

DEPARTMENT OF ENGLISH 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
			Total	91

4. Passing Minimum:

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

5. Classification of Successful Candidates:

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

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

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

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

Part A : Five questions to be answered out of eight

Part B : Three questions to be answered out of five

PROGRAMME EDUCATIONAL OBJECTIVES -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 SPECIFIC OUTCOME (PSO) –

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.

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	

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

ETHIRAJ COLLEGE FOR WOMEN

DEPARTMENT OF ENGLISH

All Literature papers can be considered to hone employability skills. The Core and Allied papers on literature enable students to critically analyze the text and enhance use of language effective for higher education.

Research and Writing skills for various jobs like content writing, Advertising, report and thesis writing. Appreciating the language nuances and employ wherever it is needed.

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

DISSERTATION: 50

VIVA: 50

MAXIMUM MARKS: 100

PASSING MARKS: 50

INTERNSHIP

YEAR

SEMESTER

I

II

PROGRAMME PROFILE – PG

PG Courses 2018 Onwards

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

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I 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

II 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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III 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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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

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For Teaching Jobs
and writing Reviews
and columns

From 2018 onwards

I M.A. ENGLISH

**CORE –I BRITISH LITERATURE 16th -19th CENTURY
SEMESTER I**

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/1C/BRL

LTP: 3 2 1

COURSE OBJECTIVES:

- To build on their knowledge of British literary and social history.
- To enable students to develop a critical approach to British Literature from the sixteenth to the nineteenth centuries.
- To equip students to study the representative writers in relation to the artistic, social and political context.
- To train students to analyse texts using relevant forms and concepts.
- To enable students to closely read the social, political and cultural issues reflected in British Literature

COURSE OUTLINE:

UNIT I – THE ELIZABETHAN AGE

18 hrs

Sidney	Sonnet No 1. From Astrophel and Stella
Spenser	Epithalamion
Donne	A Valediction: Forbidding Mourning
Marlowe	Edward II
Bacon	Of Simulation and Dissimulation

UNIT II – AGE OF MILTON AND THE NEO CLASSICAL AGE

18 hrs

Milton	Paradise Lost Book IV
Andrew Marvell	To His Coy Mistress
Pope	The Rape of the Lock
Addison and Steele	The Coverley Papers
	-Sir Roger at Church
	-Sir Roger at the Assizes
Goldsmith	She Stoops to Conquer
Sheridan	The Rivals

UNIT III - EARLY ROMANTIC AGE

18 hrs

Blake	Songs of Innocence - The Shepherd Spring
	Songs of Experience - London

Wordsworth	The School Boy Ode : Intimations of Immortality from Recollections of Early Childhood
Jane Austen	<i>Sense and Sensibility</i>
Lamb	A Dissertation Upon Roast Pig
Shelley	Adonais: An Elegy on the Death of John Keats
Keats	The Eve of St. Agnes

Unit V - VICTORIAN AGE (1830 - 1901)

18 hrs

Tennyson	Morte'dArthur
Browning	Andrea del Sarto
Dickens	<i>Great Expectations</i>
George Eliot	<i>Middle March</i>

For class discussions and presentations:

www.wwnorton.com>volB.overview
https://youtu.be/4lfrt_wKfx8 - Contexts of 16th & 17th Century Poetry (Part I)

RECOMMENDED READING:

Bergonzzi, Bernard. The Turn of a Century: Essays On Victorian and Modern English Literature
 Bowra, C.M. Romantic Imagination
 Eliot T.S. "The Metaphysical Poets", *Selected Essay*. London: Faber and Faber Limited, 1932.
 Ford, Boris. Pelican Guide To English Literature – Introduction – Vol IV & V
 Oxford Anthology of English Literature, Vol I. The Middle Ages Through the 18th Century. London: OUP, 1937.
 Daiches, David. A Critical History of English Vol. I & II. London: Secker & Warburg, 1981.

JOURNALS:

British Biography of the eighteenth century, *Notes and Queries*, Volume s10-IX, Issue 214, 1 February 1908, Page 98, Oxford University Press.

Slaves to Sweetness: British and Caribbean Literatures of Sugar. *The Review of English Studies*, Volume 61, Issue 249, April 2010, Pages 314–315, Liverpool University Press.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s10-IX.214.98a>
<https://doi.org/10.1093/res/hgp070>
<https://academic.oup.com/jvc/article/14/1/134/4159764>
<https://doi.org/10.1093/pa/gsr056>

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

CO No.	CO Statement
CO1	Demonstrate an in depth knowledge of the literary history of Britain.
CO2	Read independently texts of British Literature from the sixteenth to the nineteenth centuries
CO3	Engage critically with representative writings in relation to their social, cultural and political milieu.
CO4	Critically apply relevant forms and concepts.
CO5	Discuss the social, political and cultural issues reflected in British Literature

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9
CO 1	3	3	3	2	2	2	2	2	3
CO 2	3	2	3	2	2	2	2	2	3
CO 3	3	3	3	2	2	2	2	2	3
CO 4	2	3	3	2	2	2	2	2	2
CO 5	3	3	3	2	2	2	2	2	3
Average	2.8	2.8	3	2	2	2	2	2	2.8

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
K4	A – 5/8 x 8 Marks	150	40	100
K4, K5	B – 3/5 x 20 Marks	800	60	

End Semester Examination

Paper Code: 2P18/1C/BRL

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

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

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/1C/IWE

LTP: 3 2 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY

18 hrs

Nissim Ezekiel	A Morning Walk, The Patriot
Imtiaz Dharker	They'll say, She must be from another country
	Postcards from God
	Purdah I
	Living Space
	The Right Word
G.S. Sharat Chandra	Reasons for Staying
	Vendor of Fish
ArunKolatkar	Consistently Ignored
	Poems from 'Jejuri
	Heart of Ruin
	The Doorstep
	An Old Woman
	The Butterfly

UNIT II: PROSE

18 hrs

Nissim Ezekiel	Naipaul's India and Mine
Arundhati Roy	The End of Imagination
Mahadevi Varma	The Modern Woman: A Look at her Status
Anees Jung	A Place Called School
Amartya Sen	Inequality, Instability and Voice
NeenaVyas	When Their Gods Failed Them

UNIT III: DRAMA

Shashi Deshpande

Vijay Tendulkar	<i>Kanyadaan</i>
Mahesh Dattani	<i>Final Solutions</i>

UNIT IV: FICTION

Vikram Seth	<i>An Equal Music</i>
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18 hrs

18 hrs

Employability
to become a
Critical Analyst

UNIT V : CRITICAL WORKS

18 hrs

Shauna Singh Baldwin *What the Body Remembers*
Amitav Ghosh *The Hungry Tide*

RECOMMENDED READING:

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

JOURNALS:

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

E-LEARNING SOURCES:

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

COURSE OUTCOMES:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

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

End Semester Examination

Paper Code: 2P18/1C/IWE

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

Employability skill
Teaching
Reviews & column
writing
Text analysis
Content writing

I M.A. ENGLISH
CORE – III LITERARY CRITICISM
SEMESTER I

TOTAL HOURS: 6
CREDITS: 4

PAPER CODE: 2P18/1C/LCR
LTP: 3 2 1

COURSE OBJECTIVES:

- To introduce students to aesthetic and critical traditions of India and the West.
- To foster an understanding of the relationship between author, text and reader.
- To enable students to acquire an in-depth knowledge of twentieth century criticism.
- To train students to establish links between theory and text.
- To equip students to utilize and apply critical terms to understand cultural texts.

