

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

**DEPARTMENT OF ENGLISH
(SELF SUPPORTING)**

B.A. ENGLISH LITERATURE AND COMMUNICATION

SYLLABUS



**CHOICE BASED CREDIT SYSTEM
OUTCOME BASED EDUCATION**

(OFFERED FROM THE ACADEMIC YEAR 2021 - 22)

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RULES AND REGULATIONS OF THE PROGRAMME

1. Eligibility for Admission:

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

2. Eligibility for the Award of Degree:

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

3. Course of Study: The main subjects of study for Bachelor's Degree shall consist of the following:

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

4. Passing Minimum:

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

5. Classification of Successful Candidates:

(in Part I, II, III & IV)

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

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

6. Question Paper Pattern:

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

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

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

7. EVALUATION PATTERN		
CA Test I	2 hrs.	10 marks
CA Test 2	2 hrs	10 marks
Quiz/Assignment/Field Visit		10 marks
Participatory Learning		10 marks
Total		<u>40 marks</u>

Rubrics for Continuous Assessment

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

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

Duration of examination is 3 hours and Maximum Marks is 100

100 marks to be converted to 60 marks.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Undergraduate Programme

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

- PEO 1:** Apply and advance the knowledge and skills acquired, to become a creative professional in their chosen field.
- PEO 2:** Engage in self-directed continuous learning, aimed at global competency, which will promote professional and personal growth.
- PEO 3:** Develop management skills and entrepreneurial skills, by harnessing core competencies tempered by values and ethics.
- PEO 4:** Work towards achieving economic and social equity for women through application of relevant knowledge.
- PEO 5:** Contribute to promoting environmental sustainability and social inclusivity.

PROGRAMME OUTCOMES (POs)

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

PO 1: Apply the knowledge gained through the study of humanities to address political, socio-economic and gender issues.

PO 2: Critically engage with history, linguistics, culture, economy, inclusivity and environment.

PO 3: Aid in the application of mathematical, statistical and econometric tools in solving realistic economic problems.

PO 4: Inculcate skills to evaluate, innovate and integrate contemporary issues and motivate further learning.

PO 5: Enhance their ethical values, communicative and employability skills.

PO 6: Gain quality education that is global in perspective to contribute towards holistic development.

PROGRAMME SPECIFIC OUTCOMES (PSO)

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

- PSO 1:** Engage in interpretation, analysis, appreciation, and critique of diverse literatures in English across the world in social, cultural, political and historical contexts.
- PSO 2:** Apply thematic, critical and theoretical approaches to the analysis of literary texts in various genres of writings in English.
- PSO 3:** Demonstrate an appreciation of the intrinsic values of life and environmental sensibility, through the study of representative literary texts from different periods and traditions.
- PSO 4:** Utilize their knowledge of communication techniques and technicalities for expressing their perspectives on contemporary issues.
- PSO 5:** Synthesize language aesthetics and mechanics with various communication strategies for competency in professional and social discourses.
- PSO 6:** Effectively and ethically utilize digital resources and technological skills in the fields of literature, language, communication, media and journalism.
- PSO 7:** Pursue lifelong learning leading to competencies, sensitivity, empathy and inclusiveness.

B.A. ENGLISH LITERATURE AND COMMUNICATION

CHOICE BASED CREDIT SYSTEM (CBCS)

OUTCOME BASED EDUCATION

From 2021-2022 Batch onwards

PROGRAMME PROFILE

CORE/ ALLIED/ ELECTIVE	PART	COURSE CODE	TITLE OF THE PAPER	CREDITS	HOURS/ WEEK	TO TAL HO URS	C A	SE	TOTAL
			SEMESTER – I						
Language	I		Tamil/ Hindi/ French/ Sanskrit	3	6	90	4 0	60	100
English	II	EL21/1F/FNH	Foundation English I	3	4	60	4 0	60	100
Core 1	III	CE 21/1C/BL1	British Literature from Chaucer to Romantic Age	4	5	75	4 0	60	100
Core 2	III	CE 21/1C/EGW	Essentials of Grammar and Writing	4	5	75	4 0	60	100
Allied	III	CE 21/1A/CHL	Children’s Literature	5	6	90	4 0	60	100
EVS	IV		Environmental Studies	2	2	30	-	50	50
Soft Skill	IV	UG21/1S/CLS	Communication and Life Skills I	3	2	30	2 0	30	50
			SEMESTER – II						
Language	I		Tamil/ Hindi/ French/ Sanskrit	3	6	90	4 0	60	100
English	II	EL21/2F/FNH	Foundation English II	3	4	60	4 0	60	100
Core 3	III	CE 21/2C/BL2	British Literature from Victorian Age to the Present	4	5	75	4 0	60	100
Core 4	III	CE21/2C/CTP	Communication: Theories and Practice	4	5	75	4 0	60	100

Allied	III	CE21/2A/LFD	Literary Forms and Devices	5	6	90	4 0	60	100
Val. Ed			Value Education	2	2	30	-	50	50
Soft Skill	IV	UG21/2S/CLS	Communication and Life Skills II	3	2	30	2 0	30	50
			SEMESTER – III						
Language	I		Tamil/ Hindi/ French/ Sanskrit	3	6	90	4 0	60	100
English	II	EL21/3F/FNH	Foundation English III	3	4	60	4 0	60	100
Core 5	III	CE21/3C/AM L	American Literature	4	5	75	4 0	60	100
Core 6	III	CE21/3C/ILL	Introduction to Language and Linguistics	4	5	75	4 0	60	100
Allied	III	CE21/3A/MAR	Mythologies and Retellings	5	6	90	4 0	60	100
NME (1c)	IV			2	2	30	-	50	50
Soft Skill	IV	UG21/3S/CLS	Communication and Life Skills III	3	2	30	2 0	30	50
			SEMESTER – IV						
Language	I		Tamil/ Hindi/ French/ Sanskrit	3	6	90	4 0	60	100
English	II	EL21/4F/FNH	Foundation English IV	3	4	60	4 0	60	100
Core 7	III	CE21/4C/ILE	Indian Literature in English	4	5	75	4 0	60	100
Core 8	III	CE21/4C/LSA	Literature and Screen Adaptations	4	5	75	4 0	60	100
Allied	III	CE21/4A/ILC	Introduction to Literary Criticism	5	6	90	4 0	60	100
NME (1c)	IV			2	2	30	-	50	50
Soft Skill	IV	UG21/4S/CLS	Communication and Life Skills IV	3	2	30	2 0	30	50
			SEMESTER – V						
Core 9	III	CE21/5C/PCL	Postcolonial Literatures	4	6	90	4 0	60	100
Core 10	III	CE21/5C/LAG	Literature and Gender	4	6	90	4 0	60	100
Core 11	III	CE21/5C/JL1	Fundamentals of Journalism - I	4	6	90	4 0	60	100
Elective I	III	CE21/5E/ILT	Indian Literatures in Translation	5	6	90	4 0	60	100

		CE21/5E/POP	Popular Culture						
Elective II	III	CE21/5E/SHA	Shakespeare	5	6	90	40	60	100
		CE21/5E/THE	Theatre Skills – Indian Drama And Performance						
Self-Study Course	IV	CE21/5/AUB CE21/5/TRA	Life Writings - Autobiography/ Travel Writings	2				100	100
			SEMESTER – VI						
Core 12	III	CE21/6C/LEN	Literature and Environment	4	6	90	40	60	100
Core 13	III	CE21/6C/LMI	Literatures of the Marginalised in India	4	6	90	40	60	100
Core 14	III	CE21/6C/JL2	Fundamentals of Journalism II	4	6	90	40	60	100
Core 15	III	CE21/6C/ELT	Introduction to English Language Teaching	4	6	90	40	60	100
Elective III	III	CE21/6E/WD E CE21/6E/TLT	World Literature in Translation/ Tamil Literature in Translation	5	6	90	40	60	100
	V		Extension Activity (Sports/NCC/NSS/CSS/YRC/ RRC/ Rotaract/ Yoga)	1			Min 60		
			TOTAL CREDITS	141					

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT

INTERNAL VALUATION BY COURSE TEACHER/S

PART I, II AND III-THEORY PAPERS

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

PART IV - SOFT SKILLS

COMPONENT	TIME	MAX. MARKS
Activity	1 hour	20

CA QUESTION PAPER PATTERN-UG

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

RUBRICS FOR CONTINUOUS ASSESSMENT

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

END SEMESTER EVALUATION PATTERN**THEORY PAPERS****PART II/III****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**SEMESTER I/II/III/IV**

SINGLE VALUATION

ORAL TEST/WRITTEN TEST

MAXIMUM MARKS: 50

PASSING MARK: 20

SEMESTER V COURSE PROFILE

III B.A ENGLISH LITERATURE AND COMMUNICATION

COURSE PROFILE

Course code	Course Title	Credits	Hrs/ Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
CE21/5C/PCL	Postcolonial Literatures	4	6	90	3	3	0	40	60	100
CE21/5C/LAG	Literature and Gender	4	6	90	3	3	0	40	60	100
CE21/5C/JL1	Fundamentals of Journalism - I	4	6	90	3	3	0	40	60	100
CE21/5E/ILT CE21/5E/POP	Indian Literatures in Translation / Popular Culture	5	6	90	5 5	1 1	0 0	40	60	100
CE21/5E/SHA CE21/5E/THE	Shakespeare / Theatre Skills – Indian Drama and Performance	5	6	90	5 3	1 1	0 2	40	60	100
	Total	22	30	450						
	Total Credits	22								

SELF STUDY PAPER FOR ADVANCED LEARNERS

SEM	PART	YEAR	PAPER CODE	TITLE OF THE PAPER	CREDITS	SE	TOTAL
V	IV	III	CE21/5/AUB CE21/5/TRA	Life Writings - Autobiography / Travel Writings	2	100	100

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER I
CORE- BRITISH LITERATURE FROM CHAUCER TO ROMANTIC AGE

TOTAL HOURS: 75

COURSE CODE: CE21/1C/BL1

CREDITS: 4

L-T-P: 41 0

Course Objectives

This course aims to:

- Familiarize students with various literary forms, devices and techniques in British literature.
- Introduce students to various subjects and themes employed by British writers.
- Impart knowledge on various literary trends and movements in British literature.
- Expose students to the changing socio-political scenario of England from 14th century to 18th century.

Course Outline

Unit I: Introduction

10 Hours

English Renaissance
 Reformation
 Restoration
 French Revolution

Unit II: Poetry

15 Hours

Geoffrey Chaucer	The Knight (A knight there was.....)
	<i>The Canterbury Tales: General Prologue</i>
John Milton	<i>Paradise Lost</i> –Book I Satan’s Speech (Is this the region...than serve in heaven)
Alexander Pope	<i>Rape of the Lock</i> , Belinda’s Toilet (And now, unveil’d....labours not her own)
John Donne	The Sun Rising
William Wordsworth	The World is Too Much with Us
John Keats	Ode to Autumn

Unit III: Prose

15 Hours

Francis Bacon	Of Love
Addison and Steele	The Spectator’s Account of Himself <i>Coverley Papers</i> Chapter 1
Charles Lamb	Dream Children: A Reverie

Unit IV: Drama

25 Hours

William Shakespeare	<i>Othello</i>
Richard Sheridan	<i>The School for Scandal</i>

UnitV: Fiction

10 Hours

Jane Austen	<i>Sense and Sensibility</i>
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Recommended Textbooks

- | | |
|---------------------|---|
| 1. John Milton | <i>Paradise Lost Book I</i> |
| 2. Geoffrey Chaucer | <i>The Prologue to the Canterbury Tales</i> |
| 3. Alexander Pope | <i>Rape of the Lock</i> |
| 4. W.E. Williams | <i>A Book of English Essays</i> |

References

- Albert, Edward. *History of English Literature*. India: Oxford University Press, 1979. Print.
- Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan. 2017. Print.
- Butler, Marilyn. *Jane Austen and War of Ideas*. Clarendon Press, Oxford. 1975
- Ifor Evans. *A Short History of English Literature*, India: Penguin Books Ltd, 1940. Print
- Ramachandran, C.N. *Selections From Five Centuries of Poetry*. Eds. Radha Achar. Macmillan India Ltd. 1998. Print.
- Warren, Robert Penn. *Six Centuries of Great Poetry*. Eds Albert Erskine. U.S.A: Dell Publishing, 1955. Print.

Journals

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

E-Learning Resources

- Dubinsky, Tina. "English Poets of the Romantic Movement". [English Poets of the Romantic Movement - Owlcation](#)
- Lumiansky, I.R. "Geoffrey Chaucer". Cloud Tiger Media, 9 July 2019, [Geoffrey Chaucer - Diplomat and civil servant | Britannica](#)
- Naif, Jamal. "A Critical Analysis of Milton's Poetic Style as Revealed in his Epic Poem Paradise Lost: Books I and II". Journal of English Language and Literature. 13 September 2016, [\(pdf\) a critical analysis of miltion's poetic style as revealed in his epic poem paradise lost: books i and ii | jamalnafi - academia.edu](#)
- Ricks, Christopher. "Milton's Grand Style". Oxford University Press [80563-MILTON'S Grand Style PART 1 & 2.pdf \(unibg.it\)](#)

Course Outcomes

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

CO NUMBER	CO STATEMENT
CO 1	Apply their gained knowledge on various forms, devices and techniques of British Literature in writing.
CO 2	Thematically analyse, interpret and appreciate human life and experience through a reading of select literary texts of British literature.
CO 3	Identify the historical and cultural background of the literary works from the Elizabethan to the Romantic Age.
CO 4	Critically analyse the influence of society, religion, politics and culture on Art and Literature.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	1	1	3	2	3	1
CO 2	3	2	3	1	1	1	2
CO 3	3	1	3	1	1	1	3
CO 4	3	2	1	1	1	2	3
AVERAGE	2.5	1.5	2	1.5	1.25	1.75	2.25

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

Google classroom

E Content

Videos

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	From all Units
K1, K2	B – 5x6 marks	150	30		From all Units
K2, K3	C – 3x20 marks	500	60		From Unit II to V

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER I
CORE- BRITISH LITERATURE FROM CHAUCER TO ROMANTIC AGE

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/1C/BL1

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Unit II to V

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I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER I
CORE - ESSENTIALS OF GRAMMAR AND WRITING

TOTAL HOURS: 75

COURSE CODE: CE21/1C/EGW

CREDITS: 4

L-T-P: 4 1 0

Course Objectives

This course aims to:

- Expose the students to key grammar components in English to give them a firm grounding in grammatical applications.
- Impart the grammatical structure and its usage to the students helping them to construct accurate and meaningful sentences.
- Develop their writing skills by giving them exercises in grammar and vocabulary.
- Familiarize and train the students in some of the basic writing and grammar exercises which would help them face competitive exams confidently.

