com/death-note-dr-faustus-transgression-religion-influences/>
3. https://www.academia.edu/23195511/Murder_in_the_Cathedral
4. <<http://www.quotes-of-wisdom.eu/en/authors/detail/author-3155>>
5. <<http://www.victorianweb.org/decadence/grosve-nor.html>>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Identify the types and elements of Drama
CO 2	Discuss the significance of human, moral, ethical and aesthetic values
CO 3	Analyse a play from a critical perspective, including dramatic structure, character analysis and language investigation
CO 4	Raise significant questions, reach well-reasoned conclusions, weigh alternative systems of thought and enhance their creative expression

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	2	3	1	1	1	1
CO2	3	1	3	2	1	2	2
CO3	3	3	2	2	1	2	1
CO4	3	2	2	1	1	2	3
AVERAGE	2.75	2	2.5	1.5	1	1.75	1.75

**KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0**

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

SECTION	Word Limit	Marks	Total	Special Instructions, if any
A – 5x2 marks	50	10	100	From all the units
B – 5x6 marks	150	30		From Units II TO V
C – 3x20 marks	500	60		From Units II TO V

**II B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER III**

CORE - DRAMA – I

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/3C/DR1

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from Units II to V

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

II B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER III

CORE - FICTION I

TOTAL HOURS : 75
CREDITS: 4

COURSE CODE: CE18/3C/FC1
L T P: 3 2 0

COURSE OBJECTIVES

This course aims to:

1. Acquaint students with the elements of fiction and short story.
2. Introduce the students to the representative texts from Renaissance to the present.
3. Expose the rich, literary tradition of English fiction.
4. Highlight the aesthetic value of the literary texts.

COURSE OUTLINE

UNIT – I 10 Hours

Definition and characteristics of Novel and Short Story.
Historical Novel
Social Novel
Detective Fiction

UNIT – II 10 Hours

Jane Austen *Pride and Prejudice*

UNIT – III 20 Hours

Charles Dickens *A Tale of Two Cities*
Thomas Hardy *The Mayor of Casterbridge*

UNIT – IV 20 Hours

William Golding *Lord of the Flies*
J.K. Rowling *Harry Potter and the Prisoner of Azkaban*

UNIT – V 15 Hours

Short stories

Arthur Conan Doyle *The Adventure of the Copper Beeches*
(From *The Adventures of Sherlock Holmes*)

H.G. Wells
Doris Lessing

The Story of the Inexperienced Ghost
Through the Tunnel

RECOMMENDED TEXTBOOKS

1. M.H. Abrams *Glossary of Literary terms*
2. Peter Childs and Roger Fowler *The Routledge Dictionary of Literary Terms*

REFERENCE BOOKS:

1. Anatol, Giselle Liza. *Reading Harry Potter Critical Essays*. Greenwood Publishing Group, USA, 2003.
2. Baker, James, R. *William Golding: A Critical Study*. St.Martiness Press, NewYork, 1965.
3. Bullen,J.B. *The Expressive Eye: Fiction and Perception in the works of Thomas Hardy*. Clarendon Press, Oxford, 1986.
4. Butler, Marilyn. *Jane Austen and War of Ideas*. Clarendon Press, Oxford. 1975.
5. Hobsbaum,Philip. *A Reader's Guide to Charles Dickens*. Thames and Hudson, London,1972.
6. Nikolajeva, Maria. *Harry Potter's World: Multidisciplinary Critical Perspectives*. Ed. Heilman, Elizabeth E. Taylor & Francis Books, 2003.

JOURNALS

1. Oldsey,Bern and Stanley Weintraub. "Lord of the Flies: Belzebub Revisited." *College English* Vol. 25, No. 2, 1963, pp. 90-99. DOI: 10.2307/373397
<https://www.jstor.org/stable/373397>
2. Harish,Nalini. " Harry Potter And the Magic Of Technology An Exploration Of The Role Of Technology In The Making Of A Global Phenomenon." *Quest Journals Journal of Research in Humanities and Social Science* Volume 6, no. 8, 2018, pp. 01-08.
3. <http://questjournals.org/jrhss/papers/vol6-issue8/A06080108.pdf>.

E - LEARNINGRESOURCES

1. Burgess,Adam. "Lord of the Flies: A Critical history."
<https://www.thoughtco.com/lord-of-the-flies-critical-history-4042902>
2. Cope, James R. "Charles Dickens's A Tale Of Two Cities."
<https://www.penguin.com/static/pdf/teachersguides/taletwocities.pdf>
3. Oatley, Keith. "Imagination, Inference, Intimacy: The Psychology of Pride and Prejudice." *Review of General Psychology*.
https://www.researchgate.net/publication/303379491_Imagination_Inference_Intimacy_The_Psychology_of_Pride_and_Prejudice
4. <http://www.victorianweb.org/authors/hardy/tassone1.html>
5. <https://www.arthurconandoyle.com/sherlockholmes.html>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Interpret literary texts from a historical and social perspective.
CO 2	Assess literary texts with critical and analytical proficiency.
CO 3	Skilfully use appropriate vocabulary acquired from reading.
CO 4	Utilise their creative faculties through an understanding of diverse human experience portrayed in Literature.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO7
CO1	3	3	2	1	1	1	1
CO2	3	3	3	1	2	2	2
CO3	1	2	2	2	2	1	2
CO4	1	2	2	1	1	2	3
AVERAGE	2	2.5	2.25	1.25	1.5	1.5	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Group Discussion

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From unit I to V
K1, K 2	B – 5x6 marks	150	30		From unit I to V
K2, K 3	C – 3x20 marks	500	60		From unit II to V

II B.A ENGLISH AND COMMUNICATION SKILLS**SEMESTER III****CORE - FICTION – I****QUESTION PAPER TEMPLATE****PAPER CODE: CE18/3C/FC1****MAX. MARKS: 100****TIME: 3 HRS****SECTION - A****I. Answer any FIVE of the following in about 50 words each:****(5 out of 6 questions):****(5x2=10)****1 to 6 - Questions from all the FIVE Units****SECTION - B****II. Answer any FIVE of the following questions in about 150 words each:****(5 out of 8 questions):****(5x6=30)****7 to 14 - Questions from all the FIVE Units****SECTION - C****III. Answer any THREE of the following questions in about 500 words each:****(3 out of 5 questions):****(3x20=60)****15 to 19 - Questions from Units II to V**

II B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER III
ALLIED – INTRODUCTION TO WORLD MYTHOLOGY

TOTAL HOURS: 90

COURSE CODE: CE18/3A/WMY

CREDITS: 5

L-T-P: 4 2 0

COURSE OBJECTIVES:

This Course aims to:

1. Expose the rich heritage of the ancient civilizations through various world myths.
2. Introduce the various mythical theories from different cultures and countries.
3. Explain patterns of archetypal psychology in polytheistic myths and their relevance to the contemporary world.
4. Unveil the interrelatedness among myths and cultures of different countries.

COURSE OUTLINE:

UNIT – I

15 Hours

INTRODUCTION TO MYTHOLOGY

Mythology and its purpose
 Myth – characteristics, types and functions
 Creation Myth and types of creation myths
 Hero Myths
 Myths and archetypes
 Links with Religion, Society, Culture and Psychology

UNIT – II

20 Hours

CLASSICAL MYTHOLOGY

Myths of creation and destruction

Greek – Theogony – Hesiod (lines 104 to 210 and 453 to 615)

Roman – Metamorphoses – Ovid (Book 1: lines 1 to 150 and 262 to 376)

Heroes

Heracles, Oedipus (Greek)

Coriolanus, Romulus (Roman)

UNIT – III**20 Hours****ABRAHAMIC MYTHOLOGY**

Myths of creation and destruction

(Book of Genesis- chapters 1 to 5)

Jewish creation story

Islamic creation story

Adam and Eve

Lucifer

Noah's Ark

Heroes

Moses (From the Book of Exodus)

Birth of Moses, Burning Bush, Pass Over, Ten Plagues, Parting of the Red Sea

Jesus (From the New Testament)

Birth and Miracles

UNIT – IV**20 Hours****HINDU MYTHOLOGY**

Myths of creation and destruction

Cosmogonic myth – Nasadiya Suktha (Rig Veda 10.129)

Purusha Suktha (Rig Veda 10.90)

Brahma and creation (Padma Purana 2.1, 2.1.1, 2.1.2)

Vishnu and creation (Vishnu Purana 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4)

Shiva and creation (Shiva Purana 5.1.5 to 5.1.9)

Concept of the fourteen worlds (From Linga Purana)

Concept of Kalpa (From Linga Purana)

Concept of Pralaya and Mahapralaya (From Vishnu Purana)

Discourse of Manu on the source of Dharma (Manusmriti Adhyaya 2: verses 2.1 and 2.6 to 2.13)

Heroes

Rama, Karna (From The Ramayana and The Mahabharata)

UNIT – V**15 Hours****MYTHOLOGIES OF THE AMERICAS AND AFRICA**

Myths of creation and destruction

Chelan creation myth (Native American)

Time and Floods (Lakota myths)

Myths of creation (Yoruba)

Egyptian creation myths (From Ancient Egyptian Mythology)

Tricksters and Heroes

Nanabozho, Raven, Inktomi (Native American)

Menes (Egyptian)

RECOMMENDED TEXTBOOKS:

- | | |
|----------------------|------------------------|
| 1. A.L. Dallapiccola | <i>Hindu Myths</i> |
| 2. Jane F. Gardner | <i>Roman Myths</i> |
| 3. Lucilla Burn | <i>Greek Myths</i> |
| 4. W.J. Wilkins | <i>Hindu Mythology</i> |

REFERENCE BOOKS:

1. Pattanaik, Devdutt. *Myth = Mythia*. A Handbook of Hindu Mythology, Penguin Books India, Delhi: 2014. Print.
2. Bulfinch, Thomas, and Richard P. Martin. *Bulfinch's Mythology*. New York, N.Y: HarperCollins, 1991. Print.
3. Leeming, David. A. *The World of Myth*. Second Edition. OUP. 2014. Print.
4. Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton, N.J: Princeton University Press, 2004. Print.
5. Campbell, Joseph, Bill D. Moyers, and Betty S. Flowers. *The Power of Myth*. New York: Anchor Books, 1991. Print.

