

ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)
CHENNAI- 600 008

DEPARTMENT OF ENGLISH

SYLLABUS



CHOICE BASED CREDIT SYSTEM

OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2021-22)

CONTENTS

| CONTENTS | PAGE NO. |
|---|-----------|
| Rules and Regulations for the Programme | iii |
| Programme Educational Objectives | vii |
| Programme Outcomes | x |
| Programme Specific Outcomes | xi |
| Programme Profile | xiv |
| Evaluation Pattern for CA | xx |
| Rubrics for CA Evaluation | xxiii |
| Evaluation Pattern for End Semester | xxiv |
| Course Profile-Foundation English and Soft Skills (xxvii) | 1 – 30 |
| Course Profile - UG | 31 -140 |
| Course Profile - PG | 141 - 260 |
| Course Profile - M.Phil | 261 - 273 |

RULES AND REGULATIONS – UG

1. Eligibility for Admission:

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

2. Eligibility for the Award of Degree:

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

3. Course of Study with Credits:

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

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

4. Passing Minimum:

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

5. Classification of Successful Candidates:

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

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

6. Question Paper Pattern:

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

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

Part A : **Five questions to be answered out of six**

Part B : **Five questions to be answered out of eight**

Part C : **Three questions to be answered out of five**

RULES AND REGULATIONS - PG

1. Eligibility for Admission:

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

2. Eligibility for the Award of Degree:

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

3. Course of Study:

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

4. Passing Minimum:

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

5. Classification of Successful Candidates:

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

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

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

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

Part A : Five questions to be answered out of eight

Part B : Three questions to be answered out of five

PROGRAMME EDUCATIONAL OBJECTIVES: UG

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

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

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

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

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

PEO5: Contribute to promoting environmental sustainability and social inclusivity.

PROGRAMME EDUCATIONAL OBJECTIVES: PG

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

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

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

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

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

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

PROGRAMME EDUCATIONAL OBJECTIVES: M.PHIL

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

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

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

PROGRAMME OUTCOME (PO)

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

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

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

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

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

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

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

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

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

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

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

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

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

- PSO 1:** Identify texts relating to society, culture, ethnicity and ecology of Literature.
- PSO 2:** Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- PSO 3:** Identify and extend the impact of ideas, values and themes in literature in the society.
- PSO 4:** Apply the research writing skills into completing a project exhibiting core competency and nuance of Literature.
- PSO 5:** Gather, evaluate and synthesize information from a variety of linguistic, literary, language teaching theories and texts.
- PSO 6:** Evaluate texts of English teaching skills to improve competency in Language and Linguistics.
- PSO 7:** Demonstrate skills involving technology to accommodate the changing trends of Literature.
- PSO 8:** Demonstrate proficiency of English language and technology to suit today's global scenario and acquire employability.
- PSO 9:** Develop as morally upright individuals who would contribute to the betterment of the society.

PROGRAMME SPECIFIC OUTCOME (PSO)

M.PHIL ENGLISH

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

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

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

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

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

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

**PROGRAMME PROFILE – UG
DEPARTMENT OF ENGLISH
UG Courses 2021 Onwards**

SEMESTER I

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------------|-----------------------------------|-------------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | | |
| EL21/IF/FNH | ENGLISH | FOUNDATION ENGLISH I | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/1C/POE | CORE I | POETRY | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/1C/FIC | CORE II | FICTION | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/1A/CDE | ALLIED I | CHILDREN'S LITERATURE | PART III | 5 | 1 | 0 | 6 | 5 |
| | NON-MAJOR ELECTIVE | | PART IV | | | | | 4 |
| UG21/1S/CLS | | COMMUNICATION AND LIFE SKILLS - I | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |

SEMESTER II

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------------|--|-------------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | | |
| EL21/2F/FNH | ENGLISH | FOUNDATION ENGLISH II | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/2C/DRA | CORE III | DRAMA | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/2C/PRO | CORE IV | PROSE | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/2A/ILL | ALLIED II | INTRODUCTION TO LANGUAGE & LINGUISTICS | PART III | 5 | 1 | 0 | 6 | 5 |
| | NON-MAJOR ELECTIVE | | PART IV | | | | | 4 |
| UG21/2S/CLS | | COMMUNICATION AND LIFE SKILLS - II | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |

SEMESTER III

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|------------|-------------------------------------|-------------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | | |
| EL21/3F/FNH | ENGLISH | FOUNDATION ENGLISH III | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/3C/BRI | CORE V | LITERATURE FROM THE BRITISH ISLES I | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/3C/IND | CORE VI | LITERATURES FROM INDIA I | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/3A/LTM | ALLIED III | LITERARY CRITICISM | PART III | 5 | 1 | 0 | 6 | 5 |
| | EVS | | PART IV | | | | | |
| UG21/3S/CLS | | COMMUNICATION AND LIFE SKILLS - III | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |

SEMESTER IV

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|-----------------|--------------------------------------|-------------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| | LANGUAGE | | PART I | | | | | |
| EL21/4F/FNH | ENGLISH | FOUNDATION ENGLISH IV | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/4C/LBI | CORE VII | LITERATURE FROM THE BRITISH ISLES II | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/4C/LIN | CORE VIII | LITERATURES FROM INDIA II | PART III | 4 | 1 | 0 | 5 | 4 |
| EL21/4A/ENV | ALLIED IV | LITERATURE AND ENVIRONMENT | PART III | 5 | 1 | 0 | 6 | 5 |
| | VALUE EDUCATION | | PART IV | | | | | |
| UG21/4S/CLS | | COMMUNICATION AND LIFE SKILLS - IV | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |

SEMESTER V

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|-------------|---|----------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| EL21/5C/SHA | CORE IX | SHAKESPEAREAN STUDIES | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/5C/AME | CORE X | AMERICAN LITERATURE-I | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/5C/GEN | CORE XI | LITERATURE AND GENDER | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/5E/IMY | ELECTIVE I | INTRODUCTION TO MYTHOLOGY | PART III | 5 | 1 | 0 | 6 | 5 |
| EL21/5E/POP | | POPULAR CULTURE | | 5 | 1 | 0 | 6 | 5 |
| EL21/5E/THE | ELECTIVE II | THEATRE SKILLS - INDIAN DRAMA AND PERFORMANCE | PART III | 3 | 1 | 2 | 6 | 5 |
| EL21/5E/JRM | | JOURNALISM | | 5 | 1 | 0 | 6 | 5 |

SEMESTER VI

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|--------------|--|----------|-------|---|---|-----|---------|
| | | | | L | T | P | TOT | |
| EL21/6C/POS | CORE XII | POSTCOLONIAL LITERATURE | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/6C/ALE | CORE XIII | AMERICAN LITERATURE - II | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/6C/ELT | CORE XIV | INTRODUCTION TO ENGLISH LANGUAGE TEACHING AND MICRO-TEACHING | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/6C/ETH | CORE XV | LITERATURES OF THE ETHNIC MINORITIES | PART III | 3 | 3 | 0 | 6 | 4 |
| EL21/6E/WDE | ELECTIVE III | WORLD LITERATURE IN TRANSLATION | PART III | 5 | 1 | 0 | 6 | 5 |
| EL21/6E/TLT | | TAMIL LITERATURE IN TRANSLATION | | 5 | 1 | 0 | 6 | 5 |

**PROGRAMME PROFILE – PG
DEPARTMENT OF ENGLISH
PG Courses 2021 Onwards**

SEMESTER I

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|------------------|--|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P21/1C/BTL | CORE I | BRITISH LITERATURE 20TH CENTURY & 21ST CENTURY | 3 | 3 | 0 | 6 | 4 |
| 2P21/1C/INL | CORE II | INDIAN LITERATURE IN ENGLISH - I | 3 | 3 | 0 | 6 | 4 |
| 2P21/1C/CCT | CORE III | CONTEMPORARY CRITICAL THEORY - I | 3 | 3 | 0 | 6 | 4 |
| 2P21/1C/LAS | CORE IV | LITERATURES FROM ASIA | 3 | 3 | 0 | 6 | 4 |
| 2P21/1E/TRA | ELECTIVE I | TRAVELOGUE | 3 | 1 | 0 | 4 | 3 |
| 2P21/1E/NAT | | NATIVE AMERICAN LITERATURE | 3 | 1 | 0 | 4 | 3 |
| PG21/1S/PEW | SOFT SKILLS I | PERSONALITY ENRICHMENT FOR WOMEN | 2 | 1 | 0 | 2 | 2 |

SEMESTER II

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|------------------------------|--|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P21/2C/LNL | CORE V | LANGUAGE & LINGUISTICS | 3 | 3 | 0 | 6 | 4 |
| 2P21/2C/INT | CORE VI | INDIAN LITERATURE IN TRANSLATION - II | 3 | 3 | 0 | 6 | 4 |
| 2P21/2C/ALT | CORE VII | AMERICAN LITERATURE | 3 | 3 | 0 | 6 | 4 |
| 2P21/2C/CCL | CORE VIII | CONTEMPORARY CRITICAL THEORY- II | 3 | 3 | 0 | 6 | 4 |
| 2P21/2E/LAT | ELECTIVE II | INTRODUCTION TO LATIN AMERICAN LITERATURE | 3 | 1 | 0 | 4 | 3 |
| 2P21/2E/LHR | | LITERATURE AND HUMAN RIGHTS | 3 | 1 | 0 | 4 | 3 |
| 2P21/2E/CPG | NON - MAJOR ELECTIVE I | COPY EDITING | 3 | 1 | 0 | 4 | 3 |
| 2P21/2E/RSK | | READING SKILLS | 3 | 1 | 0 | 4 | 3 |
| PG21/2S/COM | SOFT SKILLS II | COMMUNICATION SKILLS | 2 | 1 | 0 | 2 | 2 |
| | INTERNSHIP DURING VACATION | | | | | | 2 |

SEMESTER III

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|-----------------|-------------------------------------|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P21/3C/EPL | CORE IX | EUROPEAN LITERATURE | 4 | 1 | 0 | 5 | 4 |
| 2P21/3C/PCT | CORE X | POSTCOLONIAL LITERATURE - I | 4 | 1 | 0 | 5 | 4 |
| 2P21/3C/ENT | CORE XI | ENGLISH LANGUAGE TEACHING | 4 | 1 | 0 | 5 | 4 |
| 2P21/3E/GES | ELECTIVE III | GENDER STUDIES | 3 | 1 | 0 | 4 | 3 |
| 2P21/3E/TRS | | TRANSLATION STUDIES | 3 | 1 | 0 | 4 | 3 |
| 2P21/3E/GST | ELECTIVE IV | GREEN STUDIES | 3 | 1 | 0 | 4 | 3 |
| 2P21/3E/BST | | BLUE STUDIES | 3 | 1 | 0 | 4 | 3 |
| 2P21/SE/EMP | NON - MAJOR | EMPLOYABILITY SKILLS | 3 | 1 | 0 | 4 | 3 |
| 2P21/SE/ECE | ELECTIVE II | ENGLISH FOR COMPETITIVE EXAMINATION | 3 | 1 | 0 | 4 | 3 |
| PG21/3S/LES | SOFT SKILLS III | LEADERSHIP SKILLS | 2 | 1 | 0 | 2 | 2 |

SEMESTER IV

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|----------------|------------------------------|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2P21/4C/SHS | CORE XII | SHAKESPEREAN STUDIES | 4 | 1 | 0 | 5 | 4 |
| 2P21/4C/DAS | CORE XIII | DALIT STUDIES | 4 | 1 | 0 | 5 | 4 |
| 2P21/4C/GES | CORE XIV | GENERAL ESSAY | 4 | 1 | 0 | 5 | 4 |
| 2P21/4C/PNL | CORE XV | POSTCOLONIAL LITERATURE - II | 4 | 1 | 0 | 5 | 4 |
| 2P21/4C/PJT | ELECTIVE V | PROJECT PAPER | 3 | 2 | 0 | 5 | 3 |
| PG21/4S/IWS | SOFT SKILLS IV | INTERVIEW SKILLS | 2 | 1 | 0 | 2 | 2 |

**PROGRAMME PROFILE – M. PHIL
DEPARTMENT OF ENGLISH**

I SEMESTER

| COURSE CODE | TITLE | | HOURS | | | | CREDITS |
|-------------|--------------|--|-------|---|---|-----|---------|
| | | | L | T | P | TOT | |
| 2M21/RMT | CORE I | RESEARCH METHODOLOGY AND LITERARY THEORY | 4 | - | - | 4 | 5 |
| 2M21/ITL | CORE II | INDIAN AND TWENTIETH CENTURY LITERATURE | 4 | - | - | 4 | 5 |
| 2M21/TSS | ELECTIVE | TRANSLATION STUDIES | | | | | 5 |
| 2M21/EGT | | ENGLISH LANGUAGE TEACHING | | | | | |
| 2M21/CRL | | CONTEMPORARY LITERATURE | | | | | |
| 2M21/DIS | DISSERTATION | | - | - | - | - | 21 |

8 36

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

PART I, II AND III THEORY PAPERS

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

PART IV SOFT SKILLS

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

***CA QUESTION PAPER PATTERN -UG**

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

**EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT –PG
INTERNAL VALUATION BY COURSE TEACHERS**

CORE/ELECTIVE/PROJECT-THEORY PAPERS:

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

CORE/ELECTIVE – PAPERS:

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

SOFT SKILLS– PAPERS:

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

***CA QUESTION PAPER PATTERN -UG**

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

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

CORE/ELECTIVE/PROJECT-THEORY PAPERS:

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

RUBRICS FOR CONTINUOUS ASSESSMENT

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

RUBRICS FOR SELF STUDY PAPER

Students with distinction in I & II year of study with no arrears are eligible to take self – study paper.

The self-study paper is optional and 2 extra credits are given.

No continuous assessment

Question paper will be set by the department. Single evaluation is done.

RUBRICS FOR INTERNSHIP

UG: Internship is to be done at the end of the Fourth Semester for a period of 14 days during summer holidays and is optional (NON – MANDATORY)

PG: Internship is to be done at the end of the Fourth Semester for a period of 21 days during summer holidays (MANDATORY)

END SEMESTER EVALUATION PATTERN –UG
THEORY PAPERS

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

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

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL

EXAMINER MAXIMUM MARKS: 100 TO BE CONVERTED TO 60 PASSING

MARK: 40

PART IV

SINGLE VALUATION

WRITTEN TEST

MAXIMUM MARKS: 30

PASSING MARKS: 12

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

SEMESTER I/II/III/IV

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL

EXAMINER MAXIMUM MARKS: 100 TO BE CONVERTED TO 60 PASSING

MARK: 50

SOFTSKILL PAPERS

SEMESTER I/II/III/IV

SINGLE VALUATION BY COURSE TEACHER

MAXIMUM MARKS: 50

PASSING MARKS: 25

PROJECT PAPER

SEMESTER: IV

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

DISSERTATION: 50

VIVA: 50

MAXIMUM MARKS: 100

PASSING MARKS: 50

INTERNSHIP

YEAR

SEMESTER

I

II

END SEMESTER EVALUATION PATTERN – M. Phil.

THEORY PAPERS

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 50

**FOUNDATION ENGLISH & SOFT SKILLS
SEMESTER I, II, III, & IV**

| COURSE CODE | TITLE | | CATEGORY | HOURS | | | | CREDITS |
|-------------|---------|-------------------------------------|-------------|-------|---|---|-----------|-----------|
| | | | | L | T | P | TOT | |
| EL21/1F/FNH | ENGLISH | FOUNDATION ENGLISH – I | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/2F/FNH | ENGLISH | FOUNDATION ENGLISH - II | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/3F/FNH | ENGLISH | FOUNDATION ENGLISH – III | PART II | 2 | 1 | 1 | 4 | 3 |
| EL21/4F/FNH | ENGLISH | FOUNDATION ENGLISH - IV | PART II | 2 | 1 | 1 | 4 | 3 |
| | | | | | | | 16 | 12 |
| UG21/1S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS - I | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |
| UG21/2S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – II | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |
| UG21/3S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – III | SOFT SKILLS | 2 | 1 | 0 | 2 | 3 |
| UG21/4S/CLS | ENGLISH | COMMUNICATION AND LIFE SKILLS – IV | SOFT SKILLS | 2 | 1 | 0 | 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: EL21/1F/FNH

L T P: 2 1 1

COURSE OBJECTIVES:

- To enable the learner to communicate effectively and appropriately in real life situation.
- To teach the conventions of English grammar and its practical application.
- To develop interest in and appreciation of Literature.
- To inculcate the habit of reading, thereby, absorbing profound ideas, learning appropriate expressions and enhancing vocabulary.
- To imbibe ethical, moral, national and cultural values through the study of literature.

COURSE OUTLINE:

UNIT I: POETRY

15 hrs

| | |
|----------------------|------------------------------------|
| Rudyard Kipling | If |
| William Wordsworth | Solitary Reaper |
| John Keats | A Thing of Beauty is a Joy Forever |
| Alfred Lord Tennyson | Ulysses |

UNIT II: PROSE

15 hrs

| | |
|-----------------|-------------------------------|
| Leo Tolstoy | How Much Land Does a Man Need |
| Marnell Jameson | Bouncing Back from Adversity |
| Stephen Leacock | With the Photographer |
| Abdul Kalam | My Vision for India |

UNIT III: SHORT STORIES

15 hrs

| | |
|---------------------|-------------------------|
| Katherine Mansfield | The Garden Party |
| Guy de Maupassant | The Diamond Necklace |
| Ruskin Bond | The Tiger in the Tunnel |
| Oscar Wilde | The Happy Prince |

UNIT IV: APPLIED GRAMMAR.

8 hrs

- Figures of Speech (Simile, Metaphor, Personification, Hyperbole & Alliteration)
- Parts of Speech (Introduction & Identification)

UNIT V: LITERARY APPRECIATION.

7hrs

- Aural/Oral Communication (Listening & Reading Comprehension)
- Written Communication (Story to Dialogue & Completing Outline Story with Prompts)
- Professional Communication (Paragraph Writing – Narrative & Descriptive)

(The Literary pieces incorporated in the course are to be used as tools to teach language through literature with emphasis on Grammar, Literary Appreciation and LSRW skills.)

RECOMMENDED READING:

Wisdom and Experience: An Anthology for Degree Classes. Board of Editors, Orient Longman Limited, 2007
 Bernard Blackstone. Practical English Prosody: a handbook for students. Longman, 2009.

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

Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008. Carter, Ronald and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
 Greenbaum, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
 Marks, Jonathan. English Pronunciation in Use. New Delhi: CUP, 2007.
 Lynch, Tony. Study Listening. New Delhi: CUP, 2008.

E- LEARNING RESOURCES:

John Donne: The Canonization
<https://www.poetryfoundation.org/poems/44097/the-canonization>

Alfred Lord Tennyson: Ulysses
<https://poets.org/poem/ulysses>

Katherine Mansfield: The Garden Party
<http://www.katherinemansfieldsociety.org/assets/KM-Stories/THE-GARDEN-PARTY1921.pdf>

Leo Tolstoy: How Much Land Does a Man Need

http://parentingtuneup.org/wpcontent/uploads/2013/01/How_Much_Land_Does_A_Man_Need.pdf

Ruskin Bond: The Tiger in the Tunnel
<https://www.nios.ac.in/media/documents/srsec302new/302EL13.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 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
- Flipped learning

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 | 200 | 30 | |
| K2, K3, K4 | D- 10 x 1 marks 10 x 1 marks 1x 10 mark 1 x 10mark | 250 | 40 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/1F/FNH

Max Marks: 100
Time: 3hrs

SECTION – A

Comprehension (Prose/Poetry) (5x2=10)

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

Literary Components (Prose/Poetry/Short stories) (4x5= 20)

II. Answer any four of the following in about 100 words each. Six questions to be provided.

SECTION – C

Literary Components (prose/poetry/ Short stories) (3x10=30)

III. Answer the following questions in about 250 words each.

1. a. Prose or b. Prose
2. a. Poetry or b. Poetry
3. a. Short story or b. Short story

SECTION – D

Applied Grammar and Literary Appreciation (40 marks)

- I. Fill in the blanks for suitable parts of speech given in brackets.
Ten sentences to be provided **(10x1=10)**
- II. Identify the figure of speech used in the following sentences.
Ten sentences to be provided **(10x1=10)**
- III. Write a story that begins with one of the following sentences...
Three sentences to be provided **(1x10=10)**
- IV. Write a paragraph on any one of the following topics.
Three topics to be provided **(1x10=10)**

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

HOURS : 4

TOTAL HOURS: 60
CREDITS: 3

PAPER CODE: EL21/2F/FNH
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

| | |
|---------------------|-----------------------------|
| Sarojini Naidu | In the Bazaars of Hyderabad |
| Sri Aurobindo Ghosh | Since I have seen your face |
| Nissim Ezekiel | Night of the Scorpion |
| Khalil Gibran | On Friendship |

UNIT II: PROSE

12 hrs

| | |
|---------------------|----------------------|
| R.K.Narayan. | Engine Trouble |
| Rabindranath Tagore | Kabuliwala |
| Swami Vivekananda | Chicago Address 1893 |
| Mulk Raj Anand | A Pair of Mustachios |

UNIT III: AUTOBIOGRAPHY

12 hrs

| | |
|-------------------|---|
| Rassundari Devi | Amar Jiban: Challenging the Norms |
| Kamala Das | My Story: Breaking Bonds |
| Malala Yousafzai. | A Daughter is Born (Excerpts from I am Malala) |
| Sudha Murty. | Appro J.R.D (Excerpts from How I Taught my Grandmother to Read and Other Stories) |

UNIT IV: GRAMMAR

12 hrs

Infinitive
Tenses

UNIT V: LITERARY APPRECIATION

12 hrs

Aural/Oral Comprehension
Dialogue Writing

RECOMMENDED READING:

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

Lalitha Natarajan & Sasikala Natesan *English for Excellence: Poetry* Anuradha Publications
Literary Pursuits: Board of Editors, Orient Longman Limited, 2015

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

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

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

E - LEARNING RESOURCES:

Sarojini Naidu: In the Bazaars of Hyderabad
<http://www.english-for-students.com/In-The-Bazaars-of-Hyderabad.html>

Sri Aurobindo Ghosh.: Since I have seen your face https://www.aurobindo.ru/workings/sa/05/0022_e.htm

Kahlil Gibran: On Friendship
<https://poets.org/poem/friendship-1>

R.K.Naraynan: Engine Trouble
<https://gfgc.kar.nic.in/gsc/FileHandler/5-b1d742d4-1a48-4bc4-8ff2-508111b46cf3.pdf>

Sudha Murty:Appro J.R.D
<https://booksvooks.com/nonscrolablepdf/how-i-taught-my-grandmother-to-read-and-other-stories-pdf.html?page=26>

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 | PSO1 | PSO 2 | PSO3 | PSO4 | 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
- Blended learning

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 | 200 | 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 | 250 | 40 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/2F/FNH

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

SECTION – A

Comprehension (prose/poetry) (5x2=10)

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

Literary Components (prose/poetry/fiction) (4x5= 20)

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

Six questions to be provided.

SECTION – C

Literary Components (prose/poetry/fiction) (3x10=30)

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose
2. a. Poetry or b. Poetry
3. a. Autobiography or b. Autobiography

SECTION – D

Grammar and Composition (40 marks)

IV. Dialogue Writing **(1x10=10)**

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

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

VI. Fill in the blanks with appropriate Tenses and choose the right answer.

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

VII. Infinitive or Tenses **(1x10=10)**

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

HOURS : 4

TOTAL HOURS: 60

CREDITS: 3

PAPER CODE: EL21/3F/FNH

L T P: 2 1 1

COURSE OBJECTIVES:

- To develop an understanding of a variety of literature texts
- To enable students to comprehend the skills of comprehension
- To analyse the different cultural aspects of the texts prescribed
- To Understand the nuances of the language
- To apply language for effective communication

COURSE OUTLINE:

UNIT I - POETRY

12hrs

| | |
|------------------|----------------------------|
| Maya Angelou | Still I Rise |
| Langston Hughes | The Ballad of the Landlord |
| Coventry Patmore | The Toys |
| Gillian Clarke | Glacier |

UNIT II – PROSE

12hrs

| | |
|--------------------|---------------------------|
| George Orwell | Shooting of an Elephant |
| Arthur Conan Doyle | The dying detective |
| Ruskin Bond | A face in the dark |
| Jesse Owens | My greatest Olympic prize |

UNIT III - DRAMA

12hrs

| | |
|---------------|-------------------|
| A.A.Milne | The Ugly duckling |
| Anton Chekhov | The Proposal |

UNIT IV - WRITTEN COMMUNICATIVE COMPETENCIES

12hrs

Report Writing
Paragraph writing
Guided writing
Summary writing

UNIT V - LITERARY APPRECIATION

12hrs

Skimming/Scanning Comprehension

RECOMMENDED READING:

| | |
|----------------|-------------------------|
| Raymond Murphy | English Grammar in use |
| Michael Swan | Practical English Usage |
| SP Bakshi | Descriptive English |

E – LEARNING RESOURCES:

Dying detective <http://sherlock.holm>

My greatest Olympic prize <http://www.scribd.com>

Proposal [http:// e book browse.com-pdf](http://e-book-browse.com-pdf)

[http:// teflbootcamp.com](http://teflbootcamp.com)

<http://www.englishbooks.jp>

COURSE OUTCOME:

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

| CO | CO Statement |
|------------|---|
| C01 | The learner understands the variety of literary text for appreciation |
| C02 | Enhanced Skills of comprehension is achieved |
| C03 | The different cultural contexts are assimilated |
| C04 | Language structures understood |
| C05 | The learner will be able to employ language for written communication |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| C0/PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO6 | PSO7 | PSO8 |
|----------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|
| CO1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.8 | 2.2 | 2.8 | 3.0 | 2 | 2.6 |

TEACHING METHODOLOGY

- Lecture
- Presentations
- Online resources
- Practice writing
- Blended learning

QUESTION PAPER PATTERN

| Bloom's category | Section | Word limit | Marks | Total |
|-------------------------|----------------|-------------------|--------------|--------------|
| K1 | A 5X2=10 | 30-50 | 10 | 100 |
| K1,K2 | B 4X5=20 | 100 | 20 | |
| K2,K3,K4 | C 3X 10=30 | 200 | 30 | |
| K2,K3,K4 | D 4X10 =40 | 250 | 40 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/3F/FNH

Max Marks: 100

Time: 3hrs

SECTION A

I Read the following Passage and answer the questions that follow (5X2=10)

Any excerpt from the prescribed text can be given for comprehension skills, vocabulary testing

SECTION B

II. Literary components (prose/poetry/drama) (4X5=20)

Answer any four of the following questions in about 100 words

SECTION C

III Answer any three questions in about 250 words each (3X10=30)

SECTION D

IV Answer the following questions (4x10=40)

Question to be asked to evaluate Writing Competency

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

HOURS : 4

TOTAL HOURS: 60

CREDITS: 3

PAPER CODE: EL21/4F/FNH

L T P: 2 1 1

COURSE OBJECTIVES:

- To develop an understanding of a variety of literature texts
- To enable students to comprehend the skills of comprehension
- To analyse the different cultural aspects of the texts prescribed
- To Understand the nuances of the language
- To apply language for effective communication

COURSE OUTLINE:

UNIT I - POETRY

12hrs

Sarojini Naidu The Queen's Rival
Robert Frost Stopping by Woods on a Snowy Evening
Wole Soyinka Telephone Conversation
Keki Daruwalla Migrations

UNIT II - PROSE

12hrs

O Henry The Ransom of the Red Chief
Jerome K. Jerome On Being in Love
Charlie Chaplin The Dictator
Mark Twain Luck

UNIT III - FICTION

12hrs

Jane Austen Pride and Prejudice

UNIT IV - GRAMMAR COMPETENCIES

12hrs

Spotting Errors in sentences
Close Testing
Interpretation of tables/charts
Idioms and phrases

UNIT V - LITERARY APPRECIATION

12hrs

Skimming / Scanning Comprehension

RECOMMENDED READING:

| | |
|----------------|-------------------------|
| Raymond Murphy | English Grammar in use |
| Michael Swan | Practical English Usage |
| SP Bakshi | Descriptive English |

E – LEARNING RESOURCES:

Sarojini Naidu: The Queen's Rival

https://www.poetry-archive.com/n/the_queens_rival.html

Walt Whitman: Animals

<https://www.spsrohini.com/sites/default/files/10%20English%20Animals-Poem.pdf>

Wole Soyinka: Telephone Conversation

https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html

Keki Daruwalla: Migrations

<https://www.poemhunter.com/poem/migrations-3>

O Henry: The Ransom of the Red Chief

https://dwcaonline.org/wp-content/uploads/2017/05/Henry_Red_Chief.pdf

Charlie Chaplin: The Great Dictator

<https://www.charliechaplin.com/en/articles/29-the-final-speech-from-the-great-dictator->

Mark Twain: Luck

https://www.voanews.com/MediaAssets2/learningenglish/2012_04/se-as-luck-mark-twain.pdf

Novels can be downloaded in the pdf format(Free-E-books)

<http://teflbootcamp.com>

<http://www.englishbooks.jp>

COURSE OUTCOME:

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

| CO | CO Statement |
|------------|---|
| C01 | The learner understands the variety of literary text for appreciation |
| C02 | Enhanced Skills of comprehension is achieved |
| C03 | The different cultural contexts are assimilated |
| C04 | Language structures understood |
| C05 | The learner will be able to employ language for written communication |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| C0/PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO6 | PSO7 | PSO 8 |
|----------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|--------------|
| C01 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| C02 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| C03 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| C04 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| C05 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.8 | 2.2 | 2.8 | 3.0 | 2 | 2.6 |

TEACHING METHODOLOGY:

- Lecture
- Presentations
- Online resources
- Practice writing
- Blended learning

QUESTION PAPER PATTERN

| Bloom's category | Section | Word limit | Marks | Total |
|-------------------------|----------------|-------------------|--------------|--------------|
| K1 | A 5X2=10 | 30-50 | 10 | 100 |
| K1,K2 | B 4X5=20 | 100 | 20 | |
| K2,K3,K4 | C 3X 10=30 | 200 | 30 | |
| K2,K3,K4 | D 4X10 =40 | 250 | 40 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/4F/FNH

Max Marks: 100
Time: 3hrs

SECTION A

I Read the following Passage and answer the questions that follow (5X2=10)

Any excerpt from the prescribed text can be given for comprehension skills, vocabulary testing

SECTION B

II. Literary components (prose/poetry/Fiction) (4X5=20)

Answer any four of the following questions in about 100 words

SECTION C

III Answer any three questions in about 250 words each (3x10=30)

SECTION D

IV Answer the following questions (4x10=40)

Questions to evaluate the grammar Competency

SOFT SKILLS – COMMUNICATION AND LIFE SKILLS – I

SEMESTER I

HOURS: 2

TOTAL HOURS: 30

CREDITS: 3

COURSE CODE: UG21/1S/CLS

LTP: 2 1 0

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 one-self and others for a holistic living
- To build self-confidence with a focus on personal development and self-awareness.

