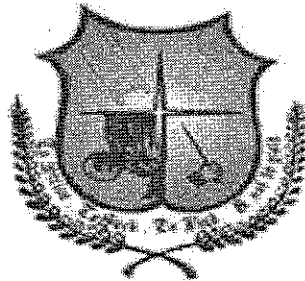


ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)

CHENNAI- 600 008

DEPARTMENT OF ENGLISH

SYLLABUS



CHOICE BASED CREDIT SYSTEM

OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2018-19)

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## RULES AND REGULATIONS – UG

### 1. Eligibility for Admission:

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

### 2. Eligibility for the Award of Degree:

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

### 3. Course of Study with Credits:

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

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

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

**5. Classification of Successful Candidates:**

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

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

**6. Question Paper Pattern:**

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

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

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

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

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



## RULES AND REGULATIONS - PG

### 1. Eligibility for Admission:

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

### 2. Eligibility for the Award of Degree:

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

### 3. Course of Study:

S. No.	Paper	No. of Papers	Credits	Total Credits
1	Core Subjects	15	4	60
2	Soft Skills	4	2	8
3	Internship		2	2
4	Elective Subjects	5	3	15
5	Extra Disciplinary Elective Subjects	2	3	6
			<b>Total</b>	<b>91</b>

### 4. Passing Minimum:

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

### 5. Classification of Successful Candidates:

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

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

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

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

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

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

## **PROGRAMME EDUCATIONAL OBJECTIVES: UG**

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

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

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

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

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

**PEO5:** Contribute to promoting environmental sustainability and social inclusivity.

## **PROGRAMME EDUCATIONAL OBJECTIVES: PG**

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

- PEO1:** Display higher order thinking in the knowledge domain and demonstrate professional skills.
- PEO2:** Contribute to the advancement and application of relevant knowledge by self-directed learning.
- PEO3:** Extend and integrate knowledge and skills to design and develop novel products and explore innovative solutions to national and international goals of development.
- PEO4:** Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all sphere of activity.
- PEO5:** Strive for social and economic equity based on the need for gender parity and ecological sustainability.

## **PROGRAMME EDUCATIONAL OBJECTIVES: M.PHIL**

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

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

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

## **PROGRAMME OUTCOME (PO)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## **PROGRAMME SPECIFIC OUTCOME (PSO)**

### **M.PHIL ENGLISH**

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

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

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

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

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

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

**PROGRAMME PROFILE - UG**

**DEPARTMENT OF ENGLISH**

**UG Courses 2018 Onwards**

**I SEMESTER**

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

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**II SEMESTER**

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

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### III SEMESTER

COURSE CODE	TITLE		CATEGORY	HOURS				CREDITS
				L	T	P	TOT	
	LANGUAGE		PART I				6	3
EL18/3F/FEN	ENGLISH	FOUNDATION ENGLISH - III	PART II	2	1	1	4	3
EL18/3C/BRL	CORE V	BRITISH LITERATURE - I	PART III	3	1	1	5	4
EL18/3C/IWE	CORE VI	INDIAN WRITING IN ENGLISH - I	PART III	3	1	1	5	4
EL18/3A/LCT	ALLIED III	LITERARY CRITICISM	PART III	4	1	1	6	5
UG18/3S/EVS	EVS		PART IV				2	2
UG18/3S/CLS		COMMUNICATION AND LIFE SKILLS - III	SOFT SKILLS				2	3
							<b>30</b>	<b>24</b>

### IV SEMESTER

COURSE CODE	TITLE		CATEGORY	HOURS				CREDITS
				L	T	P	TOT	
	LANGUAGE		PART I				6	3
EL18/4F/FEN	ENGLISH	FOUNDATION ENGLISH - IV	PART II	2	1	1	4	3
EL18/4C/BRL	CORE VII	BRITISH LITERATURE -II	PART III	3	1	1	5	4
EL18/4C/IWE	CORE VIII	INDIAN WRITING IN ENGLISH - II	PART III	3	1	1	5	4
EL18/4A/JNL	ALLIED IV	JOURNALISM	PART III	4	1	1	6	5
UG18/4S/VED	VALUE EDUCATION		PART IV				2	2
UG18/4S/CLS		COMMUNICATION AND LIFE SKILLS - IV	SOFT SKILLS				2	3
							<b>30</b>	<b>24</b>

**V SEMESTER**

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

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**VI SEMESTER**

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

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**PROGRAMME PROFILE – PG**

**DEPARTMENT OF ENGLISH**

**PG Courses 2018 Onwards**

**I SEMESTER**

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2P18/1C/BRL	CORE I	BRITISH LITERATURE I	3	2	1	6	4
2P18/1C/IWE	CORE II	INDIAN LITERATURE IN ENGLISH	3	2	1	6	4
2P18/1C/LCR	CORE III	LITERARY CRITICISM	3	2	1	6	4
2P18/1C/LFA	CORE IV	LITERATURES FROM ASIA	3	2	1	6	4
2P18/1E/JAD	ELECTIVE I	JOURNALISM & ADVERTISING	3	0	1	4	3
PG18/1S/PEW	SS I	SOFT SKILLS-PERSONALITY ENRICHMENT FOR WOMEN	2	0	0	2	2
			<b>30</b>				<b>21</b>

**II SEMESTER**

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2P18/2C/BRL	CORE V	BRITISH LITERATURE II	3	2	1	6	4
2P18/2C/ILT	CORE VI	INDIAN LITERATURE IN TRANSLATION	3	2	1	6	4
2P18/2C/AML	CORE VII	AMERICAN LITERATURE	3	2	1	6	4
2P18/2C/LTH	CORE VIII	LITERARY THEORY	3	2	1	6	4
2P18/2E/CED	EXTRA DISCIPLINARY ELECTIVE I	COPY-EDITING	3	1	0	4	3
2P18/2S/CSK	SS II	SOFT SKILLS II – COMMUNICATION SKILLS	2	0	0	2	2
		INTERNSHIP DURING VACATION					2
			<b>30</b>				<b>23</b>