JOURNALS:

1. Tartell, Hayley. E. "The Many faces of Odysseus in Classical Literature". Mythology articles, *Inquiries Journal*, Vol.7, No.3, 2015, www.inquiriesjournal.com
2. Chalquist, Craig. "Myth, Legend, Folklore defined." *Immanence, the journal of applied myth, story and folklore*, Sept. 23, 2015, <http://www.immanencejournal.com/myth-legend-folklore-defined>

E-LEARNING RESOURCES:

1. Mark, Joshua. J. "Ancient Egyptian Mythology." 2013, pp. (http://www.ancient.eu/Egyptian_Mythology/)
2. Dharmic Scriptures team. "The Puranas". Issue 1, Draft 1. Oct 3, 2002, pp. www.vcscsd.org/content/balabhavan/18-Puranas.pdf

3. Krishnananda, Swami. "Nasadiya Suktha" .Rig veda, pp.
www.swami-krishnananda.org/vishnu/nasadiya.pdf
4. Knapp, Stephen. "The Purusha Suktha". And his books on Vedic culture,
Eastern philosophy and Spirituality. pp
www.stephen-knapp.com/purusha_sukta.htm
5. Williams, Rob. "Three Native American creation myths". Jan, 2014, pp.
<https://medium.com/@robert.f.williams/three-native-american-creation-myths-a20ec9129c6>

Recommended Videos

Unit 1 – Joseph Campbell - The Power of Myth

Unit 2 – Clash of the Titans, Hercules

Unit 3 – Genesis, Ten Commandments, Man of God, Passion of Christ

Unit 4 – Ramayana, Mahabharata, Nasadiya Suktha and Hindu creation videos
(Courtesy Youtube)

Unit 5 – Native American and Egyptian creation videos (Courtesy Youtube)

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Discuss the mystical, cosmological, sociological and pedagogical functions of myths.
CO 2	Identify the connection and references to different mythologies of the world in literature, films, music and visual arts.
CO 3	Compare the myths of different cultures in terms of their aesthetic, literary and social values.
CO 4	Identify the extended meaning a text provides, with an understanding of myths across 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
CO1	2	1	3	2	1	1	1
CO2	3	2	3	1	1	1	2
CO3	2	1	3	1	1	1	3
CO4	3	3	2	1	1	1	2
AVERAGE	2.5	1.75	2.75	1.25	1	1	2

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-2 WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From unit I to V
K1, K 2	B – 5x6 marks	150	30		From unit I to V
K2, K 3	C – 3x20 marks	500	60		From unit I to V

II B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER III
ALLIED - INTRODUCTION TO WORLD MYTHOLOGY
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/3A/WMY

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

II B.A ENGLISH AND COMMUNICATION SKILLS

SEMESTER IV

CORE- DRAMA II

TOTAL HOURS: 75

COURSE CODE:CE18/ 4C/DR2

CREDITS: 4

L-T-P: 3 1 1

COURSE OBJECTIVES:

This Course aims to:

1. Introduce the cultural heritage of India through Drama and make the students realize that they are the inheritors of its glorious past
2. Approach Drama as an art form, which explores issues with practical, social and moral dimensions
3. Enable students to accept different forms of artistic expression and interpretation without prejudice
4. Improve their communication skills in English, through the use of role-play, script-writing, and improvisation

COURSE OUTLINE:

UNIT I

15 Hours

Dramatic devices

Dramatic Irony

Soliloquy, Monologue, Aside

Expectation and Surprise

UNIT II

15 Hours

Tennessee Williams

A Street Car Named Desire

UNIT III

15 Hours

Rabindranath Tagore

Mukthadara

Wole Soyinka

The Lion and the Jewel

UNIT IV**15 Hours**

Amiri Baraka	<i>Dutchman</i>
Mahesh Dattani	<i>Dance like a Man</i>

UNIT V**15 Hours**

Kalidasa	<i>Abhijnanasakuntalam</i>
Poile Sengupta	<i>The Inner Laws</i>

RECOMMENDED TEXTBOOKS:

- | | |
|------------------------|---------------------------------|
| 1. Williams, Tennessee | <i>A Streetcar Named Desire</i> |
| 2. Soyinka, Wole | <i>The Lion and the Jewel</i> |
| 3. Baraka, Amiri | <i>The Dutchman</i> |

REFERENCE BOOKS:

1. Dattani, Mahesh. *Collected Plays*. New Delhi: Penguin Books, 2000.
2. Pishkar, K. (2016). *Modern English and American literature in a Nutshell*. Sobeh-e-Entezar Press. Shiraz. p.329.
3. Saddik, Annette J. (2006) *Contemporary American Drama*. Edinburgh University Press, 2007, pp.73-6.
4. Falola T (2001). "Culture and Customs in Nigeria", Greenwood Press, Westport.
5. Ogunba O (1975). *The Movement of Transition: A Study of the Plays of*
6. *Soyinka*. Ibadan University press, Ibadan.

JOURNALS:

1. Seeme M., Rise of Closet Plays in the nineteenth century, International Research Journal, ISSN-09753486, Vol.I issue2. Oct-Nov-2009
2. Thakur, A., Lose of Human Values, Journal of Literature, Culture and Media Studies, Vol.2, No 4(2010)

E-LEARNING RESOURCES:

1. <https://academicjournals.org/journal/IJEL/article-full-text-pdf/CA3913361861>
2. <https://penandthepad.com/character-analysis-amiri-barakas-dutchman>
21422.html
3. https://www.researchgate.net/publication/289375624_land_rights_a_study_of_tagore's_muktadhara
4. <http://www.library.mcgill.ca/human/subguide/drama.htm>
5. <http://www.victorianweb.org/decadence/grosve-nor.html>.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to:

CO Number	CO STATEMENT
CO 1	Identify characters and actions through role playing which will deepen their levels of concentration to extend the use of memory in recalling and reconstructing experiences
CO 2	Use the knowledge gained to face the social issues and communicate the importance of responsibility to their community
CO 3	Analyse the play and to get involved in personal engagement with drama drawing connections between the self and the society
CO 4	Think and communicate effectively in the current information-intensive society.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	3	2	2	1	1	1
CO2	2	1	3	2	1	2	2
CO3	3	2	1	3	2	1	2
CO4	1	2	2	3	1	1	3
AVERAGE	2.25	2	2	2.5	1.25	1.25	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	SECTION	Word Limit	Marks	Total	Special Instructions, if any
K1	A – 5x2 marks	50	10	100	Questions from all Units
K1, K2	B – 5x6 marks	150	30		Questions from all Units
K2, K3	C – 3x20marks	500	60		Questions from Units II - V

II B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER IV
CORE - DRAMA – II
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/4C/DR2

MAX. MARKS: 100

TIME: 3 HOURS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from Units II to V

II B.A ENGLISH AND COMMUNICATION SKILLS

SEMESTER IV

CORE - FICTION II

TOTAL HOURS : 75

CREDITS: 4

PAPER CODE: CE18/ 4C/FC2

L T P: 3 2 0

COURSE OBJECTIVES:

This Course aims to:

1. Provide a comprehensive familiarity of writers, texts and contexts in addition to defining intellectual issues of American, European, Indian and literatures of the world in the genre of fiction.
2. Ascertain and trace the development of novels and short stories in general identifying when, where, and how the forms evolved.
3. Study the writers' handling of theme, character, and subject matter in literature.
4. Trace the chronological growth of the fiction by examining select works from across cultures and nationalities

COURSE OUTLINE:

UNIT I

10 Hours

Psychological novel
Diasporic novel
Novel of Stream of Consciousness
Novel of Magical Realism

UNIT II

20 Hours

Nathaniel Hawthorne *Scarlet Letter*
Harriet Beecher Stowe *Uncle Tom's Cabin*

UNIT III

20 Hours

Arundhati Roy *God of Small Things*
Bharati Mukherjee *Jasmine*

UNIT IV

15 Hours

Paulo Coelho *The Alchemist*
Gabriel Garcia Marquez *Love in the time of Cholera*

UNIT V**10 Hours****Short Stories**

Anton Chekhov	The Bet
Henry Lawson	The Drover's Wife
Yasmine Gooneratne	Bharat Changes His Image

RECOMMENDED TEXTBOOKS

- | | |
|-------------------------------------|---|
| 1. Srinivasa Iyengar | <i>Indian Writing in English</i> |
| 2. Leo Hamalian & Frederick R. Karl | <i>The Shape of Fiction</i> |
| 3. John Thieme | <i>The Arnold Anthology of Post – Colonial Literatures in English</i> |
| 4. Samuelson Fisher | <i>American Literature of the Nineteenth Century: An Anthology</i> |

REFERENCE BOOKS:

1. Bowers, Maggie Ann. *Magic(al) Realism*. Routledge, 2004.
2. High, Peter B. *An Outline of American Literature*. Longman, 1986.
3. Webby, Elizabeth. (ed) *The Cambridge Companion to Australian Literature*. Cambridge University Press, 2000.