Course Outline

Unit – I: Elements of Grammar

25 hours

Nouns and its Classifications, Number, Gender, Case

Pronouns – Kinds and their usages

Adjectives – Kinds and their usages

Verbs – Main verbs and Auxiliary verbs, Transitive and Intransitive verbs, Modals, Participles, Gerunds and Infinitives

Adverbs – Degree, Frequency, Manner, Place and Time

Determiners – Articles, Demonstratives, Possessives, Quantifiers

Phrases – Nominal, Verbal, Adverbial, Adjectival and Prepositional phrases

Clauses – Independent Clauses, Dependent Clauses – Nominal, Adjectival and Adverbial Clauses, Conditional Clauses

Unit – II: Sentences

20 hours

Sentence Patterns

Concord

Simple, Compound and Complex sentences

Active and Passive Voice

Direct and Indirect Speech

Adjectives of Comparison

Lexical linkers and logical linkers

Punctuation

Unit – III: Vocabulary Building

10 hours

Homophones and Homonyms

Phrasal Verbs

Portmanteau

Idioms

Unit – IV: Composition**10 hours**

Paragraph Writing – Descriptive, Narrative, Expository, Persuasive
 Essay Writing – Descriptive, Narrative, Analytical, Reflective, Argumentative
 Paraphrasing
 Precis Writing

**Unit – V: English for Competitive Examinations
 (for Internal Assessment only)****10 hours**

Reading Comprehension – Analysis and Interpretation
 Logical sequencing of words and sentences
 Error Analysis
 Verbal Reasoning
 Vocabulary for Competitive Examinations
 Cloze Test

Recommended Textbooks

- | | |
|--------------------------------------|---|
| 1. Swan, Michael & Catherine Walter. | Oxford English Grammar Course: |
| 2. Wren & Martin | High School English Grammar & Composition |

References

Krishnaswamy, N. *Modern English – A book of Grammar, Usage and Composition*. Trinity, 2016.
 Sharma, Arun. *How To Prepare For Data Interpretation For CAT*, Tata Mc Graw-Hill Education Series, 2013.

E-Learning Resources

<https://www.espressoenglish.net/advanced-english-grammar-course-lesson-list/>
<https://www.english-at-home.com/grammar/>
<https://learnenglish.britishcouncil.org/general-english>
https://elt.oup.com/student/practicegrammar/advanced/a_testzone/?selLanguage=en&cc=global

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Demonstrate competency in English language and avoid basic errors in writing
CO 2	Create any literary composition in good English with relative ease
CO 3	Comprehend meaning from contexts and extract main ideas from texts
CO 4	Apply the knowledge gained to understand and solve test papers in competitive examinations

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	2	1	3	3	3	3
CO2	1	1	2	3	3	2	3
CO3	3	3	3	2	1	2	3
CO4	1	1	3	2	3	2	2
AVERAGE	1.5	1.75	2.25	2.5	2.5	2.25	2.75

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

Teaching Methodology

Lecture (Chalk and Talk – OHP – LCD)

Powerpoint Presentations

Work Sheets

Google Forms

E Content

Videos

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions, if any
K1	Section A	-	40 marks	100	From Units I and II
K1, K2	Section B	-	25 marks		From Unit III
K2, K3	Section C	-	35 marks		From Unit IV

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER I
CORE – ESSENTIALS OF GRAMMAR AND WRITING

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/1C/EGW

MAX. MARKS: 100

TIME: 3 HOURS

SECTION – A

40 marks

1. Rewrite any TEN of the following sentences according to the instructions given. (10x1=10)
 12 sentences to be given.

(The instructions would be based on Transformations of sentences based on Simple, Compound and Complex sentences, Active and Passive Voice, Direct and Indirect Speech and Adjectives of Comparison)

2. Identify the sentence patterns in any FIVE of the following sentences. (5x1=5)
 7 sentences to be given.
3. Combine any FIVE of the following sentences using suitable linkers. (5x1=5)
 7 sets of sentences to be given.
4. Identify the errors in any FIVE of the following sentences and rectify them. (5x1=5)
 7 sentences to be given.

(Questions based on topics covered in Units I and II of the syllabus)

5. Fill in the blanks using a verb in agreement with its subject. (5x1=5)
 5 sentences to be given.
6. Identify the type of phrase/clause in any FIVE of the given sentences. (5x1=5)
 7 sentences to be given.
7. Punctuate the following passage. (5 marks)

SECTION – B

25 marks

8. Frame meaningful sentences from any FIVE of the phrasal verbs given. (5x2=10)
 7 phrasal verbs to be given.
9. Choose the correct homophone / Homonym. (5x1=5)
 5 questions to be given
10. Frame sentences using any FIVE of the idioms to bring out the implied meaning. (5x1=5)
 7 commonly used idioms to be given
11. Pick the right words from the list given and create five portmanteau words. (5x1=5)
 15 words to be given

SECTION – C**35 marks**

12. Write a paragraph in about 100 words on any one of the following topics. (5 marks)
3 topics to be given
13. Attempt an essay in about 250 words on any ONE of the given topics. (10 marks)
3 topics to be given
14. Read the following passage and paraphrase it. (10 marks)
A paragraph or a poem to be given
15. Write a précis of the given passage reducing it to one-third of the original passage. (10 marks)

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I B.A ENGLISH LITERATURE AND COMMUNICATION

SEMESTER I

ALLIED – CHILDREN’S LITERATURE

TOTAL HOURS: 90
CREDITS: 5

COURSE CODE: CE21/1A/CHL
L T P: 5 1 0

Course Objectives

This course aims to:

- Introduce the students to the diverse themes and techniques of children’s literature.
- Provide new insights in children’s literature to understand the core issues from different perspectives.
- Identify the current trends and the changing culture of children’s world.
- Expose the students to critical debate in the field of children’s literature.

Course Outline

Unit I: Introduction

15 Hours

David Rudd

The Development of Children’s Literature (pg. 3 - 14)
(From *Routledge Companion to Children’s Literature*)

History of Children’s Literature.

Significance of Children’s Literature as a Lucrative Field.

Types of Children’s Literature.

Unit II: Poetry

10 Hours

Lewis Carroll

A Strange Wild Song

Roald Dahl

Television

Maxine Kumin

The Quarrel

Dr. Seuss

The Cat in the Hat

Maya Angelou

Life Doesn’t Frighten me

Maya Howitt

The Spider and the Fly

Unit III: Folk Tales, Fairy Tales, Picture Books

25 Hours

Features of Folk Tales

Features of Fairy Tales

Features of Picture Books

Panchatantra Tales

The Cobra and the Crows

Foolish Lion and clever Rabbit

Jataka Tales

The wise Goat and the Wolf

The Lion in Bad company

Grimms Fairy Tales

Cinderella

Hansel and Gretel

Hans Christian Anderson

The Princess and the Pea

Little Mermaid

Arabian Nights

Voyages of Sindbad the Sailor

Aladdin and the Magic Lamp

Charles Perrault

Little Red Riding Hood

John Scieszka and Jane Smith

The Stinky cheese Man and

Other Fairly stupid Tales.

Karadi Tales (Audio Books)

The Bookworm

The Quiet Courage

P. Anuradha

Under the Neem Tree

Unit IV: Fantasy and Graphic Novel**15 Hours**

Features of Fantasy Novel
 Features of Graphic Novel

J.K.Rowling	<i>Harry Potter and the Philosopher's Stone</i>
C.S.Lewis	<i>Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i>
Anushka Ravishankar	<i>Captain Coconut and the Case of Missing Bananas</i>
Frank Miller, John Romita Jr	<i>DareDevil: The Man without Fear</i>

Non-Fiction

Malik Sayad *Munnu : A Boy from Kashmir*

Unit V: Film Adaptations**10 Hours**

Harry Potter and the Philosopher's Stone
 Chronicles of Narnia: The Lion, the Witch, and the Wardrobe.

Recommended Textbooks

1. David Rudd Ed. *Routledge Companion to Children's Literature*
2. C.S. Lewis *The Lion, the Witch, and the Wardrobe*
3. J.K. Rowling *Harry Potter and the Philosopher's Stone*
4. Malik Munnu Sajad *A Boy from Kashmir*.

References

Grenby, M. O., and Kimberley Reynolds. *Children's Literature Studies: A Research Handbook*. Palgrave, 2011.
 Peter, Hunt, editor. *Understanding Children's Literature: Key Essays from the International Companion Encyclopaedia of Children's Literature*. Taylor & Francis e-Library, 1999. BookFI. en.bookfi.net.
 Reynolds, Kimberley. *Children's Literature in the 1890s and the 1990s*. Writers and Their Work Series, Northcote House in association with the British Council, 1994.
 ---. *Radical Children's Literature: Future Visions and Aesthetic Transformations in Juvenile Fiction*. Palgrave, 2007.
 Sipe, Lawrence R., and Sylvia Pantaleo, editors. *Postmodern Picturebooks: Play, Parody, and Self-Referentiality*. Routledge, 2008.
 Styles, Morag, and Eve Bearne, editors. *Art, Narrative and Childhood*. Trentham, 2003.
 Superle, Michelle. *Contemporary English-Language Indian Children's Literature: Representations of Nation, Culture, and the New Indian Girl*. Routledge, 2011.

Journals

1. Children's Literature Association Quarterly
2. The International Board on Books for Young People

E-Learning Resources

Anstey, Michele. "„It's Not All Black and White": Postmodern Picturebooks and New Literacies." *Journal of Adolescent & Adult Literacy*, vol. 45, no. 6, 2002, pp. 444+. *Academic Search Elite*.
www.scribd.com/doc/91921813/Postmodern-Picture-Books.
 Berry, Nita. "Social Change through Children's Books – An Indian Perspective." *Bookbird: A Journal of Children's Literature* Vol 54, no.1, 2016, pp 48-54

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Appreciate and critique Children's Literature.
CO 2	Comprehend the different levels of interaction between visual and textual elements.
CO 3	Identify the influence of adult ideologies and the role of socio-cultural constructs in texts written for children.
CO 4	Analyse texts intended for children across cultures as cultural artefacts.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	2	1	1	2
CO 2	3	3	1	1	1	3	3
CO 3	3	3	3	3	2	1	2
CO 4	3	3	3	3	1	1	3
AVERAGE	3	3	2.25	2.25	1.25	1.5	2.5

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

Teaching Methodology

Lecture (Chalk and Talk – OHP – LCD)
 Work Sheets
 E Content
 Videos
 Quiz
 Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions, if any
K1	A	50	5x2=10	100	
K1, K2	B	150	5x6=30		
K2, K3	C	500	3x20=60		

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER I
ALLIED – CHILDREN’S LITERATURE
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/1A/CHL

MAX. MARKS: 100

TIME: 3 HRS

SECTION – A

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

1 to 6 - Questions from all the FIVE Units

SECTION – B

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

7 to 14 - Questions from all the FIVE Units

SECTION – C

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

15 to 19 - Questions from all the FIVE Units

I B.A. ENGLISH LITERATURE AND COMMUNICATION

SEMESTER II

CORE – BRITISH LITERATURE FROM VICTORIAN AGE TO THE PRESENT

TOTAL HOURS: 75

COURSE CODE: CE21/2C/BL2

CREDITS: 4

LTP: 4 1 0

Course Objectives

This course aims to:

- Introduce the learner to the various literary texts from Victorian age to the present.
- Enable the students to interpret the texts by placing them in their respective cultural, political and historical contexts.
- Equip students with the knowledge to approach texts thematically and theoretically.
- Develop an understanding of the texts representing different ages and help them appreciate the differences in their concerns, style and the nuances of the language.

Course Outline

Unit I: Introduction

10 Hours

Industrial Revolution
Development of education in the Victorian age
World Wars I & II and their effects
Commonwealth

Unit II: Prose

12 Hours

A J Gardiner	On the Rule of the Road
George Orwell	Politics and English Language
R L Stevenson	On the Enjoyment of Unpleasant Places

Unit III: Poetry

20 Hours

Robert Browning	My Last Duchess
G M Hopkins	The Windhover
Wilfred Owens	Strange Meeting
Dylan Thomas	Do Not Go Gentle into That Good Night
Philip Larkin	Going
Ted Hughes	The Thought Fox
Seamus Heaney	Death of a Naturalist
Malika Booker	A Parable of Sorts

Unit IV: Drama

18 Hours

George Bernard Shaw	<i>Pygmalion</i>
Samuel Beckett	<i>Waiting for Godot</i>

Unit V: Fiction

15 Hours

Virginia Woolf	<i>To the Lighthouse</i>
John Fowles	<i>The French Lieutenant's Woman</i>

Recommended Textbooks

- | | |
|-------------------|--|
| 1. R J Rees | <i>English Literature: An Introduction for Foreign Readers</i> |
| 2. Edward Albert | <i>History of English Literature</i> |
| 3. Boris Ford, Ed | <i>Pelican guide to Literature in English- The Present</i> |
| 4. Ian Ousby, Ed | <i>The Cambridge Guide to Literature in English</i> |

References

Goodby John, *Discovering Dylan Thomas A Companion to the Collected Poems and Notebook Poems*, University of Wales Press, 2017.

Hawlin Stefan, *Robert Browning*, Routledge, London, 2002.

Humphrey Robert, *Stream of Consciousness in the Modern Novel*, University of California Press, Los Angeles, 1962.

Weiss Katherine, *The Plays of Samuel Beckett*, Bloomsbury Publishing, Britain, 2013.

Journals

1. International Journal of English and Literature ISSN 2141-2626
2. Oxford Academic ISSN 1756-1124

E-Learning Resources

Fredericksen, Erik. "Waiting for Godot Characters." LitCharts. LitCharts LLC, 15 Dec 2013. Web. 14 Jul 2021.

Human Nature and the blank slate, Steven Pinker

https://www.ted.com/talks/steven_pinker_human_nature_and_the_blank_slate

Meyers, Jeffrey. "George Orwell and the Art of Writing." *The Kenyon Review*, vol. 27, no. 4, 2005, pp. 92–114. JSTOR, www.jstor.org/stable/4338803.

