

ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)

CHENNAI- 600 008

DEPARTMENT OF ENGLISH

SYLLABUS



CHOICE BASED CREDIT SYSTEM

OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2018-19)

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RULES AND REGULATIONS – UG

1. Eligibility for Admission:

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

2. Eligibility for the Award of Degree:

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

3. Course of Study with Credits:

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

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

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

5. Classification of Successful Candidates:

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

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

6. Question Paper Pattern:

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

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

Part A : Five questions to be answered out of six

Part B : Five questions to be answered out of eight

Part C : Three questions to be answered out of five

PROGRAMME EDUCATIONAL OBJECTIVES: UG

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

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

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

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

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

PEO5: Contribute to promoting environmental sustainability and social inclusivity.

PROGRAMME OUTCOME (PO)

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

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

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

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

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

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

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

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

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

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

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

PROGRAMME PROFILE - UG

DEPARTMENT OF ENGLISH

UG Courses 2018 Onwards

I SEMESTER

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

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II SEMESTER

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

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III SEMESTER

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

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IV SEMESTER

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

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V SEMESTER

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

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VI SEMESTER

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

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I SEMESTER

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT -UG
INTERNAL VALUATION BY COURSE TEACHERS

PART I, II AND III THEORY PAPERS

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

PART IV SOFT SKILLS

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

***CA QUESTION PAPER PATTERN -UG**

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

RUBRICS FOR CONTINUOUS ASSESSMENT

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

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

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

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

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 40

PART IV

SINGLE VALUATION

WRITTEN TEST

MAXIMUM MARKS: 30

PASSING MARKS: 12

FOUNDATION ENGLISH
&
SOFT SKILLS

SEMESTER I, II, III, & IV

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

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

HOURS:4

TOTAL HOURS: 60

CREDITS: 3

PAPER CODE: EL18/1F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY **12 hrs**

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

UNIT II: PROSE **12 hrs**

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

UNIT III: DRAMA **12 hrs**

Oscar Wilde	<i>Lady Windermere's Fan</i>
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UNIT IV: GRAMMAR **12 hrs**

Tenses
Subject-Verb Agreement

UNIT V: COMPOSITION **12 hrs**

Essay Writing
Email

RECOMMENDED READING:

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

E- LEARNING RESOURCES:

John Milton: On His Blindness

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

Sarojini Naidu: The Queen's Rival

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

Charles Lamb: A Dissertation upon a Roast Pig

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

Narayan: An Astrologer's Day

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

Lady Windermere's Fan

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

COURSE OUTCOMES:

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

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

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

Question Paper**End Semester Examination**

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

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

Paper Code: EL18/1F/FEN

Max Marks: 100
Time: 3hrs

SECTION – A (5x2=10)

Comprehension (Prose/Poetry)

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

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/drama)

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

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/drama)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

SECTION – D

Grammar and Composition (40 marks)

IV. E-Mail Writing (1x10=10)

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

Five sentences to be provided (5x1=5)

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

Five sentences each to be provided (10x1=10)

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

Five sentences to be provided (5x1=5)

VIII. Write a 300 word essay on any one of the following topics (1x10=10)

Three topics to be provided

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

HOURS:4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/2F/FEN

L T P 2 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

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

UNIT II: PROSE

12 hrs

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

UNIT III: FICTION

12 hrs

Jane Austen	<i>Pride and Prejudice</i>
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UNIT IV: GRAMMAR

12 hrs

Prepositions
Conjunctions

UNIT V: COMPOSITION

12 hrs

Letter Writing
Report Writing

RECOMMENDED READING:

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

LalithaNatarajan & SasikalaNatesan *English for Excellence: Poetry* Anuradha Publications

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

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

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

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

EARNING RESOURCES:

Lord Byron: She walks in Beauty

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

John Donne: The Flea

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

Anton Chekhov: The Lottery Ticket

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

Ruskin Bond: The Thief

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

Jane Austen: Pride and Prejudice

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

COURSE OUTCOMES:

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

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

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

Question Paper Pattern**End Semester Examination**

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

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

Paper Code: EL18/2F/FEN

Max Marks: 100

Time: 3hrs

SECTION – A (5x2=10)

COMPREHENSION (PROSE/POETRY)

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

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/fiction)

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

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/fiction)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

SECTION – D

Grammar and Composition (40 marks)