COURSE OUTLINE:

UNIT I K. Krishnamoorthi Tolkappiyam	Sanskrit Poetics: An Overview Meypatiyyal	20 hrs
UNIT II Cleanth Brooks Allen Tate	The Language of Paradox Tension in Poetry	20 hrs
UNIT III Wimsatt and Beardsley	The Intentional Fallacy and The Affective Fallacy	15 hrs
UNIT IV Roman Jakobson Victor Shklovsky	Linguistics and Poetics Art as Technique	20 hrs
UNIT V Ashish Nandy	Intimate Enemy	15 hrs

RECOMMENDED READING:

- Coomaraswamy, Ananda K. *The Dance of Shiva: Fourteen Indian Essays*. Jyoti Enterprises, 2018.
- Devy, G. N. Ed. *Indian Literary Criticism*. Hyderabad: Orient Longman. 2006.
- Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Wiley-Blackwell, 2005.
- Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.
- Lodge, David. *20th Century Literary Criticism: a Reader*. Longman, 2004.
- Ramaswami, S., and V. S. Seturaman. *The English Critical Tradition: an Anthology of English Literary Criticism*. MacMillan Co. of India, 1978.
- Sethuraman, V.S. *Indian Aesthetics*. Madras: Macmillan India Ltd., 1977.
- Wimsatt, William and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford & IBH Publishing Co., 1957.

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

JOURNALS:

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

E-LEARNING RESOURCES:

Indian Poetics - <https://epgp.inflibnet.ac.in/ahl.php?csrno=13>The Language of Paradox - <https://ezinearticles.com/?Cleanth-Brooks-The-Language-of-Paradox&id=83427>
Tension in Poetry - <http://snhingu.blogspot.com/2013/05/literary-criticism-tension-in-poetry.html>
Intentional and Affective Fallacy - <https://interactionculture.net/2013/02/04/the-intentional-fallacy-and-the-affective-fallacy-of-interaction-design/>
Interview with Margaret Thomas on Roman Jakobson - <https://dlib.bc.edu/islandora/object/bc-ir:102652>
Defamiliarization - <https://www.newworldencyclopedia.org/entry/Defamiliarization>
Interview with Ashish Nandy - <http://radioopensource.org/real-india-ashis-nandys-post-colonial-intimate-enemies/>

COURSE OUTCOMES:

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

CO No	CO Statement
CO1	Demonstrate a knowledge of concepts in Indian and Western poetics
CO2	Interpret texts analyze them in the light of criticism.
CO3	Recognize the shift from liberal humanist paradigm towards Theory.
CO4	Display an advanced level of critical and analytical skills.
CO5	Extend knowledge of criticism to other artistic expressions

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	2	3	3	3	3	2	3	3	2
CO 2	3	3	3	3	3	3	2	3	2
CO 3	3	3	3	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	2	3	3	3
Average	2.8	3	3	3	3	2.6	2.6	3	2.4

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**I M.A. ENGLISH
CORE – III LITERARY CRITICISM
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/LCR

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

Employ ability skill
Teaching.

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

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/1C/LFA

LTP: 3 2 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I POETRY

20 hrs

Mirza Ghalib	From The Ghazals (Indian)
Edwin Thamboo	Ulysses by the Merlion; Evening by Batok Town (Malaysia)
Fadwa Tuqan	Longing: Inspired by the Law of Gravity (Palestine)
Erika Dias	On its own Accord
P. Jirathun	An Invitation to the Emerald Poem

UNIT II PROSE

20 hrs

Gao Xingjian	The Case of Literature (Nobel Acceptance Speech) (China)
Aung San Suu Kyi	Nobel Lecture (Myanmar)
Zong Pu	Melody in Dreams (China)
Jean Arasanayagam	All is Burning (Sri Lanka)
Rokeya Sakhawat Hossain	Sultana's Dream (Bangladesh)

UNIT III DRAMA

20 hrs

Seami	<i>Astumori</i> (NOH play) (Japan)
Ernest MacIntyre	<i>He Still Comes from Jaffna</i> (Sri Lanka / Australia)

UNIT IV FICTION

20 hrs

Ranin Manicka	<i>The Japanese Lover</i> (Malaysia)
Yasunari Kawabata	<i>Beauty and Sadness</i> (Japan)
Meira Chand	<i>A Different Sky</i> (Singapore)
Kamila Shamsie	<i>Burnt Shadows</i> (Pakistan)
Tahmiman Anam	<i>A Golden Age</i> (Bangladesh)

UNIT V CULTURAL READINGS

10 hrs

Visit to the South East Asian Culture Studies Institute in Chennai for research and term paper

RECOMMENDED READING:

Holden , Philip and Rajeev Shridhar Patke . *The Routledge Concise History of South East Asian Writing in English*. Routledge, 2010.
Smith, David . Ed. *The Cannon in South East Asian Literatures*. Psychology Press, 2000.
Kratz, E. Ulrich. *South East Asian Languages and Literatures*. I.B. Tauris, 1996.
ThamSeong Chee, Ed., *Essays in literature and society in South-East Asia*. NUS Press, 1981.
Obeyesekere, Ranjini. *The Sri Lankan Theatre in the Past Two Decades*. Marga Institute, 2001.

JOURNALS:

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

E-LEARNING RESOURCES:

Ghalib -

<http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/abdulqadir/02ghalibprose.pdf>

<https://www.youtube.com/watch?v=XqduRPI5PBw>

Ulysses by the Merlion; Evening by Batok Town -

<https://pdfs.semanticscholar.org/f441/af9e241641b7e26ac25fa17cfb9810bfb3a1.pdf>

The Case of Literature - <https://www.youtube.com/watch?v=-jffgZDVBSsc>

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

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

Yasunari Kawabata- <https://youtu.be/5RBxq3esrKs>

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

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

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

Tahmiman Anam - <https://www.youtube.com/watch?v=YEQvdDMshZ8>

COURSE OUTCOME:

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**CORE – IV LITERATURES FROM ASIA
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1C/LFA

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

PART- A

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

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

PART- B

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

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

Employability skills

Journalist, Ad-creator,
Freelancing in Newspaper

I. M. A. ENGLISH LITERATURE

Editing,
Marketing,
Publishing.

ELECTIVE-I JOURNALISM AND ADVERTISEMENT

SEMESTER- I

TOTAL HOURS: 4

COURSE CODE: 2P18/1E/JAD

CREDITS: 3

L T P: 3 0 1

COURSE OBJECTIVES:

- To introduce the students of literature to the basic tenets of journalism
- To inculcate a taste for the news media & develop their journalistic skills
- To train students to write for the newspaper, magazine and the Web
- To understand the nuances of news, media and advertising.
- To sensitize society on the current issues in the field of Journalism and advertising.