### III SEMESTER

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2P18/3C/SHK	CORE IX	SHAKESPEARE	3	0	2	5	4
2P18/3C/PC1	CORE X	POSTCOLONIAL LITERATURE-I	3	0	2	5	4
2P18/3C/LAL	CORE XI	LANGUAGE AND LINGUISTICS	3	2	1	6	4
2P18/3E/FFT	ELECTIVE II	FEMINISM AND FEMINIST THEORIES	2	1	1	4	3
2P18/3E/NAL	ELECTIVE III	INTRODUCTION TO NATIVE AMERICAN LITERATURE	2	1	1	4	3
2P18/3E/RDS	EXTRA DISCIPLINARY ELECTIVE II	READING SKILLS	2	1	1	4	3
2P/3S/LSK	SS III	SOFT SKILLS III – LEADERSHIP SKILLS	2	0	0	2	2

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### IV SEMESTER

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2P18/4C/EUL	CORE XII	EUROPEAN LITERATURE	3	1	1	5	4
2P18/4C/PC2	CORE XIII	POSTCOLONIAL LITERATURE-II	3	1	1	5	4
2P18/4C/ELT	CORE XIV	ELT	3	1	1	5	4
2P18/4C/PRO	CORE XV	PROJECT	3	1	1	5	4
2P18/4E/GES	ELECTIVE IV	GENERAL ESSAY	3	1	1	4	3
2P18/4E/WFS	ELECTIVE V	WRITING FOR SCREEN	2	1	1	4	3
2P18/4E/TLS		TRANSLATION STUDIES					
2P/4S/ISK	SS IV	SOFT SKILLS IV- INTERVIEW SKILLS	2	0	0	2	2

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## PROGRAMME PROFILE – M.PHIL

### DEPARTMENT OF ENGLISH

#### I SEMESTER

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2M18/RMLT	CORE I	Research Methodology and Literary Theory	4	-	-	4	5
2M18/ILTL	CORE II	INDIAN AND TWENTIETH CENTURY LITERATURE	4	-	-	4	5
2M18/INT	Internal Paper	Internal Paper					5
2M18/DIS	CORE III	Dissertation	-	-	-	-	21

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

**PART I, II AND III THEORY PAPERS**

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

**PART IV SOFT SKILLS**

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

**\*CA QUESTION PAPER PATTERN -UG**

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



## EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT –PG

### INTERNAL VALUATION BY COURSE TEACHERS

#### CORE/ELECTIVE/PROJECT-THEORY PAPERS:

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

#### CORE/ELECTIVE – PAPERS:

COMPONENT	MARKS
1	10
2	10

#### SOFT SKILLS– PAPERS:

COMPONENT	MARKS
1	10
2	10

#### \*CA QUESTION PAPER PATTERN -UG

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

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

**CORE/ELECTIVE/PROJECT-THEORY PAPERS:**

<b>COMPONENT</b>	<b>TIME</b>	<b>MAX MARKS</b>	<b>CA MARKS</b>
1.*TEST I	3 HRS	100 MARKS (TO BE CONVERTED)	40
TOTAL			40

## RUBRICS FOR CONTINUOUS ASSESSMENT

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

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

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

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

**DOUBLE VALUATION** BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 40

**PART IV**

SINGLE VALUATION

WRITTEN TEST

MAXIMUM MARKS: 30

PASSING MARKS: 12

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

**SEMESTER I/II/III/IV**

**DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER**

**MAXIMUM MARKS: 100 TO BE CONVERTED TO 60**

**PASSING MARK: 50**

**SOFTSKILL PAPERS**

**SEMESTER I/II/III/IV**

**SINGLE VALUATION BY COURSE TEACHER**

**MAXIMUM MARKS: 50**

**PASSING MARKS: 25**

**PROJECT PAPER**

**SEMESTER: IV**

**DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER**

**DISSERTATION: 50**

**VIVA: 50**

**MAXIMUM MARKS: 100**

**PASSING MARKS: 50**

**INTERNSHIP**

**YEAR**

**SEMESTER**

**I**

**II**

**END SEMESTER EVALUATION PATTERN – M. Phil.**

**THEORY PAPERS**

**DOUBLE VALUATION** BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 50

**FOUNDATION ENGLISH**

**&**

**SOFT SKILLS**

### SEMESTER I, II, III, & IV

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



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

**HOURS:4**

**TOTAL HOURS: 60**

**CREDITS: 3**

**PAPER CODE: EL18/1F/FEN**

**L T P: 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: POETRY**

12 hrs

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

**UNIT II: PROSE**

12 hrs

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

**UNIT III: DRAMA**

12 hrs

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

12 hrs

Tenses
Subject-Verb Agreement

**UNIT V: COMPOSITION**

12 hrs

Essay Writing
Email

**RECOMMENDED READING:**

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

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

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

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

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

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

### E- LEARNING RESOURCES:

John Milton: On His Blindness  
<https://www.bartleby.com/4/313.html>

Sarojini Naidu: The Queen's Rival  
<https://www.poemhunter.com/poem/the-queen-s-rival/>

Charles Lamb: A Dissertation upon a Roast Pig  
<https://www.bartleby.com/380/prose/491.html>

Narayan: An Astrologer's Day  
<https://www.scribd.com/document/375116249/An-Astrologer-s-Day-pdf>

Lady Windermere's Fan  
<https://www.gutenberg.org/files/790/790-h/790-h.htm>

### COURSE OUTCOMES:

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

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

### MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

**TEACHING METHODOLOGY:**

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

**Question Paper****End Semester Examination**

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

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

**Paper Code: EL18/1F/FEN**

**Max Marks: 100**

**Time: 3hrs**

**SECTION – A (5x2=10)**

**Comprehension (Prose/Poetry)**

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

Known passages from the prescribed texts only

Five questions to be provided

**SECTION – B (4x5= 20)**

**Literary Components (prose/poetry/drama)**

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

**SECTION – C (3x10=30)**

**Literary Components (prose/poetry/drama)**

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

**SECTION – D**

**Grammar and Composition (40 marks)**

IV. E-Mail Writing

(1x10=10)

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

Five sentences to be provided

(5x1=5)

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

Five sentences each to be provided

(10x1=10)

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

Five sentences to be provided

(5x1=5)

VIII. Write a 300 word essay on any one of the following topics

Three topics to be provided

(1x10=10)