Schneiderman L. Virginia Woolf: Twentieth Century Psychology and Modern Fiction. *Imagination, Cognition and Personality*. 2002;22(2):181-200. doi:[10.2190/NJX9-VJ0Y-DRRG-47L8](https://doi.org/10.2190/NJX9-VJ0Y-DRRG-47L8)

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Understand thoroughly the social and cultural history of British literature from the Victorian era to the present age.
CO 2	Read and effectively interpret the texts with regard to their cultural, political and historical context.
CO 3	Apply thematic and theoretical approaches to the representative texts to study the domineering concerns and prevalent ideas of an age.
CO 4	Compare and contrast the different genres and ages to develop an appreciation for the intrinsic value of texts representing them.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	2	1	1	1	2
CO 2	3	3	3	3	1	1	2
CO 3	3	3	3	2	1	1	2
CO 4	3	3	3	2	1	2	2
AVERAGE	3	2.75	2.75	2	1	1.25	2

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	From all Units
K1, K2	B – 5x6 marks	150	30		From all Units
K2, K3	C – 3x20 marks	500	60		From Units II to V

I B.A. ENGLISH LITERATURE AND COMMUNICATION**SEMESTER II****CORE – BRITISH LITERATURE FROM VICTORIAN AGE TO THE PRESENT****QUESTION PAPER TEMPLATE****PAPER CODE: CE21/2C/BL2****MAX. MARKS: 100****TIME: 3 HRS****SECTION - A**

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Unit II to V

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I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER II
CORE - COMMUNICATION: THEORIES AND PRACTICE

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: CE21/2C/CTP
L T P: 4 1 0

Course Objectives

This course aims to:

- Familiarize the students with the history of communication.
- Focus on the process of communication and the nuances of verbal and non-verbal communication.
- Enable the students to speak English fluently with confidence.
- Enhance their LSRW skills in communication.

Course Outline

Unit - I: Basic Principles of Communication

15 Hours

Basic Principles of Communication: Communication as coding and decoding – signs and symbols – verbal and non-verbal symbols – Language and communication; Channels for communication.
Types of Communication: Functional, situational, verbal and non-verbal, interpersonal, group, interactive, public, mass line, dyadic – with illustrations.
Theories of Communication: Basic Theories: Bow-Wow theory, Ding-Dong theory, Pooh-Pooh theory, and Gesture theory.

Unit - II: LSRW in Communication

15 Hours

Etiquette in LSRW – Polite yet Assertive, Tackling questions, Seeking permission, Expressing gratitude – Gender sensitive language – Discourse and Transactional analysis – Empathy.
Sub-Skills of:
Listening: Listening for gist, listening for specific information, Listening for detail
Reading: Skimming, Scanning, Reading for detail
Speaking: Pronunciation, Fluency, Discourse markers, Stress and Intonation
Writing: Punctuation, Linkage and Cohesion, Appropriate vocabulary, Grammatical accuracy, Paragraphing.

Unit - III: Business Writing

15 Hours

Job application letters and resumes, Interview letters, References, Testimonials, Letters of Appointment and Resignation.
Reports, Proposals, Notification, Agenda, Memos, Minutes, Public notices.
E- mail, Blogs

Unit - IV: Presentation Skills

15 Hours

Presentation: Structure, Types, Uses of visual aids like PowerPoint

Unit - V: Public Speaking

15 Hours

What is Public Speaking?
Types of Speeches: Demonstrative, Informative, Persuasive, Debating, Ceremonial
Types of Delivery: Impromptu, Extemporaneous, Reading from Manuscript, From memory

Content Creation: Researching speech topics, Preparing speech outlines, Developing and supporting ideas – Building an argument

Performative aspects: Building group rapport, Dealing with fear, Building self confidence, Effective use of stage space

Recommended Textbooks

1. Adler Ronald, Rodman George, *Understanding Human Communication*,2006. Oxford University Press.
2. Vito De, Joseph. *Human Communication-The Basics Course*,2007, Pearson, Boston.
3. Narula Uma, *Communication Models*, Atlantic,2006.

References

Duck, Steve and Metsahan.T David, *The Basics of Perspective*, Sage publications,2009.
Business English.Delhi:Pearson Longman,2008.

Journals

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

E-Learning Resources

<https://elearningbrothers.com>customizable-counseware>communication>

<https://www.udemy.com>topic>communication skills>

<https://engconvo.com>

<https://alison.com>courses>communication>

<https://wwwtrainerbubble.com>Downloadelearning courses.>

Course Outcomes

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

CO NUMBER	CO STATEMENT
CO1	Understand the origin, evolution, types, theories and process of communication
CO2	Interact with others confidently employing the techniques of effective listening and speaking
CO3	Write in a professional and proficient way for various official purposes
CO4	Present their ideas professionally and proficiently in any office environment

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	1	1	2	2	3	1
CO2	2	3	3	1	1	3	2
CO3	1	1	3	1	1	3	2
CO4	3	2	1	1	1	3	2
AVERAGE	1.75	1.75	2	1.25	1.25	3	1.75

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

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions, if any
K1	A	50	5x2=10	100	From Units II - V
K1, K2	B	150	5x6=30		From all Units
K2, K3	C	500	3x20=60		From Units II - V

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER II
CORE - COMMUNICATION: THEORIES AND PRACTICE
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/2C/CTP

MAX. MARKS: 100
TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from Units II to V

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Unit II to V

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I B.A.ENGLISH LITERATURE AND COMMUNICATION
SEMESTER II
ALLIED - LITERARY FORMS AND DEVICES

TOTAL HOURS: 90

COURSE CODE: CE21/2A/LFD

CREDITS: 5

L-T-P: 5 1 0

Course Objectives

This course aims to

- Introduce the various genres of English Literature.
- Provide a strong foundation to analyse and evaluate different genres in literature.
- Enable the students to appreciate the aesthetic nuances of each literary form and device.
- Equip the students to use various literary devices in their writing.

Course Outline

Unit I: Poetry

20 Hours

Ballad
 Epic and Mock-epic
 Dramatic Monologue
 Elegy
 Sonnet
 Satire
 Ode
 Lyric

Unit II: Drama

20 Hours

Tragedy
 Comedy
 Tragic-Comedy
 One-Act Play

Unit III

20 Hours

I. Fiction

- i. Historical
- ii. Social
- iii. Gothic
- iv. Science
- v. Psychological

II. Short Story

III. Non-Fiction (Essay)

- i. Aphoristic
- ii. Personal
- iii. Critical
- iv. Periodical

IV. Biography

V. Autobiography

Unit IV: Elements/ Devices**20 Hours**

Poetry: Simile, Metaphor, Personification, Onomatopoeia, Alliteration, Paradox, Allegory, Pun, Cliché, Euphemism, Hyperbole, Oxymoron, Metonymy, Irony, Synecdoche, Transferred Epithet

Drama: Soliloquy, Aside, Allusion, Chorus, Interlude, Tragic Hero, Hamartia, Plot

Fiction: Narrative technique, Characterisation (Flat and Round characters) Setting, Dialogue, Foreshadowing

Unit V: Textual analysis (ONLY FOR CLASS DISCUSSION)*10 Hours**

John Keats	Ode to a Nightingale
S.T. Coleridge	Kubla Khan
Shakespeare	<i>Hamlet</i> (To be or not to be, Act III Scene I)
J B Priestley	<i>Mother's Day</i>
Charles Dickens	<i>Great Expectations</i>

*Excerpts from the suggested texts or any other text of the instructor's choice can be studied.

Recommended Textbooks

R J. English Literature: An Introduction for Foreign Readers. London: Macmillan, 1973.

Ramachandra Nair, K.R. Literary Forms. Emerald Publications,

Seturaman, V.S., Indra, C.T, Practical Criticism, Madras, Macmillan, 1990.

References

Abrams, M H. A Glossary of Literary Terms. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.

Ashok, Padmaja. A Companion to Literary Forms. Telengana: Orient BlackSwan, 2015.

Prasad B. A Background to the Study of English Literature. New Delhi: Trinity Press Publication, 1999. Rees,

Journals

1. <https://www.asle.org/research-write/literary-journals/>
2. <https://www.himalayanwritingretreat.com/indias-top-literary-magazines-to-submit-short-stories-non-fiction-and-poetry/>
3. https://www.academia.edu/Documents/in/Literary_devices
4. <https://ccis.org/wp-app/wp-content/uploads/2017/02/Literature-and-the-Arts-Handout.pdf>
5. <https://www.gale.com/databases/literature>

E-Learning Resources

https://www.youtube.com/watch?v=wmRj2qG_TgQ<https://www.youtube.com/watch?v=evumE9YIuwQ>

https://en.wikipedia.org/wiki/Literary_genre

http://www.electricka.com/etaf/muses/literature/literary_forms/literary_forms_home.htm

<https://www.msuniv.ac.in/Download/Pdf/582e0964c9c44a4>

<https://blog.reedsy.com/literary-devices/>

<https://www.litcharts.com/literary-devices-and-terms>

<https://study.com/academy/lesson/literary-devices-definition-examples-quiz.html>

Course Outcomes

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

CO 1	Explain the various forms of poetry and drama.
CO 2	Appreciate the literary merit of different genres with an in depth understanding of various literary devices.
CO 3	Apply their knowledge of various literary devices in creative writing.
CO 4	Interpret literary texts through critical analysis.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	1	1	1	2	1	2
CO 2	1	1	1	1	2	1	2
CO 3	1	1	1	1	2	1	2
CO 4	3	3	3	3	3	2	3
AVERAGE	1.5	1.5	1.5	1.5	2.25	1.25	2.25

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

Peer Learning

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A-10x2	50	20	100	From Unit IV
K2, K3	B- 10x8	150	80		From Units I - III

I B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER II
ALLIED- LITERARY FORMS AND DEVICES
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/2A/LFD

MAX.MARKS:100

TIME: 3 HRS

SECTION - A

I. Answer any **TEN** of the following in about 50 words each: (10x2=20)
(10 out of 12 questions)

1 to 12 Questions from **UNIT IV**

SECTION – B

II. Answer any **NINE** of the following questions in about 150 words each: (9x8=72)
(9 out of 12 questions)

13 to 24- Questions from **UNIT I, II & III**

Q. 25- Critical analysis and identification of devices for an unprescribed stanza or passage (compulsory)
(1x8=8)

II B.A. ENGLISH LITERATURE AND COMMUNICATION

SEMESTER III

CORE - AMERICAN LITERATURE

TOTAL HOURS: 75

COURSE CODE: CE21/3C/AML

CREDITS: 4

L-T-P: 410

Course Objectives

This course aims to:

- Familiarize the students with American history focusing on some major developments that changed the political and cultural equations in America.
- Enable the students to understand the connection between American literature and American cultural experience.
- Introduce the American literary periods and seminal or representative works of prominent authors.
- Impart an overview of American literature with its myriad social and cultural elements.

Course Outline

Unit I: Background Study

8 Hours

Native American
Colonial period
The American Independence
The Civil War
The Harlem Renaissance
Roaring 20s
The Great Depression
Cold war

Unit II: Prose

17 Hours

Thomas Jefferson	Declaration of Independence
Ralph Waldo Emerson	<i>Self-Reliance</i> (Extract: Ne tequaesiveris extra... let him keep its commandment one day.)
Edgar Allan Poe	Philosophy of Composition
James Baldwin	My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation from <i>Fire Next Time</i>

Unit III: Poetry

10 Hours

Edgar Allan Poe	The Raven
Robert Frost	Birches
Allen Ginsberg	America
Sylvia Plath	Mirror
Li-Young Lee	From Blossoms

Unit IV: Drama

20 Hours

Arthur Miller	<i>Death of a Salesman</i>
Lorraine Hansberry	<i>Raisin in the Sun</i>

Unit V: Fiction/ Short Story**20 Hours**

Ernest Hemingway
Jhumpa Lahiri

Old Man and the Sea
Interpreter of Maladies

Recommended Textbooks

1. James Baldwin *Fire Next Time*
2. Ralph Waldo Emerson *Self Reliance*
3. Ronald Gottesman *The Norton Anthology of American Literature*

References

Bigsby, C W. E. *Modern American Drama, 1945-2000*. Cambridge, UK: Cambridge University Press, 2000. Print.

SacvanBercovitch, Ed. *The Cambridge History of American Literature Vol 1*. Cambridge University Press, 2005.

Stephen Greenblatt et al. *The Norton Anthology of English Literature. 8th ed.* Eds. New York, NY: W. W. Norton & Company, Inc., 2006.

Journals

1. Studies in American Fiction, JHU Press. ISSN 00918083
2. African American Review ISSN: 10624783
3. Journal of American Studies ISSN: 0021-8758

E-Learning Resources

Self Reliance <https://www.youtube.com/watch?v=5VkyqBY9mD0>
 Mirror <https://www.youtube.com/watch?v=jncGB9xB1Ag>
 Death of a Salesman <https://www.youtube.com/watch?v=sHIC2E53aPA>
 Raisin in the Sun <https://www.youtube.com/watch?v=jzfgwxENvLk>

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Able to understand the history of America and the various political and social movements that have made the present American society
CO 2	Describe the connection between the culture, society and history of America and its literature.
CO 3	Identify the multicultural elements in American literature
CO 4	Apply the core concepts and literary techniques learnt in their own writing

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	2.5	2.5	2.5	2.5	2	3	3
CO 2	3	3	2.5	2	3	3	3
CO 3	3	2.5	3	3	3	2	2
CO 4	3	3	3	2.5	3	3	3
AVERAGE	2.8	2.7	2.7	2.5	2.8	2.8	2.8

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

Teaching Methodology

Lecture Method using Chalk and Talk
 Task Based Learning – Role play, Quiz, Group discussion etc.,
 Presentation, seminar
 Guest Lectures
 Video presentations
 PowerPoint Presentations
 Library Visits
 Quizzes and Discussions
 E- Resources

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions, if any
K1	A	50	5x2=10	100	From all Units
K1, K2	B	150	5x6=30		From all Units
K2, K3	C	500	3x20=60		From Units II - V

II B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER III
CORE - AMERICAN LITERATURE
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/3C/AML

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Unit II to V

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II B.A ENGLISH LITERATURE AND COMMUNICATION

SEMESTER III

CORE - INTRODUCTION TO LANGUAGE AND LINGUISTICS

TOTAL HOURS: 75

COURSE CODE: CE21/3C/ILL

CREDITS: 4

L-T-P: 4 1 0

Course Objectives

This course aims to:

- Introduce learners to the evolution of language, the fundamentals of linguistics and the origin of the English language.
- Enable them to learn the workings of the speech organs and the articulation of English speech sounds.
- Familiarize them with different aspects of pronunciation, word stress and intonation.
- Give them a sound knowledge of phonetic transcriptions.