JOURNALS:

1. American Literary History – <https://academic.oup.com>
2. PMLA - <https://www.mla.org/Publications/Journals/PMLA>

E-LEARNING RESOURCES:

1. Kain, Geoffrey. “‘Suspended between Two Worlds’: Bharati Mukherjee's ‘Jasmine’ and the Fusion of Hindu and American Myth.” *Journal of South Asian Literature*, vol. 28, no. 1/2, 1993, pp. 151–158. *JSTOR*, www.jstor.org/stable/40873337.
2. Carter-Sanborn, Kristin. “‘We Murder Who We Were’: Jasmine and the Violence of Identity.” *American Literature*, vol. 66, no. 3, 1994, pp. 573–593. *JSTOR*, www.jstor.org/stable/2927605.
3. An Uncultured Rhymer and His Cultural Critics: Henry Lawson, Class Politics, and Colonial Literature – Christopher Lee
4. Lee, Christopher. “An Uncultured Rhymer and His Cultural Critics: Henry Lawson, Class Politics, and Colonial Literature.” *Victorian Poetry*, vol. 40, no. 1, 2002, pp. 87–104. *JSTOR*, www.jstor.org/stable/40002692.
5. Australian Bush Wisdom and the Australian Legend – Brian Dibble
6. Dibble, Brian. “Australian Bush Wisdom and the Australian Legend.” *Antipodes*, vol. 8, no. 2, 1994, pp. 111–114. *JSTOR*, www.jstor.org/stable/41958468.

7. Post- Independence Indian English Literature: Towards a New Literary History – MakarandParanjape
8. Paranjape, Makarand. “Post-Independence Indian English Literature: Towards a New Literary History.” *Economic and Political Weekly*, vol. 33, no. 18, 1998, pp. 1049–1056. *JSTOR*, www.jstor.org/stable/4406729.
9. “Killing Realism”: Insight and Meaning in Anton Chekhov – AndreyShcherbenok
10. Shcherbenok, Andrey. ““KILLING REALISM’: INSIGHT AND MEANING IN ANTON CHEKHOV.” *The Slavic and East European Journal*, vol. 54, no. 2, 2010, pp. 297–316. *JSTOR*, www.jstor.org/stable/41430446.
11. Chekhov’s Fiction and the Ideal of “Objectivity” – John Hagan
12. Hagan, John. “Chekhov's Fiction and the Ideal of ‘Objectivity.’” *PMLA*, vol. 81, no. 5, 1966, pp. 409–417. *JSTOR*, www.jstor.org/stable/460831.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Develop the ability to scrutinize short stories and novels logically and interpretively, to classify and evaluate literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image
CO 2	Discuss the subjects which are fundamental to the author's work and gain insights into the principles that govern human behaviour while analyzing critically the framework of the genre
CO 3	Analyze the usage of a range of literary devices such as (though not limited to) plot, characterization, exposition, point of view, themes, motifs, symbols, style, tone, atmosphere, climax, dialogue, imagery, irony, motivation, narration, pacing, realism, naturalism, voice and satire.
CO 4	Create and exhibit an awareness of the significance of fiction and of the role it plays in the larger culture by being conversant in debates concerning literary values as a global creative endeavour

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	3	2	1	1	2	1
CO2	2	2	3	1	1	1	2
CO3	1	3	1	1	2	1	1
CO4	2	1	1	2	1	1	2
AVERAGE	1.75	2.25	1.75	1.25	1.25	1.25	1.5

KEY: **STRONGLY** CORELATED-3 **MODERATELY** CORELATED-2 **WEAKLY** CORELATED-1 **NO** CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Role Modelling

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	SECTION	Word Limit	Marks	Total	Special Instructions, if any
K1	A – 5x2 marks	50	10	100	Questions from all Units
K1, K2	B – 5x6 marks	150	30		Questions from all Units
K2, K3	C – 3x20marks	500	60		Questions from Units II - V

II B.A ENGLISH AND COMMUNICATION SKILLS**SEMESTER IV****CORE - FICTION – II****QUESTION PAPER TEMPLATE****PAPER CODE: CE18/4C/FC2****MAX. MARKS: 100****TIME: 3 HRS****SECTION - A****I. Answer any FIVE of the following in about 50 words each:****(5 out of 6 questions):****(5x2=10)****1 to 6 - Questions from all the FIVE Units****SECTION - B****II. Answer any FIVE of the following questions in about 150 words each:****(5 out of 8 questions):****(5x6=30)****7 to 14 - Questions from all the FIVE Units****SECTION - C****III. Answer any THREE of the following questions in about 500 words each:****(3 out of 5 questions):****(3x20=60)****15 to 19 - Questions from Units II to V**

II B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER IV
ALLIED – INTRODUCTION TO LITERARY CRITICISM

TOTAL HOURS: 90

COURSE CODE: CE18/4A/LTC

CREDITS: 5

L-T-P: 4 20

COURSE OBJECTIVES:

This Course aims to:

1. Expose the students to the critical ethos of different eras.
2. Familiarize the students with critical terms, concepts and ideologies and their application in literature.
3. Equip the students with critical frames that enhance the understanding of literary texts.
4. Unveil the relationship between the author, text, reader and the world.

COURSE OUTLINE:

UNIT – I		20 Hours
Aristotle	Poetics (Chapter 6-15)	
Alexander Pope	An Essay on Criticism - Excerpts (Lines 1-140)	
UNIT – II		20 Hours
William Wordsworth	Preface to Lyrical Ballads - Excerpts (Lines 345- 730)	
T.S. Eliot	Tradition and Individual Talent	
UNIT – III		15 Hours
M. Hiriyanna	Main Aspects of Indian Aesthetics	
UNIT – IV		20 Hours
Critical Concepts/ Terms		
Pathos, Willing suspension of disbelief, Pathetic fallacy, Negative Capability, Touchstone Method, Archetypes		

UNIT – V**15 Hours****Ideologies**

Classicism, Romanticism, Hellenism, Aestheticism, Historicism

RECOMMENDED TEXTBOOKS:

1. Enright, D.J. and De Ernst Chikera *English Critical Texts: A Critical Study*

REFERENCE BOOKS:

1. Cuddon, J.A. *Dictionary of Literary Terms and Literary Theory*. Wiley-Blackwell, 2013.
2. Daiches, David. *Critical Approaches to Literature*. Orient Longman, 2005.
3. Durant, Will. *The Story of Philosophy*. Simon & Schuster, 1967.
4. Gaarder, Jostein. *Sophie's World*. Phoenix, 1999.

JOURNALS:

1. *Columbia Journal of Literary Criticism*. www.english.columbia.edu
2. *Essays in Criticism*. www.academic.oup.com/eic

E-LEARNING RESOURCES:

1. Anderson, Warren. : Matthew Arnold and the Grounds of Comparatism." *Comparative Literature Studies*, vol.8, no.4,1971, pp.287-302. JSTOR, www.jstor.org/stable/40467974.
2. "Archetype – Examples and Definition of Archetype." *Literary Devices*, www.literarydevices.net/archetype/.
3. Behler, Ernst. "The Origins of the Romantic Literary Theory." *Colloquia Germanica*, vol.2, 1968, pp. 109-126. JSTOR, www.jstor.org/stable/23979800.
4. Clarke, M.L. "Ancient Literary Criticism." *The Classical Review*, vol.16, no.2, 1966,pp.202-204. JSTOR, www.jstor.org/stable/708239.
5. Warren, Austin. "Eliot's Literary Criticism." *The Sewanee Review*, vol.74, no.1, 1966, pp.272-292. JSTOR, www.jstor.org/stable/27541398.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Discuss the broader ways in which literary theory applies to various works of literature and to aspects of contemporary culture.
CO 2	Use literary and theoretical concepts to develop their own interpretations of literary texts.
CO 3	Explain the meaning, significance and value of specific literary works.
CO 4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	1	1	1	1	2
CO2	3	3	2	1	1	1	2
CO3	2	2	3	1	1	1	2
CO4	2	3	2	1	1	1	2
AVERAGE	2.5	2.5	2	1	1	1	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From units IV and V
K1. K 2	B – 5x6 marks	150	30		From units I to V
K2, K 3	C– 3x20 marks	500	60		From units I, II and III

II B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER IV

ALLIED-INTRODUCTION TO LITERARY CRITICISM
QUESTION PAPER TEMPLATE

PAPER CODE:CE15/4A/LTC

MAX. MARKS: 100

TIME: 3 HRS

SECTION A

Answer 5 of the following questions in about 50 words each (5x3=15)

6 Questions from Units IV and V

SECTION B

Answer any 5 of the following in about 150 words each (5X8=40)

7 Questions from all the FIVE Units.

SECTION C

Answer any 3 of the following in about 350 words each (3X15=45)

5 Questions from Units I, II & III

III B.A ENGLISH AND COMMUNICATION SKILLS

SEMESTER V

CORE - WORLD LITERATURE

TOTAL HOURS:90

COURSE CODE: CE18/5C/WLT

CREDITS: 4

L-T-P: 3 3 0

COURSE OBJECTIVES:

This Course aims to:

1. Acquaint students with major developments in the classical and contemporary global cultures.
2. Focus on the significance of historical, cultural and geographical differences in the contextual dynamics of select/diverse literary works.
3. Highlight the influence of gender, ethnic, racial or class-based differences on literary texts from across countries and cultures.
4. Introduce the students to the philosophical and religious writings of diverse nations in world literature

COURSE OUTLINE:

UNIT I

15 Hours

PROSE

Upanishads
Plato

The Chandyoga Upanishad (Chapter 4 Section 1-9)
The Republic Book IX (Part 9, The Tyrannical Character)

The Bible
The Quran
Albert Camus

Exodus 19, 20
Sūra CIV Humaza, (The Scandal-monger)
The Myth of Sisyphus (essay)

UNIT II

15 Hours

POETRY

Matsuo Basho
Dante Alighieri
Rumi
Kabir

Haiku Selection from *On Love and Barley*
The Divine Comedy -Inferno Canto 1
The Force of Friendship, Two Friends
The Master Weaver, The Bhakta's Caste, Fish
(Translation by Vinay Dharwadker *Kabir: The Weaver's Song*)

Pablo Neruda
Margaret Atwood

A Dog has Died
Variations on the Word Love

UNIT III**30 Hours****DRAMA**

Euripides	<i>Medea</i>
Bhasa	<i>Urubhangam</i>
Derek Walcott	<i>Pantomime</i>

UNIT IV**10 Hours****SHORT FICTION**

Thousand and One Nights	The Story of the Merchant and the Jinni The Story of the Husband and the Parrot
Gabriel Garcia Marquez	Eva is inside the Cat

UNIT V**20 Hours****FICTION**

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

RECOMMENDED TEXTBOOKS:

1. Dante Alighieri *The Divine Comedy : the Inferno, Purgatorio, and Paradiso*
2. Walcott, Derek *Remembrance & Pantomime: Two Plays.*
3. Fyodor Dostoevsky *Crime and Punishment*
4. Ellie Wiesel *Night*

REFERENCE BOOKS:

1. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post-colonial Studies: The Key Concepts*. London: Routledge, 2000. Print.
2. Calvino, Italo. *Why Read the Classics?* New York: Pantheon Books, 1999. Print.
3. Damrosch, David. *What Is World Literature?* Princeton, N.J: Princeton University Press, 2003. Print.
4. Helen Gilbert and Joanne Tompkins. *Post-colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996. Print.
5. Puchner, Martin. *The Norton Anthology of World Literature: Volume 2*. New York: W.W. Norton & Company, 2013. Print.