COURSE OUTLINE:

UNIT- I: Defining Journalism

10 hrs

Origin and brief history of Journalism
Basic principles and theories of journalism
Newspaper organization
Structure and function of a newspaper
Characteristics of news
Structure of news
Types of news
Qualities, rights and responsibilities of a journalist
News agencies
Press, print and copyright laws- a brief look

UNIT- II: Journalistic Writing

10 hrs

News reporting; News writing; News feature; Editorial column; Reviews; Photo feature
Photo journalism
Broadcast journalism- Radio and TV
Internet journalism; E- Zines
Neighborhood journalism

UNIT- III: Advertising Basics

10 hrs

Introduction to Advertising; Types of advertising
Structure and function of an AD agency
Audience analysis and research
Segmentation
Targeting and Positioning
Demographics, Psychographics
Writing AD copy; Art direction; Print Production; Electronic production
Different forms of delivery vehicles in advertisement

UNIT- IV: Choices and Ethics

10 hrs

Outdoor advertising; Media choices
 Sales promotion; Advertising Ethics;
 Legal aspects
 Advertising and public relations
 The role of PR in advertising
 Social issues; public interest campaigns; political advertising

UNIT- V: Practical Component

20 hrs

The students will be made to come up with a Lab journal and Ad campaign. Visits to media organization and agencies will be arranged. But this will be over and above the 40 hours of teaching, interaction and special lectures.

RECOMMENDED READING:

Jefkins, Frank William. *Advertising made simple*.
 Mencher, Melvin. *News Reporting and Writing*.
 S.K., Aggarwal. *A Handbook of Journalism and Editorial Excellence*.
 Richard Rudin *An Introduction to Journalism*
 Anna Mc Kane *Journalism A Career Handbook*

JOURNALS:

Indian Journal of Mass Communication and Journalism
 Communicator: Indian Institute of Mass Communication

E-LEARNING RESOURCES:

<https://openmediahub.com>
<https://journalismcourses.org>
www.udemy.com
Journalism.cmpf.eui.eu
<https://www.shiftelearning.com>

COURSE OUTCOMES:

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

CO	CO Statement
CO1	Understand the basic tenets of Journalism
CO2	Associate with the news media and forms of journalistic writing
CO3	Apply and utilize the prior language skills to advertising and journalism
CO4	The specific knowledge of the course will enhance in producing a creative journal
CO5	Analyze the social issues relevant to the society and sensitize through their professional skills in this field

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Design a newspaper or brochure or pamphlet as part of an assignment

QUESTION PAPER PATTERN

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

**I M.A. ENGLISH LITERATURE
ELECTIVE –I JOURNALISM AND ADVERTISING
SEMESTER I**

End Semester Examination

Paper Code: 2P18/1E/JAD

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

I M.A.ENGLISH
CORE – BRITISH LITERATURE 20TH CENTURY
SEMESTER II

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/2C/BRL

LTP: 3 2 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: POETRY I

18 hrs

Georgian Poets

Rupert Brooke
Walter de la Mare

The Soldier
The Listeners

Modernism

T.S.Eliot
W.B.Yeats

The Wasteland
The Second Coming, Easter 1916

Thirties

Auden
Spender

The Unknown Citizen
I Think Continually of Those who were Truly Great

UNIT II: POETRY II

18 hrs

The Movement

Thom Gunn
Philip Larkin
Ted Hughes

On the Move
Whitsun Weddings
Tractor

Late Twentieth Century

Seamus Heaney
Carol Ann Duffy
Craig Raine
Caroll Rumens

Blackberry Picking
We Remember Your Childhood Well
A Martian Sends a Postcard Home
Two Women

UNIT III: PROSE

18 hrs

J.B. Priestley	Student Mobs
William Golding	Nobel Lecture
E.M.Forster	Notes on the English Character
Benjamin Spock	The Generation Gap

UNIT IV: DRAMA

18 hrs

J.M.Barrie	<i>The Admirable Crichton</i>
J.M.Synge	<i>Riders to the Sea</i>
Harold Pinter	<i>The Birthday Party*</i>
John Osborne	<i>Deja Vu</i>

UNIT V: FICTION

18 hrs

James Joyce	<i>The Dubliners</i>
Virginia Woolf	<i>Mrs.Dalloway*</i>
John Fowles	<i>The French Lieutenant's Woman*</i>
Iris Murdoch	<i>The Bell</i>
Mark Haddon	<i>The Curious Incident of the Dog</i>
Julian Barnes	<i>The Sense of an Ending</i>
P.G. Wodehouse	<i>Ring for Jeeves</i>

For Class discussions and presentations

www.nobelprize.org/mediaplayer/index.php?id=1947

<http://slideplayer.com/3509704/12/images/71/Angry+Young+Man+Movement+Kitchen-Sink+Drama.jpg>

*For Internal Assessment only

RECOMMENDED READING:

Malcom Bradbury and James McFarlane—*Modernism*

Boris Ford—*The Penguin Guide to English Literature Vol 7 The Modern Age*

JOURNALS:

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

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

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

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

<https://doi.org/10.1093/eic/50.1.81>

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s10-IX.214.98a>

<https://doi.org/10.1093/res/hgp070>

<https://academic.oup.com/jvc/article/14/1/134/4159764>

<https://doi.org/10.1093/pa/gsr056>

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

End Semester Question Paper Pattern

Paper Code: 2P18/2C/BRL

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

PART- A

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

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

PART- B

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

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

I M.A. ENGLISH LITERATURE

CORE – VI INDIAN LITERATURES IN TRANSLATION

TOTAL HOURS: 6

COURSE CODE: 2P18/2C/ILT

CREDITS: 4

LTP: 3 2 1

COURSE OBJECTIVE:

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

COURSE OUTLINE:

UNIT I: POETRY

18 hrs

Kural
Akam& Puram
Faiz Ahmed Faiz
Yatri
Selections from Porul (tr) G.U. Pope
Selections from (tr) A.K. Ramanajum
Pain will come
“The Dilemma” and “Blind Life”

UNIT II: PROSE

18 hrs

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

UNIT III: DRAMA

18 hrs

Indra Parthasarathy
K.N. Panikkar
Nandan Katha
The Lone Tusker

UNIT IV: FICTION

18 hrs

Asha Purna Debi
P. Sivakami
Sarah Joseph
Asha Bage
Mahasweta Devi
Subarnalatha **
Grip of Change
Othappu (Scent of the Other Side)
Wings
*After Kurukshetra*** (** For Internal Assessment only.)