Course Outline

UNIT – I: Language: Evolution, Theories & Types 15 Hours

Origin of language: The Divine source, The natural sound source, The physical adaptation source and The genetic source
 Animals and human language
 Development of Writing
 Saussure’s definition of Language - Sign - Signifier and Signified

UNIT – II: Linguistics 10 Hours

Introduction to Linguistics - Definition, Types and Branches
 Introduction to - Phonology, Morphology, Syntax, Semantics, Pragmatics

UNIT – III: Introduction to Phonetics 20 Hours

Phonetics - Definition and Types
 Organs of Speech
 Classification of Sounds : Vowels and Consonants

UNIT – IV: Sound Patterns 20 Hours

Phonetic Transcription (Words)
 Word stress and Intonation

UNIT -V: Origin of English Language 10 Hours

Indo- European language
 History of English Language - Old English, Middle English, Modern English

Recommended Reading

1. Fredrick. T. Wood - An Outline History of the English Language
2. George Yule -. The Study of Language: An Introduction.
3. Catherine Anderson - Essentials of Linguistics

References

- Crystal, David. *A Dictionary of Linguistics and Phonetics*. , 2008. Print.
- Fromkin, Victoria. *Linguistics: An Introduction to Linguistic Theory*. Malden, Mass: Blackwell, 2000. Print.
- L, Wrenn C. *The English Language*. London: Methuen, 1949.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. n.d.
- Fasold, Ralph W, and Jeff Connor-Linton. *An Introduction to Language and Linguistics*. Cambridge, UK: Cambridge University Press, 2006. Print.
- Saussure, Ferdinand de. *Course in General Linguistics*. Columbia University Press, 2011.

Journals

1. Davenport, M. and S. Hannahs. "Introducing Phonetics and Phonology." (2020).
2. Elendu and E. Ijeoma. "A Survey of the Space of Linguistic Theorising with Reference to Major Branches of Linguistics Focusing on Phonology." (2017).
3. Slocum, J.. "Indo-European Languages: Evolution and Locale Maps." (2014).

E-Learning Resources

- <https://www.thoughtco.com/where-does-language-come-from-1691015>
- <http://webspace.ship.edu/cgboer/langorigins.html>
- <https://leverageedu.com/blog/branches-of-linguistics>
- <https://udel.edu/~dlarsen/ling101/slides/Phoneticshandout.pdf><https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>

Course Outcomes

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

CO NUMBER	CO STATEMENT
CO 1	Acquire knowledge of the origin and development of the English Language
CO 2	Comprehend the articulation of English speech sounds.
CO 3	Distinguish and properly enunciate voiced and voiceless sounds and produce native-like intonation, rhythm and stress in speech.
CO 4	Read and write phonetic transcription and utilize phonetic dictionary symbols to continue to improve pronunciation.

MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	1	2	1	3	2	3
CO2	1	1	1	2	3	3	3
CO3	1	1	1	3	3	3	3
CO4	1	1	1	2	3	2	2
AVERAGE	1.5	1	1.25	2	3	2.5	2.75

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

Teaching Methodology

Conventional lectures
 ICT enabled Classes
 Participation activities
 Quiz
 Assignments
 Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K 2, K3	B – 5x6 marks	150	30		
K1, K 2	C – 3x20 marks	500	60		From Units I, III and V

II B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER III
CORE- INTRODUCTION TO LANGUAGE AND LINGUISTICS

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/3C/ILL

MAX. MARKS: 100
TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Units I, III and V

Note to Question Paper Setter:

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)

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**II B.A LITERATURE AND COMMUNICATION
SEMESTER III
ALLIED – MYTHOLOGIES AND RETELLINGS**

TOTAL HOURS: 90

COURSE CODE: CE21/3A/MAR

CREDITS: 5

L-T-P: 5 1 0

Course Objectives

This course aims to

- Expose the rich heritage of the ancient civilizations through various world myths.
- Introduce the various mythical theories from different cultures and countries.
- Explain patterns of archetypal psychology in polytheistic myths and their relevance to the contemporary world.
- Unveil the interrelatedness among myths and cultures of different countries.
- Analyse the retellings of various mythical stories in literature.

Course Outline

Unit I: Introduction To Mythology 25 Hours

David Adams Leeming	Introduction: The Dimensions of Myth (<i>The World of Myth</i>)
Joseph Campbell	Monomyth (<i>The Hero with a Thousand Faces</i>)
Claude Levi Strauss	The Structural Study of Myth (pg. 428 – 436)

Unit II: Myths Of Creation And Destruction 20 Hours

Roman	<i>Metamorphoses</i> – Ovid (Book 1: lines 1 to 150 and 262 to 376)
Christian	<i>Book of Genesis</i> - Chapters 1 to 5, Noah's Ark
Hindu	Cosmogonic myth – <i>NasadiyaSuktha</i> (Rig Veda 10.129), Concept of Pralaya and Mahapralaya (From Vishnu Purana)
Norse	Yggdrasil and the nine worlds, Ragnarok

Unit III: Hero Myths 10 Hours

Oedipus (Greek)
Aeneas (Roman)
Moses (Christian)
Karna (Hindu)
Loki (Trickster – Norse)

Unit IV: Retellings – Poetry & Drama 15 Hours

W.H Auden	Ganymede
D.H Lawrence	Purple Anemones
Neil Simon	<i>God's Favourite</i>

Unit V: Retellings – Short Story & Novel**20 Hours**

Neil Gaiman
Kavita Kane

The Treasures of the Gods (From *Norse Mythology*)
Lanka's Princess

Recommended Textbooks

- | | |
|----------------------|---------------------------------------|
| 1. A.L. Dallapiccola | <i>Hindu Myths</i> |
| 2. Jane F. Gardner | <i>Roman Myths</i> |
| 3. Lucilla Burn | <i>Greek Myths</i> |
| 4. W.J. Wilkins | <i>Hindu Mythology</i> |
| 5. Joseph Campbell | <i>The Hero with a Thousand Faces</i> |
| 6. David Leeming | <i>The World of Myth</i> |
| 7. Neil Gaimon | <i>Norse Mythology</i> |

References

Pattanaik, Devdutt. *Myth = Mythia: A Handbook of Hindu Mythology*, Penguin Books India, Delhi: 2014. Print.
Bulfinch, Thomas, and Richard P. Martin. *Bulfinch's Mythology*. New York, N.Y: HarperCollins, 1991. Print.

Journals

1. Tartell, Hayley. E. "The Many faces of Odysseus in Classical Literature". Mythology articles, *Inquiries Journal*, Vol.7, No.3,2015, www.inquiriesjournal.com
2. Chalquist, Craig. "Myth, Legend, Folklore defined." *Immanence, the journal of applied myth, story and folklore*, Sept. 23, 2015, <http://www.immanencejournal.com/myth-legend-folklore-defined>
3. Claude, Levi Strauss. "The Structural Study of Myth". *The Journal of American Folklore*, Vol.68, No.270, *Myth: A Symposium (Oct. – Dec., 1955)*, pp. 428-436

E-learning Resources

Krishnananda, Swami. "NasadiyaSuktha" .Rig veda, pp. www.swami-krishnanda.org/vishnu/nasadiya.pdf
The Structural Study of Myth – Claude Levi Strauss
https://sites.ualberta.ca/~urban/Projects/English/Content/Structural_Analysis_1.htm
Joseph Campbell - The Power of Myth
Clash of the Titans, Hercules
Genesis, Ten Commandments, Man of God, Passion of Christ
Ramayana, Mahabaratha, NasadiyaSuktha and Hindu creation videos (Courtesy Youtube)

Course Outcomes

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

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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	1	3	2	1	1	1
CO 2	3	2	3	1	1	1	2
CO 3	2	1	3	1	1	1	3
CO 4	3	3	2	1	1	1	2
AVERAGE	2.5	1.75	2.75	1.25	1	1	2

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD) E Content

Videos

Group Discussion Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	
K1, K2	B – 5x6 marks	150	30		
K2, K3	C – 3x20 marks	500	60		

III B.A LITERATURE AND COMMUNICATION
SEMESTER III
ALLIED – MYTHOLOGIES AND RETELLINGS
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/3A/MAR

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

II B.A ENGLISH LITERATURE AND COMMUNICATION

SEMESTER IV

CORE- INDIAN LITERATURE IN ENGLISH

TOTAL HOURS:75

COURSE CODE: CE21/4C/ILE

CREDITS: 4

L-T-P: 41 0

Course Objectives

This course aims to:

- Familiarise students with texts from different parts of India.
- Enable them to understand and appreciate Indian Literature through reading of the texts that foreground varied concerns that are uniquely Indian.
- Develop in students the ability to interpret texts with emphasis on the social, political, cultural and historical contexts.

Course Outline

Unit I: Prose		15 Hours
Rabindranath Tagore	What is Art?	
Jawaharlal Nehru	Life's Philosophy from <i>Discovery of India</i>	
R.K.Narayan	English in India	
Raja Rao	Preface to <i>Kanthapura</i>	
Shashi Tharoor	Globalisation and the Human Imagination (Extract from <i>Bookless in Baghdad</i>)	
Unit II: Poetry		15 Hours
Nissim Ezekiel	Background Casually	
A.K.Ramanujan	The Striders	
JayantaMahapatra	Grandfather	
Kamala Surayya	An Introduction	
Sujatha Bhatt	The Stare	
Unit III: Fiction		15Hours
R.K.Narayan	<i>The Guide</i>	
Amitav Ghosh	<i>The Hungry Tide</i>	
Unit IV: Short Story		15 Hours
Khushwant Singh	The Portrait of a Lady	
Shashi Deshpande	Can You Hear Silence?	
Unit V: Drama		15 Hours
Girish Karnad	<i>Hayavadana</i>	
PoileSengupta	<i>Inner Laws</i>	

Recommended Textbooks

- | | |
|---------------------|---|
| 1. Jawaharlal Nehru | <i>Discovery of India</i> |
| 2. R.K.Narayan | <i>The Writerly Life : Selected Non-Fiction</i> |
| 3. Raja Rao | <i>Kanthapura</i> |
| 4. Shashi Tharoor | <i>Bookless in Baghdad</i> |
| 5. Shashi Deshpande | <i>The Intrusion and Other Stories</i> |
| 6. PoileSengupta | <i>Women Centre Stage: The Dramatist and the Play</i> |

References

- Mehrotra, Aravind Krishna (ed). A History of Indian Literature in English , Columbia University Press, 2003.
 NeeruTandon, Perspectives and Challenges in Indian English Drama, Atlantic Publishers, 2006.
 Prasad, Amar Nath. Critical Response to R.K.Narayan, New Delhi, 2003.
 Sharma.K.K,Rabindranath Tagore’s Aesthetics, Abhinav Publications, 1988
 Shubha Tiwari, Ed. Contemporary Indian Dramatists, Atlantic Publishers,2007.

Journals

1. Sahitya Academy Journal
2. The Journal of Indian Writing in English

E-Learning Resources

- Maniruzzaman.M, “R.K.Narayan’s Attitude Towards the English Language” [https://www.streetdirectory.com/travel_guide/106789/languages/r k narayans attitude towards the english language](https://www.streetdirectory.com/travel_guide/106789/languages/r_k_narayans_attitude_towards_the_english_language)
 Meeran, J. Ahamad. “A Critical Analysis of Myth in Girish Karnad’sHayavadana”
<http://journalstd.com/gallery/13-oct2019.pdf>

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Read and interpret Indian writings in English from various parts of the country and appreciate their intrinsic value.
CO 2	Critically analyse the texts from social, political and historical perspectives.
CO 3	Develop a clear perspective on contemporary issues through a thorough reading of the various concerns voiced out by the Indian writers in English.
CO 4	Employ appropriate critical and theoretical approaches to the study of Indian Writings in English.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	1	1	1	1
CO 2	3	3	2	1	1	1	2
CO 3	2	1	2	1	1	1	2
CO 4	3	3	2	1	1	1	2
AVERAGE	2.8	3	2.25	1	1	1	1.8

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	
K1, K2	B – 5x6 marks	150	30		
K2, K3	C – 3x20 marks	500	60		

II B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER IV
CORE- INDIAN LITERATURE IN ENGLISH
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/4C/ILE

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

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II B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER IV
CORE - LITERATURE AND SCREEN ADAPTATIONS

TOTAL HOURS: 75
CREDITS: 4

COURSE CODE: CE21/4C/LSA
L-T-P: 4 1 0

Course Objectives

This course aims to:

- Equip learners with the skills to understand the elements involved in adapting texts to films
- Train the students to examine the interaction between literary texts and films.
- Enable learners to appreciate and critique selected films.
- Teach various techniques and strategies involved in script writing.

Course Outline

Unit I: Introduction

20 Hours

Linda Hutcheon

Theory of Adaptation Chapter 1- “Beginning to theorize adaptation”

Syd Field

From *Screenplay: The Foundations of Screenwriting*

Chapter 1- “What is a screenplay?”

Chapter 14- “Writing the Screenplay”

Unit II: Text to Screen - Fiction

20 Hours

Novel

The Kite Runner by Khaled Hosseini

Film

The Kite Runner directed by Marc Forster

Novel

The Mistress of Spices by Chitra Banerjee Divakaruni

Film

The Mistress of Spices directed by Paul Mayeda Berges

Novel

The Fellowship of the Ring by J R R Tolkien

Film

The Fellowship of the Ring directed by Peter Jackson

Unit III: Text to Screen- Play

10 Hours

Play

Who is Afraid of Virginia Woolf? by Edward Albee)

Film

Who is Afraid of Virginia Woolf? directed by Mike Nichols (1966)

Unit IV: Text to Screen- TV series

10 Hours

Graphic Novel

I Am Not Okay with This by Charles Forsman

Series

I Am Not Okay with This directed by Jonathan Entwistle

Unit V: Script Writing

15 Hours

Difference between screenplay and script

Elements of Script writing

Script writing techniques and strategy

How to write a basic script?

Students may be asked to write scripts based on short stories or chapters in novels (For Internal Assessment only)

A classroom discussion on *The Lord of the Rings: The Fellowship of the Ring* Screenplay by Fran Walsh & Philippa Boyens & Peter Jackson (NOT MEANT FOR THE EXAMS)

Recommended Textbooks

1. Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 1st edition, 2006.Print.
2. Field, Syd. *Screenplay: The Foundations of ScreenWriting*. RHUS, 2005.Print.
3. Hosseini, Khaled. *The Kite Runner*. Bloomsbury Press, 2013.Print.
4. Divakaruni, Chitra*The Mistress of Spices*. RHUK, 1998.Print.
5. Tolkien J.R.R. *The Hobbit and The Lord of the Rings*. HarperCollins ,2020.Print.
6. Albee, Edward. *Who's Afraid of Virginia Woolf*, RHUK, 2001.Print.
7. Forsman, Charles. *I Am Not Okay With This*, Faber and Faber,2018.Print.