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

**HOURS:4**

**TOTAL HOURS: 60**

**CREDITS: 3**

**COURSE CODE: EL18/2F/FEN**

**L T P 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: POETRY**

**12 hrs**

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

**UNIT II: PROSE**

**12 hrs**

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

**UNIT III: FICTION**

**12 hrs**

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

**12 hrs**

Prepositions  
Conjunctions

**UNIT V: COMPOSITION**

**12 hrs**

Letter Writing  
Report Writing

**RECOMMENDED READING:**

*Wisdom and Experience: An Anthology for Degree Classes.* Board of Editors, Orient Longman Limited, 2007  
*LalithaNatarajan & SasikalaNatesan English for Excellence: Poetry* Anuradha Publications  
*Literary Pursuits:* Board of Editors, Orient Longman Limited, 2015  
*Literary Pinnacles: An Anthology of Prose and Poetry.* Board of Editors, Orient Longman Limited, 2015

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

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

**EARNING RESOURCES:**

Lord Byron: She walks in Beauty

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

John Donne: The Flea

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

Anton Chekhov: The Lottery Ticket

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

Ruskin Bond: The Thief

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

Jane Austen: Pride and Prejudice

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

**COURSE OUTCOMES:**

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

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

**MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:**

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

### TEACHING METHODOLOGY:

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

### Question Paper Pattern

#### End Semester Examination

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

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

Paper Code: EL18/2F/FEN

Max Marks: 100

Time: 3hrs

**SECTION – A (5x2=10)**

**COMPREHENSION (PROSE/POETRY)**

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

Known passages from the prescribed texts only

Five questions to be provided

**SECTION – B (4x5= 20)**

**Literary Components (prose/poetry/fiction)**

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

six questions to be provided.

**SECTION – C (3x10=30)**

**Literary Components (prose/poetry/fiction)**

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

**SECTION – D**

**Grammar and Composition (40 marks)**

IV. Letter Writing

(1x10=10)

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

Five sentences each to be provided

(10x1=10)

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

Five sentences each to be provided

(10x1=10)

VIII. Report Writing

(1x10=10)



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

**HOURS ;4**

**TOTAL HOURS: 60**

**CREDITS: 3**

**COURSE CODE: EL18/3F/FEN**

**L T P: 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: POETRY**

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

**12 hrs**

**UNIT II: PROSE**

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

**12 hrs**

**UNIT III: FICTION**

Yann Martel	<i>Life of Pi</i>
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**12 hrs**

**UNIT IV: GRAMMAR**

Parts of Speech  
Articles

**12 hrs**

**UNIT V: COMPOSITION**

Public Speaking  
Writing Blogs

**12 hrs**

**RECOMMENDED READING:**

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

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

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

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

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

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

#### **EARNING RESOURCES:**

Robert Browning : My Last Duchess

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

Rupert Brooke :The Soldier

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

Jerome.K.Jerome:Uncle podger hangs a picture

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

Gift of the Magi:O Henry

[https://americanenglish.state.gov/files/ae/resource\\_files/1-the\\_gift\\_of\\_the\\_magi\\_0.pdf](https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf)

Yann Martel : Life of Pi

[https://archive.org/stream/LifeOfPiYannMartel/Life+of+Pi+-+Yann+Martel\\_djvu.txt](https://archive.org/stream/LifeOfPiYannMartel/Life+of+Pi+-+Yann+Martel_djvu.txt)

#### **COURSE OUTCOMES:**

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

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

#### **MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:**

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

## Teaching Methodology

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

## Question Paper Pattern

### End Semester Examination

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

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

**Paper Code: EL18/3F/FEN**

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

**SECTION – A (5x2=10)**

**Comprehension (prose/poetry)**

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

Known passages from the prescribed texts only

Five questions to be provided

**SECTION – B (4x5= 20)**

**Literary Components (prose/poetry/fiction)**

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

**SECTION – C (3x10=30)**

**Literary Components (prose/poetry/fiction)**

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Fiction or b. Fiction

**SECTION – D**

**Grammar and Composition (40 marks)**

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

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

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

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

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

**HOURS :4**

**TOTAL HOURS: 60**

**CREDITS: 3**

**COURSE CODE: EL18/4F/FEN**

**L T P: 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: POETRY**

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

12 hrs

**UNIT II: PROSE**

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

12 hrs

**UNIT III: DRAMA**

Girish Karnad	<i>Tughlaq</i>
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12 hrs

**UNIT IV: GRAMMAR**

Degrees of comparison  
Question Tags

12 hrs

**UNIT V: COMPOSITION**

Dialogue Writing  
Note Making

12 hrs

**RECOMMENDED READING:**

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

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

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

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

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

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

### E-LEARNING RESOURCES:

Stephen Leacock: My Financial Career

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

A.J Cronin: The Best Investment I ever made

<https://www.youtube.com/watch?v=e75YgGoi-U>

R.K Lakman: The Gold Frame

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

Raman: Water .The Elixir of life ppt

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

Leo Tolstoy: God sees the truth but waits

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

### COURSE OUTCOMES:

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

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

### MAPPING –COUSE OUTCOMEWITH PROGRAMME SPECIFIC OUTCOME:

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

### TEACHING METHODOLOGY:

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

### Question Paper Pattern

#### End Semester Examination

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

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

**Paper Code: EL18/4F/FEN**

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

**SECTION – A (5x2=10)**

**Comprehension (prose/poetry)**

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

Known passages from the prescribed texts only

Five questions to be provided

**SECTION – B (4x5= 20)**

**Literary Components (prose/poetry/drama)**

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

six questions to be provided.

**SECTION – C (3x10=30)**

**Literary Components (prose/poetry/drama)**

III. Answer the following questions in about 250 words each

1. a. Prose or b. Prose

2. a. Poetry or b. Poetry

3. a. Drama or b. Drama

**SECTION – D**

**Grammar and Composition (40 marks)**

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

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

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

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



## SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I

### SEMESTER I

TOTAL HOURS :2

COURSE CODE: UG18/IS/CLS

CREDITS: 3

L-T-P:1 -0 -1

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### Unit I: Communication

10 hrs

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

##### Unit II: Communication skills: Listening

10 hrs

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

##### Unit III: Self-management skills

10 hrs

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

#### For Internal Assessment:

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

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

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

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

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

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

## **JOURNALS:**

Journal of Business Strategy

Journal of Chittagong University

## **EARNING RESOURCES:**

[www.youtube.com/watch?v=cR75B7CVuZA](http://www.youtube.com/watch?v=cR75B7CVuZA) (What is Attitude?)