JOURNALS:

1. Lloyd-Jones, Hugh. (1990) "Euripides, *Medea* 1056-80" (1980), in Greek, Epic, Lyric and Tragedy: The Academic papers of Sir Hugh Lloyd-Jones. Oxford. 440-51.
2. Jackson, Robert Louis, "Notes from *Underground: Origins*," and "Notes from *Underground: Analysis*," in Dostoevsky's *Underground Man* in Russian Literature, Greenwood Press, 1981, pp. 19-30, and 31-48.

E-LEARNING RESOURCES:

1. <https://theimaginativeconservative.org/2017/11/crime-punishment-dostoevsky-psychological-masterpiece-daniel-ross-goodman.html>
2. <https://studentshare.org/miscellaneous/1567872-night-by-elie-wiesel>
3. <https://academichelp.net/samples/academics/reviews/poetry-analysis/poem-of-kabir.html>
4. Kabir: The Mystic Poet," <http://www.boloji.com/kabir/index.html> (February 13, 2006).
5. <https://www.encyclopedia.com/literature-and-arts/literature-other-modern-languages/latin-american-literature/magic-realism#>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to:

CO Number	CO STATEMENT
CO 1	Demonstrate critical and analytical understanding of the deeper implications of the literary texts from diverse cultures
CO 2	Proficiently interpret the contexts and conditions of literary texts in different genres and from different countries
CO 3	Apply personalised knowledge in recognising and empathizing with the position of the marginalised communities
CO 4	Critically analyze the influence of society, philosophy, religion, politics and culture on literatures across 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
CO1	3	3	1	2	1	1	2
CO2	3	3	2	1	1	1	2
CO3	1	1	1	3	1	1	3
CO4	3	2	2	1	1	1	2
AVERAGE	2.5	2.25	1.5	1.75	1	1	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

III B.A ENGLISH AND COMMUNICATION SKILLS**SEMESTER V****CORE – WORLD LITERATURE****QUESTION PAPER TEMPLATE****PAPER CODE: CE18/5C/WLT****MAX MARKS : 100****TIME: 3HRS****SECTION - A**

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER V

CORE – LITERATURE AND CULTURE

TOTAL HOURS:90

COURSE CODE: CE18/5C/LAC

CREDITS: 4

L-T-P: 3 3 0

COURSE OBJECTIVES:

This Course aims to:

1. Familiarise students with both the artistry and utility of literature and texts across cultures.
2. Highlight culture specific perspectives and values through different genres.
3. Impart knowledge of the geography and history of various countries and their social and political structures
4. Give insight into the nature of cultural identity and cross-cultural differences.

COURSE OUTLINE:

UNIT I

20 Hours

BACKGROUND

Defining Culture, High Culture, Low Culture, Popular Culture, Marginalization, Intercultural Spaces, Multiculturalism, Ethnicity, Cultural Plurality
Culture Studies as a discipline
Origin and Development

UNIT II

10 Hours

PROSE

Raymond Williams

On High and Popular Culture

UNIT III

15 Hours

POETRY

Philip Larkin

Born Yesterday

Tatamkhulu Afrika

Nothing's Changed

John Agard

Half Caste

Arun Kolatkar

An Old Woman

UNIT IV**15 Hours****SHORT STORY**

Salman Rushdie	The Harmony of Spheres
M .T. Vasudevan Nair	Karkitakam
Nadine Gordimer	The Train from Rhodesia
Amy Tan	Two Kinds

UNIT V**30 Hours****FICTION**

Alan Paton	<i>Cry, the Beloved Country</i>
Chinua Achebe	<i>Things Fall Apart</i>

RECOMMENDED TEXTBOOKS

- | | |
|----------------------------------|---------------------------------|
| 1. Rene Wellek and Austin Warren | <i>Literature And Society</i> |
| 2. Alan Paton | <i>Cry, the Beloved Country</i> |
| 3. Chinua Achebe | <i>Things Fall Apart</i> |

REFERENCE BOOKS

1. Glicksberg, Charles Irving. *Literature and Society*. The Hague, Netherlands, 1972.
2. Clayton, Ann. *Postcolonial Perspectives: English South African Fiction Under Apartheid*. Vocamus Press, 2017.
3. Gikandi, Simon. *Reading Chinua Achebe: Language & ideology in Fiction*. James Currey Publishers, Oxford, 1991.
4. Walt, Vander Willem. *Cry, the Beloved Country: The Play : a Story of Comfort in Desolation*. Oxford University Press, 2006.
5. Ndebele, Njabula. S. *South African Literature and Culture :Rediscovery of the Ordinary*, Manchester University Press, 1994.

JOURNALS

1. Ben Harker, "Raymond Williams: Socialism, Culture, Revolution". 24 August 2018. <https://www.versobooks.com/blogs/3992-raymond-williams-socialism->.
2. Stephanie Burt, "Does Poetry Have a Social Function?" www.poetryfoundation.org/poetrymagazine/articles/does-poetr.

E-LEARNING RESOURCES

1. Literature and Culture-lanqua.eu. 11 August 2016 <https://www.lanqua.eu/theme/literature-and-culture>
2. Walid Habbar "Connection Between Culture and Literature" 9 July 2016 <https://www.academia.edu/connection-between-culture-and-Literature>

3. “Culture And heritage”-Know India:National Portal of India.14 January 2016,<https://knowindia.gov.in/culture-and-heritage/literature>
4. “The Train from Rhodesia:Symbolism Essays”11 June [https://paperap.com/.../Books&Literature/Arts &Entertainment](https://paperap.com/.../Books&Literature/Arts%20&Entertainment)
- 5.“M.T. Vasudevan Nair, the chronicler of the quotidian” - The Hindu [www.thehindu.com › books › article27089547](http://www.thehindu.com/books/article27089547)

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Apply critical and theoretical knowledge to the reading of multiple genres.
CO 2	Identify critical ideas, values and themes that appear in cultural texts.
CO 3	Assess the impact of cultural texts on society.
CO 4	Exhibit intellectual flexibility and cultural adaptability in an inter-dependent world.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	1	2	2	2	3	1
CO2	2	2	2	1	1	1	3
CO3	1	2	3	2	1	2	2
CO4	2	2	1	1	1	1	3
AVERAGE	1.5	1.75	2	1.5	1.25	1.75	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

**III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V**

CORE – LITERATURE AND CULTURE

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/5C/LAC

MAX MARKS : 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS

SEMESTER V

CORE- LANGUAGE AND LINGUISTICS I

TOTAL HOURS: 90

PAPER CODE: CE18/ 5C/LL1

CREDITS: 4

L T P: 3 3 0

COURSE OBJECTIVES:

This course aims to

1. Acquaint the students with the origin, evolution and development of the English Language through the ages.
2. Focus on the importance of English in the global scenario.
3. Familiarise the students with essential elements of human language and its unique properties.
4. Introduce the history and branches of Linguistics.

COURSE OUTLINE:

LANGUAGE

UNIT I

20 Hours

ORIGIN AND LANDMARKS IN THE DEVELOPMENT OF ENGLISH

General Characteristics of English

Indo- European family of Languages

English in the Germanic family

Old English, Middle English and Modern English

UNIT II

15 Hours

EVOLUTION OF ENGLISH

Bible Translation

Individuals in the making of English- Shakespeare and Milton

Contribution of Science to English- Radio, TV, and Computer Technology

UNIT III

20 Hours

VARIETIES OF ENGLISH

American English

Indian English

Standard English

UNIT IV

20 Hours

INTRODUCTION TO LANGUAGE

Origin of Language

Properties of Language and Animal and Human Language
Development of Writing

LINGUISTICS

UNIT V

15 Hours

INTRODUCTION TO LINGUISTICS

Linguistics- Definition
Branches of Linguistics

RECOMMENDED TEXTBOOKS

1. C.L.Wren *The English Language*
2. George Yule *The Study of Language*

REFERENCE BOOKS

1. Baugh, A.C. *A History of the English Language*. Taylor & Francis, London. 2012.
2. Crystal, David. *The Cambridge Encyclopaedia of the English Language*. CUP, Cambridge. 1995.
3. Jean F. Wallwork. *Language and Linguistics: An Introduction to the Study of Language*. Heinemann Educational Books, New Delhi. 1979.
4. Krishnaswamy N & Verma S.K. *Modern Linguistics: An Introduction*. Oxford University Press, New Delhi. 2005.
5. Wood, F.T. *An Outline History of the English Language*. Macmillan Publishers, Chennai. 2000.