COURSE OUTLINE:

UNIT I: COMMUNICATION

6hrs

1. What is communication?
2. Process of communication
3. Types of communication
4. Fluency-Definition- Types of fluency -Barriers of fluency

UNIT II: COMMUNICATION SKILLS: LISTENING

6hrs

1. What is LSRW skills?
2. Key components of listening skill
3. Barriers in listening

UNIT III: LISTENING ACTIVITIES

6hrs

1. Listening to Announcements- (railway/ bus stations/sports announcement/ commentaries etc.)
2. Listening Skills-Academic Listening (Listening to Lectures)
3. Listening to Talks and Presentations

UNIT IV: SELF-MANAGEMENT SKILLS

6hrs

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

UNIT V: TOOLS FOR INTERNAL EVALUATION

6hrs

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

REFERENCE BOOKS:

Sasikumar, V, et al. A Course in Listening & Speaking. 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. HarperCollins, 2013.

JOURNALS:

Journal of Business Strategy
Journal of Chittagong
University

E - LEARNING RESOURCES:

www.youtube.com/watch?v=cR75B7CVuZA (What is Attitude?) youtu.be/dhuabY4DmEo
(Some tips to improve self-esteem)
www.youtube.com/watch?v=-ki9-0aPwHs (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 |

MAPPING

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

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

SOFT SKILLS – COMMUNICATION AND LIFE SKILLS – I
SEMESTER I

QUESTION PAPER PATTERN

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

SOFT SKILLS – COMMUNICATION AND LIFE SKILLS – II

SEMESTER II

HOURS: 2

TOTAL HOURS: 30

CREDITS: 3

COURSE CODE: UG21/2S/CLS

LTP: 2 1 0

COURSEOBJECTIVES:

- 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

COURSEOUTLINE:

UNIT I: COMMUNICATION SKILLS-SPEAKING 6hrs

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

UNIT II: SPEAKING ACTIVITIES 6hrs

1. Spelling and Pronunciation
2. Apologizing and forgiving
3. Requesting and responding to texts

UNIT III: SELF-MANAGEMENT SKILLS 6hrs

1. Time management
2. Stress management
3. Perseverance

UNITIV: NON-VERBAL COMMUNICATION 6hrs

1. Body language
2. Emotional Awareness

UNIT V: TOOLS FOR INTERNAL EVALUATION: 6hrs

1. Roleplay
2. Group Discussion
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.
- Blanchard, Ken and Spencer Johnson. The One Minute Manager. William Morrow & Co.,2012.
- Johnson,Spencer. Peaks and Valley. Simon & Schuster2014.

JOURNALS:

Mass Communication and Journalism
JACR

LEARNING RESOURCES:

//www.slideshare.net/shukla1986/time-management-ppt-7871087 (ppt on TimeManagement)

<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. | COSTATEMENT |
|--------|--|
| CO1 | Speak and interact with others in English more comfortably |
| CO2 | Express the ideas and opinions clearly using the techniques and strategies given in the syllabus |
| CO3 | Identify the body language that usually reflects the mood and character of the speaker. |
| CO4 | Acquire basic skills of managing stress and tensions in their life |

MAPPING

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

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

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II

SEMESTER II

QUESTION PAPER PATTERN

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

SOFT SKILLS-COMMUNICATION AND LIFE SKILLS - III

SEMESTER III

HOURS: 2

TOTAL HOURS: 30

CREDITS: 3

COURSE CODE: UG21/3S/CLS

LTP: 2 1 0

COURSE OBJECTIVES:

- Improve the student's 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

6hrs

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

UNIT II: READING ACTIVITIES

6hrs

1. Pictionary
2. Story Telling
3. Brain Storming

UNIT III: SOCIAL SKILLS

6hrs

1. Negotiation & persuasion
2. Decision Making
3. Problem solving

UNIT IV: VOCABULARY ENHANCEMENT-USAGE OF DICTIONARY

6hrs

UNIT V: TOOLS FOR INTERNAL EVALUATION

6hrs

1. Skimming and Scanning
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

E- LEARNINGRESOURCES:

<http://biginterview.com/blog/2013/03/what-are-your-strengths.html>(Interviewtipsforansweringquestionson strengths)

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

WordPowerMadeEasy,”<https://www.memrise.com/course/317968/word-power-made-easy-5/>

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

COURSEOUTCOMES:

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

| CONo. | COSTATEMENT |
|-------|--|
| CO1 | Use reading skills and strategies to improve their reading speed and comprehension of articles |
| CO2 | Acquire a robust vocabulary to articulate themselves assuredly and unmistakably |
| CO3 | Develop an ability to assess the consequences of their decisions and actions |
| CO4 | Develop verbal competence and behavior essential for succeeding an interview |

MAPPING

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

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

SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

SEMESTER III

QUESTION PAPER PATTERN

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

SOFT SKILLS – COMMUNICATION AND LIFE SKILLS – IV

SEMESTER IV

HOURS: 2

TOTAL HOURS: 30

CREDITS: 3

COURSE CODE: UG21/4S/CLS

LTP: 2 1 0

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

6hrs

1. Elements of Effective Writing (What is writing?)
2. Writing tips for Email and other Professional document

UNIT II: WRITING ACTIVITIES

6hrs

1. One-Word substitutes
2. Synonyms and Antonyms
3. Diary Writing
4. Precise Writing

UNIT III: SOCIAL SKILLS

6hrs

1. Presentation skills
2. Leadership skills
3. Teamwork

UNIT IV: RESUME WRITING

6hrs

UNIT V: TOOLS FOR INTERNAL EVALUATION:

6hrs

1. Picture Composition
2. Hints Development
3. Tag Stories

REFERENCEBOOKS:

- 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>.

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

COURSE OUTCOME:

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

| CONo. | COSTATEMENT |
|-------|---|
| 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 |

MAPPING

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

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

SOFT SKILLS - COMMUNICATION AND LIFE SKILLS – IV

SEMESTER IV

QUESTION PAPER PATTERN

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

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

SEMESTER I

HOURS : 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: EL21/1C/POE

LTP: 4 1 0

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: INTRODUCTION TO POETRY

10 hrs

Subjective and Objective poetry

Narrative poetry: Epic, Mock-epic, Ballad

Lyrical: Ode, Sonnet, Elegy

Dramatic Monologue

Poetic Drama

Prosody: Rhyme, meter, alliteration, assonance, onomatopoeia

UNIT II: LANGUAGE

15 hrs

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

Lord Byron

“She Walks in Beauty”

John Keats

“To Autumn”

William Carlos Williams

“The Red Wheelbarrow”

UNIT III: SPEAKERS

15 hrs

Narrative poems

William Wordsworth

“We are Seven”

Dramatic monologue

T S Eliot

“The Love Song of J. Alfred Prufrock”

Lyric

Walt Whitman

“Song of Myself”

UNIT IV: SITUATION AND SETTING**17 hrs****Setting**

Jonathan Swift

“A Description of the Morning”

Christopher Marlow

“The Passionate Shepherd to His Love”

Internal structure

Samuel Taylor Coleridge

“Frost at Midnight”

Theme and tone

William Blake

“The Chimney Sweeper” (Songs of Innocence)

Phillip Larkin

“Whitsun Weddings”

UNIT V: TYPES OF POETRY**18 hrs****Ballad, Elegy, Sonnet, Epic, Couplet, Ode, Blank Verse, Limerick**

Alfred Lord Tennyson

“The Lady of Shalott”

Percy Bysshe Shelley

“Ode to the West Wind”

John Milton

Paradise Lost Book IV- Excerpt – lines 131-287

William Shakespeare

“Sonnet 116”

Thomas Gray

“Elegy Written in a Country Churchyard”

Samuel Taylor Coleridge

“This Lime-tree Bower my Prison”

Edward Lear

“There was an Old Man” & “There was a Young Lady”

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>

<https://youtu.be/zqmocNFmhyg>

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

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 – 5/6 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 I - POETRY**

SEMESTER I

End Semester Question Paper Pattern

Paper Code: EL21/1C/POE

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 II- FICTION
SEMESTER – I**

HOURS : 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: EL21/1C/FIC

LTP: 4 1 0

COURSE OBJECTIVES:

- To provide a deep insight into the world of Fiction in English Literature.
- To familiarize the students with the various genres of fiction with select authors.
- To develop a critical understanding of fiction.
- 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:

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, Science, Confessional, Picaresque, Thriller, Detective, Sociological, Philosophical, Romance, Regional, Comic, Realist, Bildungsroman and Meta fiction.

UNIT V: SHORT STORY

15 hrs

Elements and Types

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

| | |
|-----------------|-----------------------------|
| Charles Dickens | <i>Great Expectations</i> |
| William Golding | <i>Lord of the Flies</i> |
| George Orwell | <i>Animal Farm</i> |
| R. K. Narayan | <i>The Guide</i> |
| O. Henry | <i>Schools and Schools</i> |
| Agatha Christie | <i>The Oracle at Delphi</i> |

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: [MOOC, SWAYAM, NPTEL, Websites etc.]

- <http://www.fiction.us/> <https://www.fictionwise.com/>
- www.Questia.com, [www. Bookrags.com](http://www.Bookrags.com),
www.Novelguide.com
- https://books.google.co.in/books/about/Critical_Approaches_to_Literature.html?id=UV2XQAAACAAJ&redir_esc=y
- <https://www.mooc-list.com/course/how-read-novel-futurelearn>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Understand the socio-cultural aspect of the society with the help of fiction |
| CO 2 | Identify the techniques used in Fictional writing |
| 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

- E – Content
- Group Discussion
- ICT enabled
- Participation
- Flipped learning
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

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

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

End Semester Question Paper Pattern

Paper Code: EL21/1C/FIC

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 BA ENGLISH LITERATURE
ALLIED I - CHILDREN'S LITERATURE
SEMESTER I**

HOURS: 6

**TOTAL HOURS: 90
CREDITS: 5**

**COURSE CODE: EL21/1A/CDE
LTP: 5 1 0**

COURSE OBJECTIVES:

- To introduce the students to the background of Children's Literature
- To identify the various techniques and themes unique to Children's Literature poetry
- To understand the changing culture of the Children's world through prescribed texts
- To analyse the perspectives of the young minds reflected in Children's fiction.
- To identify the current trends and the changing culture of Children's world through the different genres.

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY

15 hours

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 hours

| | |
|----------------|------------------------|
| Lewis Caroll | Dreamland |
| Roald Dahl | Television |
| Maxine Kumin | The Quarrel |
| Maya Howitt | The Spider and The Fly |
| Hilaire Belloc | Matilda |

UNIT III : DRAMA

15 hours

| | |
|-------------|-----------|
| J.M. Barrie | Peter Pan |
|-------------|-----------|

UNIT IV: FICTION

25 hours

| | |
|-------------------------|--|
| Lucy Maud Montgomery | Anne of Green Gables |
| Roald Dahl | Matilda |
| Frances Hodgson Burnett | The Secret Garden |
| J.K. Rowling | Harry Potter and the Philosopher's Stone |
| C.S. Lewis | The Chronicles of Narnia: The Lion, Witch & the Wardrobe |

UNIT V: SHORT STORIES

20 hours

| | |
|--|---|
| Grimm's Fairy Tales | Rumpelstiltskin Hansel and Gretel |
| Hans Christian Anderson's Fairy Tales | The Emperor's New Clothes The Ugly Duckling |
| Panchatantra Tales | The Cobra and the Crows The Monkey and the Crocodile |
| Jataka Tales | The Wise Goat and the Wolf The Lion in Bad Company |

RECOMMENDED READING:

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

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>

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

COURSE OUTCOME:

The students will be able to:

| CO No. | Co Statement |
|---------------|---|
| CO1 | Understand and discuss the background of Children’s Literature |
| CO2 | Identify and analyse the techniques and themes unique to Children’s Literature poetry. |
| CO3 | Compare the changing culture of the Children’s world through prescribed texts. |
| CO4 | Analyse and evaluate the perspectives of the young minds reflected in Children’s literature. |
| CO5 | Compare the current trends and the changing culture of Children’s world through the different genres. |

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 by chalk and talk
- Group Discussion
- Assignment
- Films - Movie screening
- Teaching/Learning through Technology
- Blended learning

Question Paper Pattern

End Semester Examination

| Bloom's Category | Section | Word Limit | Marks | Total |
|--------------------|--------------------|----------------------|-------|-------|
| K1, K2, K3, K4, K5 | A – 5/6 x 2 Marks | One or Two Sentences | 10 | 100 |
| K1, K2, K3, K4, K5 | B – 5/8 x 6 Marks | 150 | 30 | |
| K1, K2, K3, K4, K5 | C – 3/5 x 20 Marks | 500 | 60 | |

I B.A ENGLISH LITERATURE
ALLIED I – CHILDREN’S LITERATURE
SEMESTER I

End Semester Question Paper Pattern

Paper Code: EL21/1A/CDE

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 III – DRAMA
SEMESTER II**

HOURS : 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: EL21/2C/DRA

LTP: 4 1 0

COURSE OBJECTIVES:

- To familiarize students with the elements of drama
- To introduce the origin and development of drama and its subgenres
- To equip students to understand social mores and identify literary devices through select plays
- To train students to use technical terms and concepts for close reading of drama

COURSE OUTLINE:

UNIT I: ELEMENTS OF DRAMA

15 hours

1. Plot
2. Character
3. Structure
4. Setting
5. Language

UNIT II: TYPES OF DRAMA:

20 hours

Tragedy

Sophocles

Oedipus the King

UNIT III

15 hours

Comedy

R. B. Sheridan

The School for Scandal

UNIT IV

15 hours

Problem Play

Henrik Ibsen

A Doll's House

UNIT V

10 hours

Practical Application Task

Suggested additional play reading for independent learning and practical task

Antigone (441BC), Sophocles

A Streetcar Named Desire (1947), Tennessee Williams

Death of a Salesman, Arthur Miller.

Look Back in Anger, John Osborne

Macbeth, William Shakespeare

Medea, Euripides

Mother Courage and Her Children (1939), Bertolt Brecht

Playboy of the Western World, J.M. Synge

Pygmalion, George Bernard Shaw

She Stoops To Conquer, Oliver Goldsmith

The Importance of Being Earnest, Oscar Wilde

Waiting for Godot, Samuel Beckett

RECOMMENDED READING:

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

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

Nicoll, Allardyce, *British Drama*. 1963.

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

Esslin, Martin. *Theatre of the Absurd*. Vintage, 2004.

Evans, Bertrand. *Shakespeare Comedies*. OUP, 1967.

Gascoigne, Bamber. *Twentieth Century Drama*. Hutchinson Uni. Library, 1967.

Merchant, Moelwyn. *Comedy: The Critical Idiom Series*. Routledge, 1972.

Williams, Raymond. *Drama from Ibsen to Eliot*. Chatto and Windus, 1952,

Tragedy: The Critical Idiom. Routledge, 1969.

E –LEARNING RESOURCE:

“15 NS KALAK INDIAN ELEMENTS OF DRAMA vs ARISTOTLE.” *YouTube*, YouTube, 9 Nov. 2016, www.youtube.com/watch?v=X_Tni0AKM3k.

“20th-Century Theatre.” *The British Library*, The British Library, 4 Aug. 2017, www.bl.uk/20th-century-literature/themes/20th-century-drama-and-theatre.

2222Roby. “Waiting for Godot with English & Arabic Subtitles.” *YouTube*, YouTube, 19 July 2015, www.youtube.com/watch?v=izX5dIzI2RE.

“AP® English Literature & Composition - Part 3: Plays (EdX).” *MOOC List*, 31 July 2020, www.mooc-list.com/course/apr-english-literature-composition-part-3-plays-edx.

“Classics & Ancient History Warwick Classics Network.” *Greek Theatre (H408/21)*, warwick.ac.uk/fac/arts/classics/warwickclassicsnetwork/stoa/classciv/alevel/gktheatre/.

Crash course. “Crash Course Theater and Drama” *YouTube*, YouTube, 2 Feb. 2018, www.youtube.com/watch?v=LEN8FZEKaNU&list=PL8dPuuaLjXtONXALkeh5uisZqrAcPKCee.

“Glossary of Drama Terms.” *Literature | Glossary of Drama Terms*, highereducation.com/sites/0072405228/student_view0/drama_glossary.html.

“Humanities and Social Sciences - Contemporary Literature.” *NPTEL*, nptel.ac.in/courses/109/106/109106054/.

mora-deyanira. “History of English Drama.” *SlideShare*, www.slideshare.net/mora-deyanira/history-of-english-drama.

The Guardian. “Nora: a Short Film Responding to Henrik Ibsen's A Doll's House.” *YouTube*, YouTube, 18 Oct. 2012, www.youtube.com/watch?v=8CY8s2MqPyM.

umwedu. “Send in the Clowns: Shakespeare's Comic Characters | Maya Mathur | Mary Talks.” *YouTube*, YouTube, 20 Feb. 2018, www.youtube.com/watch?v=ail0YZcnM04

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO1 | Describe characteristics of western drama in various periods of history |
| CO2 | Analyse techniques and literary devices used in a play |
| CO3 | Distinguish different types of drama |
| CO4 | Develop an appreciation of plays as an art form and a reflection of society |
| CO5 | Extent the knowledge acquired to analyse other dramatic literature |

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:

- Lectures
- Group Discussion
- Assignment
- Flipped and Blended Learning

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|--------------------|------------|-------|-------|
| K1, K2, K3 | A – 5/7 x 5 Marks | 100 | 25 | 100 |
| K3, K4 | B – 3/5 x 20 Marks | 500 | 60 | |
| K4 | C – 1/2 x 15 Marks | 350 | 15 | |

**I B.A. ENGLISH LITERATURE
CORE III - DRAMA
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: EL21/2C/DRA

Max Marks 100

Time:3hrs

I. Answer 5 of the following questions in about 100 words each (5X5=25)

7 questions: 4 questions from Unit I, and 3 questions covering Units II, III, IV

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

5 questions covering Units I II, III & IV

III. Analyse any one of the passages given below in about 350 words (1X15=15)

2 Passages for critical analysis to be given from the plays prescribed for study in Units II, III, or IV

**I B.A. ENGLISH LITERATURE
CORE IV – PROSE
SEMESTER- II**

HOURS : 5

TOTAL HOURS : 75

CREDITS: 4

COURSE CODE: EL21/2C/PRO

LTP: 4 1 0

COURSE OBJECTIVES:

- To introduce and trace the origin of Prose
- To introduce the learners to the basics of prose
- To expose learners to different styles and techniques involved in writing of prose.
- To enable them to comprehend and enhance their writing skills
- To make them proficient in interpreting and appreciating prose texts.

COURSE OUTLINE:

UNIT I: INTRODUCTION TO PROSE

15 hrs

Introduction to Prose - its origin, the function of prose, as a medium of literary expression, the different style for writing Prose - non-fiction - aphoristic essay, personal essays, short stories, letters, biographies, autobiographies.

UNIT II: ESSAYS

15 hrs

| | |
|---------------------|--|
| Francis Bacon | “Of Parents and Children” |
| Richard Steele | “Recollections of Childhood” (From the Tatler) |
| Charles Lamb | “Dream Children - A Reverie” |
| Robert Lynd | “The Pleasures of Ignorance” |
| George Bernard Shaw | “Spoken English and Broken English” |

UNIT III: SHORT STORIES

15 hrs

| | |
|------------------|-----------------------|
| Edgar Allan Poe | “The Tell-Tale Heart” |
| Leo Tolstoy | “Three Hermits” |
| Sakhawat Hossain | “Sultana’s Dream” |

UNIT IV: SPEECHES

15 hrs

| | |
|-------------------------|--|
| Virginia Woolf - | Professions for Women |
| Martin Luther King Jr.- | I Have a Dream (28 th August,1963) |
| Rabindranath Tagore - | “The Dawn of Freedom - What is Civilization?” (April 1941) |

UNIT V: LETTERS, AUTOBIOGRAPHY, BIOGRAPHY

15 hrs

| | |
|------------------|--|
| Jawaharlal Nehru | Letters from a Father to his Daughter (Letter XV (The Patriarch – “How he Began” & Letter XVI - “The Patriarch - How He Developed”) |
| Anne Frank | The Diary of a Young Girl (Extracts – 8 th July, 1942, 9 th July, 1942, 21 st August, 1942, 9 th October,1942) |
| Theodore Huff | Charlie Chaplin. (Chapter 1- “The importance of Chaplin and his art”) |

RECOMMENDED READING:

Abrahams, M.H, Harpham, Geoffrey Galt. *A Glossary of Literary Terms*.

Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan Pvt.Ltd.2015.

Bacon, Francis. *Essays of Francis Bacon*

Lamb, Charles. *Essays of Elia*.

Clark, Tom (ed.) Great Speeches of the 20th century.

Roe, Sue and Sellers, Susan, ed. *The Cambridge Companion to Virginia Woolf*.

JOURNALS:

The Black Scholar -[https:// www.theblackscholar.org/](https://www.theblackscholar.org/)

India International Centre Quarterly. Vol. 34, No. 1- <https://www.jstor.org/stable/23006047>

E-LEARNING RESOURCES:

<https://www.bartleby.com/3/1/12.html>

<http://www.f.waseda.jp/buda/library/shaw.html>

<https://www.gutenberg.org/cache/epub/13448/pg13448.html>

<https://www.ibiblio.org/ebooks/Poe/Usher.pdf>

<https://digital.library.upenn.edu/women/sultana/dream/dream.html>

<https://bacon.thefreelibrary.com/The-Essays/7-1>

<https://www.shortstoryguide.com/katherine-mansfield-short-stories/>

<https://archive.org/details/in.ernet.dli.2015.220076/page/n93/mode/2up?q=language+writing>

<https://archive.org/details/charliechaplin00theo/page/n1/mode/2up>

<https://www.wheelersburg.net/Downloads/Woolf.pdf>

Leo Tolstoy: Three Hermits <https://memorialchurch.harvard.edu/blog/story-three-hermits>

COURSE OUTCOME:

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

| CO No | CO Statement |
|--------------|--|
| CO 1 | Evaluate the growth and the development of prose writing in English till time |
| CO 2 | Familiarise with the writing styles of various prose writers |
| CO 3 | Analyse the stylistic use of language and the importance of brevity. |
| CO 4 | Will be able to differentiate and identify the style necessary for a competent writer. |
| CO5 | Demonstrate a clear understanding of concepts 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
- Flipped learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|--------------------|-------------------|--------------|--------------|
| K1 | A - 5/6 X 2 Marks | 50 | 10 | 100 |
| K1, K2 | B - 5/8 X 6 Marks | 150 | 30 | |
| K2, K3 | C - 3/5 X 20 Marks | 500 -750 | 60 | |

**I BA ENGLISH LITRATURE
CORE IV – PROSE
SEMESTER II**

End Semester Question Paper Pattern

Paper Code:EL21/2C/PRO

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, V

I B.A. ENGLISH LITERATURE
ALLIED II - INTRODUCTION TO LANGUAGE & LINGUISTICS
SEMESTER- II

HOURS : 6

TOTAL HOURS: 90
CREDITS: 5

COURSE CODE: EL21/2A/ILL
LTP: 5 1 0

COURSE OBJECTIVES:

- To Introduce and trace the Origin of English Language
- To Introduce the learners to the basics of Language and Linguistics and to the language varieties
- To enable learners to know the scientific systems of the language
- To distinguish, evaluate and interpret the methodologies and their results in the context of the overall aim in understanding the nature of language
- To practice phonetic transcriptions with emphasis on Stress and Syllables

COURSE OUTLINE:

| | |
|---|---------------|
| UNIT I: ORIGIN OF LANGUAGE Human and Animal Communication Origin of Human language - Theories | 15 hrs |
| UNIT II: ORIGIN OF ENGLISH LANGUAGE General character of English Indo- European language British, American and Indian English | 15 hrs |
| UNIT III: INTRODUCTION TO LINGUISTICS Organs of speech Description and classification of vowels, consonants and Diphthongs Concept of syllable, stress and intonation | 20 hrs |
| UNIT IV: SOUND & WORD PATTERN Phonology – Definition, Phonemes, Allophones Morphology – Definition, Free and Bound morphine, Derivational and Inflectional morphemes | 20 hrs |
| UNIT- V: PRACTICE IN PHONETICS Phonetic transcription Words and sentences | 20 hrs |

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.

T. Balasubramanian. *English Phonetics for Indian Students*.

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 Origin of Language and concept of Linguistics |
| CO 2 | Understand the basic outline and important Language varieties |
| CO 3 | Identify the scientific systems of language and use it for better improvement of the subject |
| CO 4 | Apply appropriate strategies to analyse and interpret language and linguistics |
| 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
- Blended learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-------------------|-------------------|--------------|--------------|
| K1 | A- 5/6 X 2 Marks | 50 | 10 | 100 |
| K1, K2 | B-5/8 X 6 Marks | 150 | 30 | |
| K2, K3 | C -3/5 X 20 Marks | 500 -750 | 60 | |

I BA ENGLISH LITERATURE
ALLIED II – INTRODUCTION TO LANGUAGE AND LINGUISTICS
SEMESTER II

End Semester Question Paper Pattern

Paper Code: EL21/2A/ILL

Max Marks: 100

Time: 3 Hours

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)

6 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)**
- 3) 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)

**II B.A. ENGLISH LITERATURE
CORE V - LITERATURE FROM THE BRITISH ISLES I**

SEMESTER III

HOURS : 5

**TOTAL HOURS: 75
CREDITS: 4**

**COURSE CODE: EL21/3C/BRI
LTP: 4 1 0**

COURSE OBJECTIVES:

- To introduce the 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 French Revolution

UNIT – II : POETRY

15 hrs

| | |
|----------------------|--|
| Edmund Spenser | From The Amoretti – Sonnet 73 – “Being Myself ...” |
| William Shakespeare | Sonnet 94 |
| John Donne | Death be not proud |
| John Milton | Paradise lost Book I, lines 1-26 |
| Thomas Gray | Ode on a Distant Prospect of Eton College |
| Alexander Pope | Ode on Solitude |
| William Wordsworth | London 1802 |
| Percy Bysshe Shelley | To a Skylark |
| John Keats | Ode to Nightingale |

UNIT – III : PROSE

| | | |
|-----------------|---------------------------------|---------------|
| Francis Bacon | Of Truth & Of Love | 15 hrs |
| William Hazlitt | On Going a Journey | |
| Charles Lamb | The Praise of Chimney -Sweepers | |

UNIT – IV: DRAMA**15hrs**

| | |
|---------------------|--------------------------|
| Christopher Marlowe | Dr. Faustus |
| Sheridan | The Rivals |
| Oliver Goldsmith | She stoops to Conquer ** |
| William Congreve | The Way of the World ** |

UNIT – V : FICTION**15hrs**

| | |
|------------------|-----------------------|
| Sir Walter Scott | Ivanhoe |
| Jane Austen | Sense and Sensibility |

**** 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

E-LEARNING 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
- Flipped learning

QUESTION PAPER PATTERN

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

II B.A. ENGLISH LITERATURE

CORE V - LITERATURE FROM THE BRITISH ISLES I SEMESTER III

End Semester Question Paper Pattern

Paper Code: EL21/3C/BRI

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 VI - LITERATURES FROM INDIA - I
SEMESTER III

HOURS : 5

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: EL21/3C/IND
LTP: 4 1 0

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 | Sita |
| Rabindranath Tagore | Gitanjali: Song 35- Where the mind is without fear |
| Sri Aurobindo | Life |
| Sarojini Naidu | To India |
| Faiz Ahmad Faiz | Pain will come |

UNIT – II : PROSE

15 hrs

| | |
|-------------------|--|
| Mahatma Gandhi | Hind Swaraj, Chapter XIII (What is True Civilization?) |
| Jawaharlal Nehru | A Tryst with Destiny |
| Swami Vivekananda | Work and its secret |

UNIT – III : DRAMA

15hrs

| | |
|---------------------|-----------------|
| Bhasa | Dutavakyam |
| Rabindranath Tagore | The Post Office |

UNIT – IV : SHORT STORY

15hrs

| | |
|----------------|---------------------------|
| Ammani Ammal | Expectation and the Event |
| Pudhumaipittan | Sanku Thevan's Bounty |
| R.K.Narayan | Father's Help |

UNIT – V : FICTION

15hrs

| | |
|----------------|---|
| Mulk Raj Anand | Coolie |
| O.Chandumenon | Indulekha (Translated by Anita Devasia) |

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
- Blended learning

QUESTION PAPER PATTERN

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

**II B. A. ENGLISH LITERATURE
CORE VI - LITERATURES FROM INDIA - I
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: EL21/3C/IND

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

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

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

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

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

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
ALLIED III - LITERARY CRITICISM
SEMESTER-III**

HOURS : 6

**TOTAL HOURS: 90
CREDITS: 5**

**PAPER CODE: EL21/3A/LTM
LTP: 5 1 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 the 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 Tranquillity, Art for Art sake, Impersonal theory of Poetry, Willing suspension of disbelief.

UNIT- II

25 hrs

Aristotle
Samuel Johnson

Poetics (Chapter- 1, 6 - 15)
Preface to Shakespeare (line 1 to 518)

UNIT- III

Pope.
P. B. Shelley

An Essay on Criticism (Excerpts) (line 560-744)
A Defence of Poetry

15 hrs

UNIT- IV

T.S. Eliot
I.A. Richards

Tradition and the Individual Talent
Four Kinds of Meaning

10 hrs

UNIT- V

S.N. Dasgupta.