[youtu.be/dhuabY4DmEo](http://youtu.be/dhuabY4DmEo) (Some tips to improve self-esteem)

[www.youtube.com/watch?v=-ki9-0aPwHs](http://www.youtube.com/watch?v=-ki9-0aPwHs) (How to believe in yourself)

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

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

## **COURSE OUTCOMES:**

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

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

## **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

## **SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – I**

### **SEMESTER I**

#### **Question Paper Pattern**

Internal	20 marks
External	30 marks
Total	50 marks



4. Blanchard, Ken and Spencer Johnson. *The One Minute Manager*. William Morrow & Co., 2012.

5. Johnson, Spencer. *Peaks and Valley*. Simon & Schuster 2014.

#### **JOURNALS:**

Mass Communication and Journalism

JACR

#### **EARNING RESOURCES:**

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

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

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

Cherry, Kendra. "Understanding Body Language and Facial Expressions".

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

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

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

#### **COURSE OUTCOME:**

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

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

#### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content, Videos

Group Discussion

Class Activities

**SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – II**

**SEMESTER II**

**Question Paper Pattern**

Internal        20 marks

External       30 marks

Total           50 marks

## SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III

### SEMESTER III

TOTAL HOURS :2

COURSE CODE: UG18/3S/CLS

CREDITS: 3

LTP: 1 0 1

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### Unit I: Communication skill: Reading

10 hrs

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

##### Unit II: Social skills

13 hrs

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

##### Unit III: Interview skills

7 hrs

#### For Internal Assessment:

1. Comprehension passages
2. Mock interview

#### REFERENCE BOOKS:

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

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

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

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

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

**Journal:**

Journal of Studies in Education  
International Journal of Manpower

**EARNING RESOURCES:**

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

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

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

[https://www.englisch-hilfen.de/en/exercises\\_list/ausssprache.htm](https://www.englisch-hilfen.de/en/exercises_list/ausssprache.htm)

**COURSE OUTCOMES:**

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

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

**TEACHING METHODOLOGY:**

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



**SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – III**

**SEMESTER III**

**Question Paper Pattern**

Internal 20 marks

External 30 marks

Total 50 marks

## SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV

### SEMESTER IV

TOTAL HOURS :2

COURSE CODE: UG18/4S/CLS

CREDITS: 3

LTP: 1 0 1

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### Unit I: Communication skill: Writing

13 hrs

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

##### Unit II: Social skills

12hrs

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

##### Unit III: Resume writing

5 hrs

#### For Internal Assessment:

1. Picture composition
2. Hints development

#### REFERENCE BOOKS:

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

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

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

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

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

**JOURNAL:**

Journal of Writing Research  
Critical Values

**E-LEARNING RESOURCES:**

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

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

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

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

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

**COURSE OUTCOME:**

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

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

**TEACHING METHODOLOGY:**

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

**SOFT SKILLS- COMMUNICATION AND LIFE SKILLS – IV**

**SEMESTER IV**

**Question Paper Pattern**

Internal        20 marks

External       30 marks

Total           50 marks

**UG**

**From 2018-19 onwards**

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

**TOTAL HOURS: 5**

**COURSE CODE: EL18/1C/PTY**

**CREDITS: 4**

**LTP: 3 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: LANGUAGE**

**15 hrs**

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

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

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

**UNIT II: SPEAKERS**

**15 hrs**

**Narrative poems**

David Wagoner	My Father's Garden
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**Dramatic monologue**

Robert Browning	My Last Duchess
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**Lyric**

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

**15 hrs**

Jonathan Swift	A Description of the Morning
Natasha Trethewey	Pilgrimage

**Internal structure**

Samuel Taylor Coleridge	Frost at Midnight
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**Theme and tone**

William Blake	The Tyger
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**UNIT IV: TYPES OF POETRY**

10 hrs

**Ballad, Elegy, Sonnet, Epic, Couplet**

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

**UNIT V: TYPES OF POETRY**

10 hrs

**Ode, Blank Verse, Limerick**

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

**For Class Discussions and Presentations:**

10 hrs

Dramatic monologue <https://youtu.be/zqmocNFmhyg>Ballad <https://youtu.be/EwvZJ-DIqqA>**RECOMMENDED READING:**

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

**REFERENCE BOOKS:**

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

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

**JOURNALS:**

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

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

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

**E-LEARNING RESOURCES:**

<https://youtu.be/zqmocNFmhyg>

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

**COURSE OUTCOME:**

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

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

**MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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



### QUESTION PAPER PATTERN

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/1C/PTY**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

## I B.A. ENGLISH LITERATURE

### CORE- FICTION

### SEMESTER – I

TOTAL HOURS: 5

COURSE CODE: EL18/1C/FCN

CREDITS: 4

LTP: 3 1 1

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

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

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

#### UNIT I: PLOT, STRUCTURE & SETTING

15 hrs

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

#### UNIT II: CHARACTER, NARRATION

15 hrs

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

#### UNIT III: THEME, SYMBOLS AND LANGUAGE

15 hrs

#### UNIT IV : TYPES OF NOVELS

15 hrs

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

#### UNIT V: SHORT STORY

15 hrs

Elements and Types

#### For class discussions and presentations:

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

**RECOMMENDED READING:**

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

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

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

**JOURNALS:**

[www.londonjournaloffiction.com](http://www.londonjournaloffiction.com)

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

**E- LEARNING RESOURCES:**

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

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

**COURSE OUTCOME:**

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

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

**MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

### TEACHING METHODOLOGY:

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

### QUESTION PAPER PATTERN

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/1C/FCN**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**  
**CREDITS: 5**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: BACKGROUND STUDY** **15 hrs**

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

**UNIT II: POETRY** **15 hrs**

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

**UNIT III : DRAMA** **15 hrs**

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

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

**UNIT V: SHORT STORIES** **15 hrs**

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

Hans Christian Anderson's  
Fairy Tales

Panchatantra Tales

Jataka Tales

The Emperor's New Clothes  
The Princess and the Pea  
The Cobra and the Crows  
The Monkey and the Wedge  
The Wise Goat and the Wolf  
The Lion in Bad Company