JOURNALS

1. Karthiga, G. "Multimedia and Teaching of English Language." *Research Journal of English Language and Literature* Vol.7, no. 3, 2019. pp. 2321-3108 Impact Factor 6.8992 doi: doi.org/10.33329/rjelal.73.15
2. <http://rjelal.com/7.3.19/15-18%20Dr.G.KARTHIGA.pdf>
3. Sudhakaran, B. "Sociolinguistics." *International Journal of English Language, Literature in Humanities*, [S.I.], Vol.6, no.11, Nov. 2018, pp.436-439.
4. <<https://ijellh.com/OJS/index.php/OJS/article/view/5459>>. Date accessed: 20 Aug. 2019.

E-LEARNING RE SOURCES:

1. Boaner, James. "Branches of Linguistics." 19 April 2018, www.akademia.com/ng/branches-of-linguistics/
2. Crystal, David. "What is Standard English." *David Crystal*, www.davidcrystal.com/?fileid=-4008.
3. Jackendoff, Ray. "How Did Language Begin." *Linguistic Society of America*, www.linguisticsociety.org/content/how-did-language-begin.

4. Jasonoff, Jay H and Cowgill, Warren. "Indo-European Languages." *Encyclopaedia Britannica*, www.britannica.com/topic/Indo-European-languages.
5. Nordquist, Richard. "Five Theories on the Origins of Language." *Thought Co.* 12 July 2019, www.thoughtco.com/where-does-language-come-from-1691015.

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Discuss the evolution of the English Language and its universal appeal.
CO 2	Utilise the multi-faceted nature of Language in effective communication
CO 3	Identify the different branches of Linguistics
CO 4	Exhibit language proficiency in professional and social discourses.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	2	1	3	2	2	1
CO2	1	2	3	3	3	3	2
CO3	1	2	1	2	3	1	1
CO4	1	2	2	3	3	3	2
AVERAGE	1	2	1.75	2.75	2.75	2.25	1.5

KEY: **STRONGLY** CORELATED-3 **MODERATELY** CORELATED-2 **WEAKLY** CORELATED-1 **NO** CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER V
CORE- LANGUAGE AND LINGUISTICS I
QUESTION PAPER TEMPLATE

Paper Code: CE18/5C/LL1

Max Marks : 100
Time: 3hrs

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER V

CORE - ADVANCED COMMUNICATION

TOTAL HOURS : 90

COURSE CODE: CE18/5C/ACN

CREDITS: 4

L-T-P: 3 1 2

COURSE OBJECTIVES:

This Course aims to:

1. Familiarize students with various theoretical and applied perspectives, to become competent communicators.
2. Introduce students to various technologies that influence our communication conduct in order to achieve targeted communication goals and objectives.
3. Impart knowledge on various interpersonal, intrapersonal, and intercultural communication.
4. Expose students to various aspects of human communication and language processes as it occurs across various contexts.

COURSE OUTLINE:

UNIT I

10 Hours

COMMUNICATION SKILLS –RECEPTIVE

Listening

Sub-Skills of Listening: Listening for gist, Listening for specific information, Listening for detail.

Reading

Sub-Skills of Reading: Skimming, Scanning, Reading for detail

COMMUNICATION SKILLS –PRODUCTIVE

10 Hours

Speaking

Sub-Skills of Speaking: Pronunciation, Fluency, Discourse markers, Stress and Intonation

Writing

Sub-Skills of Writing: Punctuation, Linkage and Cohesion, Appropriacy of vocabulary, Grammatical accuracy, Paragraphing.

UNIT II**20 Hours****COMMUNICATION DEVELOPMENT**

Basic Theories: Bow-Wow theory, Ding-Dong theory, Pooh-Pooh theory, Gesture theory

Basic Models: Rhetoric, Harold Laswell, Shannon & Weaver, Wilbur Schramm, Gate Keeping, Gerber's.

UNIT- III**20 Hours****ESSENTIALS FOR BUSINESS COMMUNICATION**

Introducing Business Communication

Communication cycle

Brain drain

Importance of Communication in business

Communication skill - a job requirement

Important factors for promotion

Verbal, non-verbal and other aspects of Communication

UNIT IV**20 Hours****ENGLISH FOR EFFECTIVE BUSINESS COMMUNICATION**

Essential English Vocabulary

The essence of Business English

Often confused words

Single word for a group of words

Prefixes, Suffixes, Synonyms, Antonyms

Words followed by appropriate prepositions

Idioms and phrases

Foreign words and phrases sometimes used in correspondence

Spelling

Words commonly misspelt

Common errors

Punctuation

Capital letters

BUSINESS CORRESPONDENCE**Communication Techniques used for Employment**

Job application letters and resumes

Interview letters, references, testimonials, letters of appointment and resignation

Reports, proposals, notification, agenda, memos, minutes, public notices, letters to the editor

Electronic Communication

Internet
 E-mail
 Telecom technology
 Smart phones
 SMS
 Video-conferencing
 Blogging

Oral and Other Forms of Communication**UNIT V****10 Hours****INTERCULTURAL COMMUNICATION**

Defining culture
 Cultural variables and intercultural Communication
 Gender sensitivity

RECOMMENDED TEXTBOOKS:

- | | |
|---------------------------------|--------------------------------------|
| 1. Pearson | Business English |
| 2. Raymond Lesik | Basic Business Communication |
| 3. Hmai Pradhan | Business Communication |
| 4. J.S. Rajendra Pal Korlahalli | Essentials of Business Communication |
| 5. Sundar Rajan | Effective Business Communication |

REFERENCE BOOKS:

1. Mary Ellen Guffey, Essentials of Business Communication. Thomson/South-Western, 2003.
2. Asha Kaul, Effective Business Communication, PHI Learning, 2000
3. Steve Golen, Effective Business communication, Volume I, U.S. Small Business Administration.
4. Francis Soundaraaj, Speaking and Writing for Effective Communication. Macmillan Publishers India Ltd.

JOURNALS:

1. European *Journal of Social Sciences* – Volume 13, Number 3 (2010)
2. IQSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 12, Ver. II (Dec. 2015) PP 36-39 e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org DOI: 10.9790/0837-201223639 www.iosrjournals.org 36

E-LEARNING RESOURCES:

1. <https://elearning.brothers.com>customizable-counseware>communication>.
2. <https://www.udemy.com>topic>communication skills>.
3. <https://engconvo.com>
4. <https://alison.com>courses>communication>
5. <https://www.trainerbubble.com>Download elearning courses>.

COURSE OUTCOMES:

At the completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Evaluate key theoretical approaches used in the interdisciplinary field of communication..
CO 2	Analyse the primary academic writing associated with the communication discipline by using various techniques.
CO 3	Identify critical and innovative thinking that displays competence in oral and written communication.
CO 4	Analyse the effectiveness and contextual significance of various types of communication.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	1	2	2
CO2	2	3	3	1	1
CO3	1	1	3	1	1
CO4	3	2	1	1	1
AVERAGE	2	2	2	1.25	1.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modeling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER V**

ADVANCED COMMUNICATION

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/5C/ACN

MAX. MARKS:100

TIME: 3 HRS

SECTION - A

I. Answer the following in about 50 words each: (10x2=20)

1 to 10 - Questions from all the **FIVE** Units

SECTION - B

II. Answer any FIVE of the following questions in about 250 words each:

(5 out of 8 questions): (5x8=40)

11 to 18 - Questions from all the **FIVE** Units

SECTION - C

III. Answer any TWO of the following questions in about 400 words each:

(2 out of 4 questions): (2x20=40)

19 to 22 - Questions from all the **FIVE** Units

NOTE: Exercises to be given

Unit I – Reading: Reading Comprehension-topics of general interest selected from newspaper articles/reviews/books/essays; multiple choice questions; short-answer questions; matching headings with paragraphs or sections of text; jumbled sentences.

Unit I - Writing: Paragraph writing (general topic); Essay writing (general topic); Developing hints.

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER V

ELECTIVE – SUBALTERN WRITINGS OF INDIA

HOURS: 90

CREDITS: 5

COURSE CODE: CE18/ 5E/SWI

L T P: 4 2 0

COURSE OBJECTIVES

This Course aims to:

1. Introduce the distinctness of subaltern and dominant sections of the people
2. Sensitise students to the predicament of the ‘others’
3. Highlight the traits, customs, culture and ideologies of the subalterns and the tribal communities.
4. Show the impact of gender roles in a patriarchal society

COURSE OUTLINE

UNIT I

15 hours

Theory: Partha Chatterjee “Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-209)
Text: Omprakash Valmiki *Joothan*

UNIT II

20 hours

Theory: G.N. Devy “Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008
Text: Narayan *Kocharethi*

UNIT III

20 hours

Theory: Manoj K “Transgender Rights in India”, IAS Study material, 2015
Text: Living Smile Vidya *I Am Vidya: A Transgender’s Journey* (Autobiography)

UNIT IV

20 hours

Theory: Radha Kumar “The Contemporary Feminist Movement” in *The History of Doing* pp 96-115
Text: Roshan G. Sahani “Her Infinite Variety” from *Janani: Mothers, Daughters Motherhood*. Ed by Rinki Bhattacharya

UNIT V (For Class Presentation and Assignments only)**15 hours**

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

Walcott, Derek. *Remembrance & Pantomime: Two Plays*. New York: Farrar, Straus, and Giroux, 1980. Print

RECOMMENDED TEXTBOOKS:

- | | |
|------------------------|---|
| 1. Narayan | <i>Kocharethi</i> |
| 2. Roshan G. Sahani | <i>Her Infinite Variety, from Janani: Mothers, Daughters Motherhood</i> |
| 3. Valmiki, Omprakash. | <i>"Joothan: A Dalit's Life"</i> |

REFERENCE BOOKS:

1. Ranjit Guha (Ed.) *Writings on South Asian History and Society, Subaltern Studies, Volume I-VI*, Oxford University Press .
2. Partha Chatterjee and Gyanendra Pandey (Ed.), 1992 *Writings on South Asian History and Society, Subaltern Studies, Volume VII* Oxford University Press
3. David Arnold and David Hardiman (Ed.), 1994 *Essays in honour of Ranajit Guha, Subaltern Studies, Volume VIII* Oxford University Press
4. Shahid Amin and Dipesh Chakrabarty (Ed.) 1996 *Writings on South Asian History and Society, Subaltern Studies, Volume IX* Oxford University Press
5. Gautam Bhadra, Gyan Prakash and Susie Tharu (Eds) 1999 *Writings on South Asian History and Society, Subaltern Studies, Volume X* Oxford University Press