The Theory of Rasa

15 hrs

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 III - LITERARY CRITICISM

SEMESTER III

End Semester Question Paper Pattern

Paper Code: EL21/3A/LTM

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 VII – LITERATURE FROM THE BRITISH ISLES II
SEMESTER IV

HOURS : 5

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: EL21/4C/LBI
LTP: 4 1 0

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 | The Second Coming |
| Carol Ann Duffy | The Way My Mother Speaks |
| Wilfred Owen | Strange Meeting |
| T.S Eliot | Journey of the Magi |
| Ted Hughes | Hawk Roosting |
| Dylan Thomas | Do Not Go Gentle into That Good Night |

UNIT – III : PROSE

15hrs

| | |
|------------------|----------------------------|
| Bertrand Russell | Knowledge and Wisdom |
| G.K. Chesterton | The Worship of the Wealthy |
| E. M. Forster | What I believe |

UNIT – IV: DRAMA

15hrs

| | |
|--------------|---------------------------------|
| John Synge | Riders to the Sea |
| Oscar Wilde | The Importance of Being Earnest |
| John Osborne | Look Back in Anger ** |

UNIT – V : FICTION**15hrs**

| | |
|------------------|----------------------------|
| Thomas Hardy | Far from the Madding Crowd |
| Virginia Woolf | To the Lighthouse** |
| George Orwell | 1984 |
| William Golding | Rites of Passage** |
| Somerset Maugham | Mr. Know-All |
| Kazuo Ishiguro | A Family Supper |

**** 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

E-LEARNING 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
- Flipped learning

QUESTION PAPER PATTERN

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

II B.A. ENGLISH LITERATURE
CORE VII – LITERATURE FROM THE BRITISH ISLES II
SEMESTER IV

End Semester Question Paper Pattern

Paper Code: EL21/4C/LBI

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, V

II B.A. ENGLISH LITERATURE
CORE VIII - LITERATURES FROM INDIA - II
SEMESTER IV

HOURS : 5

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: EL21/4C/LIN
LTP: 4 1 0

COURSE OBJECTIVES:

- To introduce the students to the 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 | My Grandmother's House |
| Syed Amanuddin | Don't Call me Indo-Anglian |
| A. K. Ramanujan | Obituary |
| Arun Kolatkar | Heart of Ruin |
| Tishani Doshi | Ode to the walking woman |

UNIT – II : PROSE

15 hrs

| | |
|----------------------|---|
| Dr. S. Radhakrishnan | Character Is Destiny |
| Amitav Ghosh | from <i>The great derangement</i> , part I : "Stories" (my ancestor....destiny of the earth) |
| Shashi Tharoor | Indian Identity |
| Nirad C Chaudhuri | The Eternal Silence of Infinite Crowds |

UNIT – III: DRAMA

15 hrs

| | |
|----------------|-----------------------------|
| Girish Karnad | Hayavadana |
| Mahesh Dattani | Seven Steps around the Fire |

UNIT – IV: SHORT STORY

15 hrs

| | |
|-----------------|--------------------------|
| Ruskin Bond | The Night Train at Deoli |
| Khushwant Singh | Mulberry Tree |
| Bama | The Judgement |

UNIT – V: FICTION**15 hrs**Rohinton Mistry
Shashi DeshpandeFine Balance
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
- Blended learning

QUESTION PAPER PATTERN:

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

II B.A. ENGLISH LITERATURE
CORE VIII - LITERATURES FROM INDIA - II
SEMESTER IV

End Semester Question Paper Pattern

Paper Code: EL21/4C/LIN

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, V

**II B.A. ENGLISH LITERATURE
ALLIED IV- LITERATURE AND ENVIRONMENT**

SEMESTER - IV

HOURS : 6

**TOTAL HOURS: 90
CREDITS: 5**

**COURSE CODE: EL21/4A/ENV
LTP: 5 1 0**

COURSE OBJECTIVES:

- To enable the learners to understand and address the connection between ecology, culture and literature.
- To introduce a few basic concepts and principles of Eco-criticism.
- To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.
- To apply Eco-criticism 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 | 20hrs |
| Sangam Poetry | Home and Kurunji (Tr. by A.K. Ramanujan) |
| Emerson | Hamatreya |
| Keats | On Grasshopper and Cricket |
| Dylan Thomas | The Force that through the Green Fuse Drives the Flower |
| Walt Whitman | I Think I Could Turn And Live With Animals... |
| Charles Wright | Clear Night |
| Gieve Patel | On Killing a Tree |
| Leslie Marmon Silko | Love Poem |
| UNIT IV: LITERARY TEXTS: PROSE AND FICTION | 20 hrs |
| Thoreau | Excerpt from <i>Walden</i> - “Spring” |
| Rachel Carson | A Fable for Tomorrow |
| Wangari Maathai | “The Cracked Mirror” (Resurgence Magazine, Nov 11,2004) |
| Arundhati Roy | <i>The Broken Republic</i> - Capitalism: A Ghost Story |
| A.K. Ramanujan | Flowering Tree |
| Ambai | Forest |
| Mahasweta Devi | Arjun |

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

20 hrs

| | |
|------------------|-------------|
| Queen of Trees | Documentary |
| Nero's Guests | Documentary |
| Before the Flood | Documentary |
| Erin Brockovich | Movie |
| Fly Away Home | 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
Key Speeches and Articles. Resurgence magazine.
Thomas, Dylan. The Poems of Dylan Thomas.

JOURNALS:

ISLE: Interdisciplinary Studies in Literature and
Environment. Environmental Humanities

E- LEARNING RESOURCES:

What is Deep Ecology?

<https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>

Wangari Maathai Speech: <https://www.greenbeltmovement.org/wangari-maathai/key-speeches-and-articles>

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
- Field trip observation
- Quiz
- Peer learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-------------------|----------------------|--------------|--------------|
| K1 | A – 5/6 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 | |

**II B.A. ENGLISH LITERATURE
ALLIED IV- LITERATURE AND ENVIRONMENT
SEMESTER- IV**

End Semester Question Paper Pattern

Paper Code: EL21/4A/ENV

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**

**II B.A. ENGLISH LITERATURE
CORE IX–SHAKESPEAREAN STUDIES**

SEMESTER V

**HOURS : 6
TOTAL HOURS: 90
CREDITS: 4**

**COURSE CODE: EL21/5C/SHA
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 | 10 hrs |
| Sonnets – 18,30,60,65,73 | |
| UNIT II | 20 hrs |
| Twelfth Night | |
| UNIT III | 20 hrs |
| Macbeth | |
| UNIT IV | 20 hrs |
| Richard II | |
| UNIT V | 20 hrs |
| From “Preface to Shakespeare” (Lines 1 – 179) - Samuel Johnson | |
| “ On Shakespeare” - Matthew Arnold | |
| Shakespeare’s Plays – Recreating & Revisioning on stage and screen | |

For Class discussions and presentations

<https://youtu.be/xjkOf09nKj4> - Macbeth
<https://youtu.be/7skhaOegpLA> - Macbeth
<https://youtu.be/KuOvKOIGC0w> - Richard II
<https://youtu.be/eAIJTai0vI0> - Twelfth Night
https://youtu.be/8Lf_6gferME
<https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>
<https://www.youtube.com/watch?v=0ABFI8-mjlQ>
<https://youtu.be/0ABFI8-mjlQ> - Maqbool

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 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 – 5/6 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 IX – SHAKESPEAREAN STUDIES
SEMESTER V

End Semester Question Paper Pattern

Paper Code: EL21/5C/SHA

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 X - AMERICAN LITERATURE - I
SEMESTER - V

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: EL21/5C/AME

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

H. D. Thoreau

Where I Lived, and What I Lived For

UNIT- III: POETRY

18 hrs

Anne Bradstreet

Prologue

Phillis Wheatley

On being brought to Africa to America

Edgar Allen Poe

Raven

Whitman

O Captain! My Captain!

Emily Dickenson

Because I could not stop for Death

Robert Frost

The Road Not Taken

Carl Sandburg

A Father to His Son

UNIT- IV: DRAMA

18 hrs

Eugene O' Neill

The Hairy Ape

Tennessee Williams

The Glass Menagerie

Arthur Miller

Death of a Salesman

UNIT- V: FICTION

18 hrs

Hawthorne

Scarlet Letter

Mark Twain

The Adventures of Tom Sawyer

Stephen Crane

The Open Boat

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>

Biggsby 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.com/rebeccan

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

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

COURSE OUTCOMES:

On completion of this course, 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 by Chalk and Talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources
- Blended learning

QUESTION PAPER PATTERN

| BLOOM'S CATEGORY | SECTION | WORD LIMIT | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K1 | A – 5/6 x 2 Marks | 50 | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3/5 x 20 Marks | 500 | 60 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/5C/AME

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 XI- LITERATURE AND GENDER
SEMESTER V**

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: EL21/5C/GEN

LTP: 3 3 0

COURSE OBJECTIVES:

- To bring an awareness of the long-standing history of women's writings and genderminority literature.
- To introduce students to some of the primary issues connected with the workings and analysis of gender in literature and the gendered context in which literature is produced.
- To equip students to examine and evaluate the construction and perpetuation of gendered identities in society
- To encourage students to extend their understanding of issues gained from the text to the world around them.

COURSE OUTLINE

UNIT I – PROSE

20 hours

Alice Walker

“In Search of Our Mothers’ Gardens”

bell hooks

“Feminist Masculinity”

Devdutt Pattanaik

“Part I” of *Shikandi and Other Tales They Don’t Tell You*

UNIT II – POETRY

20 hours

Andal

“The Song to the White Conch” *Nacchiar Tirumoli* Section 7

Maya Angelou

“Human Family”, “Phenomenal Woman”

Sylvia Plath

“The Applicant”

UNIT III – DRAMA

15 hours

Mahesh Dattani

Dance like a Man

UNIT IV – FICTION

20 hours

Virginia Woolf

Orlando

A Revathi

The Truth About Me: A Hijra Life Story

UNIT V – SHORT STORIES

15 hours

Mahasweta Devi

“Behind the Bodice”

Alice Munro

“Boys and Girls”

Ismat Chughtai

“Touch me Not”

R. Chudamani

“The Fourth Stage of Life”

RECOMMENDED READING:

Belsey, Catherine and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. New York: Basil Blackwell, 1989.

Bhasin, Kamala. *Exploring Masculinity*. New Delhi: Kali For Women, 2004

Bhasin, Kamala. *Understanding Gender*. New Delhi: Kali For Women, 2005

Butler, Judith. *Gender Trouble*. Routledge, 2006.

Goodman, L. *Literature and Gender*. Routledge, 1996

Halberstam, Judith, and Halberstam, Jack. *Female Masculinity*. United Kingdom, Duke University Press, 2019.

hooks, bell, 1952-. *Feminism Is for Everybody : Passionate Politics*. Cambridge, MA :South End Press, 2000.

Jenainati, Cathia. *Introducing Feminism: A Graphic Guide*. London: Icon Books, 2013.

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

E - LEARNING RESOURCES:

allwomenstalk. "21 Top Women Writers Who Literally Changed the World ..." *YouTube*, YouTube, 18 June 2016, www.youtube.com/watch?v=hXi386TR9qY.

"Caged Bird Legacy." *Caged Bird Legacy | The Legacy of Dr. Maya Angelou*, 16 Apr. 2021, www.mayaangelou.com/.

"Humanities and Social Sciences - NOC:Gender and Literature." *NPTEL*, www.nptel.ac.in/courses/109/103/109103122/.

Kannan, Sushma. "Rethinking Femininity and Transgression in Andal." *India Facts*, 19 Sept. 2018, indiafacts.org/rethinking-femininity-and-transgression-in-andal/.

Library Of Congress. "LGBT Literary Event." *YouTube*, YouTube, 21 Oct. 2015, www.youtube.com/watch?v=BuijVLUqVV8.

Shambhavi Raj Singh. "In Conversation With Trinetra Halder Gummaraju-Resisting Indoctrination, Raising Awareness." *Feminism In India*, 24 June 2020, feminismindia.com/2020/06/24/conversation-trinetra-halder-gummaraju-raising-awareness/.

TEDxTalks. "We Should All Be Feminists | Chimamanda Ngozi Adichie | TEDxEuston." *YouTube*, YouTube, 12 Apr. 2013, www.youtube.com/watch?v=hg3umXU_qWc.

UCLA CSW. "New Directions in Black Feminist Studies: Tiffany Willoughby-Herard." *YouTube*, YouTube, 3 Mar. 2015, www.youtube.com/watch?v=ZaqqJaJzOPg.

unibirmingham. "Virginia Woolf and Feminist Aesthetics - English Literature Undergraduate Taster Lecture." *YouTube*, YouTube, 8 Mar. 2017, www.youtube.com/watch?v=NA3bMh9T4q4.

COURSE OUTCOME:

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

| CO No | CO Statement |
|-------|---|
| CO 1 | Demonstrate knowledge of texts, authors and the literary and social movements of gender minorities. |
| CO 2 | Analyse the representation of female/feminist and queer experience in literature. |
| CO 3 | Examine and critique the role played by socio-cultural-economic contexts that determine gender roles. |
| CO 4 | Extend knowledge gained from the text to the world around by respecting difference and transcending binaries. |

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-resources
- Videos
- Group Discussion
- Role play
- Expert guest lectures
- Seminar
- Survey and case studies

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|--------------------|------------|-------|-------|
| K, K2 | A – 5/7 x 5 Marks | 100 | 25 | 100 |
| K2, K3, K4 | B – 3/5 x 20 Marks | 500 | 60 | |
| K4, K6 | C – 1/2 x 15 Marks | 350 | 15 | |

III B.A. ENGLISH LITERATURE
CORE XI- LITERATURE AND GENDER
SEMESTER V

End Semester Question Paper Pattern

COURSE CODE: EL21/5C/GEN

Max Marks : 100
Time: 3hrs

Section A

I. Answer FIVE of the following questions in about 100 words each (5X5=25)

7 questions from Units I, II, III, IV&V

Section B

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

5 questions covering Units I II, III, IV, &V

Section C

III. Analyse any ONE of the following passages in about 350 words (1X15=15)

2 Passages for critical analysis to be given from the texts prescribed for study in Units I, II, III, IV or V

III B.A. ENGLISH LITERATURE
ELECTIVE I – INTRODUCTION TO MYTHOLOGY
SEMESTER V

HOURS : 6

TOTAL HOURS: 90

CREDITS: 5

COURSE CODE : EL21/5E/IMY

LTP: 5 1 0

COURSE OBJECTIVES:

- To introduce the students to the mythologies of various cultures with a special emphasis on Greco- Roman, Indian and Scandinavian myths.
- To familiarize the students to the mythological motifs and characters in literature.
- To train students to use technical terms and concepts to analyse texts.
- To demonstrate the role and place of classical mythology in contemporary culture

COURSE OUTLINE:

UNIT I: INTRODUCTION

20 hours

i) Definitions of myth/mythology

ii) Types of Myths:

Creation Myth, Fertility Myth, Hero Myth, Deliverance and Apocalyptic Myth

UNIT II: GRECO – ROMAN

20 hours

Ted Hughes

Selections from *Tales from Ovid*

i) Creation; Four Ages; Flood; Lycaon

ii) The Rape of Proserpina

iii) Birth of Hercules

iii) Echo and Narcissus

iv) Pyramus and Thisbe

Carol Ann Duffy

‘Mrs Midas’ (Poem)

UNIT III: INDIAN

20 hours

Bhasa

Urubhangam (Play)

A.K Ramanujan

“Three Hundred *Ramayanas*: Five Examples and Three Thoughts on Translation” (Essay)

UNIT IV: SCANDINAVIAN

20 hours

Neil Gaiman

Norse Mythology (Fiction)

UNIT – V : MYTHOLOGY IN POPULAR CULTURE

10 hours

(For Assignment and Presentation Task only)

Bob Dylan “Mother of Muses” (Song)
Ron Clements & *Hercules* 1997 (Animated Film by Walt Disney)
John Musker

SUGGESTED TEXTS FOR INDEPENDENT STUDY AND PRESENTATION TASK:

Oh My Greek Gods (Graphic Novel), Stephanie Cook
In Search of Sita, ed. Namita Gokhale
Ahalya's Awakening, Kavita Kane
The Palace of Illusions, Chitra Banerjee Divakaruni
The Penelopiad, Margaret Atwood
Jaya Devdutt Pattanaik
Liberation of Sita, Volga
After Kurukshetra, Mahasweta Devi A
Thousand Ships, Natalie Hayens
Heroes, Stephen Fry
Adi Parva: Churning of the Ocean (Graphic novel), Amruta Patil
Sauptik: Blood and Flowers(Grahic Novel), Amruta Patil

RECOMMENDED READING:

Bulfinch, Thomas. *Bulfinch's Mythology*, Canterbury Classics.
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
Joseph Campbell, *The Hero with a Thousand Faces*
Robert Graves: *The Greek Myths*

JOURNALS:

Between Men and Gods: Kinnaras in Texts and at Ajanta. Dev Publications.UK

Mythological Studies Journal, Pacifica Graduate Institute

E – LEARNING RESOURCES:

AhdUniVideos. "Pluralism in Indian Mythology." *YouTube*, YouTube, 6 Oct. 2020, www.youtube.com/watch?v=7G2nSpib2IQ.

Encyclopedia Mythica, pantheon.org/.

Greek Mythology, www.greekmythology.com/.

"Indian Mythology: Articles: Devdutt Pattanaik." *Devdutt*, devdutt.com/article-category/indian-mythology/.

"Krishna for Today." *December 2015*, 31 Dec. 2015, kamadenu.blogspot.com/2015/12/.

"Learn Mythology with Online Courses and Lessons." *EdX*, www.edx.org/learn/mythology.

Graham, Haley R., "Disabled Gods: A Critical Disability Studies Analysis of Ancient Greek Myths" (2019). Undergraduate Research Symposium. 8. <https://irl.umsl.edu/urs/8>

TEDxTalks. "Archetypes and Mythology. Why They Matter Even More So Today | Kristina Dryza | TEDxKaunas." *YouTube*, YouTube, 3 Jan. 2020, www.youtube.com/watch?v=2o4PYNroZBY.

TEDxTalks. "Imbibing Ideas through Mythology: Anand Neelakantan at TEDxIIMIndore." *YouTube*, YouTube, 16 Mar. 2014, www.youtube.com/watch?v=2LczBjHU5DI.

TEDxTalks. "Mythology And Feminism: A Case For Subaltern Narratives | Utkarsh Patel | TEDxStXaviersMumbai." *YouTube*, YouTube, 9 Oct. 2018, www.youtube.com/watch?v=_xILKtyhSbA.

universityofscranton. "Descent into Hell: The Hero's Quest in Myth and Film." *YouTube*, YouTube, 31 Oct. 2016, www.youtube.com/watch?v=fXj7UjSL_ec.

Workman, Mark E. "The Role of Mythology in Modern Literature." *Journal of the Folklore Institute*, vol. 18, no. 1, 1981, p. 35., doi:10.2307/3814186.

Zekavat, Massih. "Ecocriticism and Persian and Greek Myths about the Origin of Fire." *CLCWeb: Comparative Literature and Culture* 16.4 (2014): <<https://doi.org/10.7771/1481-4374.2615>>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO1 | Demonstrate familiarity with the main characters, stories and themes of classical myths |
| CO2 | Demonstrate knowledge of mythological motifs and characters in literature and popular culture |
| CO3 | Analyze various structures of myth in literature through reading and writing |
| CO4 | Compare different myths, or different versions of the same myth |
| CO5 | Evaluate the ethical implications of myth in literature and its relevance to contemporary society. |

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
- Group Discussion
- Assignment Films/ movie screening
- Blended & Flipped Learning

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K1, K2, K3 | A – 5/7 x 5 Marks | 100 | 25 | 100 |
| K3, K4 | B – 3/5 x 20 Marks | 500 | 60 | |
| K4, K6 | C- 1/2 x15 Marks | 350 | 15 | |

III B.A. ENGLISH LITERATURE
ELECTIVE I – INTRODUCTION TO MYTHOLOGY
SEMESTER V

End Semester Question Paper Pattern

Max Marks: 100

Paper Code: EL21/5E/IMY

Time: 3hrs

Section A

I. Answer 5 of the following questions in about 100 words each (5X5=25)

7 Questions from Units I, II, III & IV

Section B

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

5 Questions from Units I, II, III & IV

Section C

III. Analyse any one of the following passages in about 350 words (1X15=15)

2 Passages for critical analysis to be given from the text prescribed for study in Units II, III, or IV

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

HOURS : 6

**TOTAL HOURS: 90
CREDITS: 5**

**COURSE CODE: EL21/5E/POP
LTP: 5 1 0**

COURSE OBJECTIVES:

- To prepare the learner to understand the impact of popular literature in 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 | | 15 hrs |
| 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 | | 15 hrs |
| Kendrick Lamar | Pray for Me | |
| Coldplay, The Chainsmokers | Something Just Like This | |
| Pink Floyd | Sheep | |
| Alessia Cara | Wherever I Live | |
| UNIT III: GRAPHIC NOVEL | | 15hrs |
| Marjane Satrapi | <i>Persepolis</i> – Volume 1, The Story of a Childhood | |
| UNIT IV: NOVELS | | 15hrs |
| Stephen King | Rita Hayworth and Shawshank Redemption | |
| Rainbow Rowell | <i>Fangirl</i> | |
| UNIT V: TELEVISION SITCOMS | | 15hrs |
| Brooklyn Nine-Nine (2013-2022)–Season 1- Episode: Halloween(2017) | | |
| | Season 5 - Episode: The Box (2018) | |

For Class Presentations and Assignments only**15hrs**

| | |
|------------------|---|
| Katy Perry | Roar, Part of Me |
| BTS Best Songs | [Playlist for motivation and cheer up] |
| Bill Watterson | Something Under the Bed is Drooling (Calvin and Hobbes) |
| Gillian Flynn | Gone Girl (novel and movie) |
| Scott Fitzgerald | The Curious Case of Benjamin Button |
| Black-ish | (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 Dóh! Of Homer. Open Court, 2008.

JOURNALS:

The Journal of Popular Culture -(*TJPC*)

E- LEARNING RESOURCES:

<https://archive.org/details/PersepolisVolume1/page/n5/mode/2up>

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

https://www.goodreads.com/book/show/39664.Rita_Hayworth_and_Shawshank_Redemption

<https://www.youtube.com/watch?v=r5WZgpwBjxY>

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 – 5/6 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
ELECTIVE I - POPULAR CULTURE
SEMESTER - V

End Semester Question Paper Pattern

Paper Code: EL21/5E/POP

Max. Marks:100

Time: 3 Hours

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
ELECTIVE II - THEATRE SKILLS - INDIAN DRAMA AND
PERFORMANCE
SEMESTER V

HOURS : 6

TOTAL HOURS: 90

CREDITS: 5

COURSE CODE: EL21/5E/THE

LTP: 3 1 2

COURSE OBJECTIVES:

- To introduce students to the theory and practice of theatre in India
- To introduce students to the rich performance tradition in India.
- To train students to use the basic elements of theatre - voice, body, space, movement, props, sounds, costume, and lighting.
- To equip students with skills required for a short performance.
- To enable students to develop their personality and team building skills.

COURSE OUTLINE:

UNIT I : THEORY

15 hours

Introduction to theories of Performance in India: Classical to Contemporary

Bharatamuni On Natya and Rasa

Tolkappiyam Meypatiyyal

Badal Sircar Third Theatre

UNIT II : THEORY

15 hours

Popular Theatrical Forms and Practices: Nautanki, Jatra, Tamasha, Yakshagana ,
Theruk-k-kuthu, and Street Theatre

Unit III : WORKSHOPS

20 hours

Space and Movements

Body and Emotion : Action, Gestures, Expression and Voice

Rehearsal and play readings

UNIT IV : WORKSHOPS

20 hours

Theatrical Production

Direction, Stage props, Costume, Lighting and Backstage support

UNIT V : PERFORMANCE AND DOCUMENTATION

20 hours

Performance of a play in about 20 minutes : A play of their own choice: original script or scenes from plays.

Interview with theatre practitioner who has worked with Indian theatrical forms

RECOMMENDED READING:

- Dutt, Utpal. *On Theatre*. New Delhi: Seagull, 2009.
- Ghosh, Arjun. *A History of the Jan Natya Manch: Plays for the People*. New Delhi: Sage India, 2012.
- Ghosh, Manomohan, trans. *The Natyashastra*. Bharata. Vol. Calcutta: The Royal Asiatic society of Bengal, 1950.
- Gopal, Priyamvada. *Literary Radicalism in India*. India: Routledge, 2018.
- Lal, Ananda, ed. *Theatres of India: A Concise Companion*. New Delhi: OUP, 2009.
- People's Art in the Twentieth Century: Theory and Practice*. Jana Natya Manch. New Delhi: Navchetan Printers. 2000.
- Mangai, A. *Acting Up: Gender and Theatre in India, 1979 Onwards*
- Rangacharya, Adya, trans. *The Natyashastra*. Bharata Muni. New Delhi: Munshiram Manoharlal, 2010.
- Richmond, Farley P. Darius L. Swann, Phillip B. Zarrilli, *Indian Theatre: Traditions of Performance*
- Sircar, Badal. *On Theatre*. Calcutta: Seagull, 1999.
- Vatsyayan, Kapila. *Bharata: The Natyashastra*. New Delhi: Sahitya Akademi, 2005.

COURSE OUTCOME:

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

| | |
|------------|--|
| CO1 | Demonstrate knowledge of the history of Indian theatre and understanding of theatrical praxis in India |
| CO2 | Examine and choose a dramatic text and style of performance. |
| CO3 | Design and develop a production (acting, directing sound and lights, stage setting and manage audience |
| CO4 | Extend the team building skills acquired through the course to real life scenario |

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:

- Flipped Learning/Blended Classroom
- Videos, Group Discussion, Seminar
- Role play, Workshops, Rehearsals, Play production
- Review of plays, interview and case studies
- Watch live and recorded productions and rehearsals

ASSESSMENT:**End Semester Examination Only**

Internal Assessment to test knowledge of theory and praxis through Test, presentations and assignment :

| Component | Criteria | Weightage for CA |
|--|---------------------------------|-------------------------|
| Test 1 – Theory | 5/7 x 10 Marks (150 words) = 50 | 20 |
| Play selection and preparation of Performance script | 20 Marks | 10 |
| Assignment: Interview | 20 Marks | 10 |
| Total | | 40 |

Practical Examination at the End of the Semester

1. Students will present a play in groups approved by the course teacher
2. The script for presentation to be approved by the course teacher.
3. The duration of the play could be between 10 minutes to 25 minutes based on the script and type of performance.
4. Viva-Voce after the presentation.

| | |
|--|-------------------|
| CA Marks (Internal Examiner) | = 40 Marks |
| Practical Examination (Internal and External Examiners) | = 60 Marks |
| | <hr/> |
| Total | 100 Marks |

**III B.A ENGLISH LITERATURE
ELECTIVE II - JOURNALISM
SEMESTER-V**

HOURS : 6
TOTAL HOURS: 90
CREDITS: 5

PAPER CODE: EL21/5E/JRM
L T P: 5 1 0

COURSE OBJECTIVES:

- To introduce the students to the world of journalism and apply their learning with a career perspective in journalism.
- To impart theoretical and practical knowledge about reporting.
- To train students in the basics of copyediting.
- To familiarize the students with the development of digital journalism.

COURSE OUTLINE:

UNIT I : JOURNALISM-DEFINITION

18hrs

What is Journalism? and Who is a journalist?
Brief History of Journalism
Journalism in India
Principles of Journalism
Press Laws

UNIT II : NEWSPAPER ORGANIZATION

18hrs

Newspaper organization and its operations
Functions of a Newspaper
Newspaper Layout and Design – Front and Inside Pages- Computer Page Makeup; Principle & Techniques of Page Makeup.
Picture Editing and Caption Writing;

UNIT III : NEWS & NEWS WRITING

18hrs

News: Definitions, News Values, Types of News, News Agencies
Structure of News, Five W's and H, Inverted Pyramid Format, Hourglass format, Headlines & Leads
Types of Reporting - Beat Reporting: Sports, Crime, Politics, Business, Education, etc. Duties and Role of a Reporter

UNIT IV : REPORTER & EDITOR

18hrs

Editor - Duties and Responsibilities of Editor The Sub Editor, Anatomy of Editing Reporter – Duties and responsibilities Freelance Writer
Editorial, Interview, Feature Writing, Column Writing

UNIT V : DIGITAL JOURNALISM**18hrs**

Characteristics of Digital Journalism

Online Reporting: news blog, blogosphere, website, hypertext, multimedia, language and style, podcast and webcast, tools for news gathering

Citizen Journalism

E-zines

Mobile journalism

RECOMMENDED READING:

Keval J. Kumar Mass Communication in India

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

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

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

JOURNALS:

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

B.N. Ahuja and S.S. Chabra: editing, Surjeet Publications, Delhi, 2009

2. Bruce Westley: News Editing (3rd edition) IBH Publications, New delhi, 1980

3. Baskette, Scissors & Brooks: The Art of Editing (5th edition) McMillan Publications co., New York, 1992

4. Harold Evans: Newspaper Design, Holt, Rinehart & Winston, 1976 5.

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>**COURSE OUTCOME:**

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Understand the powerful, crucial, instrumental and ethical role of journalism in the society |
| CO 2 | Examine the various forms of reporting and news writing with a thorough knowledge of the structure of news writing. |
| CO 3 | Demonstrate an understanding of some of the basic concepts related to copyediting. |
| CO 4 | Understand the use of multimedia technology and its content |
| CO 5 | Implement the ideas about mobile journalism and digital journalism. |

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:

- Conventional Lectures
- Group Discussion
- E-content
- Participation
- Assignment
- Quiz
- Peer Learning
- Internship/visits to newspaper offices
- Blended learning

QUESTION PAPER PATTERN

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

**III B.A ENGLISH LITERATURE
ELECTIVE II – JOURNALISM
SEMESTER V**

End Semester Question Paper Pattern

Paper Code: EL21/5E/JRM

Max Marks: 100

Time: 3 hrs

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

TOTAL HOURS:

COURSE CODE: EL21/5/AUB

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 Instruction |
|------------------------|-------------------|-------------------|--------------|--------------|---|
| K1 K2, | A – 2/3 x 5 Marks | 150 | 10 | 50 | Unit I only |
| K2,K3 | B – 2/4x 20 Marks | 500 | 40 | | Either or question from Unit II And III |

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

TOTAL HOURS:

COURSE CODE: EL21/5/TRA

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*.

Writer’s 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 Instruction |
|-----------------|--------------------|------------|-------|-------|---|
| K1 K2, | A – 2/3 x 5 Marks | 150 | 10 | 50 | Unit I only |
| K2,K3 | B – 2/4 x 20 Marks | 500 | 40 | | Either or question from Unit II And III |

**III B.A. ENGLISH LITERATURE
CORE XII - POSTCOLONIAL LITERATURE
SEMESTER- VI**

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: EL21/6C/POS

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 the Postcolonial world.