Recommended Films

1. *The Kite Runner*. Directed by Marc Forster, performances by Ahmad Khan Mahmoodzada, ZekeriaEbrahimi, DreamWorks Pictures ,2007, (Netflix)
2. *The Mistress of Spices*. Directed by Paul MayedaBerges, performances by Aishwarya Rai, Dylan McDermott, Rainbow Films,2005 (Youtube)
3. *The Lord of the Rings:The Fellowship of the Ring*. Directed by Peter Jackson, performances by Elijah Wood, Ian McKellen, New Line Cinema, 2001 (Amazon Prime Video)
4. *Who is Afraid of Virginia Woolf?* Directed by Mike Nichols, performances by Elizabeth Taylor, Richard Burton, Warner Bros.,1996 (Youtube)
<https://youtu.be/AGI4RwY-frc>
5. *I Am Not Okay with This*. Directed by Jonathan Entwistle, performances by Sophia Lillis, Wyatt Oleff, 21 Laps Entertainment, 2020 (Netflix)

References

Corrigan, Timothy. *Film and Literature: An Introduction and Reader*. Pearson, 1998.Print.
 Synder, Mary. *Analysing Literature to Film Adaptations*. Continuum, 2011.Print.
 Seger, Linda. *Art of Adaptation: Turning Fact and Fiction into Film*. Holt Paperbacks, 1992.Print.

E-Learning Resources

Adaptation: From Novel to

Filmhttps://d2buyft38glmwk.cloudfront.net/media/cms_page_media/11/FITC_Adaptation_1.pdf

Examining the Adaptations of Film Novels

<https://www.ukessays.com/essays/english-literature/examining-the-adaptations-of-film-novels-english-literature-essay.php>

Seeing Double: The Process of Script Adaptation Between Theatre and Film

<https://core.ac.uk/download/pdf/41338559.pdf>

What is Fantasy genre? History of Fantasy and Subgenres and Types of Fantasy in Literature

<https://www.masterclass.com/articles/what-is-the-fantasy-genre-history-of-fantasy-and-subgenres-and-types-of-fantasy-in-literature>

Film & Documentary Script Writing Process

http://ijariie.com/AdminUploadPdf/Film_Documentary_Script_Writing_Process_ijariie1273_volume_1_14_page_7_12.pdf

Screenplay: The Foundations of Screenwriting – Kim Hartman

<http://www.kimhartman.se/wp-content/uploads/2014/12/Summary-of-screenplay-by-syd-field.pdf>

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Conceptualize the transition of printed words into colourful visuals and actions on the screen.
CO 2	Understand the myriad facets and interesting world of multimedia narratives.
CO 3	Analyse and appreciate the nuances of film making from different perspectives.
CO 4	Write basic scripts for films and documentaries

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	1	3	2	1	1	1
CO 2	3	2	3	1	1	1	2
CO 3	2	1	3	1	1	1	3
CO 4	3	3	2	1	1	1	2
AVERAGE	2.5	1.75	2.75	1.25	1	1	2

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

Teaching Methodology

Lectures
 Chalk and Talk
 Guest Lectures
 Video presentations
 PowerPoint Presentations
 Library Visits
 Quizzes
 Discussions
 Peer teaching practice

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1, K2	B – 5x6 marks	150	30		
K2, K3	C – 3x20 marks	500	60		

II B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER IV
CORE - LITERATURE AND SCREEN ADAPTATIONS

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/4C/LSA

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

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B.A. ENGLISH LITERATURE AND COMMUNICATION**SEMESTER IV****ALLIED -INTRODUCTION TO LITERARY CRITICISM****TOTAL HOURS: 90****COURSE CODE: CE21/4A/ILC****CREDITS: 5****L-T-P: 5 10****Course Objectives**

This course aims to:

- Introduce students to the fundamental texts, theories, schools and critics of literary criticism.
- Familiarise students with the history of literary theory in the West with attention to its historical and social contexts.
- Highlight the relationship between author, text and reader in the theoretical concepts.
- Provide students with necessary tools for reading and interpretation and enable them to critically evaluate any literary text.

Course Outline**Unit I: Classical Criticism****20 Hours**

Plato *Ion*
Aristotle *Poetics* (Chapters 1, 7-15)

Unit II: Renaissance and Neo- Classical Criticism**25 Hours**

Philip Sidney Excerpts from *An Apology for Poetry*
(From "... since the authors of most of our sciences... the poets only deliver a golden" and "Now then go we to the most... which is likewise stretched to poetry".)
Alexander Pope Excerpts from "An Essay on Criticism" (Lines 560-744)

Unit III: Romantic and Modern Criticism**25 Hours**

Samuel Taylor Coleridge *Biographia Literaria* (Chapter XIV)
T S Eliot The Function of Criticism

Unit IV: Indian Criticism**10 Hours**

M Hiryanana Main Aspects of Indian Aesthetics

Unit V: Textual Analysis (only for classroom discussion and assignments)*10 Hours**

Sophocles *Antigone*
Shakespeare *A Midsummer Night's Dream*
Wordsworth Lucy poems / We are Seven
Samuel Taylor Coleridge "The Rime of the Ancient Mariner" / *Christabel*
Bhasa *Karnabharam* /
Bharathi *PaanchaliSabadham*

*Excerpts from the suggested texts or any other text of the instructor's choice can be studied.

Recommended Textbooks

- | | |
|----------------------------|------------------------------|
| 1. Plato | <i>Ion</i> |
| 2. Aristotle | <i>Poetics</i> |
| 3. Philip Sidney | <i>An Apology for Poetry</i> |
| 4. Samuel Taylor Coleridge | <i>Biographia Literaria</i> |
| 5. M Hiryananna | <i>Art Experience</i> |

Books For Reference

- Aristotle, and Malcolm Heath. *Poetics (Penguin Classics)*. New Ed, Penguin Classics, 1997.
- Barry, Peter. *Beginning Theory : An Introduction To Literary And Cultural Theory*, VIVA, 2021.
- Bennett, Andrew & Nicholas Royle, *An Introduction to Literature, Criticism and Theory*, Pearson Longman, 2004.
- Bennett, Andrew, *The Author*, Routledge, 2005.
- Habib, M. *Literary Criticism from Plato to the Present: An Introduction*. 1st ed., Wiley-Blackwell, 2011.
- Hiryananna, M. *Essentials of Indian Philosophy*. Ganesh & company, 2021.
- Abrams, Meyer H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, USA, 2021.
- Wordsworth, William. *Preface To The Lyrical Ballads*. 1st edition, Thomas Nelson and Sons, 2021.

Journals

1. Journal of Literary Theory <http://www.jltonline.de/>
2. The Journal of Aesthetics and Art Criticism <https://academic.oup.com/jaac>

E-learning Resources

- Chaudhury, PravasJivan. "The Theory of Rasa." *The Journal of Aesthetics and Art Criticism*, vol. 11, no. 2, 1952, pp. 147–150. JSTOR, www.jstor.org/stable/426040.
- Kraut, Richard, "Plato", *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/fall2017/entries/plato/>
- Pappas, Nickolas, "Plato's Aesthetics", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), URL <https://plato.stanford.edu/archives/fall2020/entries/plato-aesthetics/>.
- Roberts, Adam, editor. *Biographia Literaria by Samuel Taylor Coleridge*. Edinburgh University Press, 2014. JSTOR, www.jstor.org/stable/10.3366/j.ctt14brwk4.
- .Rustomji, Roshni. "'Rasa' And 'Dhvani' In Indian And Western Poetics And Poetry." *Journal of South Asian Literature*, vol. 16, no. 1, 1981, pp. 75–91. JSTOR, www.jstor.org/stable/40873623.

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Demonstrate knowledge in the field of literary criticism and of the social contexts that produced it.
CO 2	Understand the evolution of literary theories and identify their structure and logic.
CO 3	Analyse and evaluate any literary text by applying the relevant critical ideas.
CO 4	Examine the similarities and differences between Western and Indian aesthetic approaches to literary arts.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

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

Teaching Methodology

Lectures
 Chalk and Talk
 Guest Lectures
 Video presentations
 PowerPoint Presentations
 Library Visits
 Quizzes
 Discussions
 Peer teaching practice

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	From Units I- IV
K1, K2	B – 5x6 marks	150	30		From Units I -IV
K2, K3	C – 3x20 marks	500	60		From Units I- IV

II B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER IV
ALLIED - INTRODUCTION TO LITERARY CRITICISM
QUESTION PAPER TEMPLATE

PAPER CODE: CE/4A/ILC

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from Units I- IV

SECTION - B

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

7 to 14 - Questions from Units I- IV

SECTION - C

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

15 to 19 - Questions from Units I- IV

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III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
CORE- POSTCOLONIAL LITERATURES

TOTAL HOURS: 90

COURSE CODE: CE21/5C/PCL

CREDITS: 4

L-T-P: 33 0

Course Objectives

This course aims to:

- Familiarise the students with the key ideas employed in postcolonial studies and develop an appreciation for the intrinsic value of the texts.
- Enable them to grasp the shift in the writing style and thematic concerns in the postcolonial world.
- Equip them with the knowledge of application and critical interpretation to analyse texts with emphasis on the social, political, cultural and historical contexts.
- Enable them to identify the political and social issues prevalent in the developed and developing nations.

Course Outline

Unit I: Prose

20 Hours

Frantz Fanon Edward Said NgugiwaThiong'o Homi K Bhabha	Conclusion Chapter from <i>The Wretched of the Earth</i> Introduction to <i>Orientalism</i> (I and II) The Language of African Literature Border Lives : The Art of the Present (From the Introduction of <i>The Location of Culture</i>)
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Unit II: Poetry

15Hours

Pablo Neruda Oodgeroo Noonucaal Gabriel Okara David Diop Margaret Atwood	Too Many Names Assimilation – No! Integration – Yes! Piano and Drums Africa Journey to the Interior
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Unit III: Fiction

20Hours

Chinua Achebe Andrea Levy	<i>Things Fall Apart</i> <i>Small Island</i>
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Unit IV: Short Story

15Hours

Nadine Gordimer Amy Tan	The Train from Rhodesia Two Kinds
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Unit V: Drama

20Hours

Derek Walcott Wole Soyinka	<i>Dream on Monkey Mountain</i> <i>Death and the King's Horseman</i>
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Recommended Textbooks

- | | |
|--------------------|--|
| 1. Frantz Fanon | <i>The Wretched of the Earth</i> |
| 2. Edward Said | <i>Orientalism</i> |
| 3. NgugiwaThiong'o | <i>Decolonising the Mind: The Politics of Language in African Literature</i> |
| 4. Homi K Bhabha | <i>The Location of Culture</i> |
| 5. Chinua Achebe | <i>Things Fall Apart</i> |
| 6. Andrea Levy | <i>Small Island</i> |
| 7. Kamila Shamsie | <i>Kartography</i> |
| 8. Derek Walcott | <i>Dream on Monkey Mountain and Other Plays</i> |
| 9. Wole Soyinka | <i>Death and the King's Horseman</i> |

References

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back: Theory and Practice In Post-Colonial Literatures*. London/New York: Routledge, 2002

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *Key Concepts in Postcolonial Studies*. London: Routledge, 1998

Balme.B.Christopher, *Decolonising the Stage Theatrical Syncretism and Post-Colonial Drama*, University Press, 1999.

Journals

1. Journal of Global Postcolonial Studies. ISSN : 2643- 8380
2. The Cambridge Journal of Postcolonial Inquiry ISSN: 2052- 2614

E-Learning Resources

Burney, Shehla. "CHAPTER ONE: Orientalism: The Making of the Other." *Counterpoints*, vol. 417, 2012, pp. 23–39. *JSTOR*, www.jstor.org/stable/42981698. Accessed 23 Apr. 2021.

Mahajan, Nidhi. "Cultural Tensions and Hybrid Identities in Derek Walcott's Poetry." *Inquiries Journal/Student Pulse* 7.09 (2015).

Said, Edward. "Latent and Manifest Orientalism"
<https://is.muni.cz/el/1421/podzim2004/RLB69/um/orientalism.pdf>
<http://www.inquiriesjournal.com/a?id=1141>

Tekdemir, Hande (2017). "Critical Approaches to Edward Said's Orientalism". Vol. 18, Iss. 32, p. 141-158. <https://dergipark.org.tr/tr/download/article-file/299265>

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Understand the vast nature of the postcolonial writings and develop an appreciation for the texts representing different places.
CO 2	Read and effectively interpret the texts with regard to their cultural, political and historical context.
CO 3	Express a clear perspective on contemporary issues while exhibiting a thorough understanding of the many literary and social concerns.
CO 4	Use appropriate critical and theoretical approaches to study the texts within the purview of post colonialism.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	2	1	2	3
CO 2	3	3	3	2	1	1	2
CO 3	3	3	3	3	1	1	2
CO 4	3	3	3	1	1	1	2
AVERAGE	3	3	3	2	1	1.25	2.25

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	
K1, K2	B – 5x6 marks	150	30		
K2, K3	C – 3x20 marks	500	60		

III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
CORE- POSTCOLONIAL LITERATURES

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/5C/PCL

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE units

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

TOTAL HOURS: 90

COURSE CODE: CE21/5C/LAG

CREDITS: 4

L-T-P: 3 3 0

Course Objectives

This course aims to:

- Introduce students to the discipline of Gender Studies and its key concepts.
- Highlight how the identities of race, class, caste, gender and sexuality intersect.
- Enable the students to theorise the workings of gender dynamics as represented in literary texts.

Course Outline

UnitI: Concepts and Terms

10Hours

Patriarchy, Sex, Gender, Sexuality, Stereotypes, Gaze, Gender Essentialism, Masculinity, Femininity, Queer, Heteronormativity, Gynocriticism, Feminine, Feminist and Female Phases of writing, Ecriture Feminine, Womanism, Gender Performativity.