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

Wizard of Oz  
Matilda  
The Secret Garden

**RECOMMENDED READING:**

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

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

**JOURNALS:**

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

**E- LEARNING RESOURCES:**

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

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

**COURSE OUTCOME:**

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

CO No.	CO Statement
CO1	Introduction to the history of Children's Literature
CO2	Identify and analyse the techniques and themes unique to Children's Literature
CO3	Understanding the changing culture of the Children's world
CO4	Analysing the perspectives of the young minds
CO5	Identifying the current trends and the changing culture of Children's world



**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/1A/CHL**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

I B.A. ENGLISH LITERATURE

CORE – DRAMA

SEMESTER II

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: EL18/2C/DMA

LTP: 3 1 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: ELEMENTS OF DRAMA

15 hrs

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

UNIT II: THEATRE SPACE

10 hrs

Amphitheatre  
Globe theatre  
Proscenium theatre  
Arena theatre  
Thrust Stage

Unit III: TRAGEDY

15 hrs

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

UNIT IV: COMEDY

10 hrs

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

UNIT V: OTHER TYPES OF DRAMAS

15 hrs

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

**Texts for Assignments and Presentation only**

10 hrs

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

**RECOMMENDED READING:**

Mays J. Kelly, *The Norton Introduction to Literature*, 12<sup>th</sup>edn. W.W. Norton & Company, 2016.

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

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

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

ISBN 10: 8125058656

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

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

**JOURNALS:**

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

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

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

**E –LEARNING RESOURCE:**

[https://highereducation.com/sites/0072405228/student\\_view0/drama\\_glossary.html](https://highereducation.com/sites/0072405228/student_view0/drama_glossary.html)

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

[https://www.youtube.com/watch?v=qrGP60MsU\\_1](https://www.youtube.com/watch?v=qrGP60MsU_1)

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

**COURSE OUTCOME:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/2C/DMA**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

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

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

**TOTAL HOURS: 5**

**COURSE CODE: EL18/2C/ITL**

**CREDITS: 4**

**LTP: 3 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT- I: Origin of English Language**

**10 hrs**

Animal and Human communication/ language  
Origin of human language- Theories  
Indo- European language  
English in the Germanic family  
Characteristics of English

**UNIT- II: Language Varieties**

**10 hrs**

Pidgins and Creoles  
Dialects and Register  
Standard English

**UNIT- III: Linguistics**

**15 hrs**

Linguistics- Definition and types  
Basic components of Linguistics: Phonology- Morphology- Syntax- Semantics-  
Pragmatics

**UNIT- IV: Classification of Sounds**

**20 hrs**

The organs of speech  
Classification of speech sounds  
Vowels, Consonants and Diphthongs (place and manner of articulation)

**UNIT- V: Sound Patterns**

**20 hrs**

Phonetic Transcription- symbols & words in isolation and sentences  
Syllables  
Stress- word and sentence stress

**RECOMMENDED READING:**

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

**JOURNALS:**

- Research Journal of English Language and Literature
- International Journal of English Language and Linguistics Research (IJELLR)

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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



**MAPPING- COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/2C/ITL**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

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

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

1) Phonetic transcription

2) Reverse transcription (from orthographic text to phonetic)

**Please Note:**

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

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

**TOTAL HOURS: 6**

**CREDITS: 5**

**COURSE CODE: EL18/2A/LAM**

**LTP: 4 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: BACKGROUND STUDY**

**18 hrs**

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

**UNIT II: POETRY**

**18 hrs**

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

**UNIT III: PROSE**

**18 hrs**

Albert Camus	The Myth of Sisyphus
Volga	The Liberation of Sita

**UNIT IV: DRAMA**

**18 hrs**

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

**UNIT V: NOVEL**

**18 hrs**

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

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

Laurence Coupe. *Myth*. Routledge, 2009.

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

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

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

## JOURNALS:

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

## E-LEARNING RESOURCES:

<https://www.ancient.eu> › mythology

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

<https://www.greekmythology.com>

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

## COURSE OUTCOME:

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

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

## MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/2A/LAM**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

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

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

**TOTAL HOURS: 5  
CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**Unit I: Background Studies**

**15 hrs**

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

**Unit II: Poetry**

**15 hrs**

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

**Unit III: Prose**

**15 hrs**

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

**Unit IV: Drama**

**15 hrs**

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

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

**Unit V: Fiction**

15 hrs

Sir Walter Scott            *Ivanhoe*  
Jane Austen                 *Emma*

\*\* For Class Presentation and Assignments Only

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**EARNING RESOURCES:**

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



**COURSE OUTCOME:**

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

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

**MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

### QUESTION PAPER PATTERN

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/2C/BER**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 5**

**CREDITS: 4**

**COURSE CODE: EL18/3C/IW**

**LTP: 3 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT-I: POETRY**

**15 hrs**

Henry Derozio

Toru Dutt

Rabindranath Tagore

Sri Aurobindo

Sarojini Naidu

Dom Moraes

The Harp of India

Our Casuarina Tree

Gitanjali: Song 5- I ask for a moment's indulgence

Song 35- Where the mind is without fear

Life

Love and Death

Absences

**UNIT-II: PROSE**

**15 hrs**

Mahatma Gandhi

Jawaharlal Nehru

Swami Vivekananda

Hind Swaraj, Chapter XIII (What is True Civilization?)

A Tryst with Destiny

Kali the Mother

(Complete Works of Swami Vivekananda, vol.4, p.384

Advaita Ashram, 14th rpt. 1992)

**UNIT – III: DRAMA**

**15 hrs**

Kalidasa

Rabindranath Tagore

Harindranath Chattopadhyaya

Siddhartha

*Abijnana Shakuntalam*

*The Post Office*

*Man of Peace*

**UNIT – IV: FICTION**

**15 hrs**

Bankim Chandra Chattopadhyay

R. K. Narayan

*Rajmohan's Wife*

*The English Teacher*

**UNIT – V: FICTION**

**15 hrs**

Mulk Raj Anand

Raja Rao

*Untouchable*

*Kanthapura*

**RECOMMENDED READING:**

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

**JOURNAL:**

Indian Literature- Sahitya Academy Journal  
 Contemporary Literary Review India

**E- LEARNING RESOURCE:**

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

**COURSE OUTCOME:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/3C/TW**

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

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**  
**CREDITS: 5**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