COURSE OUTLINE:

UNIT I: PROSE

18 hrs

Bill Ashcroft, Gareth Griffiths & Helen Tiffin The Empire Writes Back (Introduction)

UNIT II: POETRY

18 hrs

Kath Walker No More Boomerang (Australia)
 David Diop Africa (Africa)
 Derek Walcott Ruins of a Great House (Caribbean Islands)
 Kishwar Naheed I am not that Woman (Pakistan)
 Lakdasa Wikramasinha Don't talk to me about Matisse (Sri Lanka)
 Hone Tuwhare Toroa: Albatross (New Zealand)
 James Reaney Going for the Mail (Canada)
 Pablo Neruda The Dictators (Chile)

UNIT III: DRAMA

18 hrs

Athol Fugard Boesman and Lena (Africa)
 Ray Lawler Summer of the Seventeenth Doll (Australia)

UNIT IV: FICTION

18 hrs

Nadine Gordimer *July's People* (Africa)
 Margaret Atwood *Edible Woman* (Canada)

UNIT V: SHORT STORIES

18 hrs

Alice Munro Face (Canada)
 Henry Lawson A Child in the Dark and a Foreign Father (Australia)
 Maria Elena Llano In the Family (Cuba)

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. Narasimhaiah

JOURNALS:

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

Post Colonial Studies – ISSN: 1368 – 8790

E- LEARNING RESOURCES:

<https://www.britinnaica.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 by chalk and talk
- Group Discussion
- Assignment
- Films/movie screening
- Teaching/Learning through Technology
- Blended learning

QUESTION PAPER PATTERN

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

**III B.A. ENGLISH LITERATURE
CORE XII - POSTCOLONIAL LITERATURE
SEMESTER- VI**

End Semester Question Paper Pattern

Paper Code: EL21/6C/POS

**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 XIII- AMERICAN LITERATURE- II
SEMESTER- VI**

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: EL21/6C/ALE

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 Postmodernism- Pluralism, Immigrant Literature | |
| UNIT- II: PROSE | 18 hrs |
| W. E. B. Du Bois | The Study of the Negro Problems |
| James Baldwin | A Letter to My Nephew |
| UNIT- III: POETRY | 18 hrs |
| Wallace Stevens | The Emperor of Ice- Cream |
| E. E. Cummings | Cambridge Ladies |
| Langston Hughes | I, Too |
| Allen Ginsberg | I am a Victim of Telephone |
| Robert Lowell | For the Union dead |
| Anne Sexton | The Addict |
| Adrienne Rich | Aunt Jennifer’s Tigers |
| UNIT- IV: DRAMA | 18 hrs |
| Edward Albee | <i>Zoo Story</i> |
| Neil Simon | <i>The Odd Couple</i> |
| UNIT- V: SHORT STORY/FICTION | 18 hrs |
| Zora Neale Hurston | <i>Sweat</i> |
| John Steinbeck | <i>The Chrysanthemums</i> |
| Ernest Hemingway | <i>The Snow of Kilimanjaro</i> |
| Sandra Cisneros | <i>The House on Mango Street</i> |
| Amy Tan | <i>The Joy Luck Club</i> |

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>

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)

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

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

COURSE OUTCOME:

On completion of this course, 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 by Chalk and Talk
- Task Based Learning- Role play, Quiz, Group discussion etc.,
- Presentation, Seminar
- E-Resources
- Flipped learning

QUESTION PAPER PATTERN

| BLOOM'S CATEGORY | SECTION | WORD LIMIT | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K1 | A – 5/6 x 2 Marks | 50 | 10 | 100 |
| K1, K2 | B – 5/8 x 6 Marks | 150 | 30 | |
| K2, K3, K4 | C – 3/5 x 20 Marks | 500 | 60 | |

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

End Semester Question Paper Pattern

Paper Code: EL21/6C/ALE

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 XIV - INTRODUCTION TO ENGLISH LANGUAGE
TEACHING AND MICRO-TEACHING

SEMESTER-VI

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

PAPER CODE : EL21/6C/ELT

LTP: 3 3 0

COURSE OBJECTIVES:

- To enable the learner to communicate effectively and appropriately in real life situation
- Enhance competence in the four modes of literature: Writing, Speaking, Reading and Listening
- Students will be able to distinguish receptively and productively between the phonemes
- Students will develop abilities as critical thinkers, readers and writers
- Students will give oral presentation and receive feedback on their performance

COURSE OUTLINE:

UNIT- I: **18hrs**
History of English Language Teaching in India- Role of English in the present day India-English as National and International language-Teaching English in the Primary Level, Secondary Level and Higher Level.

UNIT -II: **18hrs**
Linguistics in language learning
Cognitive theory
Behaviourist theory
Mother tongue and Second Language

UNIT -III: **18hrs**
Phonetics of English-Stress, Rhythm and Intonation
Organs of speech and their role - (Respiratory system, Phonatory system and Articulatory system)
Pronunciation(Consonants, Active & Passive articulators)
Vocabulary- Enrichment of Active & Passive vocabulary
Use of Dictionary and Thesaurus.

UNIT -IV: **18hrs**
Poetry Lessons for Teaching Language
Rhyme and Rhythmic Activity
Idiomatic and Grammatical Construction

UNIT-V: **18hrs**
Definition - Characteristics of Micro-Teaching, Micro-Teaching cycle, Link lesson in Micro-Teaching, Apply Micro-Teaching method in the selected topics.

RECOMMENDED READING:

Baruah, T. C. (1993). *The English Teacher's Handbook*. New Delhi: Sterling Publishers. Bennett, W. A. (1969). *Aspects of Language and Language Teaching*. London: Cambridge University Press

REFERENCE BOOKS:

Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation

Aggarwal. J. C. (2008). *Principles, Methods & Techniques of Teaching*. UP: Vikas Publishing House Pvt Ltd.

Venkateswaran, S. (2008). *Principles of Teaching English*. UP: Vikas Publishing House Pvt. Ltd. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications. Sharma, R.

N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.

JOURNALS:

1. <http://www.asian-efl-journal.com/index.php>
2. <http://e-flt.nus.edu.sg/main.htm>

E-LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=p3JN_ghpQfY
2. <https://www.youtube.com/watch?v=N6SLpEqTPLI>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | The students will communicate effectively |
| CO 2 | LSRW skills will be enhanced |
| CO 3 | Phonetic language gets spontaneously incorporated |
| CO 4 | The English language will impact the thought process |
| CO 5 | The cycle of presentation in micro-teaching will be explained meticulously |

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
- Peer Learning

QUESTION PAPER PATTERN

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

III - BA ENGLISH LITERATURE
CORE XIV - INTRODUCTION TO ENGLISH LANGUAGE
TEACHING AND MICRO - TEACHING
SEMESTER-VI

End Semester Question Paper Pattern

Paper Code: EL21/6C/ELT

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 XV- LITERATURES OF THE ETHNIC MINORITIES
SEMESTER VI

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: EL21/6C/ETH

LTP: 3 3 0

COURSE OBJECTIVES:

- The course aims at broadening the views of the learners on ethnic minorities across the world in general and India in particular and their issues.
- The course aims at understanding the literature produced by/on the minority communities.
- Understanding the voices of those which have not been heard due to certain deterritorialization, political, linguistic and religious reasons.
- The course will make the learner aware of the issues of the minorities and their expression in the form of literature.
- The course will enable understanding of setting and context in shaping a work's meaning.

COURSE OUTLINE:

UNIT I :

18 hrs

Ethnic Minorities – Indigenous People - Tribes
Ethnic Minorities in India
The concept and idea of Minority Literature

UNIT II:

18 hrs

Farida Bamji (Zoroastrian): “Life is Love, Don’t trade it for Hatred”, “Expectations”
Tenzin Tsundue (Tibet): “Refugee”
Thich Nhat Hanh (Buddhist): “Looking for Each Other”
Adil Jussawalla (Parsi): “Sea Breeze, Bombay”

UNIT III:

18 hrs

G.N.Devy: “Tribal Verse” (Essay 4 from *Painted Words: An Anthology of Tribal Literature*)
Hansda Sowvendra Shekhar: “Adivasi will not Dance” (*from the Book Adivasi will not Dance*)

UNIT IV:

18 hrs

Mahasweta Devi: “Bayen”
T.P.Kailasam: *Purpose - A Playlet of Ekalavya*
Bharathi Sarabhai: *The Well of the People*

UNIT V:**18 hrs**

Mamang Dai: *The Black Hill*

V: Narayan (Tr. By Catherine Thankamma and G.S. Jayasree): *Kocharethi: The Araya Woman*

Y.B. Satyanarayana: *My Father Baliah*

RECOMMENDED READING:

- Deleuze and Guattari. *Kafka: Towards a Minor Literature*. Princeton, Univ of Minnesota, 1986.
- Bhabha, Homi. *The Location of Culture*. London: Routledge, (Indian rpt.) 2010 (1994).
- Nayar, Pramod K. *Post-Colonial Literature: An Introduction*. New Delhi: Dorling Kindersley / Pearson Longman, 2008.
- M.C. Behera (ed.) (Author) *Tribal Language, Literature and Folklore: Emerging Approaches in Tribal Studies* Rawat Publications, 2019
- A.K. Chaturvedi. *Tribals in Indian English Novel*. Atlantic Publishers, 2019.
- G.N.Devy: *Painted Words: An Anthology of Tribal Literature* Penguin Books India, 2003.

JOURNALS:

International Journal on Minority and Group Rights ISSN: 1385-4879. Publisher: Brill | Nijhoff
Journal of Comparative Literature and Aesthetics (ISSN: 0252-8169) Publisher: Visvanatha Kaviraja Institute, India

South Asia: Journal of South Asian Studies Print ISSN: 0085-6401 Online ISSN: 1479-0270.
Publisher Taylor & Francis

E-LEARNING RESOURCES:

<https://minorityrights.org/country/india/>
<https://www.wordswithoutborders.org>
<http://sahitya-akademi.gov.in/aboutus/cotlit.jsp>
https://indiantribalheritage.org/?page_id=7592

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO 1 | Broaden the views of Students on ethnic minorities and their issues. |
| CO 2 | Analyse literary works for their structure and meaning, and significance. |
| CO 3 | Analyzing the setting, situation and structure in shaping a works Meaning |
| CO 4 | Identify and describe distinct literary characteristics of Minority literature. |
| CO 5 | Demonstrate their ideas related to the culture, tradition and challenges of the ethnic minorities during class and group activities. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO 4 | 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:

- Conventional Lectures
- Group Discussion
- E-content
- Participation
- Assignment
- Quiz
- Peer Learning
- Blended learning

QUESTION PAPER PATTERN

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

**III BA ENGLISH LITERATURE
CORE XV- LITERATURES OF THE ETHNIC MINORITIES**

SEMESTER VI

End Semester Question Paper Pattern

Paper Code: EL21/6C/ETH

Marks: 100

Times: 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 III - WORLD LITERATURE IN TRANSLATION

SEMESTER- VI

HOURS : 6

TOTAL HOURS: 90

CREDITS: 5

COURSE CODE: EL21/6E/WDE

LTP: 5 1 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 of texts in the literary and political contexts.
- To explain the diversity of culture through multiple frames of reference.
- To facilitate the learners to approach the texts from a cross-cultural perspective.

COURSE OUTLINE:

UNIT I : PROSE

15hrs

Upanishads

The Chandogya Upanishad Chapter 4 Section 1-9

Plato

“The Tyrannical Character” (excerpt from *The Republic Book IX*, part 9 chapter 9)

Ananda K Coomaraswamy “The Dance of Shiva”

UNIT II : POETRY

20hrs

The Bible

Psalm 42

The Dhammapada

Flowers (Translated by Vaerie JRoebuck)

Matsuo Basho

Haiku Selection from *On Love and Barley*

Dante Alighieri

The Divine Comedy -Inferno Canto 1

Rumi

Chickpea to cook, Two Friends

Mahmoud Darwish

Identity Card

Anna Akhmatova

“The Muse”, “Epigram”

UNIT III : DRAMA

20hrs

Kalidasa

Abhijñānaśākuntalam

Bertolt Brecht

Mother Courage and Her children

UNIT IV: FICTION & SHORT STORIES

25hrs

| | |
|------------------------|--|
| Anne Frank | <i>The Diary of a Young Girl</i> |
| Anton Chekhov | “The Bet” |
| Arabian Nights | “Shahryar and Scheherazade” |
| Gabriel Garcia Marquez | “A Very Old Man with Enormous Wings” |
| Pandit Vishnu Sharma | <i>Panchatantra</i> (trans. G.L. Chandiramani) |
| Ryūnosuke Akutagawa | “In a Bamboo Grove” (trans. Takashi Kojima) |
| Acharya Mahapragya | <i>Rishabhayan</i> Canto III, IV, & XII (Translated by Sudhamahi Regunathan) |

UNIT V: PRACTICAL TASK FOR PRESENTATION AND ASSIGNMENT 10hrs RECOMMENDED READING:

Calvino, Italo, and M. L. McLaughlin. *Why Read the Classics?* Mariner Books, Houghton Mifflin Harcourt, 2014.

Damrosch, David. *What Is World Literature?* Princeton University Press, 2003. Haen, Theo d', et al. *The Routledge Companion to World Literature*. Routledge, 2014.

Lawall, Sarah N. *The Norton Anthology of World Literatures: 1650 To the Present: Package 2*. W W Norton & Co Inc, 2001.

Prendergast, Christopher, and Anderson Benedict R O'G. *Debating World Literature*. Verso, 2004.

World Literature in Theory. Wiley Blackwell, 2014.

JOURNALS:

The Journal of World Literature
World Literature Studies
World Literature Today

E - LEARNING RESOURCES:

Belhaven University. “A Doll's House, Belhaven University, Pt 1.” *YouTube*, YouTube, 12 Feb. 2013, www.youtube.com/watch?v=6NLhOyGBs6c.

Cecedusat. *World Literature : Summing Up*. *YouTube*, YouTube, 26 Dec. 2018, www.youtube.com/watch?v=rwVi8KfMhbk.

Haen, Theo d'. *Routledge Concise History of World Literature*. Routledge, 2011.

“Humanities and Social Sciences - NOC:Introduction to World Literature.” *NPTTEL*, nptel.ac.in/courses/109/106/109106147/.

“Invitation to World Literature.” *Annenberg Learner*, 19 Dec. 2019, www.learner.org/series/invitation-to-world-literature/.

JICC DC. "Haiku: Transcending Borders." *YouTube*, YouTube, 4 Oct. 2016,
www.youtube.com/watch?v=pwAFUH_wVHk.

"Krishna for Today." *December 2015*, 31 Dec. 2015, kamadenu.blogspot.com/2015/12/.

"Martin Puchner 1: The Challenge of World Literature." *YouTube*, YouTube, 10 Mar. 2020,
www.youtube.com/watch?v=OrzKuFWHhEE.

Naithani, Sadhana. "The Teacher and the Taught: Structures and Meaning in the Arabian Nights and the Panchatantra." *Marvels & Tales*, vol. 18, no. 2, 2004, pp. 272–285., doi:10.1353/mat.2004.0047.

The Kabir Project, www.kabirproject.org/.

"World Literature." *World Literature | University of Oxford Podcasts - Audio and Video Lectures*, podcasts.ox.ac.uk/keywords/world-literature.

Zaytuna. *Guest Lecture Rumi and the Path of Divine Love*. *YouTube*, YouTube, 22 Feb. 2018,
www.youtube.com/watch?v=cyEFV1liU04.

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
- ICT enabled
- Flipped learning
- Participation
- Assignment
- Quiz
- Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|--------------------|-------------------|--------------|--------------|
| K, K2 | A – 5/7 x 5 Marks | 100 | 25 | 100 |
| K2, K3, K4 | B – 3/5 x 20 Marks | 500 | 60 | |
| K4, K6 | C – 1/2x 15 Marks | 350 | 15 | |

III BA ENGLISH LITERATURE
ELECTIVE III - WORLD LITERATURE IN TRANSLATION
SEMESTER VI

End Semester Question Paper Pattern

Paper Code: EL21/6E/WDE

Max Marks: 100

Time: 3hrs

SECTION A

I. Answer FIVE of the following questions in about 100 words each: (5X5=25)

7 questions from Units I, II, III & IV

SECTION B

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

5 questions covering Units I, II, III & IV

SECTION C

III. Analyse any ONE of the following passages in about 350 words: (1X15=15)

2 Passages for critical analysis to be given from the texts prescribed for study in Units I, II, III, IV or V

III B.A. ENGLISH LITERATURE
ELECTIVE III - TAMIL LITERATURE IN TRANSLATION
SEMESTER VI

HOURS: 6
TOTAL HOURS: 90
CREDITS: 5

COURSE CODE: EL21/6E/TLT
LTP: 5 1 0

COURSE OBJECTIVES:

- To understand regional literature
- To enable students to learn and compare literature
- To enhance the skill of translation and its diversities
- To identify more native text and employ translation
- To enjoy the nuances of native language structures and their difference in translation

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDIES AND POETRY **18hrs**

Translation studies, Theories of translation, Introduction to translation studies.

POETRY

| | |
|---------------|---|
| Sangam Poetry | A.K.Ramanujam Ainkurnoor 113/ 192/kurunthogai 68/95/22 |
| Thiruvalluvar | Thirukkural (Book 1 Aram) Glory of Rain/family life/ possessing love/ Gratitude/ Charity |
| Bharathiyar | Victory Drum (translated by Lekha Murali) |

UNIT- II: PROSE **18hrs**

A. Anupama Flirting and the Excellence of Rain: on Translating Thirukkural

UNIT- III : CLASSICAL TAMIL LITERATURE IN ENGLISH **18hrs**

Ilanko Atikal The Cilappatikaram” The Tale of an Anklet (tr. R. Parthasarathy)
The Book of Pukar- Canto 4- 10
Kalki Krishnamurthy Ponnaiyin Selvan New Floods

UNIT- IV : NOVEL

| | | |
|-----------------|--|--------------|
| C.S.Chellappa | Vaadivasal | 25hrs |
| Rajam Krishnan | Lamps in the Whirlpool | |
| Perumal Murugan | Poonachi (translated N. Kalyana Raman) | |

UNIT- V : EXERCISE IN TRANSLATION **11hrs**

A paper for assessment to be done by students (Tamil text from any genre to be translated)

RECOMMEND READING:

Modern Literature An anthology: survey and poems - Edited K.M. George
Modern Literature An anthology: Prose and plays - Edited K.M. George

E-LEARNING RESOURCES:

Theories in Translation : <https://culturesconnections.com>
Introduction to translation studies – Jeremy Munady
A linguistic theory of translation <http://salahlibrary.files.wordpress>
Theories of translation <https://nptel.ac.in>

Vaadivasal <http://www.scribd.com>
Modern Anthology of prose and plays <http://books.google.co.in>
Sangam poetry -A.K.Ramanujam <https://1lib.in/book/6015146/43d6c2>
Thirukkural https://www.projectmadurai.org/pm_etexts/pdf/pm0153.pdf

Victory drum <https://lmexpressions.com/2017/02/28/bharathiyar-poems-the-victory-drum/>
Ponniyin Selvan https://www.projectmadurai.org/pm_etexts/pdf/pm0386.pdf
Flirting and the Excellence of Rain: on Translating Thirukkural
<http://numerocinqmagazine.com/2014/05/08/flirting-the-excellence-of-rain-on-translating-tirukkural-essay-poems-a-anupama/>
Perumal Murugan- Poonachi <https://1lib.in/book/11076397/00ab80>

COURSE OUTCOME

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

| CO | CO Statement |
|-----|---|
| C01 | Appreciates the native literature and ideas of the society |
| C02 | Enhance the knowledge the native writers |
| C03 | Analyse the comparative nature of the native literature to the English literature |
| C04 | Develops an interest in translation a skill to be exercise |
| C05 | Effective understanding of universality of ideas in literature |

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME :

| C0/PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO6 | PSO7 | PSO 8 |
|----------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|--------------|
| CO1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.8 | 2.2 | 2.8 | 3.0 | 2 | 2.6 |

TEACHING METHODOLOGY:

- Lecture
- Discussion
- PowerPoint presentation on the topics
- Translation practise
- Flipped learning

QUESTION PAPER PATTERN

| Bloom's category | Section | Word limit | Marks | Total |
|-------------------------|----------------|-------------------|--------------|--------------|
| K1,K2 | A - 4X5 | 50 | 20 | 100 |
| K2,K3 | B – 5X8 | 100 | 40 | |
| K2,K3,K4 | C - 2X20 | 500 | 40 | |

**III B.A. ENGLISH LITERATURE
ELECTIVE III - TAMIL LITERATURE IN TRANSLATION
SEMESTER VI**

End Semester Question paper pattern

Paper Code: EL21/6E/TLT

Max Marks: 100

Time: 3hrs

SECTION A

I Answer any Four in about 50 words each: (4x5=20)

5 Questions from all units

SECTION B

II Answer any Five in about 100 words each: (5x8=40)

6 Questions from all units

SECTION C

III Answer any Two in about 500 words each: (2X20=40)

3 Questions from all units

I M.A. ENGLISH LITERATURE
CORE I – BRITISH LITERATURE 20TH CENTURY & 21ST CENTURY

SEMESTER I

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/1C/BTL

LTP: 3 3 0

COURSE OBJECTIVES:

- To enhance student's knowledge of British literary and social history.
- To enable students to develop a critical approach to the artistic trends of the twentieth century.
- To equip students to study the representative writers in relation to the changing artistic, social and political trends.
- To equip students to analyse texts using relevant forms and concepts.
- To enable students to closely read the social, political and cultural issues reflected in British Literature.

COURSE OUTLINE:

UNIT I: POETRY I

18hrs

| | |
|-------------------------------|--------------------------------|
| Walter de la Mare (1873-1956) | The Listeners (1912) |
| Rupert Brooke (1887-1915) | The Soldier (1915) |
| T.S.Eliot (1888 – 1965) | The Wasteland (1922) |
| W.B.Yeats (1865 - 1939) | Sailing to Byzantium (1928) |
| Stevie Smith (1902 – 1971) | Not Waving but Drowning (1957) |
| Ted Hughes (1930 – 1998) | Pike (1960) |

UNIT II: POETRY II

14 hrs

LATE TWENTIETH CENTURY

| | |
|-----------------------------|------------------------------|
| Seamus Heaney (1939 - 2013) | Blackberry Picking (1966) |
| Peter Porter (1929 - 2010) | Your Attention Please (1983) |
| Micheline Wandor (1940 -) | Eve Meets Medusa (1993) |
| Carol Ann Duffy (1955) | Mrs. Faust (1999) |

UNIT III: PROSE

12 hrs

| | |
|-------------------------------|--------------------------------|
| J.B. Priestley (1894- 1984) | Student Mobs |
| William Golding (1911 – 1993) | Nobel Lecture (1983) |
| E.M.Forster (1879 – 1970) | Notes on the English Character |

UNIT IV: DRAMA

22 hrs

| | |
|-----------------------------|------------------------------|
| Harold Pinter (1930 - 2008) | Betrayal *(1978) |
| John Osborne (1929 – 1994) | Déjà vu* (1992) |
| Tom Stoppard (1937) | Indian Ink (1995) |
| Caryl Churchill (1938 -) | Seven Jewish Children (2009) |

UNIT V: FICTION**24 hrs**

| | |
|---------------------------|-------------------------------|
| Muriel Spark (1918 -2006) | The Driver's Seat (1970) |
| Pat Barker (1943 -) | Regeneration (1991) |
| Zadie Smith (1975 -) | White Teeth* (2000) |
| Michael Frayn (1933 -) | Spies (2002) |
| Kazuo Ishiguro (1954-) | Never Let me Go* (2005) |
| Julian Barnes (1946 -) | The Sense of an Ending (2011) |

For Internal Assessment only*For Class discussions and presentations**www.nobelprize.org/mediaplayer/index.php?id=1947<http://slideplayer.com/3509704/12/images/71/Angry+Young+Man+Movement+KitchenSink+Drama.jpg>**RECOMMENDED READING:**

Malcom Bradbury and James McFarlane—Modernism
 Boris Ford—The Penguin Guide to English Literature Vol 7 The Modern Age

JOURNALS:

XII Modern Literature, The Year's Work in English Studies, maz011, 13 August 2019

<https://doi.org/10.1093/ywes/maz011>

Book review. Ambivalence. Empire Writing: An Anthology of Colonial Literature 1870-1918.

E Boehmer, Essays in Criticism, Volume 50, Issue 1, January 2000, Pages 81–88,

<https://doi.org/10.1093/eic/50.1.81>**E-LEARNING RESOURCES:**<https://doi.org/10.1093/nq/s10-IX.214.98a><https://doi.org/10.1093/res/hgp070><https://academic.oup.com/jvc/article/14/1/134/4159764> <https://doi.org/10.1093/pa/gsr056>**COURSE OUTCOME:**

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

| CO No. | CO Statement |
|--------|--|
| CO1 | Identify and relate to the changing trends in British literary expressions during the twentieth century. |
| CO2 | Demonstrate an awareness of the major movements in art and extend this understanding to literary texts. |
| CO3 | Engage critically with representative writings in relation to their socio-cultural and political milieu. |
| CO4 | Demonstrate the skill to apply critical tools to interpret texts. |
| CO5 | Discuss the social, political and cultural issues reflected in British Literature. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| Average | 2.8 | 2.6 | 2.8 | 2.2 | 2.4 | 2.6 | 2.4 | 2.4 | 2.0 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|-----------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

I M.A. ENGLISH LITERATURE
CORE I – BRITISH LITERATURE 20TH CENTURY & 21ST CENTURY

SEMESTER I

End Semester Question Paper Pattern

Paper Code: 2P21/1C/BTL

Max Marks: 100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE II - INDIAN LITERATURE IN ENGLISH - I
SEMESTER I**

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/1C/INL

LTP: 3 3 0

COURSE OBJECTIVES:

- To introduce the major literary works of Indian literature in English.
- To list out the representative literary texts of various periods and genres.
- To make the students aware of social, political and cultural issues reflected in writing in English.
- To elicit the various themes presented in Indian Literature.
- To familiarize the characteristics of Indian sensibility.

COURSE OUTLINE:

| | | |
|-------------------------|--|---------------|
| UNIT I: POETRY | | 18 hrs |
| Nissim Ezekiel | Urban | |
| | The Patriot | |
| Kamala Das | An Introduction | |
| | My Mother at Sixty-Six | |
| Arun Kolatkar | An Old Woman | |
| | The Boat Ride | |
| Sujata Bhatt | Search for My Tongue | |
| | Partition | |
| Arundhati Subramaniam | When Landscape Becomes Woman | |
| | When God is a Traveller | |
| UNIT II: PROSE | | 18 hrs |
| Nissim Ezekiel | Naipaul's India and Mine | |
| Arundhati Roy | The End of Imagination | |
| Mahadevi Varma | The Modern Woman: A Look at her Status | |
| Anees Jung | A Place Called School | |
| Amartya Sen | Inequality, Instability and Voice | |
| Neena Vyas | When Their Gods Failed Them | |
| UNIT III: DRAMA | | 18 hrs |
| Mahesh Dattani | Final Solutions | |
| Manjula Padmanabhan | Harvest | |
| UNIT IV: FICTION | | 18 hrs |
| Anita Desai | Fasting, Feasting | |
| Aravind Adiga | The White Tiger | |

Shauna Singh Baldwin
Amitav Ghosh

What the Body Remembers
The Shadow Lines

RECOMMENDED READING:

Naik, M.K., S.K.Desai et al. Critical Essays on Indian Writing in English Jussawalla, Adil. A New Writing in India
Tharoor, Shashi. From Midnight to Millennium
De'Souza, Eunice. Nine Indian Women Poets. OUP: N.Delhi, 2004

JOURNALS:

Indian Literature- Sahitya Academy Journal Contemporary Literary Review India
The Journal of common wealth literature Sage publication Ashwamegh Indian Journal of English ISSN:2454-4574
Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

E-LEARNING SOURCES:

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

COURSE OUTCOMES:

On completion of the course, the student will be able to...

| CO No. | CO Statement |
|--------|--|
| CO 1 | Identify the major works of Indian Literature |
| CO 2 | Analyse the representative literary texts of various periods and genres |
| CO 3 | Discuss the social, political and cultural issues reflected in Indian writing in English |
| CO 4 | Demonstrate an understanding of the various themes presented in Indian Literature |
| CO 5 | Describe the characteristics of Indian sensibility |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 5 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| Average | 2.6 | 2.8 | 2.6 | 2.6 | 2.2 | 2.6 | 2.2 | 2.2 | 2.4 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4,K5 | B – 3/5 x 20 Marks | 800 | 60 | |

I M.A. ENGLISH LITERATURE
CORE II - INDIAN LITERATURE IN ENGLISH - I
SEMESTER I

End Semester Question Paper Pattern

Paper Code: 2P21/1C/INL

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE III- CONTEMPORARY CRITICAL THEORY – I
SEMESTER I**

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/1C/CCT

LTP: 3 3 0

COURSE OBJECTIVES:

- To enable students to acquire knowledge of prominent theorists, texts and ideas in Culture Studies.
- To equip students to understand theoretical concepts and underlying contemporary approaches to literature.
- To train students to draw links between theory and text
- To guide students to distinguish between various theories to understand contemporary trends in culture studies.
- To encourage the use of critical frameworks to read all texts

COURSE OUTLINE:

| | | |
|-----------------------|---|--------------|
| UNIT I | | 15hrs |
| Cleanth Brooks | “The Heresy of Paraphrase” | |
| Victor Shklovsky | “Art as Technique” | |
| UNIT II | | 15hrs |
| Ferdinand de Saussure | “Course in General Linguistics” | |
| Roman Jakobson | “Two Aspects of Language” | |
| UNIT III | | 20hrs |
| Edmund Husserl | “Ideas” | |
| Wolfgang Iser | “Interaction between Text and Reader” (<i>NATC 1673</i>) | |
| UNIT IV | | 20hrs |
| Stanley Fish | “Interpretive Communities” | |
| Umberto Eco | “Towards a Semiological Guerrilla Warfare” | |
| UNIT V | | 20hrs |
| Fredric Jameson | “The Political Unconscious : Narrative as a Socially Symbolic Act”(NATC 1937) | |
| Jean-Francois Lyotard | “The Postmodern Condition” (R&R 355) | |

RECOMMENDED READING:

- Appignanesi, Richard, and Chris Garratt. *Introducing Postmodernism: a Graphic Guide*. Icon Books, 2014.
- Barry, Peter. *Beginning Theory: an Introduction to Literary and Cultural Theory*. Manchester University Press, 2017.
- Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Routledge, 2016.
- Bressler, Charles E. *Literary Criticism: an Introduction to Theory and Practice*. Pearson Longman, 2011.
- Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell, 2014.
- Habib, M.A.R. *Modern Literary Criticism and Theory: a History*. Blackwell, 2008.
- Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.
- Lodge, David. *20th Century Literary Criticism: a Reader*. Longman, 2004.
- Nayar, Pramod K. *Contemporary Literary and Cultural Theory: from Structuralism to Ecocriticism*. Pearson India Education Services Pvt Ltd, 2017.
- Newton, Kenneth M. *Theory into Practice: a Reader in Modern Literary Criticism*. Macmillan, 1995.
- Rivkin, Julie, and Michael Ryan. *Literary Theory, an Anthology*. Blackwell, 2002.
- Sim, Stuart, and Van Borin Loon. *Introducing Critical Theory: a Graphic Guide*. Icon, 2012.
- Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.

JOURNALS:

[Journal of Literary Theory](#)

[Journal of Literary Theory - De Gruyter](#)

E-LEARNING RESOURCES:

- Anderson, Mary. "READER-RESPONSE THEORIES AND LIFE NARRATIVES." *Athabasca University*, 2012, dtp.lib.athabascau.ca/action/download.php?filename=mais/marylandersonproject.pdf
- Aylesworth, Gary. "Postmodernism." *Stanford Encyclopedia of Philosophy*, Stanford University, 5 Feb. 2015, plato.stanford.edu/entries/postmodernism/.
- "Humanities and Social Sciences - NOC:Introduction to Literary Theory." *NPTEL*, nptel.ac.in/courses/109/104/109104135/.
- "Introduction to Theory of Literature." *Introduction to Theory of Literature | Open Yale Courses*, oyc.yale.edu/english/engl-300.
- Lee, John J H. *Russian Formalism and Its Legacy*. www.academia.edu/41445184/Russian_Formalism_and_Its_Legacy.
- "Structuralism: A Helpful Overview." *YouTube*, Davidsonartonline, 14 Mar. 2020, www.youtube.com/watch?v=FDc8d8LiSwk.
- "Theory of the Lyric' Book Talk by Jonathan Culler." *CornellCast*, www.cornell.edu/video/theory-of-the-lyric-book-talk-jonathan-culler.
- Willette, Jeanne. "Michel Foucault: 'What Is an Author?'" *Art History Unstuffed*, arthistoryunstuffed.com/michel-foucault-what-author/.
- YaleUniversity. "Umberto Eco: The Library as a Model for Culture: Preserving, Filtering, Deleting & Recovering." *YouTube*, 30 Oct. 2013, www.youtube.com/watch?v=TGPVJvHwXgQ.