UnitII: Essays

20Hours

Virginia Woolf
bell hooks
R W Connell

A Room of One's Own (Chapter 6)
Black Women – Shaping Feminist Theory
“Gender as a Structure of Social Practice” from
Masculinities

UnitIII: Poetry

25 Hours

Adrienne Rich
Carol Ann Duffy
Audre Lorde
Sukirtharani
Lee Mokobe

Snapshots of a Daughter-in-law
Standing Female Nude
Hanging Fire
Infant Language
A Powerful Poem about What it Feels like to be
Transgender

UnitIV: Drama

15 Hours

Mahesh Dattani

On a Muggy Night in Mumbai

UnitV: Fiction

20 Hours

Margaret Atwood

The Edible Woman

Recommended Textbooks

1. Anne Cranny- Francis et al. *Gender Studies: Terms and Debates*
2. Jane Pilcher & Imelda Whelehan *50 Key Concepts in Gender Studies*

- | | |
|--|---|
| 3. Virginia Woolf | <i>A Room of One's Own</i> |
| 4. bell hooks | <i>Feminist Theory: from margin to center</i> |
| 5. R W Connell | <i>Masculinities</i> |
| 6. Sukirtharani,
Trans. Lakshmi Holmstrom | <i>Wild Words: Four Tamil Poets</i> |

Recommended Movies

1. *Danish Girl*. Directed by Tom Hooper, performances by Eddie Redmayne and Alicia Vikander, Universal Pictures, 2015.
2. *Kumbalangi Nights*. Directed by Madhu C Narayanan, performances by Fahadh Fasil, Shane Nigam, Century Films, 2019.
3. *The Great Indian Kitchen*. Directed by Jeo Baby, performances by Nimisha Sajayan and Suraj Venjaramoodu, Mankind Cinemas, 2021.

References

- Gilbert, Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Second Printing, Yale UnivPr, 1980.
- Lorde, Audre. "Age, Race, Class and Sex: Women Redefining Difference". *Literary Theory: An Anthology*, edited by Julie Rivkin and Michael Ryan, Blackwell Publishing, 2004, pp.854-860.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. 2013th ed., Zubaan Books, 2013.
- Rich, Adrienne. "When We Dead Awaken: Writing as Re-Vision." *College English*, vol. 34, no. 1, 1972, pp. 18–30. JSTOR, www.jstor.org/stable/375215.
- Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. Reprint, Mariner Books, 2003.

Journals

1. Women's Studies Quarterly - <https://muse.jhu.edu/journal/396>
2. Journal of Gender Studies - <https://www.tandfonline.com/toc/cjgs20/current>
3. Indian Journal of Gender Studies - <https://journals.sagepub.com/home/ijg>

E-Learning Resources

- Bouson, J. Brooks. "The Anxiety of Being Influenced: Reading and Responding to Character in Margaret Atwood's 'The Edible Woman.'" *Style*, vol. 24, no. 2, 1990, pp. 228–241. JSTOR, www.jstor.org/stable/42945853.
- Carr, Brenda. "'A Woman Speaks... I Am Woman and Not White': Politics of Voice, Tactical Essentialism, and Cultural Intervention in Audre Lorde's Activist Poetics and Practice." *College Literature*, vol. 20, no. 2, 1993, pp. 133–153. JSTOR, www.jstor.org/stable/25112035.
- Chakravarti, Uma. "In Her Own Write: Writing from a Dalit Feminist Standpoint." *India International Centre Quarterly*, vol. 39, no. 3/4, 2012, pp. 134–145. JSTOR, www.jstor.org/stable/24394281.
- Menon, Nivedita. "Marxism, Feminism And Caste In Contemporary India." *Racism After Apartheid: Challenges for Marxism and Anti-Racism*, edited by Vishwas Satgar, Wits University Press, Johannesburg, 2019, pp. 137–156. JSTOR, www.jstor.org/stable/10.18772/22019033061.11.
- Westbrook, Laurel, and Kristen Schilt. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender and Society*, vol. 28, no. 1, 2014, pp. 32–57., www.jstor.org/stable/43669855.

Course Outcomes

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

CO NUMBER	CO STATEMENT
CO 1	Demonstrate knowledge in the field of Gender Studies and its key ideas.
CO 2	Understand that gender is a construct and think beyond gender binaries and patriarchal conceptions of gender.
CO 3	Identify, theorise and analyse various gender experiences as represented in the texts.
CO 4	Formulate the workings of gender, race, class and caste identities and extend this knowledge to the world around them.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	2	2	1	1	2
CO 2	3	2	1	1	1	1	2
CO 3	3	3	2	1	1	1	2
CO 4	3	3	2	1	1	1	3
AVERAGE	3	2.5	1.75	1.25	1	1	2.25

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

Teaching Methodology

Lectures
 Chalk and Talk
 Guest Lectures
 Video presentations
 PowerPoint Presentations
 Library Visits
 Quizzes
 Discussions
 Peer teaching practice

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	From all Units
K1, K2	B – 5x6 marks	150	30		From all Units
K2, K3	C – 3x20 marks	500	60		From Units II- V

III B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
CORE - LITERATURE AND GENDER
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/5C/LAG

MAX. MARKS:100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Unit II to V

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III B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
CORE - FUNDAMENTALS OF JOURNALISM I

TOTAL HOURS: 90

PAPER CODE: CE21/5C/JL1

CREDITS: 4

L T P: 3 3 0

Course Objectives

This course aims to

- Introduce the students to the world of journalism
- Impart theoretical and practical knowledge of reporting
- Train the students in writing for different kinds of media
- Help the students make a career in journalism.

Course Outline

Unit I

15 Hours

Journalism: Definition, Brief History of Journalism, Journalism in India, Principles of Journalism, Theories of Journalism

Unit II

15 Hours

Functions of a Newspaper, Newspaper organization, Newspaper Layout and Design, Press Laws

Unit III

25 Hours

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

Unit IV

20 Hours

Introduction to Broadcast Journalism, Broadcast in India, Role of TV and Radio as mass medium, Different Types of Radio: AM (Medium & short wave), FM, Community Radio, DRM, and Internet Radio Broadcasting. Global Satellite System: Cable & Satellite TV (C&S), Direct To Home (DTH), Internet Protocol TV (IPTV)

Unit V

15 Hours

Writing style differences for Radio and Television
 Radio News: Elements of Radio News, Characteristics of News, News Reporting for Radio.
 Television News: Characteristics of Television News, Elements of Television News Bulletin

References

Ahuja .B.N &S.S.Chhabra. *Principles and Techniques of Journalism*. Delhi: Surjeet Publications, 1995.
 ParthasarthyRangaswamy. *Basics of Journalism*. New Delhi: Macmillan India Ltd, 2006.
 Burns, Lynette Sheridan *Understanding Journalism*. Vistaar Publications, New Delhi, 2002.

Bhatt ,S. *Broadcast Journalism Basic Principles*. Har-Anand Publications, New Delhi, 2011
 Harcup, Tony. *Journalism Principles and Practice*. Sage Publications, 2004.
 Pant, N. C. *Journalism and Mass Communication*. Variety Books Publishers, 2010

E-learning Resources

Print Journalism: A Critical Introduction <https://hostnezt.com/cssfiles/journalism/Print%20Journalism%20-%20A%20Critical%20Introduction.pdf>

Types Of Reporting/NTA UGC Net Mass Communication/By Priyanka Rana
https://www.youtube.com/watch?v=hLrdpVg7Sa8&ab_channel=LearnMassCommunication

Basic Newswriting-Bill Parks-Ohlone College

<https://www.ohlone.edu/sites/default/files/documents/imported/basicnewswriting.pdf>

Broadcast Journalism – A Critical Introduction-Edited by Jane Chapman and Marie Kinsey

<https://rickbulow.com/Library/Books/Non-Fiction/NewMediaJournalism/BroadcastJournalism-ACriticalIntroduction.pdf>

Writing for Broadcast: Reporting Words

https://www.youtube.com/watch?v=QPS6Xx0FzPw&ab_channel=UTjournos

Course Outcomes

On successful completion of the course, the 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	Write effective news stories with an understanding of the technicalities of reporting.
CO 3	Draft and present bipartisan journalistic articles by following the 5 'Ws' and 'H' technique with a proper lead, body and ending
CO 4	Understand the different styles of writing for various multimedia with the knowledge gained of multimedia technology and its application.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	0	0	1	3	3	3	3
CO 2	0	0	1	3	3	3	3
CO 3	0	0	1	3	3	3	3
CO 4	0	0	1	3	3	3	3
AVERAGE	0	0	1	3	3	3	3

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special instructions if any
K1	A-5x2	50	10	100	
K1,K2	B -5x6	150	30		
K2,K3	C-3x20	500	60		

III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
CORE -FUNDAMENTALS OF JOURNALISMI
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/5C/JL1

MAX. MARKS: 100

TIME: 3 HRS

SECTION – A

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

1 to 6 - Questions from all the FIVE Units

SECTION – B

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

7 to 14 - Questions from all the FIVE Units

SECTION – C

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

15 to 19 - Questions from all the FIVE Units

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III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
ELECTIVE I-INDIAN LITERATURES IN TRANSLATION

TOTAL HOURS: 90

COURSE CODE: CE21/5E/ILT

CREDITS: 5

L-T-P: 5 1 0

Course Objectives

This course aims to:

- Acquaint students with the rich traditions of literature of India which is translated into English.
- Introduce students to various subjects, themes and problems expressed in different languages translated into English.
- Study literary works that explore and evaluate the cultural perspectives and social constructs of the Indian literary terrain
- Expose students to the available vast treasure trove of translated Indian literary works and create a habit of reading and research.

Course Outline

Unit I: Introduction - Prose

20 Hours

Sri Aurobindo
A K Ramanujan

On Translating Kalidasa
Is There An Indian Way of Thinking? An Informal
Essay

Unit II: Poetry

10 Hours

Kabir Das

Rabindranath Tagore
Amrita Pritam
Harivansh Rai Bachchan
P. Lankesh

Songs of Kabir
(Selections - I. 13, I. 63, II. 22)
Gitanjali(Selections 1 to 5)
To Waris Shah
Madhushala(Selections 1 to 5)
Mother (translated by S N Sridhar)

Unit III: Drama

20 Hours

Bhasa
BadalSircar

Urubhangam
EvamIndrajit

Unit IV: Short Stories

10 Hours

MunshiPremchand
SundaraRamaswamy
Stuart H. Blackburn

The Shroud
Waves
The Tallest Tree (Extract from *Himalayan Tribal Tales*, pg 83– 87)

Unit V: Fiction**30 Hours**

U R Ananthamurthy
Daniel Benyamin

Samskara
Goat Days

Recommended Textbooks

- | | |
|------------------------|--|
| 1. U R Ananthamurthy | <i>Samskara</i> (Trans. A K Ramanujan) |
| 2. Daniel Benyamin | <i>Goat Days</i> (Trans. Joseph Koyippally) |
| 3. BadalSircar | <i>EvamIndrajit</i> (Trans. Girish Karnad) |
| 4. Stuart H. Blackburn | <i>Himalayan Tribal Tales: Oral Tradition and Culture in the Apatani Valley.</i> |

References

Bassnet McGuire, Susan. *Translation Studies*. Methuen, London and N.Y. 1980. Print.
Baker, Mona (Ed.) *Routledge Encyclopedia of Translations Studies*. London and New York: Routledge, 1998. Print.
Devy, G.N. *In Another Tongue: Essays on Indian English Literature*. Madras: Macmillan. 1995. Print.

Journals

1. Mukherji, Sujit, and Sujit Mukherjee. "Modern Indian Literature In English Translation." *Indian Literature*, vol. 15, no. 3, 1972, pp. 45–51. *JSTOR*, www.jstor.org/stable/23330740.
2. Parthasarathy, R. "Writing Between the Lines: The Politics and Poetics of Translation." *Indian Literature*, vol. 51, no. 1 (237), 2007, pp. 168–186. *JSTOR*, www.jstor.org/stable/23347894.

E-Learning Resources

Das, Kabir *Songs of Kabir* Translated by Rabindranath Tagore at <https://www.gutenberg.org/cache/epub/6519/pg6519.html>
Tagore, Rabindranath. 1912. *Gitanjali*. Online at <https://sacred-texts.com/hin/tagore/gitnjali.html>
Sri Aurobindo. 'On Translating Kalidasa'. http://www.aurobindo.ru/workings/sa/03/0028_e.html
Gopinathan, G. 2000. 'Translation, Transcreation and Culture: The Evolving Theories of Translation in Hindi and other Modern Indian Languages'. <http://www.soas.ac.uk/literatures/satranslations/Gopin.pdf>.

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Understand the themes, views and techniques employed in the translated works of Indian literature.
CO 2	Judiciously evaluate, construe and appreciate human life and experience while inculcating a literary temper.
CO 3	Recognize and reflect on the human conflicts, and achieve a clear perception of the value of life and society.
CO 4	Apply the values and moral instructions in everyday life and become a translator of regional literatures into English.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	2	2	2	2	2	2
CO 2	2	2	2	1	1	1	3
CO 3	2	2	3	2	1	2	2
CO 4	2	1	1	1	2	2	3
AVERAGE	2	1.75	2	1.5	1.5	1.75	2.5

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

Teaching Methodology

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

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	
K1, K2	B – 5x6 marks	150	30		
K2, K3	C – 3x20 marks	500	60		

III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER V
ELECTIVE I-INDIAN LITERATURES IN TRANSLATION
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/5E/ILT

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

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III B.A ENGLISH LITERATURE AND COMMUNICATION

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

HOURS : 6

TOTAL HOURS: 90

CREDITS: 5

COURSE CODE: CE21/5E/POP

LTP: 5 10

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		15 hrs
Marjane Satrapi	<i>Persepolis</i> – Volume 1, The Story of a Childhood	
UNIT IV: NOVELS		15 hrs
Stephen King	Rita Hayworth and Shawshank Redemption	
Rainbow Rowell	<i>Fangirl</i>	
UNIT V: TELEVISION SITCOMS		15 hrs
	Brooklyn Nine-Nine (2013-2022) – Season 1 - Episode: Halloween (2017)	
	Season 5 - Episode: The Box (2018)	
For Class Presentation and Assignments only		15 hrs
Katy Perry	Roar, Part of Me	
BTS Best Songs	[Playlist for motivation and cheerup]	
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:

- GroupDiscussion
- ICTenabled
- Flippedlearning
- e-content
- Participation
- Assignment
- Quiz
- PeerLearning

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 AND COMMUNICATION
ELECTIVE I- POPULAR CULTURE
SEMESTER - V

End Semester Question Paper Pattern

Paper Code: CE21/5E/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

SEMESTER V

ELECTIVE II - SHAKESPEARE

TOTAL HOURS: 90

COURSE CODE: CE21/5E/SHA

CREDITS: 5

L T P : 5 1 0

Course Objectives

This course aims to:

- Expose the students to the scope and variety of Shakespeare's sonnets and plays through reading representative works.
- Make the students understand the greatness of Shakespeare as a master craftsman in the genre.
- Enhance students' knowledge of the socio-political scenario as manifested in the plays.
- Encourage students to compare the written text with its theatrical and media representations.