IV. Letter Writing

(1x10=10)

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

Five sentences each to be provided

(10x1=10)

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

Five sentences each to be provided

(10x1=10)

VIII. Report Writing

(1x10=10)

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

HOURS ;4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/3F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

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

UNIT II: PROSE

12 hrs

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

UNIT III: FICTION

12 hrs

Yann Martel	<i>Life of Pi</i>
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UNIT IV: GRAMMAR

12 hrs

Parts of Speech
Articles

UNIT V: COMPOSITION

12 hrs

Public Speaking
Writing Blogs

RECOMMENDED READING:

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

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

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

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

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

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

EARNING RESOURCES:

Robert Browning : My Last Duchess

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

Rupert Brooke :The Soldier

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

Jerome.K.Jerome:Uncle podger hangs a picture

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

Gift of the Magi:O Henry

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

Yann Martel : Life of Pi

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

COURSE OUTCOMES:

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

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

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

Teaching Methodology

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

Question Paper Pattern

End Semester Examination

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

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

Paper Code: EL18/3F/FEN

Max Marks: 100

Time: 3hrs

SECTION – A (5x2=10)

Comprehension (prose/poetry)

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

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/fiction)

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

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/fiction)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

SECTION – D

Grammar and Composition (40 marks)

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

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

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

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

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

HOURS :4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: EL18/4F/FEN

L T P: 2 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY

12 hrs

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

UNIT II: PROSE

12 hrs

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

UNIT III: DRAMA

12 hrs

Girish Karnad	<i>Tughlaq</i>
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UNIT IV: GRAMMAR

12 hrs

Degrees of comparison
Question Tags

UNIT V: COMPOSITION

12 hrs

Dialogue Writing
Note Making

RECOMMENDED READING:

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

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

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

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

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

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

E-LEARNING RESOURCES:

Stephen Leacock: My Financial Career

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

A.J Cronin: The Best Investment I ever made_

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

R.K Lakman: The Gold Frame_

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

Raman: Water .The Elixir of life ppt_____

<http://cms.gcg11.ac.in/attachment/article/96/The Elixir of Life.pdf>

Leo Tolstoy: God sees the truth but waits

[http://www.lonestar.edu/departments/english/tolstoy god sees.pdf](http://www.lonestar.edu/departments/english/tolstoy%20god%20sees.pdf)

COURSE OUTCOMES:

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

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

MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

Question Paper Pattern

End Semester Examination

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

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

Paper Code: EL18/4F/FEN

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

SECTION – A (5x2=10)

Comprehension (prose/poetry)

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

Known passages from the prescribed texts only

Five questions to be provided

SECTION – B (4x5= 20)

Literary Components (prose/poetry/drama)

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

six questions to be provided.

SECTION – C (3x10=30)

Literary Components (prose/poetry/drama)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

SECTION – D

Grammar and Composition (40 marks)

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

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

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

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

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I
SEMESTER I

TOTAL HOURS :2
CREDITS: 3

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Communication **10 hrs**

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

Unit II: Communication skills: Listening **10 hrs**

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

Unit III: Self-management skills **10 hrs**

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

For Internal Assessment:

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

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

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

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

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

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

JOURNALS:

Journal of Business Strategy

Journal of Chittagong University

EARNING RESOURCES:

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

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

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

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

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

COURSE OUTCOMES:

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

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

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I
SEMESTER I

Question Paper Pattern

Internal	20 marks
External	30 marks
Total	50 marks

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II

SEMESTER II

TOTAL HOURS :2

CREDITS: 3

COURSE CODE: UG18/2S/CLS

LTP: 1 0 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Communication skills- Speaking 12 hrs

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

Unit II: Self-management skills 13 hrs

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

Unit III: Non-verbal communication 5 hrs

1. Body language

For Internal Assessment:

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

REFERENCE BOOKS:

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

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

JOURNALS:

Mass Communication and Journalism

JACR

EARNING RESOURCES:

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

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

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

Cherry, Kendra. “Understanding Body Language and Facial Expressions”.