COURSE OUTCOMES:

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

| CO No | CO Statement |
|-------|---|
| CO1 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts relevant to those theories. |
| CO2 | Demonstrate an understanding of key concepts in literary theory. |
| CO3 | Analyse literary and other cultural texts using theoretical concepts. |
| CO4 | Display an advanced level of critical and analytical skills. |
| CO5 | Extend the knowledge acquired to other domains of knowledge. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.6 | 3 | 3 | 2.4 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content
- Group Discussion
- Passage analysis
- Assignments
- Seminar.

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if any |
|-----------------|-----------------|------------|-------|-------|--------------------------------------|
| K 3, K4 | A-2/4x 10 marks | 250 | 20 | 100 | Questions to cover all Units |
| K2, K 3 | B-3/5x20 marks | 750 | 60 | | |
| K4, K6 | C- 1/2x 20 | | 20 | | Unseen Passage for critical Analysis |

I M.A. ENGLISH LITERATURE
CORE III – CONTEMPORARY CRITICAL THEORY – I
SEMESTER I

End Semester Question Paper Pattern

Paper Code: 2P21/1C/CCT

Max Marks:100

Time: 3hrs

PART- A

I. Answer any TWO of the following in about 250 words. (2 x 10 = 20)

Four questions from Units I, II, III, IV, &V

PART- B

II. Answer any THREE of the following in about 750 words. (3x20 = 60)

Five questions from all Units in the syllabus.

III. Answer any ONE of the following (1x20=20)

Two suitable literary excerpts to be given for analysis that test the learners' ability to apply the literary theory prescribed for study.

**I M.A. ENGLISH LITERATURE
CORE IV - LITERATURES FROM ASIA
SEMESTER I**

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/1C/LAS

LTP: 3 3 0

COURSE OBJECTIVES:

- To introduce students to a selection of literatures from Asia.
- To equip students to study the similarities between the literatures and culture of this region.
- To equip students to identify issues related to the intersection of gender, caste, class, language, religion and politics.
- To enable students to develop a fervor for world culture and values
- To encourage students to extend their knowledge of this region in order to understand larger global concerns.

COURSE OUTLINE:

UNIT I: POETRY

20 hrs

Tenzin Tsundue

My Tibetanness (Tibet)

Edwin Thumboo

Ulysses by the Merlion; Evening by Batok Town (Malaysia)

Fadwa Tuqan

Longing: Inspired by the Law of Gravity (Palestine)

Paamathi

Done for by War (Sri Lanka)

UNIT II: PROSE

20 hrs

Zong Pu

Melody in Dreams (China)

Jean Arasanayagam

All is Burning (Sri Lanka)

Rokeya Sakhawat Hossain

Sultana's Dream

(Bangladesh)

UNIT III: DRAMA

20 hrs

Zeami Motokiyo

Astumori (NOH play) (Japan)

Ernest MacIntyre

He Still Comes from Jaffna (Sri Lanka / Australia)

UNIT IV: SHORT STORY

10 hrs

Jackie Kabir

Silent Noise (Bangladesh)

Matsuda Aoko

Planting (Japan)

Saya Zawgyi

His Spouse (Myanmar)

UNIT V: FICTION

20 hrs

Khaled Hosseini

A Thousand Splendid Suns (Afghan)

Yasunari Kawabata

Beauty and Sadness (Japan)

Meira Chand

A Different Sky (Singapore)

Tahmiman Anam

A Golden Age (Bangladesh)

RECOMMENDED READING:

Holden , Philip and Rajeev Shridhar Patke .*The Routledge Concise History of South East Asian Writing in English*. Routledge, 2010.

Smith, David . Ed. *The Cannon in South East Asian Literatures*. Psychology Press, 2000. Kratz, E. Ulrich. *South East Asian Languages and Literatures*. I.B. Tauris, 1996.

ThamSeong Chee, Ed., *Essays in literature and society in South-East Asia*. NUS Press, 1981. Obeyesekere, Ranjini. *The Sri Lankan Theatre in the Past Two Decades*. Marga Institute, 2001.

JOURNALS:

SARE: Southeast Asian Review of English International Journal of Asian Studies (IJAS)
Asian Theatre Journal

E-LEARNING RESOURCES:

Ghalib - <http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/abduqadir/02ghalibprose.pdf> <https://www.youtube.com/watch?v=XqduRP15PBw>

Ulysses by the Merlion; Evening by Batok Town -

<https://pdfs.semanticscholar.org/f441/af9e241641b7e26ac25fa17cfb9810bfb3a1.pdf> The Case of Literature -

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

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

[USxFyuYU](https://www.youtube.com/watch?v=USxFyuYU) YasunariKawabata- <https://youtu.be/5RBxq3esrKs>

Ernest MacIntyre -<https://groundviews.org/2014/05/26/bringing-politics-to-the-stage-observations-on-post-war-political-theatre-in-sri-lanka/>

Sultana's Dream - <https://www.theguardian.com/commentisfree/2009/jul/30/arab-world-science-fiction>

Kamila Shamsie -<https://www.youtube.com/watch?v=-V4Y3n9MJcA> TahmimianAnam -

<https://www.youtube.com/watch?v=YEqvDMshZ8>

COURSE OUTCOME:

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

| CO No | CO Statement |
|-------|--|
| CO 1 | Critically read representative literary texts from these regions as cultural texts. |
| CO 2 | Identify the similarities and differences among Asian literatures to appreciate difference |
| CO 3 | Demonstrate an understanding of the universal factors of social realities of this region |
| CO 4 | Relate to cultural and social values of a variety of cultures |
| CO 5 | Extend their knowledge of this region to discuss larger global concerns with sensitivity. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.8 | 3 | 3 | 3 | 3 | 2.4 | 2.8 | 3 | 3 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|-----------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4,K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE – IV LITERATURES FROM ASIA
SEMESTER I**

End Semester Question Paper Pattern

Paper Code: 2P21/1C/LAS

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

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
ELECTIVE I - TRAVELOGUE
SEMESTER- I**

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/1E/TRA

LTP: 3 1 0

COURSE OBJECTIVES:

- To help students learn the essentials of travel writing
- To help prepare article, proposals and write research-based travel writing
- To learn how to transform research-based travel writing into publishable manuscripts
- To develop a keen eye for details.

COURSE OUTLINE:

UNIT- I – INTRODUCTION

10 hrs

What is Travel Writing?
Travel Writing and
Ethnography Gender and Travel
Globalization and Travel
Orientalism and Travel

UNIT- II

10 hrs

D. H. Lawrence “The Theatre” from *Twilight in Italy*
Mark Twain The Innocents Abroad (Chapter VII, VIII & IX)

UNIT- III

15 hrs

Rahul Sankrityayan Volga to Ganga (Section I to Section II)
Ibn Battutta “The Court of Muhammed bin Tughlaq”

UNIT- IV

15 hrs

B. R. Ambedkar “A Childhood Journey to Koregaon becomes a Nightmare” from
Waiting for a Visa
Elisabeth Bumiller May You be the Mother of a Hundred Sons (“Arrival
and Introduction” & “Departure and Conclusion”

UNIT-V

10 hrs

Sharat Chandra Das Chapter IV - Residence at Tashi Lhunpo, and Preparations for
Journey to Lhasa from *A Journey to Lhasa and Central Tibet*

RECOMMENDED READING:

Ann Purcell, Carl Purcell *A Guide to Travel Writing and Photography*. Writer's Digest Books (28 November 1991)
Elizabeth Bumiller *May You be the Mother of a Hundred Sons*
Khushwant Singh. (Ed.) *City Improbable: Writings on Delhi*. Penguin Publishers.
Nandini Das (Editor), Tim Youngs (Editor) *The Cambridge History of Travel Writing*
Rahul Sankrityayan *Volga to Ganga*
Cornelia Sorabjee *A Journey to Lhaza and Central Tibet*. CUP, 2019
SAID, Edward W. *Traveling Theory*. In *The World, the Text, and the Critic*. Cambridge MA: Harvard University, Press, 1983.

JOURNALS:

Studies in Travel Writing (Online)
Journal of Travel Research, Sage Publications

E-LEARNING SOURCES:

<https://www.scimagojr.com> ›

<https://www.tandfonline.com> ›

<https://library.fxplus.ac.uk> › resource › journeys-intern...

COURSE OUTCOMES:

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

| CO | CO Statement |
|-----|---|
| CO1 | Understand the basics of Travel Writing |
| CO2 | Acquire basics skills of reading and observing and learn the rules of Travel Writing language |
| CO3 | Analyse the travel writing texts by comparing them |
| CO4 | Seize the knowledge into prior skills of writing and publishing |
| CO5 | Seize the exposure and write Travel essays |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.6 | 2.8 | 2.2 | 3.0 | 2.4 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Flipped learning
- Writing a Travel Narrative as part of an assignment

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 500 | 60 | |

**I M.A. ENGLISH LITERATURE
ELECTIVE I – TRAVELOGUE
SEMESTER- I**

End Semester Question Paper Pattern

Paper Code: 2P21/1E/TRA

Max Marks: 100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus

I M.A. ENGLISH LITERATURE
ELECTIVE I – NATIVE AMERICAN LITERATURE
SEMESTER I

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/1E/NAT

LTP: 3 1 0

COURSE OBJECTIVES:

- To introduce the students to the history and heritage of the Indigenous people of America
- To understand the themes, techniques and views of Native American poetry
- To identify the current political and social issues of the Native Americans through the prescribed text
- To analyse the perspectives of the writers through Native American fiction.
- To identify the current trends and the changing culture of the Native Americans

COURSE OUTLINE:

UNIT I: THE BEGINNINGS

10 hrs

A brief overview of Native American History, Oral Literatures, Native American Eco-literature, Native American Spirituality.

UNIT II: POETRY

15 hrs

| | |
|----------------|---|
| Duane Niatum | Drawings of the Song Animals A Tribute to Chief Joseph |
| Simon J. Ortiz | Busted Boy |
| Nila Northsun | Stupid Questions, |
| Chrystos | Sometimes I Feel Like All Indians |
| Diane Burns | Sure, You Can Ask Me a Personal Question |

UNIT III: PROSE

7 hrs

Chief Seattle's 1854 Oration - ver . 1

UNIT IV: FICTION

20 hrs

Native American Renaissance- First Wave:

| | |
|---------------------|--------------------|
| N. Scott Momaday | House Made of Dawn |
| Leslie Marmon Silko | Ceremony |

Native American Renaissance- Second Wave:

| | |
|----------------|---------------|
| Louise Erdrich | Love Medicine |
| Joy Harjo | Crazy Brave |
| Tommy Orange | There There |

UNIT V: SHORT STORIES**8 hrs**

Sherman Alexie Every Little Hurricane
 Leslie Marmon Silko Lullaby

RECOMMENDED READING:

Karl Kroeber Oral Narrative in the Age of Mechanical Reproduction
 Louis Owens Other Destinies: Understanding the American Indian Novel.
 Robert D. Parker Tradition, Invention and Aesthetics in Native American Literature
 Arnold Krupa The Turn to Native
 Kenneth Lincoln Native American Renaissance

JOURNALS:

American Indian Quarterly –ISSN: 1534 - 1828
 Journal of American Studies – ISSN: 0021 – 8758

E-LEARNING RESOURCES:

<https://www.history.com/topics/native-american-history/native-american-cultures>
<https://www.britannica.com/art/NativeAmerican-literature>
<https://www.scholastic.com/teachers/articles/teaching-content/history-native-americans/>
<https://www.nativeamericanwriters.com>
<https://www.indians.org/indigenous-peoples-literature.html>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO1 | Understand and discuss the history and heritage of the Indigenous people of America |
| CO2 | Analyse the themes and views projected in Native American poetry. |
| CO3 | Discuss the current political and social issues of the Native American through the prescribed texts. |
| CO4 | Compare and critique the perspectives of the writers through the Native American fiction |
| CO5 | Identify and assess the current trends and the changing culture of the Native American |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|-------|-------|------|------|-------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|--------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
ELECTIVE I – NATIVE AMERICAN LITERATURE
SEMESTER I**

End Semester Question paper pattern

Paper Code: 2P21/1E/NAT

Max Marks: 100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.
The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words.
The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
CORE V – LANGUAGE AND LINGUISTICS
SEMESTER II

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE:2P21/2C/LNL

LTP: 3 3 0

COURSE OBJECTIVES:

- To learn language origin and language change.
- To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- To familiarize learners with the discourse of linguistics.
- To expose them to theoretical understanding as well as practical applications of linguistics.
- To enable learners to understand the nexus between literature and society

COURSE OUTLINE:

UNIT I: ORIGIN AND NATURE OF LANGUAGE

15 hrs

The Origins of Language

Development of Gesture, Sign, Words, Sounds, Speech and Writing; Core Features of Human Language, Animals and Human Language; Saussurean Dichotomies: Synchronic and Diachronic Linguistics

UNIT II: PHONETICS AND PHONOLOGY

15 hrs

The Anatomy and Physiology of Speech; Articulatory, Auditory and Acoustic; Phonetics Vowels, Diphthongs and Consonants and their Classifications; Phoneme, Phonological Processes and Features; Phonetic Transcription

UNIT III: MORPHOLOGY

20 hrs

Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.

UNIT- IV: APPLIED LINGUISTICS

20 hrs

Stylistics & Discourse Analysis: Relationship between Language & Literature, Style & Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse

Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes

Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and Equivalences, Problems of Inter translatability, General and Special Purpose Dictionaries

UNIT V: SYNTAX AND SEMANTICS

20 hrs

Phrase Structure Grammar
Transformational Grammar
Universal Grammar
Types of meaning, Semantic Relations, Pragmatics.

RECOMMENDED READING:

Agnihotri,R.K. and Khanna,A.L.(ed.),1994.*Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.
Aitchison. J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995. Katamba,F.1993. Morphology. Basingstoke: Macmillan.
Laver. J. 1994.*Principles of Phonetics*.UK: Cambridge University Press.
Ladefoged,P.1993. *A Course in Phonetics*. New York: Harcourt Brace Jovanovich.(3rdedition).
Leech.G.1969.*A Linguistic Guide To English Poetry*. London. Longman.
Radford. A.et al. *Linguistics: An Introduction*. UK: Cambridge University Press,1999.
Wardhaugh. R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986

JOURNALS:

Annual Review of Applied Linguistics
Journal of Memory and Language Modern Language Journal

E-LEARNING RESOURCES:

- <https://www.journals.elsevier.com>
- <https://www.birmingham.ac.uk>
- <https://www.coursera.org>

COURSE OUTCOMES:

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

| CO | CO Statement |
|-----|--|
| CO1 | Understand language origin and differentiate between animal and human language |
| CO2 | Demonstrate a fair knowledge of the nature of language and its functions |
| CO3 | Apply the linguistic form to language use and master syntax, semantics and pragmatics |
| CO4 | Analyse the various aspects of linguistics and choose it as a field of study for higher learning |
| CO5 | Extrapolate the knowledge of Applied Linguistics in real life situation |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|-------|------|------|------|------|
| CO 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| AVERAGE | 2.4 | 3.0 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Discussion on topics related to recent developments in applied linguistics.
- Seminars and presentations on theoretical and practical aspects of language.
- Participation activities ICT Enabled Classes
- Quiz and Peer Learning, assignment
- Blended/flipped learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|--------------------|------------|-------|-------|
| K4 | A - 5/8 X 8 Marks | 500 | 40 | 100 |
| K4, K5, | B – 3/5 X 20 Marks | 1500 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE V - LANGUAGE AND LINGUISTICS**

SEMESTER II

End Semester Question Paper Pattern

Paper Code: 2P21/2C/LNL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
CORE VI - INDIAN LITERATURE IN TRANSLATION - II
SEMESTER II

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/2C/INT

LTP: 3 3 0

COURSE OBJECTIVE:

- To introduce the students to the works of translation from the various regions of India
- To highlight the distinctive nature of each region and its literature
- To elicit the various themes highlighted by vernacular writers
- To make the students aware of the social, political and cultural issues of various regions in India
- To identify the limitations in translation and motivate the students to translate works from Indian Languages

COURSE OUTLINE:

UNIT I: POETRY

18 hrs

| | |
|-----------------|--------------------------------------|
| Kural | Selections from Porul (tr) G.U. Pope |
| Akam & Puram | Selections from (tr) A.K. Ramanajum |
| Faiz Ahmed Faiz | When Autumn Came |
| Yatri | “The Dilemma” and “Blind Life” |
| Amrita Pritam | To Waris Shah |

UNIT II: PROSE

18 hrs

| | |
|----------------|--|
| Ismat Chughtai | Quit India (Lifting the Veil) |
| Anees Jung | Mothers and Children (Unveiling India) |
| Zaman Azurdah | Heart’s Shadow (Kashmiri Prose) |
| Biswanath Kar | Free Thinking (Oriya Prose) |

UNIT III: DRAMA

21 hrs

| | |
|---------------------|-----------------|
| Badal Sircar | Bhoma |
| Indra Parthasarathy | Nandan Katha |
| K.N. Panikkar | The Lone Tusker |

UNIT IV: FICTION

18 hrs

| | |
|----------------|-----------------------------|
| Ashapura Debi | <i>Subarnalatha</i> ** |
| Rajam Krishnan | When the Kurinji Blooms |
| Sarah Joseph | Budhini |
| Mahasweta Devi | <i>After Kurukshetra</i> ** |

(For Internal Assessment only.)**

UNIT V

15 hrs

Self-Learning for Term Paper: Students can choose any translated text of any Indian language and submit a well-researched paper on it.

RECOMMENDED READING:

Modern Indian Literature: An Anthology Vol.1 to Vol 4 (Gen Ed) K.M. George Sahitya Akademi Publication
Modern Indian Literature, Chief Editor – Dr. K.M. George Encyclopedia of Indian Literature
Modern Indian Drama (ED) C.P. Deshpande

JOURNALS:

Indian Literature- Sahitya Academy Journal Contemporary Literary Review India
The Journal of common wealth literature Sage publication Ashwamegh Indian Journal of English
ISSN:2454-4574
Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

E-LEARNING SOURCES:

<https://www.jstor.org>
<https://www.thebetterindia.com>
<https://owlcation.com>
<https://www.shiksha.com>
<https://www.indiatoday.in>
<https://www.bookgeeks.in>
https://www.researchgate.net/publication/230814146_Translation_Literature_in_India

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Identify the translated works from the various regions of India |
| CO 2 | Analyse the distinctive nature of each region and its literature |
| CO 3 | Demonstrate an understanding of the various themes highlighted by the vernacular writers |
| CO 4 | Discuss the social, political and cultural issues reflected in Indian Literatures in Translation |
| CO 5 | Critique limitations in translation and to translate works from Indian Languages |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|----------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 |
| Average | 2.6 | 2.6 | 3 | 2.6 | 2.2 | 2.6 | 2.4 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

I M.A. ENGLISH LITERATURE
CORE VI - INDIAN LITERATURE IN TRANSLATION - II
SEMESTER II

End Semester Question Paper Pattern

Paper Code: 2P21/2C/INT

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 =40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**I M.A. ENGLISH LITERATURE
CORE VII – AMERICAN LITERATURE
SEMESTER II**

HOURS: 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/2C/ALT

LTP: 3 3 0

COURSE OBJECTIVES:

- To introduce the students to the representative texts of 20th century American Literature
- To help the learner comprehend and appreciate American Literature
- To enable a deep understanding of the trends, movements and the cultural history in American Literature.
- To expose the students to American sensibilities, ideals and concepts.
- To critically analyse the texts

COURSE OUTLINE:

| | | |
|--|---|---------------|
| UNIT I: POETRY | | 20 hrs |
| Gwendolyn Brooks | “Kitchenette building” | |
| Allen Ginsberg | “A Supermarket in California” | |
| Archibald MacLeish | “The Old Men in the Leaf Smoke” | |
| Robert Lowell | “Home Coming” | |
| W.D. Snodgrass | “Farm Kids” | |
| Adrienne Rich | “Diving into the wreck” | |
| Anne Sexton | “After Auschwitz” | |
| Louise Gluck | “A Fantasy” | |
| | | |
| UNIT II: PROSE | | 20 hrs |
| Du Bois | “Of our Spiritual Training” | |
| Maya Angelou | “Introduction” to I know why the Caged Bird Sings | |
| | | |
| UNIT III: DRAMA | | 20 hrs |
| Tennessee Williams | A Streetcar named Desire | |
| Lorraine Hansberry | Raisin in the Sun | |
| Sam Shepherd | Buried Child | |
| Neil Simon | Lost in Yonkers | |
| | | |
| UNIT IV: FICTION | | 20 hrs |
| Saul Bellow | Seize the Day | |
| Ralph Ellison | The Invisible Man | |
| Toni Morrison | Beloved | |
| Harper Lee | To Kill A Mockingbird | |
| Kathryn Stockett | The Help | |
| | | |
| UNIT V: FILM ADAPTATIONS (Class presentations and Assignments only) | | 10 hrs |
| A Streetcar named Desire | | |
| Raisin in the Sun | | |
| To Kill a Mockingbird | | |
| The Help | | |

RECOMMENDED READING:

Ruben Halleck. The History of American Literature Matthiessen, F.O. The Oxford Book of American Words
 Millet, F.B. Contemporary American Authors

JOURNALS:

American Literary Scholarship, Duke University Press Orbit: A Journal of American Literature American
 Literature, Duke University Press ISSN 0002-9831

E-LEARNING RESOURCES:

[https:// americanliterature.com](https://americanliterature.com) <https://jstor.org>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|---------------|---|
| CO 1 | Identify the themes and techniques of 20 th century American Literature |
| CO2 | Interpret and critically analyse the works of representative writers of 20 th century America |
| CO3 | Demonstrate an exhaustive knowledge of the trends and movements of 20 th American Literature and the cultural and political history of America |
| CO4 | To relate the social, historical, cultural aspects of 20 th century America to American Literature |
| CO 5 | Comparing and contrasting 20 th century American Literature to literatures of other nations. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 2.6 | 2.6 | 2.8 | 2.4 | 2.4 | 2.8 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 500 | 60 | |

**I M.A. ENGLISH LITERATURE
CORE VII – AMERICAN LITERATURE
SEMESTER II**

End Semester Question Paper Pattern

Paper Code : 2P21/2C/ALT

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.
The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words.
The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
CORE VIII – CONTEMPORARY CRITICAL THEORY – II
SEMESTER II

HOURS : 6

TOTAL HOURS: 90

CREDITS: 4

COURSE CODE: 2P21/2C/CCL

LTP: 3 3 0

COURSE OBJECTIVES:

- To enable students to acquire knowledge of prominent theorists, texts and ideas.
- To equip students to understand the theoretical concepts underlying contemporary approaches to literature.
- To train students to draw links between theory and text
- To encourage the use of critical frameworks to read all texts

COURSE OUTLINE:

UNIT I

15 hrs

Jacques Derrida
Roland Barthes

“Difference”
“Death of an Author”

UNIT II

15 hrs

Louis Althusser
Mikhail Bakhtin

from Ideology and Ideological State Apparatuses (*NATC 1*)
“Discourse in the Novel”

UNIT III

20 hrs

Hayden White
Stephen Greenblatt

“The Historical Text as Literary Artifact” (*NATC 1712*)
“Towards a Poetics of Culture”

UNIT IV

20 hrs

Toril Moi
bell hooks

“Introduction” *Sexual/Textual Politics*
“Black Women Shaping Feminist Theory”

UNIT V

20 hrs

Edward Said
Vandana Shiva

“Latent and Manifest Orientalism”
“Women in Nature”

RECOMMENDED READING:

Appignanesi, Richard, and Chris Garratt. *Introducing Postmodernism: a Graphic Guide*. Icon Books, 2014.
Barry, Peter. *Beginning Theory: a Introduction to Literary and Cultural Theory*. Manchester University Press, 2017.
Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Routledge, 2016.
Bressler, Charles E. *Literary Criticism: an Introduction to Theory and Practice*. Pearson Longman, 2011.
Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell, 2014.

Habib, M.A.R. *Modern Literary Criticism and Theory: a History*. Blackwell, 2008.

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.

Lodge, David. *20th Century Literary Criticism: a Reader*. Longman, 2004.

Nayar, Pramod K. *Contemporary Literary and Cultural Theory: from Structuralism to Ecocriticism*. Pearson India Education Services Pvt Ltd, 2017.

Newton, Kenneth M. *Theory into Practice: a Reader in Modern Literary Criticism*. Macmillan, 1995.

Rivkin, Julie, and Michael Ryan. *Literary Theory, an Anthology*. Blackwell, 2002.

Sim, Stuart, and Van Borin Loon. *Introducing Critical Theory: a Graphic Guide*. Icon, 2012.

Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.

JOURNALS:

Journal of Literary Theory
 Journal of Literary Theory - De Gruyter

E-LEARNING RESOURCES:

“Bakhtin Centre.” *Bakhtin Centre | Russian | The University of Sheffield*, 17 Dec. 2020, www.sheffield.ac.uk/russian/bakhtin.

“Black Feminism Introductory Research Guide: Literature.” *LibGuides*, libguides.nypl.org/blackfeminism/literature.

Champagne, Roland A. “THE DIALECTICS OF STYLE: INSIGHTS FROM THE SEMIOLOGY OF ROLAND BARTHES.” *Style*, vol. 13, no. 3, 1979, pp. 279–291. *JSTOR*, www.jstor.org/stable/42945251

“Derrida's Metaphysics.” *YouTube*, 7 June 2017, www.youtube.com/watch?v=e4_-LgOQnIw.

“In Theory Bakhtin: Dialogism, Polyphony and Heteroglossia.” *Ceasefire Magazine*, 11 Jan. 2012, ceasefiremagazine.co.uk/in-theory-bakhtin-1/.

Kohn, Margaret, and Kavita Reddy. “Colonialism.” *Stanford Encyclopedia of Philosophy*, Stanford University, 29 Aug. 2017, plato.stanford.edu/entries/colonialism/.

Uniwolverhampton | “On Overinterpellation Reassessing Althusser's Theory of Ideology.” *YouTube*, YouTube, 27 May 2021, www.youtube.com/watch?v=KcIptZwaX58.

Warren, Karen J. “Feminist Environmental Philosophy.” *Stanford Encyclopedia of Philosophy*, Stanford University, 27 Apr. 2015, plato.stanford.edu/entries/feminism-environmental/.

YaleCourses. “19. The New Historicism.” *YouTube*, YouTube, 1 Sept. 2009, www.youtube.com/watch?v=FZjHEk0FmLw.

COURSE OUTCOMES:

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

| CO No | CO Statement |
|-------|---|
| CO1 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts relevant to those theories. |
| CO2 | Demonstrate an understanding of key concepts in literary theory. |
| CO3 | Analyse literary and other cultural texts using theoretical concepts. |
| CO4 | Display an advanced level of critical and analytical skills. |
| CO5 | Extend the knowledge acquired to other domains of knowledge. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.6 | 3 | 3 | 2.4 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom
- E Content
- Group Discussion
- Passage analysis
- Assignments and Seminar.

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if any |
|-----------------|-----------------|------------|-------|-------|--------------------------------------|
| K 3, K4 | A-2/4x 10 marks | 250 | 20 | 100 | Questions to cover all Units |
| K2. K 3 | B-3/5x20 marks | 750 | 60 | | |
| K4, K6 | C- 1/2x 20 | | 20 | | Unseen Passage for critical Analysis |

**I M.A. ENGLISH LITERATURE
CORE VIII – CONTEMPORARY CRITICAL THEORY – II**

SEMESTER II

End Semester Question Paper Pattern

Paper Code: 2P21/2C/CCL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any TWO of the following in about 250 words. (2 x 10 = 20)

Four questions from Units I, II, III, IV, &V

PART- B

II. Answer any THREE of the following in about 750 words. (3x20 = 60)

Five questions from all Units in the syllabus.

III. Answer any ONE of the following: (1x20=20)

Two suitable literary excerpts to be given for analysis that test the learners' ability to apply the literary theory prescribed for study.

I M.A. ENGLISH LITERATURE
ELECTIVE II – INTRODUCTION TO LATIN AMERICAN LITERATURE
SEMESTER II

HOURS : 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/2E/LAT

LTP: 3 1 0

COURSE OBJECTIVES:

- To introduce the students to the history and heritage of the Indigenous people of Latin America
- To understand the themes, techniques and views of Latin American Literature
- To identify the current political and social issues of the Latin Americans through the prescribed texts
- To analyse the perspectives of the writers through the Latin American works.
- To identify the current trends and the changing culture of life in the continent of Latin America.

COURSE OUTLINE:

UNIT I: POLITICAL MOVEMENTS

10 hrs

The Mexican Revolution - Uruguayan reform (Batllism) - The Peruvian Apristas – Peronism - The Vargas movement.