Course Outline**Unit - I: Sonnets and Songs** **10 hours**

Sonnets 18, 60, 73 and 116

"Blow, blow, thou winter wind"

from *As You Like It*

"Fear no more the heat o' the sun"

from *Cymbeline***Unit - II: Comedy** **15 hours***Twelfth Night***Unit - III: Tragedy** **25 hours***Macbeth* (Detailed)**Unit - IV: History Play** **25 hours***Henry IV – Part I* (Detailed)**Unit - V: Shakespearean Criticism** **15 hours**

Samuel Johnson

From "Preface to Shakespeare" (lines 1 – 179)

Matthew Arnold

"On Shakespeare" (poem)

Kim Feddersen and J. Michael Richardson

"Macbeth: Recent Migrations of the Cinematic Brand"

Recommended Textbooks

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

- D. Nuttall. D. *Shakespeare the Thinker*. United States: Yale University Press, 2007
- Enright, D.J and Ernest de Chickera. *English Critical Texts*. OUP, 1962
- Honan, Park. *Shakespeare: A Life*. United Kingdom: Clarendon Press,1998
- Metzger, Mary Janell. “Shakespearean Tragedy, Ethics, and Social Justice.” *Teaching Social Justice Through Shakespeare: Why Renaissance Literature Matters Now*, edited by Hillary Eklund and Wendy Beth Hyman, Edinburgh University Press, Edinburgh, 2019, pp. 115–123.
- Scott Kastan, David. *A Companion to Shakespeare*. United States: Wiley, 1999
- Wiggins, Martin. *Shakespeare and the Drama of His Time*. United Kingdom: Oxford University Press,2000
- Wood, Michael. *In Search of Shakespeare*. New Delhi: Random House, 2015

Journals

1. Levin, Richard. “Feminist Thematics and Shakespearean Tragedy.” *PMLA*, vol. 103, no. 2, 1988, pp. 125–138. *JSTOR*, www.jstor.org/stable/462429.
2. Fernández, José Ramón Díaz. “Teen Shakespeare Films: An Annotated Survey of Criticism.” *Shakespeare Bulletin*, vol. 26, no. 2, 2008, pp. 89–133. *JSTOR*, www.jstor.org/stable/26347692.

E-Learning Resources

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

Course Outcomes

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

CO Number	CO STATEMENT
CO 1	Develop a keener insight into the productive genius of Shakespeare.
CO 2	Identify the many merits of Shakespearean plays and sonnets which account for his everlasting fame
CO 3	Thematically analyze Shakespeare’s works as expressions of individual and human values in historical and social contexts
CO 4	Interpret and appreciate the myriad aspects and nuances of the multicultural performance traditions of Shakespeare around the world

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

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

TEACHING METHODOLOGY

Lecture (Chalk and Talk – OHP – LCD)

E Content

Videos

Group Discussion

Role Play

Quiz

Seminar

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions, if any
K1	A	-	5x2=10	100	From Units III and IV
K1, K2	B	150	5x6=30		From all Units
K2, K3	C	500	3x20=60		From Units II, III, IV and V

SEMESTER V

ELECTIVE II - SHAKESPEARE

PAPER CODE: CE21/5E/SHA

MAX. MARKS: 100

TIME: 3 HRS

QUESTION PAPER TEMPLATE

SECTION – A

I. Read the extract given below and answer the questions that follow: (5x2=10)

An extract from one of the detailed texts prescribed in Units III and IV to be given and 5 questions based on the incidents before, during and after the extract to be asked.

1 to 5 - Questions from Units III and IV

SECTION – B

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

6 to 14 - Questions from all the FIVE Units

SECTION – C

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

15 to 19 - Questions from Unit II to V

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III B.A. ENGLISH LITERATURE AND COMMUNICATION
ELECTIVE II - THEATRE SKILLS - INDIAN DRAMA AND
PERFORMANCE
SEMESTER V

HOURS : 6

TOTAL HOURS: 90

COURSE CODE: CE21/5E/THE

CREDITS: 5

LTP: 3 12

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 Meypatiyal
 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
CO1	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	3
CO4	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 ASSESSMENT 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 courseteacher
2. The script for presentation to be approved by the courseteacher.
3. The duration of the play could be between 10 minutes to 25 minutes basedon the script and type ofperformance.
4. Viva-Voce after thepresentation.

CA Marks (Internal Examiner)= 40 Marks

Practical Examination (Internal andExternal Examiners)=60Marks

Total

100Marks

**III B.A. ENGLISH LITERATURE AND COMMUNICATON
SELF STUDY COURSE – LIFE WRITINGS - AUTOBIOGRAPHY
SEMESTER -V**

TOTALHOURS:

COURSE CODE:CE21/5/AUB

CREDITS:4

LTP:

COURSE OBJECTIVES:

- To introduce the learner to key ideas and techniques involved in personal narrativewriting.
- To enable the learner to appreciate variedexperiences.
- To widen the learner’s mind and enable the learner to facechallenges.
- 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 AND COMMUNICATION
SELF STUDY COURSE – TRAVEL WRITINGS SEMESTER - V**

TOTALHOURS:

COURSE CODE:CE21/5/TRA

CREDITS:4

LTP:

COURSE OBJECTIVES:

- To introduce the learner to key ideas and techniques involved in travelwriting.
- To enable the learner to appreciate wide-ranging experiences related totravelling.
- To inculcate an interest in the learners for travelling and to tackle toughsituations.
- To imbibe in the learner the skill of writing their travelexperience.

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 AND COMMUNICATION
SEMESTER VI
CORE - LITERATURE AND ENVIRONMENT

TOTAL HOURS: 90

COURSE CODE: CE21/6C/LEN

CREDITS: 4

L-T-P :3-3-0

Course Objectives

This course aims to:

- Expose the diverse traditions in which “nature” and the environment are conceptualized by writers of various cultures and nationalities in literature.
- Focus on different literary forms and genres and the different approaches of writers towards nature and humanity’s bond with the environment.
- Familiarize traditional ecocritical themes such as wilderness, apocalypse and dwelling in a range of literary works across genres, historical periods and cultures.

Course Outline

Unit I – Introduction to Ecocriticism

20 hours

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

Unit II – Tropes

15 hours

Wilderness, Dwelling, Apocalypse

Unit III – Poetry

20 hours

Sangam Poetry

The cripple and honey, *Kurunthokai* 60
 One man fighting another, *Purananuru* 76
 From *Love Stands Alone: Selections from Tamil Sangam Poetry*

Kalidasa

“13 – 20, Canto I: Summer” from *Rtusamharam*

Dylan Thomas

The Force That Through the Green Fuse Drives the Flower

Wendell Berry

Peace of Wild Things

Mary Oliver

Summer Story

Unit IV

25 hours

Henry D. Thoreau

Walking

Rachel Carson

“A Fable for Tomorrow” from *Silent Spring*

Wangari Mathai

Nobel Lecture

Vandana Shiva

“Development, Ecology and Women” from *Staying Alive: Women, Ecology, and Survival in India*

A. K. Ramanujan

“A Flowering Tree” from *A Flowering Tree and Other Oral Tales from India*

Ambai

“Forest” from *In a Forest, a Deer: Stories by Ambai*

Mahasweta Devi

Arjun

Robin Wall Kimmerer

“The Three Sisters” from *Braiding Sweetgrass*

Unit V
Media Texts (For Class Presentation and Assignments only)

10 hours

Erin Brockovich. Directed by Steven Soderbergh, 2000.
Queen of the Trees. Directed by Mark Deeble and Victoria Shane, 2005.
Nero's Guests. Directed by P. Sainath and Bhatia, 2009.
Okja. Directed by Bong Joon Ho, 2017.

Recommended Textbooks

- | | |
|--------------------------|---|
| 1. M. L. Thangappa | <i>Love Stands Alone: Selections from Tamil Sangam Poetry</i> |
| 2. Kalidasa | |
| Trans. Chandra Rajan | <i>The Loom of Time</i> |
| 3. Rachel Carson | <i>Silent Spring</i> |
| 4. A. K. Ramanujan | <i>A Flowering Tree and Other Oral Tales from India</i> |
| 5. Ambai | |
| Trans. Lakshmi Holmström | <i>In a Forest, a Deer: Stories by Ambai</i> |
| 6. Robin Wall Kimmerer | <i>Braiding Sweetgrass</i> |
| 7. Greg Garrard | <i>Ecocriticism: A New Critical Idiom</i> |

References

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2019.
 Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 2009.
 Huggan, Graham. *Postcolonial Ecocriticism: Literature, Animals, Environment*. Routledge, 2015.
 Love, Glen A. *Practical Ecocriticism: Literature, Biology, and the Environment*. University of Virginia Press, 2003.
 Shulman, David. *Tamil: A Biography*. The Belknap Press of Harvard University Press, 2016.
 Sivathamby, K. "Early South Indian Society and Economy: The Tinai Concept." *Social Scientist*, vol. 3, no. 5, 1974, pp. 20–37. JSTOR, www.jstor.org/stable/3516448.

Journals

- Annals of the Bhandarkar Oriental Research Institute ISSN: 03781143
- Interdisciplinary Studies in Literature and Environment ISSN: 10760962

E-learning Resources

Cafaro, Philip. "Rachel Carson's Environmental Ethics." *Worldviews*, vol. 6, no. 1, 2002, pp. 58–80. JSTOR, www.jstor.org/stable/43809205.
 Hönnighausen, Lothar. "ECOPOETICS: On Poetological Poems by Gary Snyder and Wendell Berry." *Poetica*, vol. 28, no. 3/4, 1996, pp. 356–367. JSTOR, www.jstor.org/stable/43028111.
 Kimmerer, Robin Wall. "Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action." *BioScience*, vol. 52, no. 5, 2002, pp. 432–438. JSTOR, doi:10.1641/0006-3568(2002)052[0432:wtebib]2.0.co;2.
 Roy, Kumkum. "The Wilderness in Kalidasa's Poetry: A Classical Ancient Formulation?" *Studies in People's History*, vol. 2, no. 2, 2015, pp. 145–154.
 Suresh, S. "Kurunthogai: Love Poems from Sangam Literature." *Indian Literature*, vol. 58, no. 2 (280), 2014, pp. 94–101. JSTOR, www.jstor.org/stable/44754530.
 Zona, Kirstin Hotelling. "'An Attitude of Noticing': Mary Oliver's Ecological Ethic." *Interdisciplinary Studies in Literature and Environment*, vol. 18, no. 1, 2011, pp. 123–142. JSTOR, www.jstor.org/stable/44086932.

COURSE OUTCOMES:

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO / PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO 1	3	3	3	2	2	1	3
CO 2	3	3	3	1	2	1	2
CO 3	3	3	3	1	1	3	1
CO 4	3	3	3	1	3	1	3
Average	3	3	3	1.25	1.5	1	2.25

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

TEACHING METHODOLOGY:

Lectures
Chalk and Talk
Guest Lectures
Video presentations
PowerPoint Presentations
Library Visits
Quizzes
Discussions
Peer teaching practice

QUESTION PAPER PATTERN

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

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

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/6C/LEN

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from Units I- IV

SECTION - B

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

7 to 14 - Questions from Units I- IV

SECTION - C

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

15 to 19 - Questions from Units II- IV

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III B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER VI
CORE –LITERATURES OF THE MARGINALISED IN INDIA

TOTAL HOURS: 90

COURSE CODE: CE21/6C/LMI

CREDITS: 4

L-T-P :3 30

Course Objectives

This course aims to:

- Introduce the distinctness of subaltern and dominant sections of the society
- Sensitize students to the systemic oppression of the ‘others’
- Highlight the traits, customs, culture and ideologies of the subalterns and the tribal communities.
- Show the impact of gender roles in a patriarchal society

Course Outline

Unit I

20 Hours

Ravi Shankar Kumar
Omprakash Valmiki

“The Politics of Dalit Literature.” from *Dalit Literatures in India*
Joothan: A Dalit's Life

Unit II

20 Hours

Ramdas Rupavath
Siddhartha Sarma

“Poor Adivasis: The Causes of Poverty.” from *Democracy of the Oppressed: Adivasi Poverty and Hunger*
Year of the Weeds

Unit III

20 Hours

Manoj K
Living Smile Vidya

“Transgender Rights in India”, IAS Study material, 2015
I Am Vidya: A Transgender's Journey (Autobiography)

Unit IV

15 Hours

Radha Kumar
Roshan G. Sahani

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

Unit V (For Class Presentation and Assignments only)

15 Hours

Urmila Pawar
Dangle, Arjun
Hansda Sowvendra Shekhar
Kalki Subramaniam

Motherwit. Translated by Veena Deo
Poisoned Bread: Translations from Modern Marathi Dalit Literature
The Adivasi Will Not Dance: Stories
We Are Not The Others: Reflections of a Transgender Activist

Recommended Textbooks

- | | |
|--|---|
| 1. Abraham, Joshil K
Judith Misrahi-Barak | <i>Dalit Literatures in India</i> |
| 2. Omprakash Valmiki | <i>Joothan: A Dalit's Life</i> |
| 3. RamdasRupavath | <i>Democracy of the Oppressed: Adivasi Poverty and Hunger</i> |
| 4. Siddhartha Sarma | <i>Year of the Weeds</i> |
| 5. Living Smile Vidya | <i>I Am Vidya: A Transgender's Journey</i> |
| 6. Rinki Bhattacharya | <i>Janani - Mothers, Daughters, Motherhood.</i> |

References

- Ahmad, Imtiaz, and Shashi BhushanUpadhyay. *Dalit Assertion in Society, Literature and History*. Orient Blackswan in Association with Deshkal Society, 2015.
- Ambagudia, Jagannath. *Adivasis, Migrants and the State in India*. Routledge India, 2020.
- Bulhan, Hussein Abdilahi. *Frantz Fanon and the Psychology of Oppression*. Plenum Press, 2011.
- Freire, Paulo. *Pedagogy of the Oppressed*. Translated by Myra B. Ramos, Seabury Press, 1970.
- Sen, Asoka Kumar. *Indigeneity, Landscape and History: Adivasi Self-Fashioning in India*. Taylor & Francis Ltd, 2019.
- Stryker, Susan, and Stephen Whittle, editors. *The Transgender Studies Reader*. Routledge, 2006.