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

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

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

COURSE OUTCOME:

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

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

TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II

SEMESTER II

Question Paper Pattern

Internal 20 marks

External 30 marks

Total 50 marks

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

SEMESTER III

TOTAL HOURS :2

COURSE CODE: UG18/3S/CLS

CREDITS: 3

LTP: 1 0 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Communication skill: Reading

10 hrs

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

Unit II: Social skills

13 hrs

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

Unit III: Interview skills

7 hrs

For Internal Assessment:

1. Comprehension passages
2. Mock interview

REFERENCE BOOKS:

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

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

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

Diamond, Stuart. *Getting More*. Currency, 2012.

Ganguly, Anand. *Success in Interview*. RPH, 2016.

Journal:

Journal of Studies in Education
International Journal of Manpower

EARNING RESOURCES:

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

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

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

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

COURSE OUTCOMES:

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

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

TEACHING METHODOLOGY:

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

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

SEMESTER III

Question Paper Pattern

Internal 20 marks

External 30 marks

Total 50 marks

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV
SEMESTER IV

TOTAL HOURS :2

COURSE CODE: UG18/4S/CLS

CREDITS: 3

LTP: 1 0 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Communication skill: Writing

13 hrs

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

Unit II: Social skills

12hrs

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

Unit III: Resume writing

5 hrs

For Internal Assessment:

1. Picture composition
2. Hints development

REFERENCE BOOKS:

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

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

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

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

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

JOURNAL:

Journal of Writing Research
Critical Values

E-LEARNING RESOURCES:

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

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

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

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

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

COURSE OUTCOME:

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

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

TEACHING METHODOLOGY:

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

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV

SEMESTER IV

Question Paper Pattern

Internal 20 marks

External 30 marks

Total 50 marks

UG

From 2018-19 onwards

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

TOTAL HOURS: 5

COURSE CODE: EL18/1C/PTY

CREDITS: 4

LTP: 3 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: LANGUAGE

15 hrs

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

Gerard Manley Hopkins	Pied Beauty
Martha Collins	White Paper #24
William Carlos Williams	The Red Wheelbarrow

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

UNIT II: SPEAKERS

15 hrs

Narrative poems

David Wagoner	My Father's Garden
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Dramatic monologue

Robert Browning	My Last Duchess
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Lyric

Walt Whitman	I celebrate myself, and sing myself
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UNIT III: SITUATION AND SETTING

15 hrs

Jonathan Swift	A Description of the Morning
Natasha Trethewey	Pilgrimage

Internal structure

Samuel Taylor Coleridge	Frost at Midnight
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Theme and tone

William Blake	The Tyger
---------------	-----------

UNIT IV: TYPES OF POETRY

10 hrs

Ballad, Elegy, Sonnet, Epic, Couplet

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

UNIT V: TYPES OF POETRY

10 hrs

Ode, Blank Verse, Limerick

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

For Class Discussions and Presentations:

10 hrs

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

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

RECOMMENDED READING:

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

REFERENCE BOOKS:

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

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

JOURNALS:

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

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

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

E-LEARNING RESOURCES:

<https://youtu.be/zqmocNFmhyg>

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

COURSE OUTCOME:

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

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

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/1C/PTY

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 5
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

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

UNIT I: PLOT, STRUCTURE & SETTING 15 hrs

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

UNIT II: CHARACTER, NARRATION 15 hrs

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

UNIT III: THEME, SYMBOLS AND LANGUAGE 15 hrs

UNIT IV : TYPES OF NOVELS 15 hrs

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

UNIT V: SHORT STORY 15 hrs

Elements and Types

For class discussions and presentations:

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

RECOMMENDED READING:

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

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

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

JOURNALS:

www.londonjournaloffiction.com

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

E- LEARNING RESOURCES:

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

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

COURSE OUTCOME:

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

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

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/1C/FCN

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 5**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY 15 hrs

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

UNIT II: POETRY 15 hrs

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

UNIT III : DRAMA 15 hrs

J.M. Barrie	<i>Peter Pan</i>
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UNIT IV: FICTION 20 hrs

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

UNIT V: SHORT STORIES 15 hrs

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

Hans Christian Anderson's

Fairy Tales

The Emperor's New Clothes

The Princess and the Pea

Panchatantra Tales

The Cobra and the Crows

The Monkey and the Wedge

Jataka Tales

The Wise Goat and the Wolf

The Lion in Bad Company

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

Wizard of Oz

Matilda

The Secret Garden

RECOMMENDED READING:

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

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

JOURNALS:

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

E- LEARNING RESOURCES:

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

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

COURSE OUTCOME:

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

CO No.	CO Statement
C01	Introduction to the history of Children's Literature
C02	Identify and analyse the techniques and themes unique to Children's Literature
C03	Understanding the changing culture of the Children's world
C04	Analysing the perspectives of the young minds
C05	Identifying the current trends and the changing culture of Children's world

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/1A/CHL

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 5
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: ELEMENTS OF DRAMA 15 hrs

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

UNIT II: THEATRE SPACE 10 hrs

Amphitheatre
Globe theatre
Proscenium theatre
Arena theatre
Thrust Stage

Unit III: TRAGEDY 15 hrs

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

UNIT IV: COMEDY 10 hrs

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

UNIT V: OTHER TYPES OF DRAMAS 15 hrs

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

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

Eugene O'Neill *The Emperor Jones*
Bertolt Brecht *Mother Courage and Her Children*
Samuel Beckett *Waiting for Godot*

RECOMMENDED READING:

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

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

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

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

ISBN 10: [8125058656](#)

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

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

JOURNALS:

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

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

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

E –LEARNING RESOURCE:

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

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

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

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/2C/DMA

Max Marks: 100

Time: 3hrs

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

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

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

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

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

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

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

**TOTAL HOURS: 5
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

RECOMMENDED READING:

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

JOURNALS:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-LEARNING RESOURCES:

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

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

COURSE OUTCOME:

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

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

MAPPING- COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/2C/ITL

Max Marks: 100

Time: 3hrs

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

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

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

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

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

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

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

1) Phonetic transcription

2) Reverse transcription (from orthographic text to phonetic)

Please Note:

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

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

**TOTAL HOURS: 6
CREDITS: 5**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY 18 hrs

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

UNIT II: POETRY 18 hrs

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

UNIT III: PROSE 18 hrs

Albert Camus	The Myth of Sisyphus
Volga	The Liberation of Sita

UNIT IV: DRAMA 18 hrs

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

UNIT V: NOVEL 18 hrs

Chitra Banerjee	<i>The Palace of Illusions</i>
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RECOMENDED READING:

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

Laurence Coupe. *Myth*. Routledge, 2009.

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

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

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

JOURNALS:

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

E-LEARNING RESOURCES:

<https://www.ancient.eu> › mythology

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

<https://www.greekmythology.com>

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/2A/LAM

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

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

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

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

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

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

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

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

**TOTAL HOURS: 5
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Background Studies

15 hrs

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

Unit II: Poetry

15 hrs

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

Unit III: Prose

15 hrs

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

Unit IV: Drama

15 hrs

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

Oliver Goldsmith *She stoops to Conquer* **
William Congreve *The Way of the World* **

Unit V: Fiction

15 hrs

Sir Walter Scott *Ivanhoe*
Jane Austen *Emma*

** For Class Presentation and Assignments Only

RECOMMENDED READING:

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

JOURNALS:

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

EARNING RESOURCES:

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

COURSE OUTCOME:

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

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

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/2C/BER

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 5
CREDITS: 4

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

RECOMMENDED READING:

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

JOURNAL:

Indian Literature- Sahitya Academy Journal
 Contemporary Literary Review India

E- LEARNING RESOURCE:

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/3C/IW

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 5**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY		25 hrs
Nature and Function of Criticism- Types of Criticism- Ancient Criticism- Roman Criticism- Renaissance Criticism- Neo Classicism- Romantic Criticism- Modern Criticism- New Criticism- Indian Aesthetics. Critical Concepts: Imagination and Tranquility, Art for Art sake, Impersonal theory of Poetry, Willing suspension of disbelief.		
UNIT- II		25 hrs
Aristotle	Poetics (Chapter- 1, 7- 15)	
Samuel Johnson	Preface to Shakespeare (line 1 to 518)	
UNIT- III		15 hrs
Pope	An Essay on Criticism (Excerpts) (line 560-744)	
Arnold	The Study of Poetry (Excerpts) (line 1 to 383)	
UNIT- IV		10 hrs
D.H.Lawrence	Why the Novel Matters	
I.A. Richards	Four Kinds of Meaning	
UNIT- V		15 hrs
M. Hiriyanna	Main Aspects of Indian Aesthetics	

RECOMMENDED READING:

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

REFERENCE BOOKS:

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

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

JOURNALS:

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

E-LEARNING RESOURCES:

Andrew Laird Oxford Readings in Ancient Literary Criticism
<http://b-ok.xyz/book/895558/4e8908>
 Neeraja Gupta A student’s Handbook of Indian Aesthetics <http://b-ok.xyz/book/3382230/abec64>
 Classic Criticism: <https://cosmolearning.org/video-lectures/literary-criticism-classical-criticism/>
 Preface to Shakespeare: <https://www.youtube.com/watch?v=LKpGp-GuE58>
 Preface to Lyrical Ballads: <https://www.youtube.com/watch?v=-6EZDlqYOOQ>
<https://www.youtube.com/watch?v=neA3363AeFs>
 The Study of Poetry: <https://www.youtube.com/watch?v=nJOoPjG7Rts>
 Four Kinds of Meaning: <https://www.youtube.com/watch?v=1VKvQv3Q1zU>

COURSE OUTCOME:

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/3A/LCT

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: EL18/2C/BVT

LTP: 3 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

Unit I: Background Studies

15hrs

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

Unit II: Poetry

15hrs

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

Unit III: Prose

15hrs

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

Unit IV: Drama

15hrs

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

Unit V: Fiction**15hrs**

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

** For Class Presentation and Assignments Only

RECOMMENDED READING:

A.Nicoll, A History of English Drama

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

Daiches, David

Boris Ford The Pelican Guide to English Literature

JOURNALS:

International Journal of English and Literature ISSN 21412626

Journal of English Literature and Cultural Studies

EARNING RESOURCES:

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

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

Characteristics of Victorian era literature, novels and poetry

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

COURSE OUTCOME:

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

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

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/2C/BVT

Max Marks: 100

Time: 3 hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 5
CREDITS: 4

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

COURSE OBJECTIVES

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

COURSE OUTLINE:

UNIT-I: POETRY

15 hrs

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

UNIT-II: PROSE

15hrs

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

UNIT – III: DRAMA

15 hrs

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

UNIT – IV: FICTION

15 hrs

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

UNIT – V: FICTION**15 hrs**

Amitav Ghosh

Glass Palace

Shashi Deshpande

*That Long Silence***RECOMMENDED READING**

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

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

JOURNALS:

Ashwamegh Indian Journal of English ISSN : 2454-4574

Indian Literature- Sahitya Academy Journal

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

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN:

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

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

End Semester Question Paper Pattern

Paper Code: EL18/4C/IWE

Max Marks: 100

Time: 3 hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 5**

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

COURSE OBJECTIVES

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

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY 15hrs

History of Journalism- Development of Journalism (World and Indian)- Press as the Fourth Estate- Press and Law- Journalist Ethics.

UNIT- II: NEWS 15hrs

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

UNIT- III: PRINT JOURNALISM 15hrs

News writing- (Feature, Editorial, Column, Obituary, Review, Interview) Investigation journalism- Photo Feature- Compiling a magazine- Proof reading- proof reading symbols- Copy editing. Exercises on Proof reading and Copy editing.

UNIT- IV: ELECTRONIC JOURNALISM 15hrs

Radio- Television- Radio broadcasts- Educational radio- Radio Channels- News Bulletins- growth of television in India- Satellite Internet Television, Script writing for Television and Radio

UNIT- V: ONLINE JOURNALISM 15hrs

The evolution of Online Journalism-Mojo- exercises on Mojo
E- Blogging, E- Magazines, Discussion forums, E- Newspapers.
Developing: E-magazine, Blog, E- newspaper

RECOMMENDED READING:

Keval J. Kumar *Mass Communication in India*

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

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

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

JOURNALS:

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

E- LEARNING RESOURCE:

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

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

COURSE OUTCOME:

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

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

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/4A/JNL

Max Marks: 100

Time: 3 hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY 18 hrs

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

UNIT- II: PROSE 18 hrs

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

UNIT-III: POETRY 18 hrs

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

UNIT- IV: DRAMA 18 hrs

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

UNIT- V: FICTION**18 hrs**Hawthorne
Mark Twain*Scarlet Letter*
*The Adventures of Tom Sawyer***RECOMMENDED READING:**Bercovitch Sacvan *The Cambridge History of American Literature, Vol. 1: 1590-1820*<http://b-ok.org/book/939662/3cf7ee>Norton Anthology of American Literature: Vol. A & B <http://b-ok.org/book/1192825/418bea>Bigsby Christopher Modern American drama, 1945-2000 <http://b-ok.org/book/1053995/d7f313>**JOURNALS:**