UNIT II: POETRY

15 hrs

| | |
|---------------------------|-----------------|
| Sor Juana Ines de la Cruz | You Foolish Men |
| Alejandra Pizarnik | Ashes |
| Jorge Luis Borges | Rain |
| Octavio Paz | The Street |
| Gabriela Mistral | Children's Hair |
| Pablo Neruda | Death Alone |

UNIT III: PROSE

7 hrs

| | |
|--------------------|-------------------------------|
| Mario Vargas Llosa | Nobel Prize acceptance speech |
|--------------------|-------------------------------|

UNIT IV: FICTION

20 hrs

| | |
|------------------------|-----------------------------|
| Gabriel Garcia Marquez | Love in the Time of Cholera |
| William Henry Hudson | The Purple Land |
| Isabel Allende | A Long Petal of the Sea |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO 6 | PSO 7 | PSO8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| AVERAGE | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|--------------------|------------|-------|-------|
| K4, | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
ELECTIVE II – INTRODUCTION TO LATIN AMERICAN LITERATURE
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P21/2E/LAT

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
ELECTIVE II – LITERATURE AND HUMAN RIGHTS
SEMESTER II

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE:2P21/2E/LHR

LTP: 3 1 0

COURSE OBJECTIVES:

- To enable learners to understand the meaning and growth of human rights
- To sensitize the learners to their individual rights
- To expose learners to the literature relevant to the field of human rights
- To analyse various perspectives of human rights through different genres of literature

COURSE OUTLINE:

UNIT I : INTRODUCTION TO HUMAN RIGHTS 14 hrs

Definitions: Human Rights – Equality, Liberty and Justice

Evolution of the concept of Human Rights - Magna Carta – English Bill of Rights – American Declaration of Independence – French Declaration of the Rights of Man and Citizen

Universal Declaration of Human Rights (UDHR) The Indian Constitution – The Rights and Duties of Citizens of India – The Rights of Persons with Disabilities (RPWD)

Human Rights Organisations: Amnesty International - Human Rights Watch

UNIT II : POETRY 12 hrs

| | |
|--------------------|---------------------------------|
| Marriott Edgar | Magna Carta |
| Oodgeroo Noonuccal | Aboriginal Charter of Rights |
| Yala Korwin | Little Boy with his hands up |
| Jyoti Lanjewar | Caves |
| Kalekuri Prasad | For a Fistful of Self – respect |
| Jim Ferris | Biological Determinism |
| Tenzin Tsundue | Refugee |

UNIT III : PROSE 12 hrs

| | |
|-----------------|--|
| Dr B.R.Ambedkar | Last Speech in the Constituent Assembly (<i>from</i> ‘my mind is so full ... I know of no better’) |
| James Baldwin | The Harlem Ghetto |

UNIT IV : SHORT STORY 10 hrs

| | |
|-----------------|---------------------------|
| Langston Hughes | One Friday Morning |
| Rohinton Mistry | The Scream |
| Rita Dove | The Torchbearer Rosa Park |

UNIT V : FICTION/ NON FICTION**12 hrs**

Upton Sinclair The Jungle
 Wangari Maathai Unbowed

RECOMMENDED READING:

Madhav Khosla – India’s Founding Moment, The Constitution of a Most Surprising Democracy, Harvard University Press, 2012

Jack Donnelly – Universal Human Rights in Theory and Practice, Cornell University Press, USA, 1989

Chandra Sathish – International Documents of Human Rights, Mittal Publications, New Delhi, 1990

Gene Andrew Jarrett – Representing the Race: A New Political History of African American Literature, New York UP, 2011

Jim Ferris – Facts of Life – A Parallel Press Chapbook, University of Wisconsin – Madison, 2005

JOURNALS:

The French Declaration of the Rights of Man and Citizen and the American Constitutional Development - CUA Law Scholarship Repository - 1990 <https://scholarship.law.edu/cgi/viewcontent.cgi?article=1481&context=scholar>

The Theme of Humanitarianism as Portrayed in Langston Hughes’ Poetry, World Journal of English Language - <https://pdf.zlibcdn.com/dtoken/31353afb188ecb49f92c38fd2263adbc/wjel.v9n1p22.pdf>

Reading the victimizer -

<https://pdf.zlibcdn.com/dtoken/14de65632f7b1452cd2d0f4d3848a0bc/0950236x.2012.727016.pdf>

View of Violation of Human Rights – The Woes of Minority Community in Rohinton Mistry’s Such a Long Journey - <https://www.turcomat.org/index.php/turkbilmat/article/view/9140/7070>

E-LEARNING RESOURCES:

United Nations - <https://www.un.org/en/global-issues/human-rights>

Australian Human Rights Commission - <https://humanrights.gov.au/about/what-are-human-rights> National

Human Rights Commission (India) - <https://nhrc.nic.in/>

By History.com editors - <https://www.history.com/topics/british-history/english-bill-of-rights> James

Baldwin speech at Cambridge University - <https://youtu.be/NUBh9GqFU3A>

Upton Sinclair’s The Jungle documentary - <https://youtu.be/dfPQ4qLS6Do>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO1 | Understand the meaning and growth of human rights |
| CO2 | Identify and comprehend Individual rights |
| CO3 | Analyse different views of literature in the field of human rights |
| CO4 | Critically examine the perspectives of the writers |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|-------|-------|------|------|-------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| AVERAGE | 2.6 | 2.8 | 2.4 | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 |

TEACHING METHODOLOGY

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|--------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**I M.A. ENGLISH LITERATURE
ELECTIVE II – LITERATURE AND HUMAN RIGHTS
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P21/2E/LHR

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

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to Units II, III, IV and V in the syllabus.

I M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE - I COPY EDITING
(Offered to students of other Departments)
SEMESTER- II

HOURS : 4

TOTAL HOURS: 60

CREDITS: 3

PAPER CODE: 2P21/2E/CPG

LTP: 3 1 0

COURSE OBJECTIVES:

- To introduce the skills pertaining to Copy Editing.
- To understand rules of grammar
- To examine the techniques of editing one's own writing.
- To develop a keen eye for details.
- To offer students hands-on training in copy editing

COURSE OUTLINE:

UNIT- I

Introduction

What is copy editing?

15 hrs

Typescripts: hard copy and soft copy: Capturing the text electronically; Role of a copy editor;
Basic rules of copy editing.

UNIT- II

Language & Grammar; Parts of Speech; Bias-free

Language; American and British Spelling; Punctuation

10 hrs

UNIT- III

Introduction to Proof reading; Making proofs

Basic proof-reading symbols; Making corrections on a
proof

10 hrs

UNIT- IV

Styles

15 hrs

In house styles- use of style sheet; Editing; Bibliography; How to copy edit text; Online editing

UNIT-V

Practice passages for proof reading and copy
editing.

10 hrs

RECOMMENDED READING:

Copyediting: A Practical Guide: Karen Judd The Copyeditor's Survival Guide The perfect English Grammar Workbook
 Butcher's Copy Editing: the Cambridge Handbook for Editors, Copy Editors, and Proof Readers.
 Nicole, Vijay. Hundred Texts for Copy Editing/ Technical Writing.

JOURNALS:

Sage Journals Springer Journals Elsevier Journals

E-LEARNING SOURCES:

<https://www.goodreads.com>
<https://www.sfep.org.uk>
<https://nybookeditors.com>

COURSE OUTCOMES:

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

| CO | CO Statement |
|-----|--|
| CO1 | Understand the basics of copyediting, differentiate between hard and soft copy |
| CO2 | Acquire basics skills of Copyediting and learn the grammatical rules of the English language |
| CO3 | Apply the basics of Proof reading and proof-reading symbols based on the inhouse style |
| CO4 | Utilize the knowledge into prior skills of computer into editing online |
| CO5 | Analyse practice passage for better skills enhancement in this industry-oriented paper |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.6 | 2.8 | 2.2 | 3.0 | 2.4 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Blended learning
- Design a Newspaper or brochure or pamphlet as part of an assignment

QUESTION PAPER PATTERN

| BLOOM'S CAREGORY | SECTION | WORD LIMIT | Marks | Total |
|-----------------------------|--------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 500 | 60 | |

**I M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE I - COPY EDITING
(Offered to students of other Departments)
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P21/2E/CPG

Max Marks: 100

Time: 3 hrs

PART- A

Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

I M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE I - READING SKILLS
(Offered to students of other Departments)
SEMESTER- II

HOURS : 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/2E/RSK

LTP: 3 1 0

COURSE OBJECTIVES:

- To enable students to understand different techniques of reading.
- To enable the learner to read effectively
- To equip them to read, contextualize, and compare different texts
- To enable them to read, interpret and analyse representative texts and formulate opinion on texts read
- Write about the texts read with clarity.

COURSE OUTLINE:

UNIT I: MECHANICS OF READING **12 hrs**

Phonics - Relating Symbol to Sound
Reading Words, Phrases, Sentences.
Pronunciation, enunciation, rhythm,
Reading Techniques: Skimming, Scanning, Speed Reading
Purposes of Reading: Pleasure, Seek Information, Analyse and Critique

UNIT II: GRADED MATERIAL **12 hrs**

R.L Stevenson The Strange Case of Dr. Jekyll & Mr. Hyde. (Abridged and Illustrated)
Excerpts from Chicken Soup Series
Alice Munro The Runaway
Edgar Allan Poe Tell Tale Heart

UNIT III: ARTICLES FROM MAGAZINES, NEWSPAPERS **12 hrs**

10 Comprehension Passages from a variety of subjects

UNIT IV: FICTION **12 hrs**

(Students to choose any two for intensive reading)

| | |
|------------------|----------------------|
| H.G.Wells | The Invisible Man |
| Charlotte Bronte | Jane Eyre |
| Michelle Obama | Becoming |
| Munshi Premchand | Godaan |
| Spencer Johnson | Who Moved My Cheese? |

UNIT V: MISCELLANEOUS**12 hrs**

Graphic Text R. L Stine Goosebumps Book 2
 Comics Amar Chitra Katha
 Poetry, Sales Literature, Recipes, Procedures, User Manual

RECOMMENDED READING:

By Paula J. Clarke; Emma Truelove; Charles Hulme; Margaret J. Snowling *Developing Reading Comprehension* Wiley-Blackwell, 2013
 Ajay Singh *Verbal Ability and Reading Comprehension*

JOURNALS :

Journal of Phonetics(Bimonthly) ISSN – 00954470, Academic Press Ltd, England.
 College English (Bimonthly) ISSN – 0010-0994 NATL Council Teachers English:USA

E-LEARNING RESOURCES:

<https://jamesclear.com/best-books>
<https://www.spreader.com>
<http://www.readingsoft.com>
<https://www2.le.ac.uk/offices/ld/resources/study/reading>
<http://english-e-books.net/author/antoinette-moses/>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Utilize different techniques of reading. |
| CO2 | Read aloud to communicate effectively |
| CO3 | Discuss ideas presented in the texts. |
| CO4 | Classify, compare and analyse different texts |
| CO 5 | Write with clarity about texts read and analysed. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME :

| CO/PSO | PSO1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|-------|------|------|-------|------|------|------|------|
| CO 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| Average | 2.6 | 2.8 | 2.4 | 2.8 | 3 | 2.4 | 2.2 | 2.8 | 2.2 |

TEACHING METHODOLOGY:

- Lecture Method using Chalk and Talk
- Skill based Method – Reading, Listening, Role play, etc.,
- Blended learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if Any |
|------------------------|----------------|-------------------|--------------|--------------|---------------------------------------|
| K1,K2,K3 | A | - | 40 | 100 | Refer to Question Paper Pattern below |
| K1,K2,K3 | B | - | 60 | | |

I M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE I - READING SKILLS
(Offered to students of other Departments)
SEMESTER- II

End Semester question paper pattern

Paper Code: 2P21/2E/RSK

Max Marks:100

Time: 3 Hours

PART- A (40 Marks)

I. Answer any TWO questions in about 250 words each.(2x 10= 20)

FIVE Questions based on the reading texts prescribed in Unit IV to be given to assess reader's ability to summarise/describe /analyse texts studied.

II. An excerpt of suitable length from a text prescribed for study in Unit II to be given.

A. **TEN** questions* to be framed to assess meaning and general understanding of the text **(10X1=10 marks)**

B. Summarise the text given above. **(1x10=10 marks)**

PART- B (60 Marks)

III. A suitable reading text (sales literature/ procedure /user's manual) for reading comprehension to be given.

A. **TEN** questions to be framed suitable to test the comprehension of the text.**(10x1=10 marks)**

B. **ONE** question to be framed based on the text given above to test the ability of the reader to describe it **(1X10=10 marks)**

IV. A suitable article from newspaper or magazine to be given.

A. **TEN*** Multiple choice questions to be framed to assess comprehension.**(10x1=10 marks)**

B. **ONE** question to be framed based on the article given above) to elicit the reader's opinion or justification.**(1X10=10 marks)**

V. TWO related texts (non-literary) of suitable length to be given for reading.

A. Comprehension questions based on both the texts to be given in random order. Skimming and Scanning type of questions may be included, True or false statements, fill in the blanks, match the following etc may be used.**(10x1=10marks)**

B. **ONE** question to be framed that facilitates a comparison of the two texts. **(1X10= 10 marks)**

***Note to the Paper Setter:** To frame questions under subdivision 'A' of question II, III, IV, and V, the examiner may feel free to use an eclectic mix of any of the widely used types of question **listed below that is best suited for the text** provided for reading comprehension. The questions could test vocabulary, inferential meaning, factual meaning/data, etc.

- Gap-filling formats (rational cloze formats)
- Text segment ordering
- Choosing from a "heading bank" for identified paragraphs.
- Matching (and multiple matching) techniques
- Classification into groups
- Dichotomous items (T / F / not stated, Y / N)
- Short answer
- Skimming and Scanning
- Multiple-choice
- Sentence completion

I M.A. ENGLISH LITERATURE
SOFT SKILLS II - COMMUNICATION SKILLS
SEMESTER II

HOURS: 2

TOTAL HOURS: 30

CREDITS: 2

COURSE CODE: PG21/2S/COM

LTP: 2 1 0

COURSE OBJECTIVES:

- To provide an overview of prerequisites to Business Communication.
- To impart the correct practices of the strategies of Effective Business Writing.
- To equip the students with the knowledge of written and oral communication.
- To familiarize the learners to various oral and written skills.

COURSE OUTLINE:

| | |
|---|--------------|
| UNIT I – COMMUNICATION: AN INTRODUCTION | 6 hrs |
| <ol style="list-style-type: none">1. Definition, Nature and Scope of Communication2. Types of Communication3. Process of Communication4. Barriers to Communication | |
| UNIT II – ORAL/AURAL COMMUNICATION | 6 hrs |
| <ol style="list-style-type: none">1. Describing directions and routes in English2. Congratulating people on their success3. Expressing Opinions | |
| UNIT III – CORPORATE COMMUNICATION | 6 hrs |
| <ol style="list-style-type: none">1. Demanding explanations2. Giving Instructions3. Requesting and responding to requests | |
| UNIT IV – VERBAL COMMUNICATION- WRITTEN | 6 hrs |
| <ol style="list-style-type: none">1. Circular2. Memorandum3. Minutes | |
| UNIT V- PRACTICAL ASSESSMENT | 6 hrs |
| <ol style="list-style-type: none">1. Making Comparisons2. Reporting what others say3. Persuading | |

RECOMMENDED READING:

Brent C. Oberg. Interpersonal Communication
John Seely. The Oxford Guide to Writing and Speaking
Asha Kaul. Effective Business Communication
S.K. Mandel. Effective Communication and Public Speaking

E-LEARNING RESOURCES:

www.researchgate.net
www.corporatetraingmaterials.com
<https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048>
http://osou.ac.in/pdf/CERTIFICATE_IN_COMMUNICATION_SKILLS.pdf

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO1 | Understand the role of communication in professional success. |
| CO2 | Develop an awareness of appropriate communication strategies. |
| CO3 | Analyze a variety of communication acts with reference to written and oral skills. |
| CO4 | Prepare and present messages with a specific intent. |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Flipped learning
- Teaching/Learning through Technology

**I M.A. ENGLISH LITERATURE
SOFT SKILLS II – COMMUNICATION SKILLS
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: PG21/2S/COM

Max. Marks: 50

Time : 2 hrs

TEN out of FIFTEEN questions in about 200 words each. (10x5=50)
(From all the units – Not more than three from each unit)

II M.A. ENGLISH LITERATURE
CORE IX – EUROPEAN LITERATURE
SEMESTER III

HOURS: 5
TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: 2P21/3C/EPL
LTP: 4 1 0

COURSE OBJECTIVES:

- To introduce the students to the various features of Literature produced in European countries other than Britain.
- To introduce the students to representative writers of European countries other than Britain.
- To familiarise the learner with the aesthetic and societal norms of a few European countries.
- To expose the students to European sensibilities, ideals and concepts and their impact on Literature.
- To help appreciate different cultures and polemics about human relationship.

COURSE OUTLINE:

UNIT I: POETRY

15 hrs

| | |
|--------------------|---|
| Homer | Odyssey (Book X) |
| Wislawa Szymborska | The End and the Beginning, Conversation with A Stone |
| Daniel Jonas | Sad are my Days with Stones (translated by Ana Hudson) |
| Margarida Ferra | Write Whenever you Need (translated by Ana Hudson) |
| Andre Breton | Postman Cheval |

15 hrs

UNIT II: PROSE

| | |
|-----------------------|--|
| Jean-Jacques Rousseau | The Social Contract, Book III, Chapter 1: Government in general |
| Viktor Frankl | Experiences in a Concentration Camp |

UNIT III: DRAMA

15 hrs

| | |
|----------------|------------|
| Sophocles | Antigone |
| Eugene Ionesco | The Chairs |
| Dario Fo | Elizabeth |

UNIT IV: FICTION

15 hrs

| | |
|--------------------|------------------------------------|
| Giovanni Boccaccio | The Story of Patient Griselda |
| Leo Tolstoy | How Much Land Does a Man Require?" |
| Thomas Mann | The Clown |

| | |
|------------------|-------------------|
| Franz Kafka | The Metamorphosis |
| Albert Camus | The Guest |
| Vladimir Nabokov | The Vane Sisters |
| Orhan Pamuk | Snow |

UNIT V: TERM PAPER

15 hrs

A well- researched paper on any aspect of the works or background of the writers prescribed.

RECOMMENDED READING:

Davis, Paul. Ed. The Bedford Anthology of World Literature. Vol 1-6. Doren, Mark Van. Ed. An Anthology of World Poetry.

France, Peter and Stuart Gillespie. Ed. The Oxford History of Literary Translation in English. 5

Vols Ramraj, Victor J. Ed. Concert of Voices: An Anthology of World Writing in English.

JOURNALS:

Symposium – A Quarterly Journal in Modern Literatures. ISSN – 0039 -7709 Review of English Studies (Bimonthly) ISSN- 0034-6551. OUP. England University of Toronto Quarterly (ISSN- 00420247 Univ Toronto Press Inc, Canada)

E- LEARNING RESOURCES:

[https:// salirickandres.altervista.org](https://salirickandres.altervista.org)

<https://www.newberry.org>

<https://www.oxfordscholarship.com>

<https://www.eurolitnetwork.com>

<https://www.lit-across-frontiers.org>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|---|
| CO 1 | Understand the basic traits of European Literature |
| CO2 | Read, interpret and analyse the works of representative writers of Europe |
| CO3 | Demonstrate a thorough knowledge of the aesthetic and societal norms of a few European countries |
| CO4 | Will be able to write on European sensibilities, ideals and concepts and their impact on Literature |
| CO 5 | Appreciate different cultures and polemics about human relationship |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Average | 2.6 | 2.4 | 3.0 | 2.4 | 2.8 | 3.0 | 2.2 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word limit | Marks | Total |
|------------------|--------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 500 | 60 | |

II M.A. ENGLISH LITERATURE
CORE IX – EUROPEAN LITERATURE
SEMESTER III

End Semester Question Paper Pattern

Paper Code: 2P21/3C/EPL

Max Marks:100

Time: 3hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
CORE X – POSTCOLONIAL LITERATURE - I
SEMESTER III

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: 2P21/3C/PCT

LTP: 4 1 0

COURSE OBJECTIVES:

- To understand the background of Postcolonial literature.
- To introduce the students to the Postcolonial concepts and themes through Postcolonial poetry.
- To identify the current political and social issues of the of Africa, Australia and West Indies through the prescribed texts
- To analyse the perspectives of the writers through Postcolonial fiction.
- To identify the current trends and the changing culture of Post-colonial world through the literary texts.

COURSE OUTLINE:

UNIT I PROSE:

10 hrs

George Lamming *The Occasion for Speaking*

UNIT II: POETRY

20 hrs

Grace Nichols *One Continent/To Another*
Micheal Gilkes, *From Prospero Island*
Okot p'bitek *From The Song of Lawino*
Kamau Brathwaite *Bread*
Peter Porter *Sidney Cove*
Dorothea Mackellar *My Country*
Oodgeroo Noonuccal *We are Going*
A.D.Hope *Australia*
Judith Wright *Magpie*
Les Murray *The Meaning of Existence*

UNIT III : DRAMA

15 hrs

Wole Soyinka *The Lion and the Jewel*
Jane Harrison *Stolen*

UNIT IV: FICTION

15 hrs

Patrick White *The Tree of Man*
Sally Morgan *My Place*
Nuruddin Farah *Maps*
Jean Rhys *Wide Sargasso Sea*

UNIT V: SHORT STORIES

15 hrs

Nadine Gordimer *Once upon a time*
Henry Lawson *The Drover's Wife*
Jamaica Kincaid *Girl*

RECOMMENDED READING:

Thieme, John. Ed. *Postcolonial Reader Postcolonialism: Encyclopaedia*

JOURNALS:

The Canadian Journal of Native Studies – ISSN: 07153244
Aboriginal Voices – ISSN: 1201 – 060X

E-LEARNING RESOURCES:

<https://www.canlit.ca/>
<https://www.notesandqueries.ca/>
<https://www.docs.lib.purdue.edu/clweb/>
<https://www.ecw.ca/home.html>
<https://www.literaryjournal.ca/index.html>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand and discuss the background of Postcolonial literature. |
| CO2 | Analyse the Postcolonial concepts and themes of Postcolonial poetry. |
| CO3 | Understand and critique the current political and social issues of the West Indies, Australia and African countries through the prescribed texts. |
| CO4 | Evaluate and compare the perspectives of the writers through Postcolonial fiction |
| CO5 | Identify and assess the current trends and the changing culture of Postcolonial world through the literary texts. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| AVERAGE | 2.6 | 2.8 | 2.4 | 2.8 | 2.4 | 2.6 | 2.8 | 2.6 | 2.6 |

TEACHING METHODOLOGY

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|-----------------------|-------------------|--------------|--------------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

I M.A. ENGLISH LITERATURE
CORE X – POSTCOLONIAL LITERATURE - I
SEMESTER III

End Semester Question paper pattern

Paper Code: 2P21/3C/PCT

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus

I M.A ENGLISH LITERATURE
CORE XI - ENGLISH LANGUAGE TEACHING
SEMESTER III

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: 2P21/3C/ENT

LTP: 4 10

COURSE OBJECTIVES:

- To introduce learners to the theoretical constructs of ELT
- To familiarize the learners to various approaches and methods in ELT
- To equip learners to gain knowledge and skills needed to teach English as a second language
- To provide practical and theoretical knowledge in teaching English
- To engage learners in collaborative learning

COURSE OUTLINE:

UNIT-I:

20hrs

Theory of Language Learning and Teaching
Key Concepts in ELT- Materials, Methods, Approaches, Bilingualism and Multilingualism.
History of English Language Teaching in India, Different Methods of Teaching English

UNIT-II:

15hrs

Technology Assisted Language Learning, Computer Assisted Language Learning, Multimedia for ELT-
Computer and Internet-Web based Language Learning

UNIT-III:

10hrs

Teaching Skills- Listening, Speaking, Reading, & Writing.
Teaching Grammar

UNIT-IV:

10hrs

Teaching Literature in Language Classroom – Language Vs Literature

Teaching Prose, Poetry & Drama
Lesson plan – Prose, Poetry & Drama with assignment.

UNIT -V

20 hrs

Tests & Evaluation- Types of test (Achievement Test, Standardized Test, Aptitude
Test, Proficiency Test, Diagnostic Test)
Qualities of a good test-Objectivity, Reliability, Validity and Administrability, Tools of evaluation

RECOMMENDED READING:

Baruah, T C. The English Teacher’s Handbook. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G.P.McGregor. Teaching English as a Second Language, Longmans, 1970.

Richards, Jack C, and Theodore S.Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP, 1986.

Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers 1990.

JOURNALS:

English Language Teaching, Orient Longman, 1996 (ISBN- 9788125026556) Approaches and Methods in Language Teaching, Cambridge University Press, 2001 Designing Language Courses: A Guide for Teachers, Heinle&Heinle, 1999.

E- LEARNING RESOURCES:[MOOC, SWAYAM, NPTEL, Websites etc.]

- <https://www.ccsenet.org>
- <https://www.gre.ac.k>
- <https://www.educationdevelopmenttrust.com>

COURSE OUTCOMES:

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

| CO Number | CO Statement |
|------------------|---|
| CO1 | Demonstrate a thorough knowledge of the place of English in India |
| CO2 | Critically evaluate the issues connected with English Language Teaching |
| CO3 | Exhibit the skill of teaching LSRW skills |
| CO4 | Identify and describe the different methods of teaching English language and literature |
| CO5 | Display a working knowledge of the use of technology in ELT |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 1 | 2 | 3 | 0 | 2 | 3 | 2 | 1 | 0 |
| CO2 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 0 |
| CO3 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 0 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 0 |
| CO5 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 3 | 0 |
| Average | 1.0 | 1.6 | 1.6 | 1.6 | 2.6 | 3.0 | 2.4 | 2.2 | 0 |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Online Teaching Materials

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 5 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3 x 20 Marks | 800 | 60 | |

**I M.A ENGLISH LITERATURE
CORE XI – ENGLISH LANGUAGE TEACHING
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: 2P21/3C/ENT

Max Marks:100

Time: 3Hrs

PART – A

I. Answer any FIVE of the following in about 150 words.(5x8=40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.
The questions can pertain to all Units in the syllabus.

PART – B

II. Answer any THREE of the following in about 800 words. (3 x 20=60)

Five questions are given out of which the students need to answer THREE in about 800 words.
The questions can pertain to all Units in the Syllabus.

**I M.A ENGLISH LITERATURE
ELECTIVE III – GENDER STUDIES
SEMESTER III**

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/3E/GES

LTP: 3 1 0

COURSE OBJECTIVES:

- To foster an understanding in the students of the significant ideas, developments and trends in feminist thought.
- To equip learners to identify and analyse gender stereotypes in art, culture and society.
- To help students to understand the intersection of race, class, gender and the environment.
- To enable a feminist mode of perception to analyse and critique representations.
- To recognise how institutions in society affect individual lives and to think critically about the role of patterns of privilege and discrimination in real life.

COURSE OUTLINE:

UNIT I

| | | |
|----------------|---|---------------|
| Virginia Woolf | Room of One's Own Chapter 1, 4, 6 | 10 hrs |
| Adrienne Rich | When We Dead Awaken: Writing as Re-Vision 106 | |

UNIT II

| | | |
|-------------------|---|---------------|
| Judith Butler | Performative Acts and Gender Constitution | 10 hrs |
| Andrew Kimbrell | Masculine Mystique (14-28) | |
| David S Gutterman | Postmodernism and the Interrogation of | |
| Masculinity | | 15 hrs |

UNIT III

| | | |
|-----------------|------------------------------|---------------|
| Sojourner Truth | “Ain't I a Woman” | |
| Carol Ann Duffy | The Worlds Wife (Selections) | 15 hrs |

UNIT IV

| | | |
|-----------------------|--------------------|--|
| Mahasweta Devi | “The Breast Giver” | |
| Laxminarayan Tripathi | Me Hijra, Me Laxmi | |

UNIT V

Practical Application Task

10 hrs

SUGGESTED TEXTS FOR INDEPENDENT READING AND PRACTICAL TASK:

The Palace of Illusions, Chitra Banerjee Divakaruni
Liberation of Sita, Volga
A Gift of Goddess Lakshmi, Manobi Bandyopadhyay
Draupadi, Mahasweta Devi
“Phenomenal Woman”, “Caged bird”, “Still I Rise”, Maya Angelou
“Snapshots of a Daughter in law”, Adriene Rich
Bechdel, Alison. *Fun Home: a Family Tragicomic* (graphic novel)
Kari by Amruta Patil (graphic novel)
One Half from the East by Nadia Hashimi (middle grade fiction)

RECOMMENDED READING:

Barker, Meg-John. *Gender: a Graphic Guide*. Icon Books, Limited, 2020.
Cranny-Francis, Anne. *Gender Studies: Terms and Debates*. Palgrave Macmillan, 2011.
Eagleton, Mary. *Feminist Literary Theory: a Reader*. Blackwell, 1990.
Felski, Rita. *Literature after Feminism*. Univ. of Chicago Press.
Friedan, Betty. *The Feminine Mystique*. London and New York: Penguin, 2010.
Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: the Woman Writer and the Nineteenth Century Imagination*. Yale: Yale Nota Bene, 2000.
Humm, Maggie. *A Reader's Guide to Contemporary Feminist Literary Criticism*. Harvester Wheatsheaf, 1994.
Kolodny, Annette. *Dancing through the Minefield: Some Observations on the Theory, Practice, and Politics of a Feminist Literary Criticism*.
Moi, Toril. *Sexual/Textual Politics*. London: Methuen, 1984.
Ruthven K K. *Feminist Literary Studies: An Introduction*. Cambridge University Press, 1990.
Showalter, Elaine. *A Literature of their Own*. Virago, 1982.
Wood, Julia T. *Gendered Lives*. Wadsworth, 2016.

JOURNALS:

Women’s Writing Taylor and Francis
ANTYAJAA: Indian journal of Women and Social Change
SPARROW-Sound and Picture
ARchives for Research On Women
Masculinities. A Journal of Culture and Society

E-LEARNING RESOURCES:

April S. Callis (2009) Playing with Butler and Foucault: Bisexuality and Queer Theory, *Journal of Bisexuality*, 9:3-4, 213-233, DOI: [10.1080/15299710903316513](https://doi.org/10.1080/15299710903316513)

BARRATT, BARNABY B., and BARRIE RUTH STRAUS. “Toward Postmodern Masculinities.” *American Imago*, vol. 51, no. 1, 1994, pp. 37–67. *JSTOR*, www.jstor.org/stable/26303915

Garrett, Jennifer. “Reconceptualizing the Dramatic Monologue: the Interlocutory Dynamics of Carol Ann Duffy's Poetry.” University of Lancaster, 2002.

“Humanities and Social Sciences - NOC: Gender and Literature.” *NPTEL*, www.nptel.ac.in/courses/109/103/109103122/.

Korsmeyer, Carolyn, and Peg Brand Weiser. "Feminist Aesthetics." *Stanford Encyclopedia of Philosophy*, Stanford University, 12 Mar. 2021, plato.stanford.edu/entries/feminism-aesthetics/.

Lange, Jamie K. "Narrating Gender: a Feminist Approach to the Narratives of the Transgender Experience."

Montgomery college. "Black Feminism, Intersectionality and Democratic Possibilities." *YouTube*, YouTube, 13 Apr. 2017, www.youtube.com/watch?v=0qU10tQ_rHo.

Morgenroth, Thekla, and Michelle K. Ryan. "Gender Trouble in Social Psychology: How Can Butler's Work Inform Experimental Social Psychologists' Conceptualization of Gender?" *Frontiers*, Frontiers, 1 Jan. 1AD, www.frontiersin.org/articles/10.3389/fpsyg.2018.01320/full.

Peters, Colette Ann. "RICH'S 'TWENTY-ONE LOVE POEMS' AND LESBIAN SPEECH-ACT THEORY." *McMaster University*, 1993.

Przybylo, Ela. "Erotics and Asexuality: Thinking Asexuality, Unthinking Sex." *Asexual Erotics: Intimate Readings of Compulsory Sexuality*, Ohio State University Press, 2019.

Robinson, Lillian S. "Treason Our Text: Feminist Challenges to the Literary Canon." *Tulsa Studies in Women's Literature*, vol. 2, no. 1, 1983, pp. 83–98

Swati Parashar (2016) Feminism and Postcolonialism: (En)gendering Encounters, *Postcolonial Studies*, 19:4, 371-377, DOI: [10.1080/13688790.2016.1317388](https://doi.org/10.1080/13688790.2016.1317388)

transformeurope. "Gayatri Chakravorty Spivak: Feminist Organising beyond Europe." *YouTube*, YouTube, 23 Jan. 2017, www.youtube.com/watch?v=RiSGjrXfhuU.