JOURNALS:

1. International Journal of English Language, Literature and Humanities Volume IV Issue XII December .2016 – Om Prakash Valmiki's *Joothan: Portrayal of a Dalit's Life Traumatic Experience*
2. International Journal of Postcolonial Studies Volume 13, 2011 - Issue 1: Between Subalternity and Indigeneity

E-LEARNING RESOURCES:

1. https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf A Brief History of Subalternity by David Ludden
2. <https://academic.oup.com/ct/article-abstract/20/4/363/4085656> Dialog Theory in Marginalized Settings: A Subaltern Studies Approach by Mohan Dutta, Mahuya Pal

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Compare the concepts of caste, class and marginalization
CO 2	Analyse and evaluate the environmental, social, cultural, economical and legal aspects of the marginalised
CO 3	Discuss the works theoretically in the process of interconnecting cultural concepts and culture of the inclusive
CO 4	Address the rights of the marginalized.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	3	2	1	1	1	2
CO2	3	3	3	1	1	1	1
CO3	3	3	3	1	1	1	1
CO4	2	2	1	1	1	1	2
AVERAGE	2.75	2.75	2.25	1	1	1	1.5

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	Questions to be asked from Units I – IV only
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER V
ELECTIVE – SUBALTERN WRITINGS OF INDIA
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/5E/SWI

MAX MARKS : 100

TIME: 3HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from Units I to IV

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from Units I to IV

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units I to IV

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER V
SELF STUDY COURSE FOR ADVANCED LEARNERS
TRANSLATION STUDIES**

TOTAL HOURS :

COURSE CODE:

CREDITS: Extra Credits

L-T-P: 0 2 0

COURSE OBJECTIVES:

This Course aims to:

1. introduce the students to the origin and evolution of translation
2. offer a comprehensive module on the theory, principles and types of translation
3. highlight the nuances of translation with all its cross cultural and cross linguistic implications
4. familiarize the students with select non – English classics through translation

COURSE OUTLINE:

UNIT – I

ORIGIN, GROWTH AND METHODS OF TRANSLATION

Definitions, Theory, and Principles of Translation

History of Translation

Kinds of Translation

Methods and Problems of Translation

UNIT – II

POETRY

Rabindranath Tagore

Gitanjali (Selections)

5, 6, 35, 60, 86, 93, 94, 103

Thiruvalluvar

Thirukkural (Selections)

Translated by

1. G.U.Pope

2. VVS Aiyar

Chapter on Eegai (Giving)

Chapter on VaanSirappu (The Excellence of Rain)

Chapter on Theevinaiyatcham (Dread of Evil deeds)

UNIT – III DRAMA

Bhasa *Dutvakyam*

UNIT –IV FICTION

Kalki *Ponniyin Selvan Book I*

UNIT V SHORT STORIES

Asha Bage *Wings*
(Marathi) Tr. By Gauri Deshpande

Sundara Ramaswamy *Sita Brand Soapnut Powder*
(Tamil) Tr. By Gomathi Narayanan

Himanshi Shelat *Awaiting an Event in the Thirty Sixth Year*
(Gujarati) Tr. By Mitra Mukherjee Parikh

Ismat Chughtai *The Wedding Shroud*
(Urdu) Tr.By. Tahira Naqvi

RECOMMENDED TEXTBOOKS:

1. Rev. G. U. Pope *Thirukkural*
2. Rabindranath Tagore *Gitanjali*
3. Kalki *Ponniyin Selvan, Book I (The First Floods)*
translated by C.V. Karthik Narayanan

REFERENCE BOOKS:

1. Barnstone, Willis. *The Poetics of Translation: History, Theory, Practice*. United States : Yale University Press, 1993.
2. Eco, Umberto. *Experiences in Translation*. United States :University of Toronto Press, 2008.
3. Dharmarajan, Geeta, editor. *Katha Prize Stories*. Vol. 3. New Delhi: Katha, 1997.
4. Munday, Jeremy. *Introducing Translation Studies : Theories and Applications*. United Kingdom : Routledge, 2009.
5. Pym, Anthony. *Exploring Translation Theories*. United Kingdom :Routledge, 2017.
6. Holmstrom, Lakshmi and Gomathi Narayanan, Eds. *Waves* Penguin Books, 2013

JOURNALS:

1. *Translation Journal*. www.translationjournal.net/journal/41culture.htm.
2. *Translation Studies*. www.tanfonline.com/toc/rtrs20/current.

E-LEARNING RESOURCES:

1. Ghanooni, Ali Reza. "A Review of the History of Translation Studies." *Theory and Practice in Language Studies*, Vol.2.No.1. January 2012, pp.77-85, www.academypublication.com/issues/past/tpls/vol02/01/11.pdf
2. Holmes, J.S. "Translation Studies." *Routledge*, www.cw.routledge.com/textbooks/translationstudies/data/samples/9780415584890.pdf.
3. "Pudhumaipithan." *Revolvy*, www.revolvy.com/page/pudhumaipithan?cr=1.
4. Saigeetha, S. "History of Translation Theory." *English Skills One*. 30 March 2018, www.englishskillsone.com/fen-6b13-translation-studies/c/0/i/21238352/history-translation-theory
5. "Dutvakyam by Bhasa." <https://archive.org/details/in.ernet.dli.2015.313804/page/n11>.
6. <https://archive.org/details/in.ernet.dli.2015.203867/page/n75>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	identify the linguistic and textual divergence between languages
CO 2	interpret literary work in a linguistic and cultural context
CO 3	identify the problems encountered in translated works
CO 4	Synthesise ideas of varied cultures and tradition one is not familiar with through literatures in translation

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	1	2	2	2	1	3
CO2	3	2	3	2	2	1	3
CO3	1	1	1	2	1	1	2
CO4	2	3	2	1	1	2	1
AVERAGE	2	1.75	2	1.75	1.5	1.25	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From unit I to V
K1, K 2	B – 5x6 marks	150	30		From unit I to V
K2, K 3	C – 3x20 marks	500	60		From unit I to V

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER V**

SELF STUDY COURSE

TRANSLATION STUDIES

QUESTION PAPER TEMPLATE

PAPER CODE:

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

CORE – SHAKESPEARE

TOTAL HOURS : 90
CREDITS: 4

PAPER CODE: CE18/ 6C/SHK
L T P: 3 3 0

COURSE OBJECTIVES:

This course aims to:

1. Highlight the cultural and historical context of the Elizabethan age.
2. Throw light on the taste and demand of the Elizabethan audience.
3. Familiarise the students with the varied features of Shakespearean comedy, tragedy and historical plays.
4. Expose Shakespeare's greatness and his universal appeal

COURSE OUTLINE:

UNIT I	15 Hours
BACKGROUND	
Shakespeare's England	
Globe theatre	
Elizabethan audience	
Elizabethan sonnets	
UNIT II	20 Hours
Sonnets: 18, 29, 73, 104, 116	
Comedy: <i>Twelfth Night</i>	
UNIT III	20 Hours
Roman Play: <i>Julius Caesar</i>	
UNIT IV	20 Hours
Tragedy: <i>Macbeth</i>	
UNIT V	15 Hours
Tragi-comedy <i>The Tempest</i>	

RECOMMENDED TEXTBOOKS:

1. William Shakespeare – *The Complete Works of Shakespeare*

REFERENCE BOOKS:

5. Scott Kastan, David. *A Companion to Shakespeare*. United States: Wiley, 1999
6. Honan, Park. *Shakespeare: A Life*. United Kingdom: Clarendon Press, 1998
7. Wiggins, Martin. *Shakespeare and the Drama of His Time*. United Kingdom: Oxford University Press, 2000
8. D. Nuttall, D. *Shakespeare the Thinker*. United States: Yale University Press, 2007
9. Wood, Michael. *In Search of Shakespeare*. New Delhi: Random House, 2015

JOURNALS:

1. Phebe Jensen “Causes in Nature: Popular Astrology in *King Lear*”
Shakespeare Quarterly, Volume 69, Issue 4, Winter 2018
2. Nadia Thérèse Van Pelt “Sick interpreters’: Criticizing Historical Adaptations of Cardinal Wolsey in Shakespeare’s *Henry VIII*” Early Theatre, Vol 20 No 1 2017.

E-LEARNING RESOURCES:

1. <http://www.shakespeare-online.com/>
2. <http://www.bardweb.net/index.html>
3. <https://www.fractuslearning.com/online-shakespeare-resources/>
4. <https://www.rsc.org.uk/education/teacher-resources>
5. <https://globeplayer.tv/>

COURSE OUTCOMES:

After the successful completion of the course, the student will be able to

CO Number	CO STATEMENT
CO 1	Explore Shakespearean plays from the perspectives of his audience.
CO 2	Analyze the many merits of Shakespearean plays which account for his everlasting fame
CO 3	Develop a keener insight into the productive genius of Shakespeare.
CO 4	Interpret the myriad aspects of Shakespearean plays and their contemporary relevance and significance

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	3	3	1	1	1	2
CO2	3	3	3	1	1	1	2
CO3	2	2	3	1	1	1	1
CO4	3	3	3	1	1	1	2
AVERAGE	2.75	2.75	3	1	1	1	1.75

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)
Flipped Learning/Blended Classroom
E Content
Videos
Problem Solving
Group Discussion
Role Modelling
Quiz
Seminar
Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER VI**

CORE - SHAKESPEARE

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/6C/SHK

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

CORE –WOMEN’S WRITING

TOTAL HOURS: 90

COURSE CODE: CE18/6C/WOW

CREDITS: 4

LTP: 3 3 0

COURSE OBJECTIVES:

This course aims to:

1. Survey the literature in English by women writers and highlight the feminist constructs in their works.
2. Familiarize the archetypal roles of women in the social and literary context.
3. Review the use of language and silence, patriarchal dominance and subversion in the prescribed texts.
4. Help the students understand the evident female voice and experience, perspectives and the roles women perform across contexts, genres and nationalities.