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

**RECOMMENDED READING:**

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

**REFERENCE BOOKS:**

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



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

### JOURNALS:

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

### E-LEARNING RESOURCES:

Andrew Laird Oxford Readings in Ancient Literary Criticism  
<http://b-ok.xyz/book/895558/4e8908>  
 Neeraja Gupta A student's Handbook of Indian Aesthetics <http://b-ok.xyz/book/3382230/abec64>  
 Classic Criticism: <https://cosmolearning.org/video-lectures/literary-criticism-classical-criticism/>  
 Preface to Shakespeare: <https://www.youtube.com/watch?v=LKpGp-GuE58>  
 Preface to Lyrical Ballads: <https://www.youtube.com/watch?v=-6EZDlqYOOQ>  
<https://www.youtube.com/watch?v=neA3363AeFs>  
 The Study of Poetry: <https://www.youtube.com/watch?v=nJOoPJG7Rts>  
 Four Kinds of Meaning: <https://www.youtube.com/watch?v=1VKvQv3Q1zU>

### COURSE OUTCOME:

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

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

### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/3A/LCT**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

## II B.A ENGLISH

### CORE – BRITISH LITERATURE II: VICTORIAN TO 20<sup>th</sup> CENTURY SEMESTER IV

TOTAL HOURS: 5  
CREDITS: 4

COURSE CODE: EL18/2C/BVT  
LTP: 3 1 1

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### Unit I: Background Studies

15hrs

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

##### Unit II: Poetry

15hrs

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

##### Unit III: Prose

15hrs

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

##### Unit IV: Drama

15hrs

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

**Unit V: Fiction**

15hrs

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

\*\* For Class Presentation and Assignments Only

**RECOMMENDED READING:**

A.Nicoll, A History of English Drama

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

Daiches, David

Boris Ford The Pelican Guide to English Literature

**JOURNALS:**

International Journal of English and Literature ISSN 21412626

Journal of English Literature and Cultural Studies

**EARNING RESOURCES:**

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

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

Characteristics of Victorian era literature, novels and poetry

[www.victorian-era.org/victorian-era-literature-characteristics.html](http://www.victorian-era.org/victorian-era-literature-characteristics.html)

**COURSE OUTCOME:**

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

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

**MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/2C/BVT**

**Max Marks: 100**

**Time: 3 hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 5**

**CREDITS: 4**

**COURSE CODE: EL18/4C/IWE**

**LTP: 3 1 1**

**COURSE OBJECTIVES**

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

**COURSE OUTLINE:**

**UNIT-I: POETRY**

**15 hrs**

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

**UNIT-II: PROSE**

**15hrs**

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

**UNIT – III: DRAMA**

**15 hrs**

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

**UNIT – IV: FICTION**

**15 hrs**

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



**UNIT – V: FICTION**

15 hrs

Amitav Ghosh  
Shashi Deshpande*Glass Palace*  
*That Long Silence***RECOMMENDED READING**An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990  
The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram**JOURNALS:**

Ashwamegh Indian Journal of English ISSN : 2454-4574

Indian Literature- Sahitya Academy Journal

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

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN:**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/4C/IWE**

**Max Marks: 100**

**Time: 3 hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**  
**CREDITS: 5**

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

**COURSE OBJECTIVES**

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

**COURSE OUTLINE:**

**UNIT- I: BACKGROUND STUDY** **15hrs**

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

**UNIT- II: NEWS** **15hrs**

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

**UNIT- III: PRINT JOURNALISM** **15hrs**

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

**UNIT- IV: ELECTRONIC JOURNALISM** **15hrs**

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

**UNIT- V: ONLINE JOURNALISM** **15hrs**

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

**RECOMMENDED READING:**

Keval J. Kumar *Mass Communication in India*

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

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

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

**JOURNALS:**

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

**E- LEARNING RESOURCE:**

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

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

**COURSE OUTCOME:**

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

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

**MAPPING- COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/4A/JNL**

**Max Marks: 100**

**Time: 3 hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

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

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT- I: BACKGROUND STUDY** **18 hrs**

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

**UNIT- II: PROSE** **18 hrs**

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

**UNIT-III: POETRY** **18 hrs**

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

**UNIT- IV: DRAMA** **18 hrs**

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



**UNIT- V: FICTION**

18 hrs

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

Studies in American Fiction, jhu Press. ISSN 00918083

Journal of American Literary Studies

**E- LEARNING RESOURCES:**The Glass Menagerie <https://www.youtube.com/watch?v=aiXbt6nz5eM&t=784s><https://www.youtube.com/watch?v=cUvX3BAXu7I> (film adaptation)Death of a Salesman <https://www.youtube.com/watch?v=n9ASP9psRYE><https://www.youtube.com/watch?v=RMqiCtq5VLs> (film adaptation)

Eugene O' Neill

[https://study.com/academy/lesson/eugene-oneill-biography-and-major](https://study.com/academy/lesson/eugene-oneill-biography-and-major-plays.html)

plays.html

Raven

<https://www.youtube.com/watch?v=YwIS6UOM7ZI> (audio version)

The Scarlet Letter

<https://www.youtube.com/watch?v=Sf9I89ooaDE> (film adaptation)<https://www.britannica.com/art/American-literature>[www.storyboardthat.cpm/rebeccan](http://www.storyboardthat.cpm/rebeccan)[https://en.m.wikipedia.org/writers/20th\\_century](https://en.m.wikipedia.org/writers/20th_century)[http://www.softschools.com/timelines/american\\_literature\\_timeline/257/](http://www.softschools.com/timelines/american_literature_timeline/257/)**COURSE OUTCOMES:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/5C/AML**