"Women's & Gender Studies: Home." *Guides @ UF*, guides.uflib.ufl.edu/womensandgenderstudies/Womens-Gender-Studies.

COURSE OUTCOMES:

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

| CO No | CO Statement |
|-------|--|
| CO 1 | Demonstrate knowledge of the developments in feminist thought and Queer theory |
| CO 2 | Utilize feminist methodological and theoretical approaches to examine and critique literary works |
| CO 3 | Analyse gender and sexuality as complex systems of power that are structured by race, ethnicity, nation, and class |
| CO 4 | Apply the framework of gender to analyse other texts. |
| CO 5 | Respond sensitively to the complexity of social and biological constructions of manhood and womanhood in real life scenario. |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.4 | 2.8 | 3 | 3 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if any |
|-----------------|-----------------|------------|-------|-------|---|
| K 3, K4 | A-2/4x 10 marks | 250 | 20 | 100 | Questions to cover Units I, II, III, IV |
| K3, K 3, K4 | B-3/5x20 marks | 750 | 60 | | |
| K4, K6 | C- 1/2x 20 | | 20 | | Unseen Passage for critical Analysis |

**II M.A. ENGLISH LITERATURE
ELECTIVE III – GENDER STUDIES
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: 2P21/3E/GES

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

PART- A

I. Answer any TWO of the following in about 250 words. (2 x 10 = 20)

Four questions from Units I, II, III & IV

PART- B

II. Answer any THREE of the following in about 750 words. (3x20 = 60)

Five questions from Units I, II, III & IV

III. Answer any one of the following: (1x20=20)

Two suitable literary excerpts to be given for analysis that test the learners' ability to apply and evaluate the knowledge acquired.

II M.A. ENGLISH LITERATURE
ELECTIVE III - TRANSLATION STUDIES
SEMESTER III

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/3E/TRS

LTP: 3 1 0

COURSE OBJECTIVES:

- To introduce students to the history, trends and methods of Translation.
- To train them to critically analyse translated texts as works of cross cultural communication.
- To provide specialist training in various types of translation and/or interpreting activity.
- To equip students with the knowledge and skills for a career in translation or in other professions which require expertise in cross-cultural communication.
- To facilitate students to understand and translate literary texts

COURSE OUTLINE:

UNIT I: TRANSLATION DEFINITION

12 hrs

Translation is a Skill/ Art/ Science/ Philosophy Recreation/Transcreation/Interpretation/ Challenge
Translatability
Source language and Target language
Purpose and Importance of Translation
Language and culture
Decoding and recoding
Problems of equivalence
Loss and gain
Untranslatability

UNIT II: TRANSLATION TYPES

12 hrs

Metaphrase
Paraphrase
Liberal/Free/Good/ Bad
Ideal Translation
Bilingual/Multilingual
Collaborative Translation
Back Translation

UNIT III: HISTORY OF TRANSLATION

12 hrs

Translation of Creative Writing
Translation Theory and Practice: The Indian Context
Translation in the 21th century- Global Context

UNIT IV: HISTORY OF TRANSLATION ACTIVITY

12 hrs

Prominent Multiple Translations and Translators in Indian Languages –Kabir's Poetry, Tirukural
Prominent Translations and Translators world wide – Bible, Chekov's *Cherry Orchard*

UNIT V: TRANSLATION PRACTICE**12 hrs***** For Class Assignment and Seminar only**

A Translation of a work from any Language into English to be submitted as a term paper with a report on the type and process of translating the chosen text.

*** The course will be offered only if there is a minimum of 10****students *****RECOMMENDED READING:**

Bijay Kumar Das. *A Handbook on Translation Studies*. New Delhi: Atlantic publishers, 2005.
Susan Bassnett. *Translation Studies* 3rd edition. New York: Routledge, 2002.

JOURNALS:

Introducing Translation Studies: Theories and Applications, Jeremy Munday, London & New York : Routledge, 2001. ISBN 0-415-22926-X/22927-8

The Passive in Arabic, Hebrew and English and Machine Translation, JUDITH ROSENHOUSE, ARIEL MORDECHAL COHEN, Volume 5, Issue 1, 1990, Pages 9–18,
<https://doi.org/10.1093/llc/5.1.9>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s11-IV.79.18f>

<https://doi.org/10.1093/fmls/38.4.476-a>

<https://doi.org/10.1086/ahr/98.2.487>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO1 | Define translation as an academic discipline and display knowledge of research issues, recent approaches and current problems in translation methods. |
| CO2 | Recognise the role of translation and interpreting in solving interlingual and intercultural communication problems. |
| CO3 | Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts. |
| CO4 | Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English. |
| CO5 | Translate literary texts |

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 4 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO 5 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| Average | 2.4 | 2.4 | 2.8 | 2.4 | 2.6 | 2.6 | 2.6 | 2.4 | 2.6 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| BLOOM'S CATEGORY | SECTION | WORD LIMIT | Marks | Total |
|--------------------|--------------------|------------|-------|-------|
| K1, K2, K3, K4, K5 | A – 5/8 x 8Marks | 150 | 40 | 100 |
| K1, K2, K3, K4, K5 | B – 3/5 x 20 Marks | 500 | 60 | |

**II M.A. ENGLISH LITERATURE
ELECTIVE III – TRANSLATION STUDIES
SEMESTER III**

End Semester Question Paper Pattern

Paper Code: 2P21/3E/TRS

Max. Marks: 100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer **FIVE** in about **150** words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer **THREE** in about **800** words. The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
ELECTIVE IV– GREEN STUDIES
SEMESTER III

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/3E/GST

LTP: 3 1 0

COURSE OBJECTIVES:

- To foster an understanding of the significant ideas, developments and trends in green studies.
- To equip learners to identify and analyse ecology as a significant element in art, culture and society.
- To help students analyse the intersection of race, class, gender and the environment in texts.
- To enable students to extend the ecological awareness to real life.

COURSE OUTLINE:

UNIT I:

| | | |
|---------------------------------|---|---------------|
| Cheryl Glotfelty & Harold Fromm | Introduction to The Ecocriticism Reader | 15 hrs |
| Arne Naess | Principles of Deep Ecology | |
| William Howarth | Some principles of Ecocriticism | |
| Karen J Warren | Introduction to Ecofeminism | |
| Laurence Coupe | Extracts from the book The Green Studies Reader: from Romanticism to Ecocriticism | |

UNIT II:

| | | |
|------------------|---|---------------|
| | | 12 hrs |
| Sivathamby K | The Tinai Concept: Studies in Ancient Tamil Society | |
| Nirmal Selvamony | Oikopoetics with special reference to Tamil poetry | |
| A.K. Ramanujan | Afterword to The Interior Landscape | |

UNIT III:

| | | |
|-------------------|--|---------------|
| G.N. Devy | Forests Now Speak English | 12 hrs |
| Vandana Shiva | Non- Violence and Cultivation of Bio-Diversity | |
| Rashmi Lee George | Environmental Praxis through Literature | |
| Bodh Prakash | Mahasweta Devi and the Tribal Discourse | |
| George Manuel | The Fourth World | |

UNIT IV:

| | | |
|-----------------|---|---------------|
| Louise Westling | Literature, Environment and the Posthuman | 12 hrs |
|-----------------|---|---------------|

Fritjof Capra

Deep Ecology – A New Paradigm & Preface to The
Hidden Connections: A Science for Sustainable Living
Teaching Ecocriticism and Cinema
Yellowstone: The Erotics of Place

Adrian Ivakhiv

Terry Tempest Williams

UNIT V

9 hrs

The course teacher will choose literary texts, documentaries and films that foreground ecocritical issues. Students will be encouraged to subject any text to an ecocritical analysis.

RECOMMENDED READING:

Arundhati Roy's "The End of Imagination"

Carson, Rachel. *Silent Spring*

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge: Cambridge UP, 2011. Print

Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. London: Routledge, 2000. Print.

Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*

Shiva, Vandana *Seeds of Truth*

Lovelock, James. *Gaia*

Primavesi, Anne. *Sacred Gaia*

Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.

Gatta, John. *Making Nature Sacred*. New York: Oxford University Press, 2004.

Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens, GA: U of Georgia P, 1996.

Mies, Maria and Vandana Shiva. *Ecofeminism*. New Delhi: Kate for Women, 1993.

Williams, Raymond. *The Country and the City*. New York: Oxford UP, 1973. Print.

JOURNALS:

ISLE: Interdisciplinary Studies in Literature and Environment.

Environmental Humanities

E-LEARNING RESOURCES:

Proposal of Bolivia to Rio+20. Universal Declaration of the Rights of MotherEarth.<<http://motherearthrights.org/universal-declaration/>>. Web.

Rachel Carson Video Silent Spring Chapter <https://www.youtube.com/watch?v=32Lj2DHAT4I>

Walden A Documentary:

<https://www.youtube.com/watch?v=ZpS5yxy8O0w>

Roy, Arundathi. The Greater Common Good. <<http://www.outlookindia.com/article.aspx?207509>>. Web

Vandana Shiva -<https://www.youtube.com/watch?v=Ek2M-obq9LE>

Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw

Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>

What is Deep Ecology?: <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>

COURSE OUTCOMES:

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

| CO No | CO Statement |
|-------|---|
| CO 1 | Demonstrate extensive knowledge of the theoretical developments in Green Studies |
| CO 2 | Utilize ecocritical framework and theoretical approaches to examine and critique literary works |
| CO 3 | Analyse and evaluate the complex intersection of gender, class, race and ecology in representations |
| CO 4 | Respond sensitively to the rhetoric of development and sustainability as represented in various media |
| CO 5 | Develop an ecological consciousness and respond as responsible citizens |

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2.4 | 2.8 | 3 | 3 |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom,
- E- Content, Videos, Group Discussion, role play.
- Survey, Case studies, Reviews
- Expert guest lectures and Seminar

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total | Special Instructions if any |
|------------------------|-----------------|-------------------|--------------|--------------|---|
| K 3, K4 | A-2/4x 10 marks | 250 | 20 | 100 | Questions to cover Units I, II, III, IV |
| K3. K 3, K4 | B-3/5x20 marks | 750 | 60 | | |
| K4, K6 | C- 1/2x 20 | | 20 | | Unseen Passage for critical Analysis |

**II M.A. ENGLISH LITERATURE
ELECTIVE IV– GREEN STUDIES
SEMESTER III**

End Semester Question Paper pattern

Paper Code: 2P21/3E/GST

Max Marks:100

Time: 3hrs

PART- A

I. Answer any TWO of the following in about 250 words. (2 x 10 = 20)

Four questions from Units I, II, III & IV

PART- B

II. Answer any THREE of the following in about 750 words. (3x20 = 60)

Five questions from Units I, II, III & IV

III. Answer any one of the following (1x20=20)

Two suitable literary excerpts to be given for analysis that test the learners' ability to apply and evaluate the knowledge acquired.

**I MA ENGLISH LITERATURE
ELECTIVE IV - BLUE STUDIES
III SEMESTER**

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/3E/BST

LTP: 3 1 0

COURSE OBJECTIVES:

- To understand the importance of sea as a resource for sustenance.
- To create a critical perspective of the seascape.
- To understand the cultural significance of society and the Marine environment.
- To interpret and evaluate the marine environment from a geographical and historical perspective
- To enable humanities as an interdisciplinary inquiry into science

COURSE OUTLINE:

UNIT I -POETRY

12 hrs

| | |
|---------------------|--|
| Coleridge | Rime of the ancient Mariner |
| G.Venkatesh | Water for all and other poems “Unpardonable deed” “Forgotten Lessons” & “Never want to be tap again” |
| Nathaniel Hawthorne | The Ocean |
| Derek Walcott | The Sea is History |

UNIT II - PROSE & DRAMA

12 hrs

| | |
|----------------|---|
| Sanjeev Sanyal | The Ocean of Churn: How the Indian Ocean shaped Human History (Cholas of Tamil Nadu Page 14-15) |
| Shakespeare | Tempest |

UNIT III - CRITICAL CONCEPTS

12 hrs

| | |
|------------------------|--|
| Callum Michael Roberts | An Unnatural History of the Sea (Chapter 22: No place to hide 305-316) |
| Steve Mentz | Toward a Blue Cultural Studies |

UNIT IV – FICTION

14 hrs

| | |
|------------------|-------------------------------|
| Jules Verne | 20,000 leagues under the sea. |
| Sarnath Banerjee | All quiet in Vikaspuri |
| Jack London | The Sea Wolf |

UNIT V

10 hrs

Review movies of seascape trope for understanding the importance of sea space
Term paper to be submitted for internal assessment
Field study on the coastal Region to evaluate, local culture, trade, economy and oral traditions.

RECOMMENDED READING:

Sarnath Banerjee - All quiet in Vikaspuri
(<https://pennsos.web.app>) G.Venkatesh - Water for all and other poems (indiawaterportal.org)

E – RESOURCES:

Nathaniel Hawthorne- The Ocean <https://bookriot.com/ocean-poems/>
Derek Walcott- The Sea is History <https://bookriot.com/ocean-poems/>
Jack London- The Sea Wolf <https://1lib.in/book/1062149/26d5a2>
Jules Verne- 20,000 leagues under the sea <https://1lib.in/book/3974699/e3549d>
Steve Mentz- Toward a Blue Cultural Studies <https://booksc.org/book/14841753/3432d5>
Callum Michael Roberts-The unnatural history of the sea <https://1lib.in/book/671789/3fae36>
The Ocean of Churn- How the Indian Ocean shaped Human History <https://1lib.in/book/2924205/e1d517>
Shakespeare- Tempest <https://1lib.in/book/1584127/61f78a>
Teaching the Ocean: Literature and History in the Study of the Sea: <https://booksc.org/book/84440992/c33543>
Science/Art/Culture Through an Oceanic Lens: <https://booksc.org/book/71444982/88a5f6>
Shakespeare and the Blue Humanities: <https://booksc.org/book/75844712/e15a3d>

COURSE OUTCOME:

After completion of this course, the student will be equipped

| Co No. | CO Statement |
|--------|--|
| CO 1 | Understand the importance of water and seascape |
| CO2 | Develop the need to conserve water |
| CO3 | Demonstrate an understanding of the text and sea environment |
| CO4 | Examines literary evidence in understanding water as a provider. |
| CO5 | Analyse the socio- cultural contexts. |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| Average | 2.6 | 2.6 | 2.6 | 2.8 | 2.2 | 3.0 | 2.4 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Lecture
- PPT
- Writing assignments
- Peer learning
- Field study
- Blended learning

QUESTION PAPER PATTERN

| Blooms Taxonomy | Section | Word Limit | Marks | Total |
|-----------------|---------|------------|-------|-------|
| K2,K3 | A-20X3 | 300 | 60 | 100 |
| K4,K5 | B- 20X2 | 500 | 40 | |

**I MA ENGLISH LITERATURE
ELECTIVE IV - BLUE STUDIES
SEMESTER III**

End Semester Question Paper Pattern

Paper Code:2P21/3E/BST

Max Marks:100

Time: 3hrs

PART- A

Answer any THREE of the following in about 300 words

(20x3=60)

PART- B

Answer any TWO in about 500 -750 words

(20X2 =40)

II M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE II – EMPLOYABILITY SKILLS
SEMESTER III

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE:2P21/SE/EMP

LTP: 3 1 0

COURSE OBJECTIVES:

- To understand and equip oneself with necessary skills for employment
- To enable students to learn, participate and be flexible
- To hone the technical skills required for employment
- To understand the importance of time management and stress management
- To analyse and use effective communication skills in different environment

COURSE OUTLINE:

UNIT -I: ENGLISH LANGUAGE SKILLS (WRITTEN)

12 hrs

Resume writing, Drafting letters, drafting proposal, persuasive writing, vocabulary, grammar and notes taking

UNIT- II: PROCESS OF COMMUNICATION SKILLS

12 hrs

LSRW Skills, presentation skills oral and technical, professional writing strategies

UNIT -III: SELF DEVELOPMENT AND POSITIVE ATTITUDE

12 hrs

Interpersonal skills, self-management, Forming values, leadership skills, Attitude, Emotional intelligence

UNIT -IV: TELEPHONE SKILLS (ORAL)

12 hrs

Create positive impact, build a good rapport, create an effective verbal communication, Listening skills

UNIT -V: CORPORATE SKILLS

12 hrs

Negotiation skills, time and stress management, problem solving, team building and team work, work ethics.

RECOMMENDED READING:

Soft skills know yourself and know the world- .Dr.K.Alex

Soft skills ,life skills, communication skills, employability skills,corporate skills -S.Hariharan

E- LEARNING RESOURCES:

<http://psscive.ac.in> (pdf)

<http://www.jobjumpstart.gov.au>

<http://www.kapalanpathways.com>

COURSE OUTCOMES:

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

| CO | CO Statement |
|-----|--|
| C01 | Understand the basic skills required for employment |
| C02 | Develop an attitude of flexibility |
| C03 | Enhance the technical skills needed |
| C04 | Analyses the use of time and stress in work place and manage effectively |
| C05 | Demonstrates effective communicative skills in English |

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| C0/PO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO7 | PSO |
|----------------|------------|------------|------------|------------|------------|------------|----------|------------|
| C01 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| C02 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| C03 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| C04 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| C05 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 2.6 | 2.8 | 2.2 | 2.8 | 3.0 | 2 | 2.6 |

TEACHING METHODOLOGY:

- Lecture
- Role play
- Mock interview
- Teaching through technology
- Blended learning

QUESTION PAPER PATTERN

| Bloom's category | section | Word limit | Marks | Total |
|------------------|----------|------------|-------|-------|
| K1,K2,K3 | A - 10X4 | 200 | 40 | 100 |
| K2,K3,K4 | B - 4X15 | 250 | 60 | |

**II M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE-II – EMPLOYABILITY SKILLS
SEMESTER III**

End Semester Question paper pattern

Paper Code: 2P21/SE/EMP

Max Marks: 100

Time: 3hrs

SECTION A

I. Answer any FOUR out of 5 questions (10X4=40)

Questions from all units

SECTION B

II. Answer any FOUR out of 6 questions (4x15=60)

Questions from all units

Compulsory questions to test writing skills

II M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE II - ENGLISH FOR COMPETITIVE EXAMINATION
SEMESTER III

HOURS: 4

TOTAL HOURS: 60

CREDITS: 3

COURSE CODE: 2P21/SE/ECE

LTP: 3 1 0

COURSE OBJECTIVES:

- To enable learner to the focus on exam preparation
- To understand the nuances of attempting various competitive exam for career
- To analyse the difference in verbal non -verbal and comprehension competency
- To develop an interest in grammar and vocabulary for English Competency
- To inculcate practice for a variety of competitive exams

COURSE OUTLINE:

UNIT I – VOCABULARY

12 hrs

Synonyms, Antonyms, spelling test, cloze- test, Idioms and Phrases, One word Substitution

UNIT II – GRAMMAR

12 hrs

Active/ passive voice, Direct/indirect, fill in the blanks with conjunction, preposition

UNIT III - REARRANGEMENT OF SENTENCES

12 hrs

Sentence correction, spotting errors, paragraph jumbles, Jumbled sentence, paragraph completion

UNIT IV – COMPREHENSION

12 hrs

Reading comprehension, oral and aural, understanding verbal and non -verbal reasoning, Analytical skills

UNIT V - DESCRIPTIVE WRITING

12 hrs

Short /long essays, letter writing formal/ informal/business proposal, precise /summary/note making.

RECOMMENDED READING:

A modern approach to Verbal and Non-verbal Reasoning R.S.Aggarwal
Objective General English by R.S.Aggarwal

E-LEARNING RESOURCES:

<http://online.courses.nptel.ac.in>

<http://www.netugc.com>

www.ncert.nic.in

[online platforms/ You tube channels](#)

[Mrunal/Unacademy](#)

COURSE OUTCOMES:

After completion of the course the student will be able to

| CO | CO Statement |
|-----|--|
| C01 | Develop the art of time management and skills required to attempt the exam |
| C02 | Develop analytical skills |
| C03 | Analyse and understand the various grammar competence |
| C04 | Improve English competency |
| C05 | Differentiate the understanding of various types of question methods |

MAPPING COURSE OUTCOMES WITH PROGRAMME SPECIFIC OUTCOMES

| CO/ PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| Average | 2.4 | 2.8 | 2.4 | 2.8 | 2.2 | 3 | 2.2 | 2.4 | 2.2 |

TEACHING METHODOLOGY:

- Lecture
- Practice test
- Concepts learning
- Peer learning
- Online test
- Flipped learning

QUESTION PAPER PATTERN

| Blooms Taxonomy | Section | Word limit | Marks | Total marks |
|------------------------|----------------|--|--------------|--------------------|
| K3,K4 | A-20x2 | 25questions with multiple choice | 40 | 100 |
| K4,K5 | B-3x20 | Five questions and three questions to answer | 60 | |

**II M.A. ENGLISH LITERATURE
NON-MAJOR ELECTIVE II - ENGLISH FOR COMPETITIVE EXAMINATION
SEMESTER III**

End Semester Question paper pattern

Paper Code: 2P21/SE/ECE

Max Marks: 100

Time: 3hrs

PART- A

I. Answer any twenty questions out of twenty-five questions. (20x2=40)

Each answer carries 2 marks

QUESTIONS COVERING ALL UNITS

PART – B

II. Answer any three out of five: (3x20=60)

Each answer carries 20 marks

QUESTIONS PERTAINING TO COMPREHENSION, WRITING AND ALL UNITS TO BE COVERED

**II M.A. ENGLISH LITERATURE
SOFT SKILLS - III LEADERSHIP SKILLS
SEMESTER III**

HOURS: 2

TOTAL HOURS: 30

CREDITS: 2

PAPER CODE:PG21/3S/LES

LTP: 2 1 0

COURSE OBJECTIVES:

- To introduce the students to all aspects of leadership and organizations
- Enable them master Soft Skills
- Help them improve their body language and Non - Verbal Communication skills
- To make them become good leaders
- Teach them organizational behavior, Conflict management, strategy and entrepreneurship.

COURSE OUTLINE:

UNIT I- INTRODUCTION

6hrs

1. Role of a Leader
2. Leadership Development and Behavior
3. Trust, Integrity and Ethics
4. Personality and Leadership

UNIT II- SELF-ASSESSMENT.

6hrs

1. Work/Life Balance
2. Leader/Follower Relationship
3. Making /Leading change

UNIT III – LEADERSHIP SKILLS

6 hrs

1. Time Management (The Priority Matrix – Minimizing Distractions – Avoiding Procrastination – Action Planning)
2. Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)

UNIT IV– NEGOTIATION SKILLS

6 hrs

1. Definition of negotiation
2. Types of negotiation
3. Stages of negotiation

UNIT V – CONFLICT RESOLUTION

6 hrs

1. Reasons for conflict
2. Consequences of conflict
3. Resolution Strategies

RECOMMENDED READING:

Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
 Maxwell , John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution
 Schiffman, Stephen. Negotiation Techniques (That Really Work)

JOURNALS:

Open Journal of Leadership - SCIRP ISSN Print: 2167-7743 ISSN Online: 2167-7751 Journal of Leadership & Organizational Studies (JLOS).

E-LEARNING RESOURCES:

<https://www.skillsyouneed.com> › leadership-skills
<https://www.mindtools.com> › Leadership Skills
<https://www.indeed.com> › career-advice › resumes-cover-letters ›

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Demonstrate an understanding of leadership qualities |
| CO 2 | Identify the different aspects of leadership. |
| CO 3 | Exhibit their mastery in body language and Non Verbal Communication |
| CO 4 | Master negotiation skills |
| CO 5 | Will be able to analyse organizational behavior, conflicts and entrepreneurship skills |

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Flipped learning
- Teaching/Learning through Technology

**II M.A. ENGLISH LITERATURE
SOFT SKILLS III - LEADERSHIP SKILLS
SEMESTER III**

Paper Code: PG21/3S/LES

**Max. Marks: 50
Time : 2 hrs**

Question Paper Pattern

1. Answer any five of the following in about 800 words: **(5 x10 = 50)**

II M.A. ENGLISH LITERATURE
CORE XII– SHAKESPEAREAN STUDIES
SEMESTER IV

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE:2P21/4C/SHS

LTP 4 1 0

COURSE OBJECTIVES:

- To enable students to build on their existing knowledge of Shakespeare’s plays to get a deeper insight into his ideological position as an artist.
- To enable students to gain a historical perspective of Shakespearean criticism.
- To equip students to extend their knowledge of concepts in culture studies to analyse the plays.
- To encourage students to compare the written text with its theatrical and media representations.
- To attempt adaptations of Shakespeare into other media.

COURSE OUTLINE:

| | |
|---|---------------|
| UNIT I: Othello | 12 hrs |
| UNIT II: The Taming of the Shrew Much Ado About Nothing | 22 hrs |
| UNIT III Antony and Cleopatra | 12 hrs |
| UNIT IV- GENERAL TOPICS Fools and Clowns in Shakespeare Imagery in Shakespeare | 8 hrs |
| UNIT V Introduction to approaches to Shakespeare: Mythical or Archetypal, Psychoanalytical, Postcolonial | 22 hrs |

For Class discussions and presentations

1. Macbeth and the Metaphysic of Evil - Wilson Knight
2. Shakespearean Tragedy - Lecture V & Lecture VI - A.C.Bradley
3. Shakespeare’s Plays – Recreating & Revisioning on stage and screen
4. Omkara – Film adaptation of *Othello*

RECOMMENDED READING:

Tillyard, E.M.W. *Elizabethan World Picture*. London: Chatto & Windus, 1943.
 Harrison, G.B. *Shakespeare's Tragedies*. London: Routledge, 1951.
 Bradley A.C. *Shakespearean Tragedy*. London: Macmillan, 1904.
 Bullough. *Shakespeare's Sources*
 E.K. Chambers *The Elizabethan Stage*
 Edward Dowden *Shakespeare: A Critical Study of his Mind and Art*
 A.L. Rowse. *The Elizabethan Age*
 Dover Wilson *Shakespeare's England*
 Spurgeon. *Shakespeare's Imagery and what it Tells us*. Cambridge: Cambridge University Press, 1935.

JOURNALS:

An Approach to Hamlet; Patterns in Shakespearian Tragedy; The Meaning of Shakespeare; Shakespeare: The Early Comedies; Shakespeare's Rival; Shakespeare Survey, R. A. Foakes, English: Journal of the English Association, Volume 13, Issue 77, Summer 1961, Pages 193- b–195, <https://doi.org/10.1093/english/13.77.193-b>.
 Shakespeare's Tragic Heroes; The Cease of Majesty; Jacobean Tragedy; Shakespeare Survey, 15; Shakespeare: The Chronicles; The Shakespeare Claimants, R. A. Foakes, English: Journal of the English Association, Volume 14, Issue 81, Autumn 1962, Pages 107–108, <https://doi.org/10.1093/english/14.81.107>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/english/13.77.193-b>
<https://doi.org/10.1093/english/14.81.107>
<https://doi.org/10.1093/english/9.50.68>
<https://doi.org/10.2307/2871208>
<https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>
<https://youtu.be/6M94ibQ1BtA>
https://youtu.be/fD_gLAG6vSI - Omkara (Adaptation of *Othello*)
<https://youtu.be/vB5Wv8IHVf0> - Antony and Cleopatra

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|--|
| CO1 | Examine Shakespeare's plays to appreciate his skill as a playwright and his ideological position. |
| CO2 | Demonstrate comprehensive knowledge of the critical views and aesthetic positions held by critics. |
| CO3 | Critically analyse the plays using contemporary critical frameworks. |
| CO4 | Identify and appreciate the nuances of the multicultural performance traditions of Shakespeare around the world. |
| CO5 | Transcreate and adapt Shakespeare's plays |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 5 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| Average | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 | 2.2 | 2.0 | 2.2 | 2.2 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-----------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE XII – SHAKESPEAREAN STUDIES
SEMESTER IV**

End Semester question paper pattern

Paper Code: 2P21/4C/SHS

Max Marks:100

Time: 3 hrs

PART- A

Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.
The questions can pertain to all Units in the syllabus.

PART- B

Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words.
The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE

CORE XIII - DALIT STUDIES

SEMESTER IV

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: 2P21/4C/DAS

LTP: 4 1 0

COURSE OBJECTIVES:

- The course will provide a perspective on different social issues of Indian society.
- Students will gain an insight into history of untouchability and discrimination of the scheduled castes
- It highlights various social inequalities of Indian society and how it finds expression in the form of literature.
- Understanding the voices of those which have not been heard
- Identify and describe distinct literary characteristics of Dalit literature.

COURSE OUTLINE:

UNIT-I: PROSE & CRITICISM

15 hrs

| | |
|---------------------|--|
| B.R.Ambedkar | Extracts 4,5 & 6 from <i>The Annihilation of Caste</i> |
| Sharankumar Limbale | About Dalit Literature (Marathi) |
| Aravind Malagatti | Coins on the Corpse and the Wedding Feast (Kannada) |
| Raj Gauthaman | Dalit Culture (Tamil) |

UNIT-II: POETRY

15 hrs

| | |
|------------------------------------|---|
| Sukirtharani (Tamil) | “Gigantic Trees “ “Portrait of My Village” |
| Raghavan Atholi (Malayalam) | “Kandathi” |
| Challapalli Swaroopa Rani (Telugu) | “Water” |
| Namdeo Dhasal (Marathi) | “Hunger” |
| Katti Padma Rao (Telugu) | “I am Within You” |

UNIT-III: SHORT STORY

15 hrs

| | |
|----------------------------|----------------------|
| Abhimani (Tamil) | “The Show” |
| Azhagiya Periyavan (Tamil) | “Eardrum” |
| Bandhu Madhav (Marathi) | “The Poisoned Bread” |
| C. Ayyappan (Malayalam) | “Madness” |

UNIT-IV: DRAMA

15 hrs

| | |
|----------------------------|-----------------|
| A. Santha kumar(Malayalam) | Dreamhunt |
| Mahesh Dattani | Final Solutions |

UNIT-V: FICTION

15 hrs

| | |
|--------------------|-----------------|
| Sivakami | Taming of Women |
| Om Prakash Valmiki | Joothan |
| Imayam | Arumugam |

RECOMMENDED READING:

B.R. Ambedkar. Annihilation of Caste and other Essays. Maple Press, 2021.
 Bayly, S., Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, The New Cambridge History of India, vol. 4, no. 3, Cambridge: Cambridge University Press, 1999.
 Bayly, Susan, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge: Cambridge University Press, 1999.
 Ekta Singh. Caste System in India: A Historical Perspective. Kalpaz Publications, 2004
 Mishra, S.N., Facets of Dr. Ambedkar, IIPA Publication, 2004.
 Paik, Shailaja, Dalit Women’s Education in Modern India: Double Discrimination. Routledge, 2014.
 Raj Gauthaman (Author), S. Theodore Baskaran (Translator) (Author) Dark Interiors: Essays on Caste and Dalit Culture SAGE Publications Pvt. Ltd, 2021.
 Ramnarayan S. Rawat and K. Satyanarayana (eds). Dalit Studies. Duke University Press, 2016.
 Ravikumar & Azhagarasan. (2012) The Oxford India Anthology of Tamil Dalit Writing. New Delhi: Oxford University Press.
 K.Satyanarayana & Susie Tharu (ed.). (2011). No Alphabet in Sight: New Dalit Writing from South India. New Delhi: Penguin Books.
 Sharankumar Limbale. 2004. Towards an Aesthetic of Dalit Literature. (trans. From Marathi: Alok Mukherjee). New Delhi: Orient Longman

JOURNALS:

Contemporary Voice of Dalit, Sage Publications eISSN: 24560502 | ISSN: 2455328X
 Journal of Social Inclusion Studies. Indian Institute of Dalit Studies.
 Indian Journal of Dalit Studies. Samyak Prakashan

E – LEARNING RESOURCES:

<http://www.dalitstudies.org.in>
<http://www.dalitstudies.org.in>
<http://dalitnews.com/>
<http://www.dalitresourcecentre.com/>
<http://www.dalitresourcecentre.com/>

COURSE OUTCOMES:

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

| CO/ PSO | CO Statement |
|--------------------|---|
| CO1 | Understand different social issues of Indian society |
| CO2 | Gain an insight into history of untouchability and discrimination of the scheduled castes |
| CO3 | Analyse and how the inequalities of Indian society is addressed in literature |
| CO4 | Analyse the various aspects of Dalit literature. |
| CO5 | Equip the students to be sensitized and use the knowledge in real life situations. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|---------|------|-------|------|------|-------|------|------|------|------|
| CO 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO 4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| AVERAGE | 2.4 | 3.0 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 2.6 | 2.4 |

TEACHING METHODOLOGY:

- Lectures
- Class discussions
- Pair work and group work during class meetings
- Assignments and timely teacher feedback
- Additional print and audiovisual educational material
- Blended learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|-----------------|-------------------|------------|-------|-------|
| K4 | A- 5/8X 8 Marks | 500 | 40 | 100 |
| K4, K5, | B- 3/5 X 20 Marks | 1500 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE XIII – DALIT STUDIES
SEMESTER IV**

End Semester question paper pattern

Paper Code: 2P21/4C/DAS

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

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II M.A. ENGLISH LITERATURE
CORE XIV – GENERAL ESSAY
SEMESTER IV**

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: 2P21/4C/GES

LTP: 4 1 0

COURSE OBJECTIVES:

- To introduce the background study of Britain, America and India.
- To create an understanding of Shakespeare's works and criticism.
- To describe the different methods and approaches in English Language Teaching.
- To provide an overview of specific literary theories
- To elicit the various themes and concepts of world literature.