UNIT V

18 hrs

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

RECOMMENDED READING:

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

JOURNALS:

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

E-LEARNING SOURCES:

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

COURSE OUTCOMES:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**I M.A. ENGLISH LITERATURE
CORE – VI INDIAN LITERATURES IN TRANSLATION
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/ILT

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

PART- A

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

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

PART- B

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

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

I M.A. ENGLISH LITERATURE
CORE –VII AMERICAN LITERATURE 20TH CENTURY
SEMESTER II

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/2C/AML

LTP: 3 2 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

20 hrs

UNIT I: POETRY

William Carlos Williams	“Dance”
Archibald Macleish	“Ars Poetica”
Robert Lowell	“Home Coming”
Snodgrass	“Farm Kids”
Adrienne Rich	“Diving into the wreck”
Anne Sexton	“Again and Again and Again”
Louise Gluck	“The Triumph of Achilles”

UNIT II: PROSE

20 hrs

Emerson	“Self Reliance”
Du Bois	“Of our Spiritual Training”
Maya Angelou	“Introduction” to I know why the Caged Bird Sings

UNIT III: DRAMA

20 hrs

Tennessee Williams	<i>A Streetcar named Desire</i>
Lorraine Hansberry	<i>Raisin in the Sun</i>
Sam Shepherd	<i>Buried Child</i>
Neil Simon	<i>Lost in Yonkers</i>

UNIT IV: FICTION

20 hrs

William Faulkner	<i>As I Lay Dying</i>
Saul Bellow	<i>Seize the Day</i>
Ralph Ellison	<i>The Invisible Man</i>
Toni Morrison	<i>Beloved</i>

Unit V: Term paper for discussion with assignments on the given texts

10 hrs

RECOMMENDED READING:

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

JOURNALS:

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

E-LEARNING RESOURCES:

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

COURSE OUTCOMES:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

- Lecture Method 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
K4	A – 5 x 8 Marks	150	40	100
K4, K5	B – 3 x 20 Marks	500	60	

**I M.A. ENGLISH LITERATURE
CORE – VII AMERICAN LITERATURE 20TH CENTURY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/AML

Max Marks:100

Time: 3hrs

PART- A

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

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

PART- B

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

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

Employability skills
Teaching
criticism
Analyst
writing reviews &
Columns.

I M.A. ENGLISH
CORE – LITERARY THEORY
SEMESTER II

TOTAL HOURS: 6

CREDITS: 4

COURSE CODE: 2P18/2C/LTH

LTP: 3 2 1

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I		15 hrs
Jonathan Culler	What is Literature and Does it Matter?	
Michel Foucault	What is an author?	
Roland Barthes	Death of an author	
UNIT II		15 hrs
Stanley Fish	Is there a text in this class?	
Umberto Eco	Towards a Semiological Guerrilla Warfare	
UNIT III		20 hrs
Louis Althusser	Ideology and Ideological State Apparatuses	
Mikhail Bakhtin,	Carnival and Carnavalesque	
Stephen Greenblatt	Invisible Bullets	
UNIT IV		20 hrs
Bell hooks	Feminism is for Everybody (Excerpts)	
Antonio Gramsci	Intellectuals and Hegemony (Excerpts)	
Noam Chomsky	Independence of Journalism	
UNIT V		20 hrs
Edward Said	Latent and Manifest Orientalism (Excerpts)	
Gauri Viswanathan	The Failure of English' from The Masks of Conquest	
William Reuckert	Literature and Ecology: An Experiment in Ecocriticism	

RECOMMENDED READING:

Barry, Peter. *Beginning Theory: an Introduction to Literary and Cultural Theory*. Manchestere University Press, 2017.

Glotfelty, Cheryll. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Univ. of Georgia Press, 2009.

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

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

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.

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

Ramaswami, S., and V. S. Seturaman. *The English Critical Tradition: an Anthology of English Literary Criticism*. MacMillan Co. of India, 1978.

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

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

JOURNALS:

Journal of Literary Theory
 Journal of Literary Theory - De Gruyter

E-LEARNING RESOURCES:

Jonathan Culler - <http://www.cornell.edu/video/theory-of-the-lyric-book-talk-jonathan-culler>

Michel Foucault - <https://arthistoryunstuffed.com/michel-foucault-what-author/>

Key Theories of Stanley Fish - <https://literariness.org/2018/02/13/key-theories-of-stanley-fish/>

We Should All Be Feminists - https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists

Literature and Ecology - <https://books.google.co.in/books?hl=en&lr=&id=eJ4RIFKWCoC&oi=fnd&pg=PA105&dq=literature+and+ecology&ots=1oLgZoB9UW&sig=3EVZx1a5zdMjA-DayHsnnxGCzi0#v=onepage&q=literature%20and%20ecology&f=false>

COURSE OUTCOMES:

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

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

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total
K4	A- 5 x 8 marks	150	40	100
K4, K 5	B- 3 x 20 marks	800	60	

**CORE – LITERARY THEORY
SEMESTER II**

End Semester Question Paper Pattern

Paper Code: 2P18/2C/LTH

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

PART- A

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

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

PART- B

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

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

EXTRA DISCIPLINARY ELECTIVE- I
COPY EDITING
(Offered to students of other Departments)
SEMESTER- II

TOTAL HOURS: 4

CREDITS: 3

PAPER CODE: EP18/2E/CED

LTP: 2 1 1

COURSE OBJECTIVES:

- To introduce the skills of Copy Editing.
- To understand rules of grammar
- To examine the techniques of editing one's own writing.
- To develop a keen eye for details.
- To prepare for a job-related hands-on training

COURSE OUTLINE:

Unit- I

15 hrs

Introduction
What is copy editing?
Typescripts: hard copy and soft copy
Capturing the text electronically.
Role of a copy editor.
Basic rules of copy editing.

Unit- II

10 hrs

Language & Grammar
Parts of Speech
Bias- free language
American and British Spelling
Punctuation

Unit- III

10 hrs

Introduction to Proof reading
Making proofs
Basic proof-reading symbols
Making corrections on a proof

Unit- IV

15 hrs

Styles
In house styles- use of style sheet
Editing bibliography
How to copy edit text
Online editing

Unit-V

Practice passages for proof reading and copy editing.

10 hrs

RECOMMENDED READING:

Copyediting: A Practical Guide: Karen Judd

The Copyeditor's Survival Guide

The perfect English Grammar Workbook

Butcher's Copy Editing: the Cambridge Handbook for Editors, Copy Editors, and Proof Readers.

Nicole, Vijay. Hundred Texts for Copy Editing/ Technical Writing.

JOURNALS:

Sage Journals

Springer Journals

Elsevier Journals

E-LEARNING SOURCES:<https://www.goodreads.com><https://www.sfep.org.uk><https://nybookeditors.com>**COURSE OUTCOMES:**

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

CO	CO Statement
CO1	Understand the basics of copyediting, differentiate between hard and soft copy
CO2	Acquire basics skills of Copyediting and learn the Grammatical rules of the English language
CO3	Apply the basics of Proof reading and proof-reading symbols based on the inhouse style
CO4	Utilize the knowledge into prior skills of computer into editing online
CO5	Analyse practice passage for better skills enhancement in this industry-oriented paper

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning
- Design a Newspaper or brochure or pamphlet as part of an assignment

QUESTION PAPER PATTERN

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

I M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- COPY EDITING
(Offered to students of other Departments)
SEMESTER- II

End Semester Question Paper Pattern

Max Marks: 100

PAPER CODE: EP18/2E/CED

Time: 3 hrs

PART- A

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

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

PART- B

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

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

Employability skills
PR skills
Public speaking
Content writing
personal Assistant
Secretary.
Event organisers.