**Max Marks : 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

### III B.A. ENGLISH LITERATURE

#### CORE –SHAKESPEARE

#### SEMESTER V

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: EL18/5C/SHK

LTP: 3 3 0

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### Unit I

20 hrs

*King Lear*

##### Unit II

20 hrs

*Richard II*

##### Unit III

20 hrs

*As You Like it*

##### Unit IV

15 hrs

The Sonnets – 18,30,55,60,65

##### Unit V

15 hrs

Shakespearean Stage, Audience, and Source

Shakespeare's Plays – Recreating & Revisioning on stage and screen

#### For Class discussions and presentations

[https://youtu.be/P\\_g-oDJ2SM](https://youtu.be/P_g-oDJ2SM) - *King Lear*

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

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

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

#### RECOMMENDED READING:

A.C.Bradley.*Shakespeare the Man*

Bullough.*Shakespeare's Sources*

E.K.Chambers*The Elizabethan Stage*

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

A.L. Rowse. *The Elizabethan Age*

Dover Wilson *Shakespeare's England*

Carolene Spurgeon *Shakespeare's Imagery*

Nevill Coghill *Soliloquies in Shakespeare*

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

#### **JOURNALS:**

Shakespeare Quarterly

English Literary Renaissance

Shakespeare Bulletin

#### **E-READING RESOURCES:**

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

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

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

#### **COURSE OUTCOME:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/5C/SHK**

**Max Marks: 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**

**COURSE CODE: EL18/5C/LAL**

**CREDITS: 4**

**LTP: 3 3 0**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

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

**RECOMMENDED READING:**

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



**REFERENCE BOOKS:**

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

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

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

**JOURNALS:**

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

**E-LEARNING RESOURCES:**

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

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

**COURSE OUTCOME:**

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

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

**MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN:**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/5C/LAL**

**Max Marks : 100**

**Time: 3hrs**

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

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

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

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

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

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

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

**3) Phonetic transcription**

**4) Reverse transcription (from orthographic text to phonetic)**

**Please Note:**

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

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

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

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I – POETRY**

25 hrs

Akkamahadevi	Select Vacanas ( <i>Women Writing In India: Volume 1</i> pp 79-81)
Anne Bradstreet	Author to her Book
Judith Wright	Eve to the Daughter
Sylvia Plath	Lady Lazarus
Imtiaz Dharker	Purdah
Carol Ann Duffy	Penelope
Maya Angelou	Phenomenal Woman
Sujata Bhatt	Muliebrity

**UNIT II – PROSE**

25 hrs

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

**UNIT III – DRAMA**

15 hrs

Carol Churchill	<i>Top Girls</i>
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**UNIT IV – FICTION**

10 hrs

Charlotte Bronte	<i>Jane Eyre</i>
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**UNIT V – SHORT STORIES**

15 hrs

Charlotte Perkins Gilman	“The Yellow Wallpaper”
Mahasweta Devi	“Statue”
Ambai	“My Mother, Her Crime”

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**EARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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

**MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/5C/WOW**

**Max Marks : 100**

**Time: 3hrs**

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

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

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

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

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

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

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

**TOTAL HOURS: 6**

**COURSE CODE: EL18/5E/PRC**

**CREDITS: 5**

**LTP: 4 2 0**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: ESSAYS**

**15hrs**

Leslie Fiedler  
Raymond F. Betts

Towards a Definition of Popular Literature  
All the world's a stage: Contemporary entertainment in its many forms

**UNIT II: SONGS**

**15hrs**

Kendrick Lamar  
Coldplay, The Chainsmokers  
Pink Floyd  
Alessia Cara

Blood  
Something Just Like This  
Another Brick in the Wall, Part 1  
Scars To Your Beautiful

**UNIT III: GRAPHIC NOVEL**

**15hrs**

Art Spiegelman

*Maus*

**UNIT IV : NOVELS**

**15hrs**

Suzanne Collins  
Rainbow Rowell

*The Hunger Games*  
*Fangirl*

**UNIT V : TELEVISION SITCOMS**

**15hrs**

The Simpsons

Radioactive Man (Season 7, Episode 2)

**For Class Presentations and Assignments only**

U2

Songs of Experience (entire album)

Bill Watterson

Something Under the Bed is Drooling (Calvin and Hobbes)

Gillian Flynn

Gone Girl (novel and movie)

Blackish (Season Three)



**RECOMMENDED BOOKS:**

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

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

**JOURNALS:**

The Journal of Popular Culture -(*TJPC*)

**E- LEARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/5E/PRC**

**Max Marks: 100**

**Time: 3 hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS:**

**COURSE CODE: EL19/5 /LWA**

**CREDITS: 4**

**LTP:**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I:**

Introduction to Life Writing  
 Elements of Autobiographies

**UNIT II:**

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

**UNIT III:**

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

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

**COURSE OUTCOME:**

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

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

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**QUESTION PAPER PATTERN**

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

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

**TOTAL HOURS:**

**COURSE CODE: EL19/5 /TWG**

**CREDITS: 4**

**LTP:**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I:**

Introduction to Travel Writing  
 Bill Bryson *African Diary*.

**UNIT II:**

Dom Moraes. *Under Something of a Cloud* .

**UNIT III:**

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

**RECOMMENDED READING:**

L.Peat O’Neil. *Travel Writing: See the World. Sell the Story*.  
 Writers Digest Books, 2005. ISBN -13: 978-1582973814  
 “Travel Writing as a Literary Genre” <https://www.uniassignment.com>

**JOURNALS:**

*Studies in Travel Writing*. Taylor & Francis. ISSN 13645145

**COURSE OUTCOME:**

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

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

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**QUESTION PAPER PATTERN**

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

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

**TOTAL HOURS:**

**COURSE CODE: EL19/5 /LWA**

**CREDITS: 4**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I:**

Introduction to Life Writing  
 Elements of Autobiographies

**UNIT II:**

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

**UNIT III:**

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

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

**COURSE OUTCOME:**

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

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



**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:**

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

**QUESTION PAPER PATTERN**

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

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

**HOURS: 6**  
**CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT- I: BACKGROUND STUDY**

**18 hrs**

Modernism- Lost Generation- Harlem Renaissance- Beat Generation- Contemporary Post Modernism- Pluralism, Immigrant Literature

**UNIT- II: PROSE**

**18 hrs**

W. E. B. Du Bois  
 Alice Walker

The Study of the Negro Problems  
 i) " Saving the Life that is your Own: The Importance of Models in the Artist's Life"  
 (From Part I, *In Search of Our Mother's Gardens*)

ii) "Looking for Zora" (From Part I, *In Search of Our Mother's Gardens*)

**UNIT- III: POETRY**

**18 hrs**

Wallace Stevens  
 E. E. Cummings  
 Langston Hughes  
 Allen Ginsberg  
 Robert Lowell  
 Anne Sexton  
 Adrienne Rich

The Emperor of Ice- Cream  
 Cambridge Ladies  
 The Ballad of the Landlord  
 A Supermarket in California  
 For the Union dead  
 The Addict  
 Power