COURSE OUTLINE:

UNIT I: LITERARY TRENDS AND MOVEMENT **15 hrs**

Literatures of Britain, America and India

UNIT II: SHAKESPEARE STUDIES **15 hrs**

Shakespearean Tragedy, Comedy Histories
Shakespeare Criticism –19th and 20th Century
Shakespeare in Performance,
Shakespeare and Films, adaptations, revisioning and subversion

UNIT III: LANGUAGE **15 hrs**

The Influence of Foreign Languages on
English Pronunciation of English
English as a World Language
Characteristics of Indian
English
The Teaching of English at the Under Graduate Level
Methods and Materials for Teaching English as a Second Language

UNIT IV: THEORETICAL POSITIONS AND TRENDS **15 hrs**

Modernism, Postmodernism, Feminism and Gender, Marxism, Postcolonialism,
Ecocriticism, Subalternity and Ethnicity.

UNIT V: WORLD LITERATURE **15 hrs**

World Poetry, Fiction & Drama
Translation Studies & Comparative Literature
Diasporic Writings & Transnationalism

RECOMMENDED READING:

David Daiches, History of English Literature Vol 1 -8
 Ford, Boris. Pelican Guide to English Literature Vol 1-8
 Thieme. J Ed. Post colonial Writings
 Hutcheon, Linda. Post-Modernism Encyclopedia of Trends
 Harvard Guide to American Literature

JOURNALS:

Journal of Postcolonial Writing (Bimonthly) ISSN- 1744-9855, Routledge Journals, England.
 Philosophy Today (quarterly) ISSN -0031-8256. DePaul Univ, Chicago
 World Literature Studies (quarterly) ISSN – 1337-9275. Slovak Academy Press

E- LEARNING RESOURCES:

<https://www.thoughtco.com>
<https://www.edx.org>
<https://www.worldliteraturetoday.org>
<https://www.real.dukeupress.edu>
<https://www.britannica.com>

COURSE OUTCOMES:

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

| CO No. | CO Statement |
|--------|--|
| CO 1 | Demonstrate an understanding of the literature of Britain, America and India |
| CO 2 | Apply criticism to Shakespeare's works |
| CO 3 | Differentiate English Language Teaching methods, materials and approaches |
| CO 4 | Infer specific theories to any literary text |
| CO 5 | Compare and contrast various literatures of the world |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/ PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| Average | 2.4 | 2.8 | 2.4 | 2.8 | 2.2 | 3.0 | 2.2 | 2.4 | 2.2 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|-------------------------|------------------|-------------------|--------------|--------------|
| K4 | A – 1x 50 Marks | 1500 | 50 | 100 |
| K4, K5 | B – 1 x 50 Marks | 1500 | 50 | |

II M.A. ENGLISH LITERATURE
CORE XIV – GENERAL ESSAY
SEMESTER IV

End Semester Question Paper Pattern

Paper Code: 2P21/4C/GES

Max Marks:100

Time: 3hrs

PART- A

I. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

II M.A. ENGLISH LITERATURE
CORE XV - POSTCOLONIAL LITERATURE - II
SEMESTER IV

HOURS: 5

TOTAL HOURS: 75

CREDITS: 4

COURSE CODE: 2P21/4C/PNL

LTP: 4 1 0

COURSE OBJECTIVES:

- To introduce the students to the Postcolonial Concepts and theories of Canadian and New Zealand literature.
- To understand the background and history of the Indigenous tribes of Canada and New Zealand.
- To sensitize the learners to the current political and social issues of New Zealand and Canada through the literary texts.
- To analyze the perspectives of the writers through works of fiction.
- To identify the current trends of multiculturalism and the changing culture through the different genres prescribed for study.

COURSE OUTLINE:

UNIT I: PROSE

15 hrs

| | |
|---------------|---|
| C. K. Stead | The Reader as Writer and the Writer as Critic |
| Northrop Frye | Conclusion to the Literary History of Canada |

UNIT II: POETRY

15 hrs

| | |
|--------------------|----------------------------------|
| Hone Tuwhare | Speak To Me, Brother |
| Mike Subritzky | Welcome to Auschwitz, Sister |
| Anne Kennedy | I was a Feminist in the Eighties |
| Peter Bland | Song |
| Inuit Orpingalik | My Breath |
| A. L. Purdy | Lament for the Dorsets |
| James Reaney | tempeste (from Souwesto Home) |
| Robat Kroetsch | I'm Getting Old Now |
| Rita Joe | I Lost My Talk |
| E. Pauline Johnson | Cattle Thief |
| Cyril Dabydeen | Black Dust |

UNIT III: DRAMA

15 hrs

| | |
|-------------|-------------------------|
| George Ryga | The Ecstasy of Rita Joe |
|-------------|-------------------------|

| | |
|----------------|-----------------|
| Sharon Pollock | Blood Relations |
|----------------|-----------------|

UNIT IV: FICTION

15 hrs

| | |
|-------------------|------------------------------|
| Hugh Cook | The Wizards and the Warriors |
| Eleanor Catton | The Luminaries |
| Margaret Atwood | Alias Grace |
| Margaret Laurence | The Stone Angel |
| Richard Wagamese | Indian Horse |

UNIT V: SHORT STORIES**15 Hrs**

| | |
|---------------------|---------------------------|
| Stephen Leacock | My Remarkable Uncle |
| Alice Munro | Simon's Luck |
| Katherine Mansfield | The Doll's House |
| Witi Ihimaera | Big Brother Little Sister |

RECOMMENDED READING:

Frye, Northrop. The Bush Garden: Essays on the Canadian Imagination.
 Thieme, John. Ed. Postcolonial Reader
 Postcolonialism: Encyclopedia

JOURNALS:

The Canadian Journal of Native Studies – ISSN: 07153244
 Aboriginal Voices – ISSN: 1201 – 060X

E-LEARNING RESOURCES:

<https://www.canlit.ca/>
<https://www.notesandqueries.ca/>
[https:// www.docs.lib.purdue.edu/clweb/](https://www.docs.lib.purdue.edu/clweb/)
[https:// www.ecw.ca/home.html](https://www.ecw.ca/home.html)
<https://www.literaryjournal.ca/index.html>

COURSE OUTCOME:

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

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand and apply the Postcolonial concepts and theories of Canadian and New Zealand literature to various literary texts. |
| CO2 | Analyse the background and history of the Indigenous tribes of Canada and New Zealand |
| CO3 | Identify and assess the current political and social issues of New Zealand and Canada through the literary texts. |
| CO4 | Compare and critique the perspectives of the writers through the works of fiction |
| CO5 | Identify and discuss the current trends of multiculturalism and the changing culture through the different genres prescribed for study. |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO 5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| AVERAGE | 2.6 | 2.4 | 2.8 | 2.6 | 2.4 | 2.6 | 2.8 | 2.4 | 2.6 |

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

| Bloom's Category | Section | Word Limit | Marks | Total |
|------------------|--------------------|------------|-------|-------|
| K4 | A – 5/8 x 8 Marks | 150 | 40 | 100 |
| K4, K5 | B – 3/5 x 20 Marks | 800 | 60 | |

**II M.A. ENGLISH LITERATURE
CORE XV - POSTCOLONIAL LITERATURE - II
SEMESTER IV**

End Semester question paper pattern

Paper Code: 2P21/4C/PNL

Max Marks:100

Time: 3 hrs

PART- A

I. Answer any FIVE of the following in about 150 words. (5 x 8 = 40)

Eight questions are given out of which the students need to answer FIVE in about 150 words. The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any THREE of the following in about 800 words. (3 x 20 = 60)

Five questions are given out of which the students need to answer THREE in about 800 words. The questions can pertain to all Units in the syllabus.

**II MA ENGLISH LITERATURE
ELECTIVE IV - PROJECT PAPER
SEMESTER IV**

HOURS: 5

TOTAL HOURS: 75

CREDITS: 3

COURSE CODE: 2P21/4C/PJT

LTP: 3 2 0

COURSE OBJECTIVES:

- To enable students to understand research and its importance
- To hone the technical skills required for academic writing
- To understand the importance of writing skills
- To employ persuasive mode of written communication
- To discover the new knowledge that research will promote

COURSE OUTLINE:

UNIT I

15 hrs

Introduction to research
Definition of Research, Characteristics and objectives for research
Types of Research, Research Process
Basic Overview, formulation of research, selection of topic
Primary and secondary sources, Research Methodologies

UNIT II

15 hrs

Literature Review, Review concepts and theories
Formulation of Hypothesis
Research design, Models of Research
Current Research trends, Mono Disciplinary, Trans disciplinary and Interdisciplinary

UNIT III

15 hrs

Technical Writing, reporting research
Techniques for writing a research proposal, research paper, research project
Judgement writing for a project,
Criteria for good writing (spelling, grammar, consistency, coherence)
Research ethics, Plagiarism, Impact of Research

UNIT IV

15 hrs

Editing and proof reading, Error spotting, Citation methods, Citation rules
Structure check, clarity check, citation editing, layout check
Use of computer to format research paper, project.

UNIT V

15 hrs

Exercise on Writing a research paper
Exercise to write a project proposal
Submission of project at the end of the paper.

RECOMMENDED READING:

MLA Hand book 9 th Edition.

Hand book of Research methodology, by [https:// www.researchgate.net](https://www.researchgate.net).

COURSE OUTCOMES:

| CO No. | CO Statement |
|--------|---|
| CO1 | Understand the process of research |
| CO2 | Develop critical skills for research acumen |
| CO3 | Demonstrate writing skills |
| CO4 | Evaluate different text types with citation |
| CO5 | Analyse the difference used in various academic writing |

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO 5 | PSO6 | PSO7 | PSO8 | PSO9 |
|----------------|------------|------------|------------|------------|------------|----------|------------|------------|------------|
| CO 1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| CO 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| CO 5 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| AVERAGE | 2.4 | 2.8 | 2.4 | 2.8 | 2.2 | 3 | 2.2 | 2.4 | 2.2 |

TEACHING METHODOLOGY

- Lecture
- PPT
- Writing
- Practice
- Peer Evaluation
- project submission for evaluation

END SEMESTER EXAM

A project of topic chosen will be submitted at the end of the course for internal and external value

E- LEARNING RESOURCES:

www.besjournals.onlinelibrary.wiley.com

www.careeroptionsmagazine.com

www.acquila.usm.edu

COURSE OUTCOME:

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

| CO No. | CO Statement |
|---------------|--|
| CO1 | Understand the purpose of interviews. |
| CO2 | Be aware of the processes involved in different types of interviews. |
| CO3 | Obtain important tips on preparing for the professional interview. |
| CO4 | Articulate the importance of self-presentation. |

TEACHING METHODOLOGY:

- Lecture (Chalk and Talk- OHPLCD)
- E Content, Videos
- Group Discussion
- Class Activities
- Blended Learning

II M.A. ENGLISH LITERATURE
SOFT SKILLS IV – INTERVIEW SKILLS
SEMESTER IV

End semester question paper pattern

Paper Code: PG21/4S/IWS

Max. Marks: 50

Time: 2 hrs

TEN out of FIFTEEN questions in about 200 words each. **(10x5=50)**
(From all the units – Not more than three from each unit)

M.PHIL ENGLISH LITERATURE

CORE I - RESEARCH METHODOLOGY AND LITERARY THEORY

CREDITS: 5

COURSE CODE: 2M21/RMT

LTP: 4 0 0

COURSE OBJECTIVES:

- Develop a strong research acumen leading to higher order skills
- Evaluate the different texts to defend and interpret with theories
- Employ the theories to understanding of texts
- Demonstrate high level of proficiency in defending critical thinking clearly and logically
- Display strong language abilities to defend effectively through all modes of persuasion.

COURSE OUTLINE:

UNIT-I: RESEARCH WRITING AND OUTLINE OF RESEARCH 5 hrs

Selection of Topic- Conducting Research- Compiling of Working Bibliography. Thesis statement, Writing drafts- Structuring arguments, Mechanics of Writing.

UNIT-II: DOCUMENTATION 10 hrs

Plagiarism- Style manual in Social Sciences and Humanities- Recent research trends in Literature and Language Research.

UNIT-III: LITERARY THEORY 15hrs

(Refer recommended reading – Julia Rivkin and Michael Ryan)

| | |
|--------------------|--------------------------|
| Cleanth Brookes | The Language of Paradox |
| Roland Barthes | Mythologies: |
| Edward P.J. Corbel | Classic Rhetoric |
| Jean Baudrillard | Simulacra and Simulation |

UNIT-IV: LITERARY THEORY 15hrs

| | |
|-------------------------------|---|
| Sigmund Freud | Group Psychology and the analysis of Ego |
| Julie Rivkin and Michael Ryan | Writing the Past (Intro to Historicism) |
| Pierre Macherey | For a theory of Literary Production |
| Lisa Lowe | Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences |

UNIT-V: LITERARY THEORY 15hrs

| | |
|--------------------------------|---|
| Julie Rivkin and Michael Ryan | Contingencies of Gender (Intro to Gender Studies) |
| Sandra Gilbert and Susan Gubar | The Madwoman in the Attic |
| Homi K. Bhabha | Signs Taken for Wonders |
| Walter Benjamin | The Work of Art in the Age of Mechanical Reproduction |
| Jonathan Bate | From Red to Green |

RECOMMENDED READING:

MLA Handbook for Writers of Research Papers Eighth Edition
<http://b-ok.xyz/book/2824210/9471a8>

Barnet Sylvan. A Short Guide to Writing about Literature. 9th Edition. New Delhi: Pearson. 2006

Abhijit Kundu and Pramod K Nayar The Humanities: Methodology and Perspectives

Julie Rivkin and Michael Ryan Literary theory: An Anthology

<http://b-ok.xyz/book/994693/f120e9>

From 'Red' to 'Green'

<https://books.google.co.in/books?id=UgGJ2A5h3qYC&pg=PA167&lpg=PA167&dq=from+red+to+green+by+jonathan+bate&source=bl&ots=A-FH8TNgzM&sig=Kd-9Dx1PUvuzOz10E1H27eEvlxQ&hl=en&sa=X&ved=2ahUKEwiO296QitHaAhUWSY8KHepEDicQ6AEwBXoECAUQAQ#v=onepage&q=from%20red%20to%20green%20by%20jonathan%20bate&f=false>

E- LEARNING RESOURCES:

The language of Paradox

<https://www.youtube.com/watch?v=8K7WveYprsg>

Simulacra and Simulation

<https://www.youtube.com/watch?v=HI9zO0cS-NU>

COURSE OUTCOMES:

On completion of this course, the scholars will be able to:

| CO.No | CO Statement |
|-------|---|
| CO 1 | List out and outline their research work and documentations |
| CO 2 | Adapt an understanding of theories to the literary texts |
| CO 3 | Estimate the different theories to the existing trends of Literature |
| CO4 | Demonstrate an ability to find supportive evidence in the theoretical framework |
| CO5 | Develop an original idea, ability to create a persuasive form of writing thesis work based on evidence. |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 3 | 2 | 3 | 2 |
| CO 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 2 |
| CO 5 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.6 | 2.8 | 2.4 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Group Discussion
- ICT Enabled Classes
- Flipped and Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|----------------|-------------------|--------------|--------------|
| K 1, K2 | A-10X2 marks | 50 | 20 | 100 |
| K3,K4 | B-4/5x5 marks | 300 | 20 | |
| K 3, K4, K5 | C-3/5x20 marks | 800 | 60 | |

**M.PHIL ENGLISH LITERATURE
CORE I - RESEARCH METHODOLOGY AND LITERARY THEORY**

End semester question paper pattern

COURSE CODE: 2M21/RMT

Max Marks: 100

Time: 3hrs

Section – A

I. Answer in about 50 words each. (10×2=20)

Section – B

II. Answer any FOUR in about 300 words each: (4×5=20)

Section – C

III. Answer any THREE in about 1200 words each: (3×20=60)

**M.PHIL ENGLISH LITERATURE
CORE II - INDIAN AND TWENTIETH CENTURY
LITERATURE**

CREDITS: 5

COURSE CODE: 2M21/ITL

LTP: 4 0 0

COURSE OBJECTIVES:

- Compare and contrast works of Literature from India and Twentieth Century literature.
- Develop knowledge of the socio-cultural ethos of the text prescribed.
- Employ critical thinking of the literary texts in relevance to the society.
- Exhibit Research practice with the prescribed texts.
- Enable proficiency in writing skills.

COURSE OUTLINE:

UNIT 1: INDIAN POETRY/ PROSE

12 hrs

Anandavardhana Tholkappiar from Dhvanyaloka (page78-88)
from Tholkappiam III Porul: chapter-6
Meypattuiyal (Introduction- pages: 1-43)
Ramanujan A. K Afterword “InteriorLandscapes”
Bharatamuni On Natya and Rasa: Aesthetics of Dramatic Experience
Ramanujan A. K Akam Sangam Poetry (Selective)
Poems of Love and War(1985)
What she SaidAkananuru318 (Kurunchi- page 14)
What her Girl friend said Narrinai 311 (Neytal- Page48)
What her Girl Friend said Kuruntokai 66(Mullai-Page70)
What she said Ainkurunuru 24(Marutam- Page 89)

UNIT-II: INDIAN DRAMA/ FICTION

12 hrs

Chandrashekhara Kambara Sirisampige
Mahesh Dattani Dance like a Man
Bama Karukku
Perumal Murugan Pyre
Cyrus Mistry Chronicle of a Corpse Bearer

UNIT-III: TWENTIETH CENTURY POETRY

12 hrs

Robert Lowell Children of Light
Emma Lazarus The Exodus (August 3,1492)

| | |
|------------------|--|
| Elizabeth Bishop | 12 O' Clock News |
| Margaret Atwood | Women's Novels |
| Judith Wright | Bora Ring |
| Derek Walcott | Ruins of a Great House |
| Rupi Kaur | Milk and Honey (Selected Poems) |
| | 1. I want to apologize... all women/ |
| | 2. You look like your mother/ |
| | 3. Your mother is in the habit of offering more love / |
| | 4. When my mother says I deserve better |

UNIT-IV: TWENTIETH CENTURY DRAMA

12 hrs

| | |
|-----------------------|---------------------------------------|
| Luigi Pirandello | Six Characters in Search of an Author |
| Bertolt Brecht | Life of Galilio |
| Quiara Alegria Hu des | Water by Spoonful |
| Derek Walcott | Dream on Monkey Mountain |

UNIT- V: TWENTIETH CENTURY FICTION

12 hrs

| | |
|-------------------------|----------------------------|
| Michael Ondaatje | In the Skin of a Lion |
| Chimamanda Ngozi Adichi | Americanah |
| J. M. Coetzee | Waiting for the Barbarians |
| V. S. Naipaul | A Way in th eWorld |
| Elie Wiesel | Night |
| Charles R. Johnson | Middle Passage |

RECOMMENDED READING:

Indian Aesthetics: An Introduction Edited by V.S. Sethuraman

V.S. Sethuraman. *Comparative Criticism: An Anthology*

Ramanujan A. K. *Interior Landscapes*, Delhi: Oxford University Press 1967.

On Natya and Rasa: Aesthetics of Dramatic Experience tr. G. K. Bhatt

Indian Literary Criticism. Ed. G. N. Devy. Hyderabad: Orient Longman Private Limited,2002. (Page 4-14)

JOURNALS:

SAGE

RESEARCH CHRONICLER

LEARNING RESOURCES:

Milk and Honey

<http://b-ok.xyz/book/2821873/72402b>

Sixcharacters in search of an author

<http://b-ok.xyz/book/1049495/a0d1b8>

In the Skin of a Lion

<http://bok.xyz/book/1048070/d0a56bAmericanh>

<http:// b-ok.xyz/book/2814105/c71c85>

Waiting for the Barbarians

<http://b-ok.xyz/book/962237/e80822>

<http://b-ok.xyz/book/1224914/5b13a2>

COURSE OUTCOME:

On completion of this course, the scholars will be able to:

| CO.No | CO Statement |
|--------------|--|
| CO1 | Outline the difference between the works of Literature from India to twentieth century literature of the world |
| CO 2 | Infer and predict the social culture and milieu through the given selection of Literary pieces |
| CO 3 | Develop a critical sensibility to classify and identify works and their relevance to the society |
| CO 4 | Evaluate the theory and text and negotiate the common thread of inference |
| CO 5 | Develop an ability to apply the knowledge gained to their own writing |

MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| CO 1 | 2 | 3 | 3 | 3 | 2 |
| CO 2 | 2 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 2.8 | 2.8 | 2.8 |

TEACHING METHODOLOGY:

- Conventional Lectures
- Group Discussion
- ICT Enabled Classes
- Flipped and Peer Learning

QUESTION PAPER PATTERN

| Knowledge Level | Section | Word Limit | Marks | Total |
|------------------------|----------------|-------------------|--------------|--------------|
| K1,K2,K3 | A-5/8x8 marks | 800 | 40 | 100 |
| K 3, K4, K5 | B-3/5x20 marks | 1200 | 60 | |

**M. PHIL ENGLISH LITERATURE
CORE II - INDIAN AND TWENTIETH CENTURY LITERATURE**

End semester question paper pattern

PAPER CODE: 2M21/ITL

Max Marks: 100

Time: 3hrs

Section A

5X8=40

Questions from all the units. Answer any 5 out of 8 questions in about 800 words.

Section B

3X20=60

Questions from all the units. Answer any 3 out of 5 questions in about 1200 words.

M.PHIL ENGLISH LITERATURE

ELECTIVE - TRANSLATION STUDIES

CREDITS: 5

COURSE CODE: 2M21/TSS

COURSE OBJECTIVES

- Train the students in translation
- Introduce the students to famous texts in translation
- Train the students to evaluate translations
- Produce Language experts with deep Knowledge of structures of various languages

COURSE OUTCOME

The students will master the art of translation and will become translators

The students trained through this programme will have better job opportunities in various fields such as Educational institutions, Parliament, Courts, Translation Bureau, Government Departments, Media, New papers, Text-book Bureau, Publishing houses, Industries and Companies ,Language Technology Centres etc.

UNIT – I DEFINING TRANSLATION

What is Translation?

Source language and target language

Translation is a Skill/ Art/ Science/ Philosophy Re-creation/Transcreation/Interpretation/ Challenge

Purpose and Importance of Translation

UNIT - II TYPES OF TRANSLATIONS

Metaphrase

Paraphrase

Liberal/Free/Good/ Bad/Ideal Translation

Bilingual/Multilingual/Collaborative Translation

Machine Translation

Back Translation

UNIT – III PROBLEMS OF TRANSLATION

Untranslatability - Loss of Meaning

General Problems: Incompetence, Ambiguity, Cultural Gap, Structural difference, Idiomatic difference

Language Specific Problems: Idioms, Contextual Meaning

UNIT - IV PROBLEMS OF TRANSLATION

Language specific problems; Idioms, Contextual meaning

Translating creative writing – Prose, Poetry and Drama

UNIT – V EVALUATION OF TRANSLATION

Critical Evaluation of Translation of a Text into English/ Indian Languages. (Students can select any text)

**M. PHIL ENGLISH LITERATURE
ELECTIVE - ENGLISH LANGUAGE TEACHING**

CREDITS: 5

COURSE CODE:2M21/EGT

COURSE OBJECTIVES:

- To introduce learners to the theoretical constructs of ELT
- To familiarize the learners to various approaches and methods in ELT
- To equip learners to gain knowledge and skills needed to teach English as a second language
- To provide practical and theoretical knowledge in teaching English
- To engage learners in collaborative learning

COURSE OUTCOMES:

- Understand the theoretical basis of Language Teaching
- Differentiate between Traditional and Learner-centred Language. Teaching
- Build confidence in LSRW skills
- Develop appropriate learning materials and assessment tools relevant to the course of study
- Practice classroom pedagogy bases on their needs

UNIT I: INTRODUCTION TO ELT

10 hrs

English Language Teaching in India
Principles of Language Teaching
First and Second Language Acquisition

UNIT II: LANGUAGE LEARNING THEORIES

15 hrs

Skinner's Theory of Behaviorism
Chomsky's Universal Grammar
Schumann's Acculturation Model
Stephen Krashen's Monitor Model
Theory of Cognitivism/Constructivism

UNIT III: METHODS AND APPROACHES TO ELT

15 hrs

Grammar Translation Method, Direct Method, Audio-lingual Method
CLT- Communicative Language Teaching
CBI- Content based Instruction
TBL- Task Based Learning

UNIT IV: SYLLABUS DESIGN & MATERIALS PRODUCTION

10 hrs

Grammatical, Structural, Situational, Notional & Functional Syllabi
English for Specific Purposes, Needs analysis, Teaching LSRW
Selection & Grading of Materials
Effective use of authentic texts- texts, photographs, video selections, and other teaching resources in pedagogy

UNIT V: TESTING- EVALUATION

10 hrs

Fundamentals of Testing
Concepts of Testing
Error Analysis
Evaluation- Self, Teacher- Based, Materials for evaluation

RECOMMENDED READING:

Bright, John A., and G.P.McGregor. *Teaching English as Second Language*. Longmanns. 1970
Cook. V. *Second Language Learning and Language Teaching*. 4th Edition. Oxford University Press
Corder. S.P. *Error Analysis and Interlanguage*. 1981. Oxford University Press
Prabhu N.S. *Second Language Pedagogy*. Oxford University Press
Richards, J.C & Rogers, T. *Approaches and Methods in Language Teaching*. (2001). Cambridge University Press
Seliger H.W and Shohamy E. *Second language Research Methods*. 1989. Oxford University Press

E-LEARNING RESOURCES

<https://allmed.net/get/ebook.php?id=zs0rZuzDfBcC&title=Approaches%20and%20methods%20in%20language%20teaching&author=Jack%20C.%20Richards&date=2005&isbn=&publisher=Ernst%20Klett%20Sprachen>
<https://www.fluentu.com/blog/educator-english/new-methods-of-teaching-english/>
http://mpbou.edu.in/slm/B.Ed_SLM/bedteb2u3.pdf
<https://www.coursehero.com/file/67797633/Teaching-English-Language-Methods-and-appdf/>
http://www.bhojvirtualuniversity.com/slm/B.Ed_SLM/bedteb2u2.pdf

**M. PHIL ENGLISH LITERATURE
ELECTIVE - CONTEMPORARY LITERATURE**

CREDITS: 5

COURSE CODE: 2M21/CRL

COURSE OBJECTIVES:

An examination of contemporary literature in a variety of genres.

Enable Students read, discuss, and write about literature by authors who have significantly influenced contemporary literature and analyze formal features/developments and historical contexts to inform their understanding of these literary works.

Explain and recognize issues of diversity and ethics raised in works, including issues of ethnic heritage and religion

Examine the complex transnational character of contemporary literature

COURSE OUTCOMES:

1. Demonstrate familiarity with important authors, works, genres, and themes of contemporary world literature.
2. Analyze and interpret themes found in the literature during this period using the conventions of critical literary analysis.
3. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
4. Demonstrate the ability to analyze the literature by using textual evidence to support an interpretation of the targeted author's work.
5. Compose unified, effectively developed, coherent essays and oral presentations that respond to rhetorical situations by identifying audience and purpose

COURSE CONTENT:

Unit I – Introduction

Reading the Contemporary – Modernism - Postcolonial Literatures,
Theories, Gender, and Culture

Key Issues in Literary and Critical Theory

Migrant Voices Merge: Migrant Literature, Race Studies, Memoir

Indigenous Roots: Speech, Autobiography, Narrative Strategies

Unit II: Post Theory

'Introduction Post-Theory?' Stefan Herbrechter and Ivan Callus.

Unit III: – Subaltern Studies

G. Thomas Couser – 'Disability, Life Narrative, and Representation'

Charu Gupta - 'Dalit 'Viranganas' and Reinvention of 1857'

Bronwyn Fredericks – 'Reempowering Ourselves: Australian Aboriginal Women'

Unit IV: Gender Studies

Judith Butler – 'Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory

Eve Kosoktsky Sedgwick - 'Epistemology of the Closet'

Susan Stryker, Paisley Currah and Lisa Jean Moore – 'Introduction: Trans-, Trans, or Transgender?'

Unit V: - Cultural Studies

John Storey- 'Film' [Chapter four of Cultural Studies and the Study of Popular Culture].

Neil Badmington – 'Cultural Studies and the Posthumanities' [Chapter 14 of New Cultural Studies: Adventures in Theory]

Catherine Gallagher - 'Raymond Williams and Cultural Studies'

'Dangal' - Directed by Nitesh Tiwari

'MaheshintePrathikaram' – Directed by Dileesh Pothan

REFERENCES

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