I M.A. ENGLISH LITERATURE
SOFT SKILLS II - COMMUNICATION SKILLS
SEMESTER II

Total Hours: 2`

Credits: 2

Paper Code: 2P15/2S/CSK

LTP: 2 0 0

COURSE OBJECTIVES:

- To provide an overview of prerequisites to Business Communication.
- To impart the correct practices of the strategies of Effective Business Writing.
- To equip the students with the knowledge of written and oral communication.
- To familiarize the learners to various oral and written skills.

COURSE OUTLINE:

Unit I – INTRODUCTION TO COMMUNICATION

6 hrs

1. Communication - Definition
2. Types of Communication

Unit II – WRITTEN COMMUNICATION – INTRA OFFICE

6 hrs

1. Circular
2. Memorandum
3. Minutes
4. Agenda

Unit III – WRITTEN COMMUNICATION – INTER OFFICE

6 hrs

1. Letter
2. Agreement
3. Report

Unit IV – ORAL COMMUNICATION

6 hrs

1. Presentation – Audio-Visual Aids
2. Public Speaking
3. Meetings
4. Group Dynamics

Unit V – NON-VERBAL COMMUNICATION

6 hrs

1. Eye Contact
2. Facial Expressions
3. Gestures
4. Postures
5. Proximity

RECOMMENDED READING:

- Brent C. Oberg. Interpersonal Communication
John Seely. The Oxford Guide to Writing and Speaking
Roz Townsend. Presentation Skills for the Upwardly Mobile: A Guide for Young Executives
Asha Kaul. Effective Business Communication
S.K. Mandel. Effective Communication and Public Speaking

E-LEARNING RESOURCES:

www.researchgate.net

www.corporatetraingmaterials.com

<https://business.tutspus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048>

COURSE OUTCOME:

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

CO No.	CO Statement
CO1	Understand the role of communication in professional success.
CO2	Develop awareness of appropriate communication strategies.
CO3	Analyze a variety of communication acts with reference to written and oral skills.
CO4	Prepare and present messages with a specific intent.

**I M.A. ENGLISH LITERATURE
SEMESTER II
SOFT SKILLS II - COMMUNICATION SKILLS**

Paper Code: 2P18/2S/CSK

Max. Marks: 50

Time : 2 hrs.

TEN out of FIFTEEN questions in about 200 words each. (10x5=50)
(From all the units – Not more than three from each unit)

II M.A. ENGLISH LITERATURE
CORE – SHAKESPEARE
SEMESTER III

TOTAL HOURS : 5

CREDITS : 4

COURSE CODE: 2P18/3C/SHK

LTP 3 0 2

COURSE OBJECTIVES:

- To enable students to build on their existing knowledge of Shakespeare's plays to get a deeper insight into his ideological position as an artist.
- To enable students to gain a historical perspective of Shakespearean criticism.
- To equip students to extend their knowledge of concepts in culture studies to analyse the plays.
- To encourage students to compare the written text with its theatrical and media representations.
- To attempt adaptations of Shakespeare into other media.

COURSE OUTLINE:

UNIT I:

Othello

15 hrs

UNIT II:

Measure for Measure
The Winter's Tale

15 hrs

UNIT III

Antony and Cleopatra

15 hrs

UNIT IV

General Topics

Fools and Clowns in Shakespeare
Imagery in Shakespeare

15 hrs

UNIT V

Shakespearean Criticism

19th century - Charles Lamb, Thomas de Quincey, Thomas Carlyle, Victor Hugo
20th century - W.H.Auden, T.S.Eliot, Allan Bloom, Harold Bloom

15 hrs

For Class discussions and presentations

Othello - <https://www.youtube.com/watch?v=yLaqoQSAct8>

Antony and Cleopatra - <https://youtu.be/qHFGnT4cskU>

Fools and Clowns in Shakespeare - <https://youtu.be/KB7Em6A46-I>

RECOMMENDED READING:

Tillyard, E.M.W. *Elizabethan World Picture*. London: Chatto & Windus, 1943.
Harrison, G.B. *Shakespeare's Tragedies*. London: Routledge, 1951.
Bradley A.C. *Shakespearean Tragedy*. London: Macmillan, 1904.
Bullough. *Shakespeare's Sources*
E.K. Chambers *The Elizabethan Stage*
Edward Dowden *Shakespeare: A Critical Study of his Mind and Art*
A.L. Rowse. *The Elizabethan Age*
Dover Wilson *Shakespeare's England*
Spurgeon. *Shakespeare's Imagery and what it Tells us*. Cambridge: Cambridge University Press, 1935.

JOURNALS:

An Approach to Hamlet; Patterns in Shakespearean Tragedy; The Meaning of Shakespeare; Shakespeare: The Early Comedies; Shakespeare's Rival; Shakespeare Survey, R. A. Foakes, *English: Journal of the English Association*, Volume 13, Issue 77, Summer 1961, Pages 193-195, <https://doi.org/10.1093/english/13.77.193-b>.
Shakespeare's Tragic Heroes; The Cease of Majesty; Jacobean Tragedy; Shakespeare Survey, 15: Shakespeare: The Chronicles; The Shakespeare Claimants, R. A. Foakes, *English: Journal of the English Association*, Volume 14, Issue 81, Autumn 1962, Pages 107-108, <https://doi.org/10.1093/english/14.81.107>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/english/13.77.193-b>
<https://doi.org/10.1093/english/14.81.107>
<https://doi.org/10.1093/english/9.50.68>
<https://doi.org/10.2307/2871208>

COURSE OUTCOME:

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

CO No.	CO Statement
CO1	Examine Shakespeare's plays to appreciate his skill as a playwright and his ideological position.
CO2	Demonstrate comprehensive knowledge of the critical views and aesthetic positions held by critics.
CO3	Critically analyse the plays with contemporary critical frameworks.
CO4	Identify and appreciate the nuances of the multicultural performance traditions of Shakespeare around the world.
CO5	Transcreate and adapt Shakespeare's plays

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**CORE – SHAKESPEARE
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/SHK

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

CORE – POSTCOLONIAL LITERATURE-I
Africa, Australia & the Caribbean
SEMESTER III

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: 2P18/3C/PCL

LTP: 3 0 2

COURSE OBJECTIVES:

- To understand the background of Postcolonial literature.
- To introduce the students to the Postcolonial Concepts and themes through Postcolonial poetry.
- To identify the current political and social issues of the of Africa, Australia and West Indies through the prescribed texts
- To analyse the perspectives of the writers through the Postcolonial fiction.
- To identify the current trends and the changing culture of Postcolonial world through the literary texts.