**UNIT- IV: DRAMA**

**18 hrs**

Edward Albee  
 Sam Shepard

*Zoo Story*  
*True West*

**UNIT- V: SHORT STORY/FICTION**

**18 hrs**

Zora Neale Hurston  
 Ernest Hemingway  
 Sandra Cisneros  
 Amy Tan  
 William Faulkner

Sweat  
 The Snow of Kilimanjaro  
 The House on Mango Street  
*The Joy Luck Club*  
*Absalom, Absalom* ( for assignment only)

Gloria Anzaldua

Borderlands/ La Frontera ( for assignment only)

**RECOMMENDED READING:**

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

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

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

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

**JOURNAL:**

American Literature, Duke University Press  
 Journal of American Literary Studies

**E- LEARNING RESOURCE:**

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

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

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

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

[http://www.softschools.com/timelines/american\\_literature\\_timeline/257/](http://www.softschools.com/timelines/american_literature_timeline/257/)

**COURSE OUTCOME:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/6C/AML**

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

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**

**CREDITS: 4**

**COURSE CODE: EL18/6C/PCL**

**LTP: 3 3 0**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: PROSE**

**18 hrs**

Bill Ashcroft, Gareth Griffiths  
& Helen Tiffin -  
Edward Said

The Empire Writes Back (Introduction)

“Introduction” to Orientalism

**UNIT II: POETRY**

**18 hrs**

Kath Walker  
David Diop  
Derek Walcott  
KishwarNaheed  
Lakdasavikramsimha  
Anne Kennedy  
Margaret Atwood  
Pablo Neruda

No More Boomerang (Australia)

Africa (Africa)

Ruins of a Great House (Caribbean Islands)

I am not that Woman (Pakistan)

Don't talk to me about Matisse (Sri Lanka)

I was a feminist in the Eighties (New Zealand)

Journey to the Interior (Canada)

The Dictators (Chile)

**UNIT III: DRAMA**

**18 hrs**

Wole Soyinka  
Douglas Stuart

The Lion and the Jewel (Africa)

Ned Kelly (Australia)

**UNIT IV: FICTION**

**18 hrs**

Margaret Atwood  
Chinua Achebe

*Edible Woman* (Canada)

*Things Fall Apart* (Africa)

**UNIT V: SHORT STORIES**

**18 hrs**

Alice Munro  
Kate Grenville  
Andrew Salkey

Face (Canada)

Mate (Australia)

Anancy (Caribbean Islands)

**RECOMMENDED READING**

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

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

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

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

**JOURNALS:**

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

Post Colonial Studies – ISSN: 1368 – 8790

**E- LEARNING RESOURCES:**

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

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

<https://www.aurealis.com>

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

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

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

**COURSE OUTCOME:**

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

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

**MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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



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

**End Semester Question Paper Pattern**

**Paper Code: EL18/6C/PCL**

**Max Marks : 100**

**Time: 3hrs**

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

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

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

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

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

5 Questions from Units I, II, III, IV

### III BA ENGLISH LITERATURE

#### WORLD LITERATURE

#### SEMESTER VI

TOTAL HOURS: 6

COURSE CODE: EL18/6C/WLT

CREDITS: 4

LTP: 3 3 0

#### COURSE OBJECTIVES:

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

#### COURSE OUTLINE:

##### UNIT I: PROSE

15hrs

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

##### UNIT II :POETRY

15hrs

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

##### UNIT III : DRAMA

15hrs

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

##### UNIT IV: FICTION

30hrs

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

**UNIT V:**

15hrs

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

**RECOMMENDED READING:**

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

**JOURNALS:**

The Journal of World Literature  
 World Literature Studies

**EARNING RESOURCES:**

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

**COURSE OUTCOMES:**

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

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

**MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/6C/WLT**

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

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

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

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

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

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

5 Questions from Units I, II, III, IV

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

**TOTAL HOURS: 6**

**COURSE CODE: EL18/6C/LEN**

**CREDITS: 5**

**LTP: 4 2 0**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: INTRODUCTION TO ECOCRITICISM**

**15hrs**

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

**UNIT II: TROPES**

**15hrs**

Pastoral, Wilderness, Dwelling, Apocalypse

**UNIT III: LITERARY TEXTS: POETRY**

**15hrs**

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

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

**30hrs**

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



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

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

**RECOMMENDED READING:**

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

**JOURNALS:**

ISLE: Interdisciplinary Studies in Literature and Environment.  
 Environmental Humanities

**EARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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

**MAPPING COURSE OUTCOME WITH PROGRAM SPECIFIC OUTCOME:**

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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



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

**End Semester Question Paper Pattern**

**Paper Code: EL18/6C/LEN**

**Max Marks : 100**

**Time: 3hrs**

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

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

**TOTAL HOURS: 6**  
**CREDITS: 5**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I**

**18 hrs**

Theory:

Partha Chatterjee, “Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-190)

Text:

Omprakash Valmiki Joothan

M. B. Manoj O Ant, Paddy Stalk (poem)

**UNIT II**

**18 hrs**

Theory:

G.N.Devy “Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008

Text:

Narayan Kocharethi

**UNIT III**

**18 hrs**

Theory:

Manoj K “Transgender Rights in India”, IAS Study material, 2015

Text:

Serena Nanda “Social Organization and Economic Adaptation”- Chapter IV, Page 38 - 52 from *Neither Man nor Woman: The Hijras of India*

**Unit IV**

**18 hrs**

Theory:

Radha Kumar, “The Contemporary Feminist Movement” in *The History of Doing* pp 96-115

Text:

Roshan G. Sahani “Her Infinite Variety” from *Janani: Mothers, Daughters Motherhood*. Ed by Rinki Bhattacharya

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

**18 hrs**

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

## RECOMMENDED READING

*Subaltern Studies Vol. 1-13.*

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

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

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

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

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

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

## JOURNALS:

Journal of Postcolonial writing.

Journal of Contemporary Asia.

Sage Journals.

Catalyst.

## E-LEARNING RESOURCES:

Kocharetti

[https://www.youtube.com/watch?v=il6A\\_2wSjRg](https://www.youtube.com/watch?v=il6A_2wSjRg)

G N Devy

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

## COURSE OUTCOMES:

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

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

## MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

### TEACHING METHODOLOGY:

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

### QUESTION PAPER PATTERN

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

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

**End Semester Question Paper Pattern**

**Paper Code: EL18/6E/SWI**

**Marks : 100**

**Time: 3hrs**

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