Studies in American Fiction, jhu Press. ISSN 00918083

Journal of American Literary Studies

E- LEARNING RESOURCES:The Glass Menagerie <https://www.youtube.com/watch?v=aiXbt6nz5eM&t=784s><https://www.youtube.com/watch?v=cUvX3BAXu7I> (film adaptation)Death of a Salesman <https://www.youtube.com/watch?v=n9ASP9psRYE><https://www.youtube.com/watch?v=RMqiCtq5VLs> (film adaptation)Eugene O' Neill <https://study.com/academy/lesson/eugene-oneill-biography-and-major-plays.html>Raven <https://www.youtube.com/watch?v=YwIS6UOM7ZI> (audio version)The Scarlet Letter <https://www.youtube.com/watch?v=Sf9I89ooaDE> (film adaptation)<https://www.britannica.com/art/American-literature>www.storyboardthat.cpm/rebeccanhttps://en.m.wikipedia.org/writers/20th_centuryhttp://www.softschools.com/timelines/american_literature_timeline/257/**COURSE OUTCOMES:**

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/5C/AML

Max Marks : 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

For Class discussions and presentations

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

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

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

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

RECOMMENDED READING:

A.C.Bradley.*Shakespeare the Man*

Bullough.*Shakespeare's Sources*

E.K.Chambers*The Elizabethan Stage*

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

A.L.Rowse. *The Elizabethan Age*

Dover Wilson *Shakespeare's England*

Carolene Spurgeon *Shakespeare's Imagery*

Nevill Coghill *Soliloquies in Shakespeare*

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

JOURNALS:

Shakespeare Quarterly

English Literary Renaissance

Shakespeare Bulletin

E-READING RESOURCES:

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

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

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/5C/SHK

Max Marks: 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 6
CREDITS: 4

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

RECOMMENDED READING:

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

REFERENCE BOOKS:

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

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

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

JOURNALS:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-LEARNING RESOURCES:

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

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

COURSE OUTCOME:

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

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

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN:

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

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

End Semester Question Paper Pattern

Paper Code: EL18/5C/LAL

Max Marks : 100

Time: 3hrs

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

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

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

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

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

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

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

3) Phonetic transcription

4) Reverse transcription (from orthographic text to phonetic)

Please Note:

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

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

**TOTAL HOURS: 6
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

RECOMMENDED READING:

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

JOURNALS:

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

EARNING RESOURCES:

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

COURSE OUTCOME:

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/5C/WOW

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

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

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

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

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

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

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

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

TOTAL HOURS: 6

COURSE CODE: EL18/5E/PRC

CREDITS: 5

LTP: 4 2 0

COURSE OBJECTIVES:

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

COURSE OUTLINE:

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

RECOMMENDED BOOKS:

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

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

JOURNALS:

The Journal of Popular Culture -(*TJPC*)

E- LEARNING RESOURCES:

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

COURSE OUTCOME:

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

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

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/5E/PRC

Max Marks: 100

Time: 3 hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS:

COURSE CODE: EL19/5 /LWA

CREDITS: 4

LTP:

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I:

Introduction to Life Writing
 Elements of Autobiographies

UNIT II:

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

UNIT III:

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

RECOMMENDED READING:

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

JOURNALS:

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

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

COURSE OUTCOME:

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

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

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

QUESTION PAPER PATTERN

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

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

TOTAL HOURS:

COURSE CODE: EL19/5 /TWG

CREDITS: 4

LTP:

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I:

Introduction to Travel Writing

Bill Bryson *African Diary*.

UNIT II:

Dom Moraes. *Under Something of a Cloud* .