COURSE OUTLINE:

UNIT I PROSE

George Lamming *The Occasion for Speaking*

10 hrs

UNIT II: POETRY

Grace Nichols	One Continent To Another
Micheal Gilkes,	From Prospero Island
Okotp'Bitek	From The Song of Lawino
Kamau Brathwaite	Bread
Peter Porter	Sidney Cove
Oodgeroo Nunuccal	White Australia
A.D.Hope	Australia
James Baxter	The Ikons
A. L. Purdy	Lament For the Dorsets
Judith Wright	Magpie

20 hrs

UNIT III : DRAMA

Wole Soyinka	<i>The Road</i>
Ray Lawler	<i>Summer of the Seventeenth Doll</i>

15 hrs

UNIT IV: FICTION

Patrick White	<i>The Tree of Man</i>
Nuruddin Farah	<i>Maps</i>
Jean Rhys	<i>Wide Sargasso Sea</i>
Ben Okri	<i>The Famished Road</i>

15 hrs

UNIT V: SHORT STORIES

15 hrs

Nadine Gordimer
Henry LawsonOnce upon a time
The Drover's Wife**RECOMMENDED READING:**Thieme, John. Ed. *Postcolonial Reader*
*Postcolonialism: Encyclopaedia***JOURNALS:**The Canadian Journal of Native Studies – ISSN: 07153244
Aboriginal Voices – ISSN: 1201 – 060X**E-LEARNING RESOURCES:**<https://www.canlit.ca/>
<https://www.notesandqueries.ca/>
<https://www.docs.lib.purdue.edu/clweb/>
<https://www.ecw.ca/home.html>
<https://www.literaryjournal.ca/index.html>**COURSE OUTCOME:**

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

CO No.	CO Statement
CO1	Understand and discuss the background of Postcolonial literature.
CO2	Analyse the Postcolonial concepts and themes of Postcolonial poetry.
CO3	Understand and critique the current political and social issues of the West Indies, Australia and African countries through the prescribed texts.
CO4	Evaluate and compare the perspectives of the writers through Postcolonial fiction
CO5	Identify and assess the current trends and the changing culture of Postcolonial world through the literary texts.

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY

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

QUESTION PAPER PATTERN

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

**II M.A. ENGLISH LITERATURE
CORE – POSTCOLONIAL LITERATURE-I
Africa, Australia & the Caribbean
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/PCL

Max Marks:100

Time: 3 hrs

PART- A

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

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

PART- B

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

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

Employability Skills
Language expert
Analyst
Vocabulary and
Language Trainer.

**II M.A. ENGLISH LITERATURE CORE -
LANGUAGE AND LINGUISTICS
SEMESTER III**

**TOTAL HOURS: 6
CREDITS: 4**

**COURSE CODE: 2P18/3C/LAL
LTP: 3 2 1**

COURSE OBJECTIVES:

- To learn Language origin and language change.
- To provide learners an insight into the nature of language.
- To familiarize learners with the discourse of linguistics.
- To expose them to theoretical and practical manifestations of linguistics.
- To enable learners to understand the nexus between literature and society.

COURSE OUTLINE:

UNIT-I: Language Origin and the Process of Language Change

15 hrs

The Origins of Language
Development of Gesture, Sign, Words, Sounds, Speech and Writing
Core Features of Human Language, Animals and Human Language

UNIT-II: Nature of Language

15 hrs

Vowels, Diphthongs and Consonants
Language Varieties: Dialects, Idiolect, Pidgin and Creole
Language and Gender, Language and Disadvantage
Morphology, Grammar, Syntax
Saussurean Dichotomies: Synchronic and Diachronic Linguistics
Semantics, Pragmatics

UNIT-III: Branches of Linguistics

20 hrs

Structural Linguistics, Sociolinguistics, Psycholinguistics

UNIT-IV: Branches of Linguistics

20 hrs

Neurolinguistics, Applied Linguistics

UNIT-V: Applied Linguistics

20 hrs

Stylistics & Discourse Analysis: Relationship between Language & Literature, Style & Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse
Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes
Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries

RECOMMENDED READING:

- Aitchison, J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
Atkinson, M., Kilby, & Rocca, I. *Foundations of General Linguistics*. London: George Allen & Unwin, 1982.
Radford, A. et al. *Linguistics: An Introduction*. UK: Cambridge University Press, 1999.
Wardhaugh, R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986

JOURNALS:

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

E-LEARNING RESOURCES:

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

COURSE OUTCOMES:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

TEACHING METHODOLOGY:

- Conventional Lectures
- Participation activities
- ICT Enabled Classes
- Quiz and Peer Learning, assignment.

QUESTION PAPER A PATTERN

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

**II M.A. ENGLISH LITERATURE
CORE – LANGUAGE AND LINGUISTICS
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3C/LAL

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

PART- A

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

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

PART- B

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

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

II M.A. ENGLISH LITERATURE
ELECTIVE II- FEMINISM AND FEMINIST THEORIES
SEMESTER III

TOTAL HOURS: 4

CREDITS: 3

COURSE CODE: 2P18/3E/FFT

LTP: 2 1 1

COURSE OBJECTIVES:

- To foster an understanding in the students of the significant ideas, developments and trends in feminist thought.
- To equip learners to identify and analyse gender stereotypes in art, culture and society.
- To help students to understand the intersection of race, class, gender and the environment.
- To recognise how institutions in society affect individual lives and to be able to think critically about the role of patterns of privilege and discrimination in real life.
- To enable a feminist mode of perception to analyse and critique representations.

COURSE OUTLINE:

UNIT I: INTRODUCTION

15 hrs

History of the Feminist Movement

Feminisms: Liberal, Radical, Marxist, Black, Postcolonial, Third World and Eco feminism.

UNIT II

15 hrs

Women-Authorship and Representation

Elaine Showalter

Towards a Feminist Poetic

Gubar and Gilbert

Infection in the sentence: The Woman Writer and the Anxiety of Authorship

Laura Mulvey

Pleasure and Narrative Cinema.

UNIT III

15 hrs

Liberal, Radical, French, Marxist and Black Feminist Theories & Critiques

Gayle Rubin

Traffic in Women

Audre Lorde

Age, Race, Class, and Sex: Women Redefining Difference

Luce Irigaray

Woman on the Market

bell hooks -

Feminist Theory: From Margin to Center (159-167)

UNIT IV

15 hrs

Postcolonial, Third World & Eco Feminism

Sara Suleri

Women Skin Deep: Feminism and the Postcolonial Condition

Chandra Talpade Mohanty

Under Western Eyes: Feminist Scholarship and Colonial Discourses

Vandana Shiva

Women in Nature

Gender Studies

Judith Butler
Andrew Kimbrell

Gender Trouble - Chapter 1
Masculine Mystique (14-28)

RECOMMENDED READING:

Friedan, Betty. *The Feminine Mystique*. London and New York: Penguin, 2010.
Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: the Woman Writer and the Nineteenth-Century Imagination*. Yale: Yale Nota Bene, 2000.
Moi, Toril. *Sexual/Textual Politics*. London: Methuen, 1984.
Showalter, Elaine. *A Literature of their Own*. Virago, 1982.
Ruthven K K. *Feminist Literary Studies: An Introduction*. Cambridge University Press, 1990.