Journals

1. Women's Studies Quarterly ISSN: 07321562
2. Indian Literature ISSN: 00195804

E-Learning Resources

- “Between Pain and the Imaginary.” Pluto Press, 2021, pp. 179–199. *JSTOR*, www.jstor.org/stable/j.ctv1n9dkjc.14.
- Brueck, Laura R. “Bending Biography: the Creative Intrusions of ‘Real Lives’ in Dalit Fiction.” *Biography*, vol. 40, no. 1, 2017, pp. 77–92., www.jstor.org/stable/26405012.
- Chatterji, Suniti Kumar. “‘Adivasi’ Literatures of India: The Uncultivated ‘Adivasi’ Languages.” *Indian Literature*, vol. 14, no. 3, 1971, pp. 5–42. *JSTOR*, www.jstor.org/stable/23329913.
- “Decolonial Feminism.” Pluto Press, 2021, pp. 4–42. *JSTOR*, www.jstor.org/stable/j.ctv1k531j6.6.
- Shi, Lili, and Yadira Perez Hazel. “Locating Feminism in Asian Diasporas.” *Women's Studies Quarterly*, vol. 47, no. 1 & 2, 2019, pp. 13–28. *JSTOR*, www.jstor.org/stable/26734041.
- Swaminathan, J. “Art and the Adivasi.” *India International Centre Quarterly*, vol. 19, no. 1/2, 1992, pp. 113–127. *JSTOR*, www.jstor.org/stable/23002224.

Course Outcomes

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	2	1	1	2
CO 2	3	3	3	1	1	1	2
CO 3	3	3	3	1	1	1	2
CO 4	2	2	1	1	1	1	3
AVERAGE	2.75	2.75	2.25	1.25	1	1	2.25

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

Teaching Methodology

Lectures
 Chalk and Talk
 Guest Lectures
 Video presentations
 PowerPoint Presentations
 Library Visits
 Quizzes
 Discussions
 Peer teaching practice

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5x2 marks	50	10	100	From Units I - IV
K1, K2	B – 5x6 marks	150	30		From Units I - IV
K2, K3	C – 3x20 marks	500	60		From Units I - IV

III B.A ENGLISH LITERATURE AND COMMUNICATION
SEMESTER VI
CORE- LITERATURES OF THE MARGINALISED IN INDIA
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/6C/LMI

MAX. MARKS: 100

TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from I to IV Units

SECTION - B

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

7 to 14 - Questions from I to IV Units

SECTION - C

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

15 to 19 - Questions from I to IV Units

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III B.A. ENGLISH LITERATURE AND COMMUNICATION

SEMESTER VI

CORE –FUNDAMENTALS OF JOURNALISM II

TOTAL HOURS: 90

COURSE CODE: CE21/6C/JL2

CREDITS: 4

L-T-P: 3 3 0

Course Objectives

This course aims to:

- Train the students in the basics of editing and revising a news story
- Expose the students to the basics of copyediting.
- Discuss the different methods and techniques of writing interview stories
- Familiarize the students with the emerging trends in digital journalism.
- Acquaint the students with different types of journalism

Course Outline

Unit I

15 hours

Editorial Department - Basics of Editing, Principles of Editing,
Role of a Sub-editor and News editor

Editorial – Functions, Principles and Types, Editorial writing and techniques

Headlines: Kinds of Headlines, Functions of Headlines, Headline Writing.

Unit II

15 hours

Basics of Copy Editing: Role of the copyeditor, Style Sheet and Style Manual, Mechanics of editing,
Punctuation, Grammar

Proofreading: Duties of a Proofreader, Editing of Proof, Proofreading Symbols

Journalistic Terminology: Banner, By-line, Dateline, Copy, Proof, Delayed Drop, Dummy, Filler, Masthead,
Scoop, Peg, House style, Layout, Sidelight story, Sacred cow, Blind interview

Unit III

15 hours

Feature Writing: Types of Features, Obituary, Reviews, Different Types of Columns

Interview: Techniques, Types, Methods of Writing Interview Stories

Profile: Techniques

Newsletters

Photo feature, Caption, Cutline

Unit IV

20 hours

Digital Journalism

Characteristics of Digital Journalism

Online Reporting: News Blog, Website, Hypertext, Multimedia, Language and Style, Podcast and Webcast,

Tools for News Gathering

Citizen Journalism

E-zines

Mobile Journalism

Unit V (only exercises should be given)

25 hours

Writing Headlines for News Stories

Writing News Stories with an appropriate headline with details/hints given

Writing a News Story with given details/hints and headline

Writing Captions and Cutlines for Photos

Rewriting Interviews into Profiles or Articles

Writing different types of Editorials, Identifying the type, Structuring a Dummy Editorial Page

Proofreading a News Article
 Writing Blogs
 Drafting Newsletters
 Creating Campus Newspaper
 Recording an Interview (only for internals)

References

Bradshaw, Paul. (2018). (2nd Edition) *The Online Journalism Handbook Skills to Survive and Thrive in the Digital Age*. Newyork, Routledge
 Harrower, Tim. (2010). *Inside Reporting: A Practical Guide to the Craft of Journalism*. New Delhi: Tata McGraw Hill.
 Knight, M. Robert. (2010). *Journalistic Writing: Building the Skills, Honing the Craft*. Marion Street Press.
 Wilson, N. Robert. (2010). *Editorials and Editorial Writing*, NabuPress.

E-Learning Resources

<https://nybookeditors.com/2016/05/whats-the-difference-between-copyediting-and-proofreading/>
<https://www.mojo-manual.org/understanding-mobile-journalism/>
<https://www.youtube.com/watch?v=-xp3DVhld6o>
https://www.youtube.com/watch?v=Iw-xcmpe_mk

Course Outcomes

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

CO NUMBER	CO STATEMENT
CO 1	Proofread, edit, organize and revise news stories and also write attractive headlines for them
CO 2	Demonstrate skill in writing different types of newspaper columns, including, Interviews, Profiles, Reviews, Obituaries, Editorial, Features and Columns
CO 3	Understand the emerging trends in digital journalism and online reporting.
CO 4	Create blogs, and write captions and cutlines for photos in an effective manner

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

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

Teaching Methodology

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special instructions if any
K1	A-5x2	50	10	100	
K1,K2	B -5x6	150	30		Except Journalistic terminology in Unit II
K2,K3	C-3x20	500	60		Except Journalistic terminology in Unit II

III B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER VI
CORE – FUNDAMENTALS OF JOURNALISM II
QUESTION PAPER TEMPLATE

PAPER CODE: CE21/6C/JL2

MAX. MARKS: 100
TIME: 3 HRS

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units (except Journalistic terminology in Unit II)

SECTION - C

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

15 to 19 - Questions from all the FIVE Units (except Journalistic terminology in Unit II)

III B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER VI
CORE – INTRODUCTION TO ENGLISH LANGUAGE TEACHING

TOTAL HOURS : 90

COURSE CODE:CE21/6C/ELT

CREDITS :4

L-T-P : 3-3-0

Course Objectives

This course aims to:

- Introduce students to the nature, guiding principles and scope of English Language Teaching in India and the world at large
- Familiarize students with various critical terms, theories of language learning and language acquisition needed for effective language teaching
- Teach the various approaches, methods, techniques used for language teaching and every aspect of the teaching learning process
- Expose students to newer teaching practices and terminologies used in ELT in the digital age and give them adequate practice to transform learners into future teachers and trainers

Course Outline

Unit I – Introduction to ELT

10 hours

English as Lingua Franca, Demand for ELT
 ELT in India and its challenges
 Critical terms in ELT – ELT, ESL, ESP, LSRW
 Bloom's Taxonomy

Unit II – Theories of Language Learning and Acquisition

15 hours

Difference between Language Learning and Language Acquisition
 Theories of Language Learning – Cognitive, Behaviourist
 Theories of Language Acquisition – SLA, Krashen's Hypotheses
 Multiple Intelligences Theory

Unit III – Approaches, Methods and Techniques

25 hours

Introduction to Approaches, Methods and Techniques
 Brief history of ELT methods – Grammar Translation Method, Direct Method, Audio-Lingual Method,
 Situational Language Teaching, Communicative Language Teaching, Task Based Learning

Unit IV – Teaching Learning Process

15 hours

Curriculum and Syllabus
 Classroom management – tools and techniques
 Types of assessment – Formative and Summative
 Kinds of tests – Placement test, Diagnostic test, Progress test, Achievement test, Proficiency test

Unit V - Teaching in the Digital Age**25 hours**

Digital Classrooms - Changing roles and functions of teachers and learners
 Technology Enabled Language Learning (TELL) – Use of Computers and Mobiles (CALL, MALL)
 Synchronous & Asynchronous learning, Blended learning, Flipped Classroom
 Micro teaching, Reflective teaching, Teaching Practice

Compulsory Internal component
 Teaching Practice – 10 marks

References

- Howatt, A.P.R., and H.G. Widdowson. *A History of English Language Teaching*. 2nd ed. Oxford: Oxford University Press, 2004. Print.
- John, Peter D. and Steve Wheeler. *The Digital Classroom – Harnessing Technology for the Future*. New York: Routledge, 2008. Print.
- Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall, 1987. Print.
- Nagarajan, K, S.D Selvakumar, G. Devarajand R. Srinivasan. *Educational Psychology*. Chennai: Ram Publishers, 2002. Print.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press, 2001. Print.
- Saraswathi, V. *English Language Teaching: Principles and Practice*. Hyderabad: Orient Longman Pvt. Limited, 2006. Print.

Journals

1. ELT Journal – Oxford Academic
2. CALICO Journal – Equinox Publishing
3. The Journal of English Language Teaching – ELTAI
4. ELT Voices

E-learning Resources

- “Global Market 2015.” *ST Magazine*. Dec.2016: n.pag. Web.
 <<http://www.studytravel.network/magazine/issues/december2016/SpecialReport-dec16>>
- “Internet World Users by Language – Top 10 Languages.” *Internet World Stats*. N.p. n.d. Web. <www.internetworldstats.com/stats7.htm>
- iValue Consulting Private Limited. *English Language Training Market India – Market Opportunity Report*. British Council, n.d. Web. <https://www.britishcouncil.in/sites/default/files/draft_elt_report_24_dec.pdf>
- Prensky, Marc. “Digital Natives, Digital Immigrants.” *On the Horizon*, 9.5 (2001):1-6. Web.
- “Read India Program.” *Pratham*.n.d. Web. 8 Aug. 2013. <<http://pratham.org/M-13-2-History.aspx>>
- Young, Holly. “The Digital Language Divide.” *The Guardian*, The British Academy, n.d. Web. <<http://labs.theguardian.com/digital-language-divide/>>

Course Outcomes

On successful completion of this course the students will be able to

CO Number	CO STATEMENT
CO 1	Demonstrate an understanding of the nature, scope, critical terms associated with the English language and ELT
CO 2	Examine and identify effective ways of engaging language and literature through a thorough understanding of the entire teaching learning process
CO 3	Analyze and evaluate the efficacy of different theories of language learning and language acquisition leading to enhancement of their language skills
CO 4	Interpret and synthesize best teaching practices for teaching any literary text from a thorough understanding of various ELT approaches, methods and techniques
CO 5	Develop the required skills needed for ELT through dedicated teaching practice

MAPPING - COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	1	1	3	3	3	3
CO2	2	2	2	3	3	3	3
CO3	1	1	2	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
AVERAGE	2	2	2.2	3	3	3	3

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

Teaching Methodology

Lectures
Chalk and Talk
Guest Lectures
Video presentations
PowerPoint Presentations
Flipped Classroom
Library Visits
Observation classes
Field Trips
Quizzes
Discussions
Teaching Practice

Question Paper Pattern

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 5 x 2 marks	50 words	10	100	
K1, K2	B – 5 x 6 marks	150 words	30		
K3	C – 3 x 20 marks	500 words	60		

B.A. ENGLISH LITERATURE AND COMMUNICATION
SEMESTER VI
CORE – INTRODUCTION TO ENGLISH LANGUAGE TEACHING

QUESTION PAPER TEMPLATE

PAPER CODE: CE21/6C/ELT

MAX. MARKS: 100

TIME : 3 HRS

SECTION A

I. Answer ANY 5 of the following questions in about 50 words each: $5 \times 2 = 10$
[5 out of 6 questions]

1 – 6 Questions from all the **FIVE** units

SECTION B

II. Answer ANY 5 of the following questions in about 150 words each: $5 \times 6 = 30$
[5 out of 8 questions]

7 – 14 Questions from all the **FIVE** units

SECTION C

III. Answer ANY 3 of the following questions in about 500 words each: $3 \times 20 = 60$
[3 out of 5 questions]

15 – 19 Questions from all the **FIVE** units

* * * * *

**III BA ENGLISH LITERATURE AND COMMUNICATION
ELECTIVE III - WORLD LITERATURE IN TRANSLATION
SEMESTER- VI**

HOURS : 6

TOTALHOURS:90

CREDITS:5

COURSE CODE:CE21/6E/WDE

LTP: 5 10

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	<i>The Chandogya Upanishad</i> Chapter 4 Section 1-9
Plato	“The Tyrannical Character” (excerpt from <i>The Republic Book IX</i> , part 9 chapter 9)
Ananda K. Coomaraswamy	“The Dance of Shiva”

UNIT II: POETRY

20hrs

The Bible	<i>Psalm 42</i>
The Dhammapadam	Flowers (Translated by Valerie J. Roebuck)
Matsuo Basho	Haiku Selection from <i>On Love and Barley</i>
Dante Alighieri	<i>The Divine Comedy</i> - Inferno Canto 1
Rumi	Chickpea to cook, Two Friends
Mahmoud Darwish	Identity Card
Anna Akhmatova	“The Muse”, “Epigram”

UNIT III: DRAMA

20hrs

Kalidasa	<i>Abhijñānaśākuntalam</i>
Bertolt Brecht	<i>Mother Courage and Her Children</i>

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.” *NPTEL*, 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:

- GroupDiscussion
- Conventionallectures
- ICTenabled
- Flippedlearning
- Participation
- Assignment
- Quiz
- PeerLearning

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 AND COMMUNICATION
ELECTIVE III - WORLD LITERATURE IN TRANSLATION
SEMESTER VI

End Semester Question Paper Pattern

PaperCode:CE21/6E/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 AND COMMUNICATION
ELECTIVE III - TAMIL LITERATURE IN TRANSLATION
SEMESTER VI**

HOURS:6
TOTALHOURS:90
CREDITS: 5

COURSE CODE:CE21/6E/TLT
LTP: 5 10

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/>
 Ponnin 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 AND COMMUNICATION
ELECTIVE III - TAMIL LITERATURE IN TRANSLATION**

SEMESTER VI

End Semester Questionpaperpattern

PaperCode:CE21/6E/TLT

MaxMarks: 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