COURSE OUTLINE:

UNIT I

15 Hours

POETRY

Anne Bradstreet	Author to her Book
Sylvia Plath	Lady Lazarus
Gillian Clarke	Extracts from Letter from a Far Country
Imtiaz Dharker	Purdha
Maya Angelou	Phenomenal Woman
Adrienne Rich	Snapshots of a Daughter-in-law
Sujata Bhatt	Muliebrity
Judith Wright	Eve to Her Daughters

UNIT II

20 Hours

PROSE

Mary Wollstonecraft	Vindication of the Rights of Women (Ch.12)
Virginia Woolf	A Room of One’s Own (Chap. 3 &4)
Mahadevi Varma	“Links in our Chain” (<i>Links in the Chain</i>)
Smitha Tewari Jassl	“Sita’s Trials by Fire and Bhojpuri Women’s Songs”

UNIT III**20 Hours****DRAMA**

Carol Churchill *Top Girls*

UNIT IV**20 Hours****FICTION**

Margaret Lawrence *Stone Angel*

UNIT V**15 Hours****SHORT STORIES**

Mahasweta Devi Statue
Zora Neale Hurston Sweat

RECOMMENDED TEXTBOOKS

1. Maggie Humm *Feminism: A Reader*
2. Warhol (ed) *Feminism*
3. Terry Eagleton *British Feminist Thought*
4. Susie Tharu (ed) *Women's Writing in India*

REFERENCE BOOKS:

1. Sunderland, Jane. *Language and Gender: An Advanced Resource Book*. Routledge, 2006.
2. Gilbert, Sandra & Susan Gubar(ed) *The Madwoman in the Attic*. Yale University Press, 2000.
3. Plain, Gill and Susan Sellers (editors). *A History of Feminist Literary Criticism*. Cambridge, 2007.
4. Aird, Eileen. *Sylvia Plath: Her Life and Work*. New York: Harper & Row, 1973.
5. Moers, Ellen. *Literary Women: The Great Writers*. New York: Anchor Press/Doubleday, 1977
6. Showalter, Elaine. *A Literature of Their Own: British Women Novelists From Bronte to Lessing*. Princeton, N.J.: Princeton University Press, 1977
7. Spacks, Patricia M. *The Female Imagination*. New York: Avon Books, 1972.

E-LEARNING RESOURCES:

1. <https://www.docdroid.net/14vyf/russ-what-can-a-heroine-do.pdf#page=8> – What can a heroine do?
2. DuCille, Ann. “The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies.” *Signs*, vol. 19, no. 3, 1994, pp. 591–629. *JSTOR*, www.jstor.org/stable/3174771.
3. Sen, Sudeep. “New Indian Poetry: The 1990s Perspective.” *World Literature Today*, vol. 68, no. 2, 1994, pp. 272–278. *JSTOR*, www.jstor.org/stable/40150142.
4. Cameron, Rebecca. “From Great Women to Top Girls: Pageants of Sisterhood in British Feminist Theater.” *Comparative Drama*, vol. 43, no. 2, 2009, pp. 143–166. *JSTOR*, www.jstor.org/stable/23038083.
5. Diamond, Elin. “(In)Visible Bodies in Churchill's Theatre.” *Theatre Journal*, vol. 40, no. 2, 1988, pp. 188–204. *JSTOR*, www.jstor.org/stable/3207656.
6. <http://archive.org/stream/britishnovelists01barbuoft#page/n29/mode/2up>

JOURNALS:

1. *Women's Writing* – Taylor & Francis online <http://www.tandfonline.com>
2. Oxford Academic – Contemporary Women's writing <https://academic.oup.com>

COURSE OUTCOMES:

CO Number	CO STATEMENT
CO 1	Discuss the evolution of women's writings in the social, political and historical contexts.
CO 2	Assess feminist dogmas and analytically approach issues that impact the gender, race, class and position of women and their writings.
CO 3	Examine the responses and approaches of women's writing to patriarchy in the use of language, education and cultural awareness
CO 4	Critique and consolidate various interpretations and analysis of literary texts in women's writing

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	1	2	1	1	1	2
CO2	2	3	2	1	1	1	2
CO3	3	1	1	2	2	2	2
CO4	2	3	1	1	1	2	1
AVERAGE	2.5	2	1.5	1.25	1.25	1.5	1.75

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2
WEAKLY CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN-UG

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER VI**

CORE –WOMEN’S WRITING

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/6C/WOW

MAX MARKS : 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

CORE – LANGUAGE AND LINGUISTICS II

TOTAL HOURS: 90

COURSE CODE: CE18/6C/LL2

CREDITS: 4

L-T-P: 3 3 0

COURSE OBJECTIVES:

The Course aims to:

1. Familiarize students with key linguistic terms, concepts and theories
2. Trace the origin, nature and development of human language
3. Give insights into English pronunciation and concepts in Phonetics and Phonology
4. Introduce the students to the nuances and varieties of the English language

COURSE OUTLINE:

LANGUAGE

UNIT I

10 Hours

LANGUAGE VARIETIES

Dialects and Idiolects
Registers
Language and culture

LINGUISTICS

UNIT II

15 Hours

STRUCTURAL LINGUISTICS

Theory of Phonemes
Morphemes

UNIT III

20 Hours

MODERN LINGUISTICS

Organs of Speech
System of Articulation

UNIT IV

25 Hours

DESCRIPTIVE LINGUISTICS

Classification of sounds: Vowels, Consonants and Diphthongs
Syllables, Stress and Intonation

UNIT V**20 Hours****PHONETIC TRANSCRIPTION****RECOMMENDED TEXTBOOKS:**

1. Baugh A C, *History of the English Language*, New Delhi, Allied Publishers Pvt.Ltd, 2013.
2. Wood F T, *Outline History of the English Language*, Chennai, Macmillan India Press, 2014.
3. Wren C L, *The English Language*, New Delhi, Vikas Publication House Pvt. Ltd, 1999.

REFERENCE BOOKS:

1. Kuvian, Anne, *Growth and Structure of the English Language*, Bareilly, Student Printers, 2000.
2. Venkatraman, R.A, *History of English of English Language*, New Delhi, Rama Brothers, 2000.
3. Barber, Charles, *The English Language—A Historical Introduction*, United Kingdom, Cambridge University Press, 1999.
4. Kiparsky, Paul and Gilbert Youmans (eds.), *Phonetics and Phonology, Vol. I: Rhythm and Meter*. San Diego, CA: Academic Press, 1989.
5. Yule, George. *The Study of Language. 3rd edition*. Cambridge University Press, 2006.

JOURNALS:

1. Nair, Rajasekaran et al. "The English Language in India". Kaken's Linguistic Issues, February 2007. Print.
2. Richards Andrews. "The Effect of Grammar Teaching on Writing Development". *British Educational Research Journal*, Volume 32, 2006. Print.

E-LEARNING RESOURCES:

1. Language, Dialect, and Register - University of Colorado Boulder
2. <https://www.colorado.edu/education/sites/default/files/attached-files>
3. http://pandora.cii.wwu.edu/vajda/ling201/test2materials/articulatory_phonetics.html
4. <https://www.cambridge.org/features/genetti/CH02-IPATranscription/>
5. <http://www.englishmirror.com/english-grammar/vowels-and-consonants.html>
6. <http://ritongarasti.blogspot.com/2013/05/organ-of-speech-function-manner-and.html>

COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	distinguish central linguistic terms, concepts and theories
CO 2	analyze linguistic concepts in terms of syntax, phonetics and semantics
CO 3	identify and analyze specific sounds and systematic properties of sound system of English
CO 4	apply the phonetic symbols to transcribe words and sentences in an effective way.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	2	1	3	3	1	3
CO2	1	1	1	2	3	2	3
CO3	1	1	1	3	3	2	3
CO4	1	1	1	3	3	2	3
AVERAGE	1	1.25	1	2.75	3	1.75	3

**KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0**

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

QUESTION PAPER PATTERN

Knowledge Level	SECTION	Word Limit	Marks	Total	Special Instructions, if any
K1	A– 5x2 marks	50	10	100	Separate question paper to be set for students with special needs (visually challenged), in which case all questions must be taken from Units I, II, III and IV only.
K1, K2	B – 5x6 marks	150	30		
K2, K3	C– 3x20 marks	500	60		

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER VI**

CORE – LANGUAGE AND LINGUISTICS II

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/6C/LL2

MAX MARKS : 100

TIME: 3 HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

ELECTIVE - FUNDAMENTALS OF JOURNALISM

TOTAL HOURS : 90

COURSE CODE: :CE18/ 6E/FJM

CREDITS: 5

L-T-P: 4 1 1

COURSE OBJECTIVES:

The Course aims to:

1. Provide a clear picture of the structure and functioning of different departments of a newspaper organization and the origin and evolution of journalism in India and abroad
2. Highlight the ethical responsibility of a journalist in presenting unbiased reports in the increasingly complex and heterogeneous society
3. Discuss different techniques for proofreading, editing, revising and writing clear news stories and headlines
4. Introduce the emerging trends in journalism

COURSE OUTLINE:

UNIT – I

15 Hours

Journalism-Definition
A Brief History of Journalism
Principles and Theories of Journalism
Press Laws

UNIT – II

10 Hours

News Agencies
Organizational Structure and Departments of a Newspaper
Role and Duties of a Reporter

UNIT – III

25 Hours

News Gathering, Putting the Facts Together, Formatting the News (when, who, where and what), Structure of News
Leads: Types of Leads
Writing: Interviews, Profiles, Reviews, Obituaries, Editorial, Feature and Columns, Photo Feature, Heading for the Photos

UNIT – IV**25 Hours**

Proof Reading: Duties of a Proofreader, Editing of Proof, Proofreading Symbols
 Editorial Department: Basics of Editing, Role of Sub-editor, News editor, Rewriter
 Subediting: Giving Headings, Sub-headings, Style, Spelling and Grammar

UNIT – V**15 Hours**

Broadcast Journalism –An Overview
 Online Journalism
 Citizen Journalism
 E-zines

For Internal Assessment only:

Exercises in
 Identifying and writing different kinds of leads
 Writing Headlines for News Stories
 Writing Captions for Photos
 Writing News Stories for Headlines
 Reporting and writing of campus news that include department associations, sports events etc. with proper headlines, lead etc.
 Identifying and writing different types of editorials, Structuring a dummy editorial page.