JOURNALS:

Women's Writing Taylor and Francis
ANTYAJAA: Indian journal of Women and Social Change
SPARROW-Sound and Picture ARchives for Research On Women

E-LEARNING RESOURCES:

MOOC -Gender/Women Studies- Prof. Anisur Rahman, Ms. Shahla Tarannum -
https://swayam.gov.in/nd2_arpl9_ap54/preview
<https://www.youtube.com/watch?v=zgAE4oDtxOc>
bell hooks -https://www.youtube.com/watch?v=0qU10tQ_rHo
Gender Trouble - <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01320/full>
Postcolonial Feminism -
<https://www.tandfonline.com/doi/full/10.1080/13688790.2016.1317388?src=recsys>
Judith Butler-<https://www.tandfonline.com/doi/full/10.1080/15299710903316513?src=recsys>
Vandana Shiva -<https://www.youtube.com/watch?v=Ek2M-obq9LE>
Luce Irigaray - <https://www.iep.utm.edu/irigaray/>

COURSE OUTCOMES:

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

CO No	CO Statement
CO 1	Demonstrate in depth knowledge of the developments in feminist thought.
CO 2	Utilize feminist methodological and theoretical approaches to examine and critique literary works
CO 3	Analyse gender and sexuality as complex systems of power that are structured by race, ethnicity, nation, and class
CO 4	Respond sensitively to the complexity of social and biological constructions of manhood and womanhood in real life scenario.
CO 5	Extend the knowledge of feminist perspective to other representations.

MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	3	2	2	3	3
CO 4	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	2	3	3	3
Average	3	3	3	3	3	2.4	2.8	3	3

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total
K3, K4	A-5 X8 marks	150	40	100
K4,K5	B-3 x20 marks	800	60	

**ELECTIVE II- FEMINISM AND FEMINIST THEORIES
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3E/FFT

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

PART- A

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

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

PART- B

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

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

**ELECTIVE III – INTRODUCTION TO NATIVE AMERICAN
LITERATURE
SEMESTER III**

**TOTAL HOURS: 4
CREDITS: 3**

**COURSE CODE: 2P18/3E/NAL
LTP: 2 1 1**

COURSE OBJECTIVES:

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

COURSE OUTLINE:

UNIT I: THE BEGINNINGS

10 hrs

A brief overview of Native American History
Oral Literatures

UNIT II: POETRY

15 hrs

Duane Niatum	Consulting an Elder Poet on an Anti-War Poem
Simon J. Ortiz	Busted Boy
NilaNorthsun	Stupid Questions, Falling down to Bed
Sherman Alexie	Good Hair
Diane Burns	Sure, You Can Ask Me a Personal Question

UNIT III PROSE

10 hrs

Chief Seattle's 1854 Oration - ver . 1

UNIT IV FICTION

15 hrs

Native American Renaissance- First Wave:

N. Scott Momaday	<i>House Made of Dawn</i>
Leslie Marmon Silko	<i>Ceremony</i>
James Welch	<i>Winter in the Blood</i>

Native American Renaissance- Second Wave:

Louise Erdrich	<i>Love Medicine</i>
Paula Gunn Allen	<i>The Woman who Owned the Shadows</i>
Joy Harjo	<i>Crazy Brave</i>

UNIT V

10 hrs

Native American Spirituality
Native American Eco-literature

RECOMMENDED READING:

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

JOURNALS:

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

E-LEARNING RESOURCES:

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

COURSE OUTCOME:

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

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

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**II M.A. ENGLISH LITERATURE
ELECTIVE III – INTRODUCTION TO NATIVE AMERICAN
LITERATURE
SEMESTER III**

End Semester Examination

Paper Code: 2P18/3E/NAL

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

PART- A

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

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

PART- B

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

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

RECOMMENDED READING:

By Paula J. Clarke; Emma Truelove; Charles Hulme; Margaret J. Snowling *Developing Reading Comprehension* Wiley-Blackwell, 2013
 Ajay Singh *Verbal Ability and Reading Comprehension*

JOURNALS :

Journal of Phonetics(Bimonthly) ISSN – 00954470, Academic Press Ltd, England.
 College English (Bimonthly) ISSN – 0010-0994 NATL Council Teachers English:USA

E-LEARNING RESOURCES:

<https://jamesclear.com/best-books>
<https://www.spreader.com>
<http://www.readingsoft.com>
<https://www2.le.ac.uk/offices/ld/resources/study/reading>
<http://english-e-books.net/author/antoinette-moses/>

COURSE OUTCOMES:

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

CO No.	CO Statement
CO 1	Utilize different techniques of reading.
CO2	Read aloud to communicate effectively
CO3	Discuss ideas presented in the texts.
CO4	Classify, compare and analyse different texts
CO 5	Write with clarity about texts read and analysed.

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO3	PSO4	PSO 5	PSO6	PSO7	PSO8	PSO9
CO 1	2	2	3	2	3	2	2	3	3
CO 2	3	3	2	3	3	2	3	3	2
CO 3	2	3	2	3	3	3	2	3	2
CO 4	3	3	2	3	3	2	2	3	2
CO 5	3	3	3	3	3	3	2	2	2
AVERAGE	2.6	2.8	2.4	2.8	3	2.4	2.2	2.8	2.2

TEACHING METHODOLOGY:

- Lecture Method using Chalk and Talk
- Skill based Method – Reading, Listening, Role play, etc.,

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if Any
K1,K2,K3	A	-	40	100	Refer to Question Paper Pattern below
K1,K2,K3	B	-	60		

II M.A. ENGLISH LITERATURE
EXTRA DISCIPLINARY ELECTIVE- READING SKILLS
(Offered to students of other Departments)
SEMESTER- III

End Semester Examination

Paper Code: 2P18/3E/RDS

Max Marks:100

Time: 3 Hours

PART- A (40 Marks)

I. Answer any **TWO** questions in about 250 words each.(2x 10= 20)

FIVE Questions based on the reading texts prescribed in Unit IV to be given to assess reader's ability to summarise/describe /analyse texts studied.