UNIT III:

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

RECOMMENDED READING:

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

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

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

JOURNALS:

Studies in Travel Writing. Taylor & Francis. ISSN 13645145

COURSE OUTCOME:

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

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

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

QUESTION PAPER PATTERN

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

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

TOTAL HOURS:

COURSE CODE: EL19/5 /LWA

CREDITS: 4

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I:

Introduction to Life Writing
 Elements of Autobiographies

UNIT II:

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

UNIT III:

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

RECOMMENDED READING:

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

JOURNALS:

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

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

COURSE OUTCOME:

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

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

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

QUESTION PAPER PATTERN

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

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

**HOURS: 6
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY	18 hrs
Modernism- Lost Generation- Harlem Renaissance- Beat Generation- Contemporary Post Modernism- Pluralism, Immigrant Literature	
UNIT- II: PROSE	18 hrs
W. E. B. Du Bois Alice Walker	The Study of the Negro Problems i) “ Saving the Life that is your Own: The Importance of Models in the Artist’s Life” (From Part I, <i>In Search of Our Mother’s Gardens</i>) ii) “Looking for Zora” (From Part I, <i>In Search of Our Mother’s Gardens</i>)
UNIT- III: POETRY	18 hrs
Wallace Stevens E. E. Cummings Langston Hughes Allen Ginsberg Robert Lowell Anne Sexton Adrienne Rich	The Emperor of Ice- Cream Cambridge Ladies The Ballad of the Landlord A Supermarket in California For the Union dead The Addict Power
UNIT- IV: DRAMA	18 hrs
Edward Albee Sam Shepard	<i>Zoo Story</i> <i>True West</i>
UNIT- V: SHORT STORY/FICTION	18 hrs
Zora Neale Hurston Ernest Hemingway Sandra Cisneros Amy Tan William Faulkner	Sweat The Snow of Kilimanjaro The House on Mango Street <i>The Joy Luck Club</i> <i>Absalom, Absalom</i> (for assignment only)

Gloria Anzaldua

Borderlands/ La Frontera (for assignment only)

RECOMMENDED READING:

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

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

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

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

JOURNAL:

American Literature, Duke University Press
 Journal of American Literary Studies

E- LEARNING RESOURCE:

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

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

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

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

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/6C/AML

Max Marks : 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6
CREDITS: 4**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: PROSE		18 hrs
Bill Ashcroft, Gareth Griffiths & Helen Tiffin - Edward Said	The Empire Writes Back (Introduction) “Introduction” to Orientalism	

UNIT II: POETRY		18 hrs
Kath Walker David Diop Derek Walcott KishwarNaheed LakdasaVikramsimha Anne Kennedy Margaret Atwood Pablo Neruda	No More Boomerang (Australia) Africa (Africa) Ruins of a Great House (Caribbean Islands) I am not that Woman (Pakistan) Don’t talk to me about Matisse (Sri Lanka) I was a feminist in the Eighties (New Zealand) Journey to the Interior (Canada) The Dictators (Chile)	

UNIT III: DRAMA		18 hrs
Wole Soyinka Douglas Stuart	The Lion and the Jewel (Africa) Ned Kelly (Australia)	

UNIT IV: FICTION		18 hrs
Margaret Atwood Chinua Achebe	<i>Edible Woman</i> (Canada) <i>Things Fall Apart</i> (Africa)	

UNIT V: SHORT STORIES		18 hrs
Alice Munro Kate Grenville Andrew Salkey	Face (Canada) Mate (Australia) Anancy (Caribbean Islands)	

RECOMMENDED READING

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

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

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

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

JOURNALS:

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

Post Colonial Studies – ISSN: 1368 – 8790

E- LEARNING RESOURCES:

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

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

<https://www.aurealis.com>

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

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

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/6C/PCL

Max Marks : 100

Time: 3hrs

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 6

COURSE CODE: EL18/6C/WLT

CREDITS: 4

LTP: 3 3 0

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: PROSE

15hrs

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

UNIT II :POETRY

15hrs

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

UNIT III : DRAMA

15hrs

Aristophanes	<i>The Bird</i>
Henrik Ibsen	<i>A Doll’s House</i>

UNIT IV: FICTION

30hrs

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

UNIT V:**15hrs**

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

RECOMMENDED READING:

Calvino, Italo. “Why Read a Classic”
 Damrosch, David. *What Is World Literature?*
Norton Anthology of World Literature Vol A. B. &C

JOURNALS:

The Journal of World Literature
 World Literature Studies

EARNING RESOURCES:

Che Guevera
<https://www.youtube.com/watch?v=JNZ5MnKDLnE>
Crime and Punishment
<https://www.youtube.com/watch?v=yxypY2nia3g>
 Andal in Art
<http://kamadenu.blogspot.in/2015/12/>
 Kabir
<http://www.kabirproject.org>
 The Doll’s house, A performance.
<https://www.youtube.com/watch?v=6NLhOyGBs6c>

COURSE OUTCOMES:

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

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

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/6C/WLT

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

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

TOTAL HOURS: 6

CREDITS: 5

COURSE CODE: EL18/6C/LEN

LTP: 4 2 0

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: INTRODUCTION TO ECOCRITICISM

15hrs

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

UNIT II: TROPES

15hrs

Pastoral, Wilderness, Dwelling, Apocalypse

UNIT III: LITERARY TEXTS: POETRY

15hrs

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

UNIT IV: LITERARY TEXTS: PROSE AND FICTION

30hrs

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

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

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

RECOMMENDED READING:

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

JOURNALS:

ISLE: Interdisciplinary Studies in Literature and Environment.
 Environmental Humanities

EARNING RESOURCES:

What is Deep Ecology?:
<https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
 Wangari Maathai Speech:
https://www.youtube.com/watch?v=dZap_QlwlKw
 Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
 Rachel Carson Video Silent Spring Chapter I
<https://www.youtube.com/watch?v=32Lj2DHaT4I>
 Walden A Documentary:
<https://www.youtube.com/watch?v=ZpS5yxy8O0w>

COURSE OUTCOME:

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

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

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/6C/LEN

Max Marks : 100

Time: 3hrs

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

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

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

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

**TOTAL HOURS: 6
CREDITS: 5**

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

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I	18 hrs
Theory:	
Partha Chatterjee,	“Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-190)
Text:	
Omprakash Valmiki	Joothan
M. B. Manoj	O Ant, Paddy Stalk (poem)
UNIT II	18 hrs
Theory:	
G.N.Devy	“Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008
Text:	
Narayan	Kocharethi
UNIT III	18 hrs
Theory:	
Manoj K	“Transgender Rights in India”, IAS Study material, 2015
Text:	
Serena Nanda	“Social Organization and Economic Adaptation”- Chapter IV, Page 38 - 52 from <i>Neither Man nor Woman: The Hijras of India</i>
Unit IV	18 hrs
Theory:	
Radha Kumar,	“The Contemporary Feminist Movement” in <i>The History of Doing</i> pp 96-115
Text:	
Roshan G. Sahani	“Her Infinite Variety” from <i>Janani: Mothers, Daughters Motherhood</i> . Ed by Rinki Bhattacharya
UNIT V (For Class Presentation and Assignments only)	18 hrs
Two Indian documentary films on the differently abled will be viewed and presented as assignments	

RECOMMENDED READING

Subaltern Studies Vol. 1-13.

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

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

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

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

Laxmi. Me Hijra, Me Laxmi. Trans. P. G. Joshi & Rao. OUP, 2015

Nanda, Serena. *Neither Man nor Woman: The Hijras of India*. Wadsworth Publishing Company.

JOURNALS:

Journal of Postcolonial writing.

Journal of Contemporary Asia.

Sage Journals.

Catalyst.

E-LEARNING RESOURCES:

Kocharetti

https://www.youtube.com/watch?v=il6A_2wSjRg

G N Devy

<https://www.youtube.com/watch?v=vc76V7rXDqg>

COURSE OUTCOMES:

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

CO No.	CO Statement
CO 1	Introduction to the realities of subaltern culture
CO 2	Enabling the listener to listen to subaltern voices
CO 3	Identify and analyse the works of writers in Subaltern literature
CO 4	Sensitization of subaltern predicament
CO 5	Understanding the limitations of Subaltern literature

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	3	3	2	2
CO2	3	3	3	3	3	3	3	2
CO3	2	2	3	3	3	3	3	2
CO4	2	2	3	2	3	3	3	2
CO5	3	3	3	2	3	3	3	2
AVERAGE	2.6	2.4	3.0	2.4	3.0	3.0	2.8	2.0

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL18/6E/SWI

Marks : 100

Time: 3hrs

- IV. Answer 5 of the following questions in about 50 words each (5X2=10)**
6 Questions from All Units
- V. Answer any 5 of the following in about 150 words each (5X6=30)**
8 Questions from All Units
- VI. Answer any 3 of the following in about 500 words each (3X20=60)**
5 Questions covering All Units