Students may be asked to submit a recorded interview they have conducted.

REFERENCE BOOKS:

1. Burns, Lynette Sheridan *Understanding Journalism*. Vistaar Publications, New Delhi, 2002.
2. Bhatt, S. C. *Broadcast Journalism Basic Principles*. Har-Anand Publications, New Delhi, 2011.
3. Ray, Tapas. *Online Journalism: A Basic Text*. Cambridge University Press, New Delhi, 2006.
4. Harcup, Tony. *Journalism Principles and Practice*. Sage Publications, 2004.
5. Pant, N. C. *Journalism and Mass Communication*. Variety Books Publishers, 2010.

JOURNALS:

1. Singh, Preeti. "Evolution of the Press and Mass Media." *J Mass Communicat Journalism*, vol. 6, no. 320, 2016.
2. Thomas W Clarence. "The Press Can Make a Difference." *J Mass Communicat Journalism*, vol. 4, no. e153, 2014.

E-LEARNING RESOURCES:

1. Punjab Technical University. *Editing: Concepts and Processes*, <http://www.nraismc.com/wp-content/uploads/2017/03/105-EDITING-CONCEPT-PROCESS.pdf>, Accessed 27 August 2019.
2. Barbara Bean-Mellinger. *Introduction of Print Media*. 8 August 2018, <https://bizfluent.com/facts-6852659-introduction-print-media.html>. Accessed 22 August 2019.
3. Mass Media. <https://careersinmassmedia.weebly.com>. Accessed 24 August 2019.
4. George Mason University. *News Writing Fundamentals*. <https://writingcenter.gmu.edu/guides/news-writing-fundamentals>, Accessed 24 August 2019.
5. PEOI. *Journalistic Writing*. <https://www.peoi.org/Courses/Coursesen/mass/mass5.html>. Accessed 24 August 2019.

COURSE OUTCOMES:

After the successful completion of the course, the students will be able to

CO Number	CO STATEMENT
CO 1	evaluate the truthfulness, accuracy and objectivity of news stories in a critical, creative and independent manner
CO 2	draft and present bipartisan journalistic articles by following the 5 'Ws' and 'H' technique with a proper lead, body and ending
CO 3	demonstrate skill in writing different types of newspaper columns, including, Interviews, Profiles, Reviews, Obituaries, Editorial, Features and Columns
CO 4	proofread, edit, organize and revise news stories and also write catchy and attractive headlines for them

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	0	0	1	3	3	3	3
CO2	0	0	1	3	3	3	3
CO3	0	0	1	3	3	3	3
CO4	0	0	1	3	3	3	3
AVERAGE	0	0	1	3	3	3	3

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-2 WEAKLY CORRELATED-1 NO CORRELATION-0

METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

-E Content

Videos

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From unit I to V
K1. K 2	B – 5x6 marks	150	30		From unit I to V
K2, K 3	C – 3x20 marks	500	60		From unit II to V

**III B.A ENGLISH AND COMMUNICATION SKILLS
SEMESTER VI**

ELECTIVE- FUNDAMENTALS OF JOURNALISM

QUESTION PAPER TEMPLATE

PAPER CODE: CE18/ 6E/FJM

MAX. MARKS: 100

TIME: 3 HRS

Note: At least 1 question from each section should be exercise based

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 400 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

ELECTIVE –LITERATURE AND ENVIRONMENT

HOURS: 90

PAPER CODE: CE18/6E/LEN

CREDITS: 5

LTP: 4 2 0

COURSE OBJECTIVES:

The Course aims to:

1. Explore the diverse traditions in which “nature” and the environment are conceptualized in literature by writers of various cultures and nationalities.
2. Reflect critically on different literary forms and genres and the different approaches of writers towards nature and humanity’s bond with the environment.
3. Undertake the study of traditional ecocritical themes such as pollution, wilderness, apocalypse and dwelling in a range of literary works across genres, historical periods and cultures.
4. Develop an individual green outline for conducting enquiry and analysis on issues pertaining to environment in literature within the regional framework of Thina.

COURSE OUTLINE:

UNIT I

20 hours

INTRODUCTION TO ECOCRITICISM

Positions – Environmentalism, Deep Ecology, Eco Feminism, Social Ecology, Bio- regionalism, Tinal Theory

UNIT II

15 Hours

Tropes – Wilderness, Dwelling, Apocalypse

UNIT III

20 Hours

LITERARY TEXTS: POETRY

Sangam Poetry	Home and Kurunji (Tr. by A.V. Subramanian)
Emerson	Hamatreya
Wordsworth	Nutting
D.H.Lawrence	Snake
Dylan Thomas	The Force that through the Green Fuse Drives the Flower
Sujatha Bhatt	What Happened to the Elephant
Wendell Berry	Peace of Wild Things

UNIT IV**20 Hours****LITERARY TEXTS: PROSE AND FICTION**

Thoreau	Excerpt from Walden
Rachel Carson	A Fable for Tomorrow
Wangari Mathai	Nobel Acceptance Speech
	Chief Seattle's Speech
J.C. Kumarappa	Agrarian Economy and Rural Construction, Industry or Occupation, Manures, Agricultural Prices – (From <i>Gandhian Economic Thought</i> Chapter II)
A.K. Ramanujam	Flowering Tree
Ambai	Forest
Mahasweta Devi	Arjun
Rayson K. Alex	Towards Green Education (From Essays in Ecocriticism)

UNIT V**15 Hours****Media Texts (For Class Presentation and Assignments only)**

Queen of Trees Documentary
 Nero's Guests Documentary
 Erin Brockovich Movie

RECOMMENDED TEXTBOOKS

1. Greg Garrard *Ecocriticism: A New Critical Idiom*
2. Cheryll Glotfelty and Harold Fromm *The Ecocriticism Reader*

REFERENCE BOOKS

1. Lovelock, James,. *The Ages of Gaia : a Biography of Our Living Earth*. New York :Bantam Books, 1990.
2. Nirmal Selvamony etal. Eds.*Essays in Ecocriticism* New Delhi, Ivy Publishing House India 2008
3. Anne Primavesi. *Sacred Gaia* Routledge, 2000.
4. Carson, Rachel, 1907-1964. *Silent Spring*. Boston :Houghton Mifflin, 2002.
5. Devall, Bill, and George Sessions. *Deep Ecology*. Salt Lake City, Utah: G.M. Smith, 1985.

JOURNALS:

1. <https://ojs.unbc.ca/index.php/joe> - University of Northern British Columbia
2. <https://www.tandfonline.com/toc/rgrl20/current> - Green Studies
3. <https://academic.oup.com/isle> - *Interdisciplinary Studies in Literature and Environment*

E-LEARNING RESOURCES:

1. <https://grist.org/article/mckibben-imagine/>
2. <http://grist.org/article/2009-08-05-essay-climate-art-update-bill-mckibben/>
3. https://www.nytimes.com/2009/08/23/arts/design/23spea.html?_r=0
4. Murali, S. "Environmental Aesthetics Interpretation of Nature in 'Akam' and 'Puram' Poetry." *Indian Literature*, vol. 42, no. 3 (185), 1998, pp. 155–162. *JSTOR*, www.jstor.org/stable/23338503.
5. WILLOQUET-MARICONDI, PAULA, editor. *Framing the World: Explorations in Ecocriticism and Film*. University of Virginia Press, 2010. *JSTOR*, www.jstor.org/stable/j.ctt6wrgnd.

COURSE OUTCOMES:

After the successful completion of the course, the students will be able to

CO Number	CO STATEMENT
CO 1	Identify the changing nature of keywords and ideas such as 'nature,' 'country,' 'environment,' and 'landscape'
CO 2	Examine some of the main challenges, problems, and priorities in the field of environmental literary studies cutting across culture, gender and nationalities.
CO 3	Assess the core literary texts, the conceptual issues and interpret them
CO 4	Formulate and evince ways of thinking about humanity's relationship with nature thereby enabling the process of establishing a better environment

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	2	3	1	1	1	1
CO2	3	2	2	1	1	1	1
CO3	2	3	1	2	1	1	1
CO4	1	2	3	1	1	1	2
AVERAGE	1.75	2.25	2.25	1.25	1	1	1.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY
CORELATED-1 NO CORELATION-0

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

QUESTION PAPER PATTERN-UG

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		Questions from Units <u>II</u> to <u>IV</u>

III B.A ENGLISH AND COMMUNICATION – SEMESTER VI
ELECTIVE –LITERATURE AND ENVIRONMENT
QUESTION PAPER TEMPLATE

PAPER CODE: CE18/6E/LEN

MAX MARKS : 100

TIME: 3HRS

SECTION - A

I. Answer any FIVE of the following in about 50 words each:
(5 out of 6 questions): (5x2=10)

1 to 6 - Questions from Units I to IV

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:
(5 out of 8 questions): (5x6=30)

7 to 14 - Questions from Units I to IV

SECTION - C

III. Answer any THREE of the following questions in about 400 words each:
(3 out of 5 questions): (3x20=60)

15 to 19 - Questions from Units II to IV