II. An excerpt of suitable length from a text prescribed for study in Unit II to be given.

A. **TEN** questions* to be framed to assess meaning and general understanding of the text (10X1=10 marks)

B. Summarise the text given above. (1x10=10 marks)

PART- B (60 Marks)

III. A suitable reading text (sales literature/ procedure /user's manual) for reading comprehension to be given.

A. **TEN***questions to be framed suitable to test the comprehension of the text.(10x1=10 marks)

B. **ONE** question to be framed based on the text given above to test the ability of the reader to describe it (10)

IV. A suitable article from newspaper or magazine to be given.

A. **TEN*** Multiple choice questions to be framed to assess comprehension.(10x1=10 marks)

B. **ONE** question to be framed based on the article given above) to elicit the reader's opinion or justification.(1X10=10 marks)

V. **TWO** related texts (non-literary) of suitable length to be given for reading.

A. Comprehension questions based on both the texts to be given in random order. Skimming and Scanning type of questions may be included, True or false statements, fill in the blanks, match the following etc may be used.(10x1=10marks)

B. **ONE** question to be framed that facilitates a comparison of the two texts. (1X10= 10 marks)

***Note to the Paper Setter:** To frame questions under subdivision 'A' of question II, III, IV, and V, the examiner may feel free to use an eclectic mix of any of the widely used types of question **listed below that is best suited for the text** provided for reading comprehension. The questions could test vocabulary, inferential meaning, factual meaning/data, etc.

- Gap-filling formats (rational cloze formats)
- Text segment ordering
- Choosing from a "heading bank" for identified paragraphs.
- Matching (and multiple matching) techniques
- Classification into groups
- Dichotomous items (T / F / not stated, Y / N)
- Short answer
- Skimming and Scanning
- Multiple-choice
- Sentence completion

Employability
politics, public speaking
Human Resource Management
company / personal
secretaries

II M.A. ENGLISH LITERATURE
SOFT SKILLS- LEADERSHIP SKILLS
SEMESTER III

TOTAL HOURS: 2

CREDITS: 2

PAPER CODE: 2P/3S/LSK

LTP: 200

COURSE OBJECTIVES:

- To introduce the students to all aspects of leadership and organizations
- Enable them master Soft Skills
- Help them improve their Body language and Non Verbal Communication
- To make them become good leaders
- Teach them organizational behavior, Conflict management, strategy and entrepreneurship.

COURSE OUTLINE:

UNIT I – LEADERSHIP SKILLS

6 hrs

1. Qualities of a Good Leader (Character – Charisma – Courage – Competence – Commitment)
2. Time Management (The Priority Matrix – Minimizing Distractions – Avoiding Procrastination – Action Planning)
3. Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)

UNIT II – NEGOTIATION SKILLS

6 hrs

1. Definition of negotiation
2. Types of negotiation
3. Stages of negotiation
4. Interpersonal skills in negotiation

UNIT III – CONFLICT RESOLUTION

6 hrs

1. Reasons for conflict
2. Consequences of conflict
3. Resolution Strategies

RECOMMENDED READING

Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution
Schiffman, Stephen. Negotiation Techniques (That Really Work)

JOURNALS

Open Journal of Leadership - SCIRP ISSN Print: 2167-7743 ISSN Online: 2167-7751
Journal of Leadership & Organizational Studies (JLOS).

E-LEARNING RESOURCES:

<https://www.skillsyouneed.com> › leadership-skills
<https://www.mindtools.com> › Leadership Skills ›
<https://www.indeed.com> › career-advice › resumes-cover-letters ›

COURSE OUTCOME:

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

CO No.	CO Statement
CO 1	Demonstrate an understanding of leadership qualities
CO 2	Identify the different aspects of leadership.
CO 3	Exhibit their mastery in Body language and Non Verbal Communication
CO 4	Master negotiation skills
CO 5	Will be able to analyse organizational behavior, Conflicts and entrepreneurship skills

TEACHING METHODOLOGY:

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

**II M.A. ENGLISH LITERATURE
SEMESTER III
SOFT SKILLS- LEADERSHIP SKILLS**

Paper Code: 2P18/3S/LSK

*Max. Marks: 50
Time : 2 hrs.*

Question Paper Pattern

1. Answer any five of the following in about 800 words; 5 x10 = 50

II M.A. ENGLISH LITERATURE
CORE XII- EUROPEAN LITERATURE
SEMESTER IV

TOTAL HOURS: 5
CREDITS: 4

COURSE CODE: 2P18/4C/EUL
LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the students to the various features of Literature produced in European countries other than Britain.
- To introduce the students to representative writers of European countries other than Britain.
- To familiarise the learner with the aesthetic and societal norms of a few European countries.
- To expose the students to European sensibilities, ideals and concepts and their impact on Literature.
- To help appreciate different cultures and polemics about human relationship.

COURSE OUTLINE:

UNIT I: POETRY

15 hrs

Dante	From Inferno XV – XVIII
Wisława Szymborska	The End and the Beginning, Conversations with A Stone
Kurt Steinkrauss	God and the Genius
Antonio Osorio	In a Mood to be King of Portugal
Fikret Demirag	Remember My Woman
Andre Breton	Postman Cheval

UNIT II: PROSE

15 hrs

Jean-Jacques Rousseau	The Social Contract, Book III, Chapter 1: Government in general.
Viktor Frankl	Experiences in a Concentration Camp

UNIT III: DRAMA

15 hrs

Bertolt Brecht	<i>Mother Courage</i>
Eugene Ionesco	<i>The Chairs</i>
Dario Fo	<i>Elizabeth</i>

UNIT IV: FICTION

15 hrs

Franz Kafka	<i>The Metamorphosis</i>
Albert Camus	<i>The Guest</i>

Vladimir Nabokov
Umberto Eco
Orhan Pamuk

The Vane Sisters
The Name of the Rose
Snow

UNIT V TERM PAPER

15 hrs

A well- researched paper on any aspect of the works or background of the writers prescribed.

RECOMMENDED READING:

Davis, Paul. Ed. The Bedford Anthology of World Literature. Vol 1-6.
Doren, Mark Van. Ed. An Anthology of World Poetry.
France, Peter and Stuart Gillespie. Ed. The Oxford History of Literary Translation in English.
5 Vols
Ramraj, Victor J. Ed. Concert of Voices: An Anthology of World Writing in English.

JOURNALS:

Symposium – A Quarterly Journal in Modern Literatures. ISSN – 0039 -7709
Review of English Studies (Bimonthly) ISSN- 0034-6551. OUP. England
University of Toronto Quarterly(ISSN- 00420247 Univ Toronto Press Inc, Canada)

E- LEARNING RESOURCES:

<https://salirickandres.altervista.org>
<https://www.newberry.org>
<https://www.oxfordscholarship.com>
<https://www.eurolitnetwork.com>
<https://www.lit-across-frontiers.org>

COURSE OUTCOMES:

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

CO No.	CO Statement
CO 1	Understand the basic traits of European Literature
CO2	Read, interpret and analyse the works of representative writers of Europe
CO3	Demonstrate a thorough knowledge of the aesthetic and societal norms of a few European countries
CO4	Will be able to write on European sensibilities, ideals and concepts and their impact on Literature
CO 5	Appreciate different cultures and polemics about human relationship

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

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

**II M.A. ENGLISH LITERATURE
CORE – EUROPEAN LITERATURE
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/EUL

Max Marks: 100

Time: 3hrs

PART- A

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

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

PART- B

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

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

II M.A. ENGLISH LITERATURE
CORE – POSTCOLONIAL LITERATURE-II CANADA
AND NEW ZEALAND
SEMESTER IV

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: 2P18/4C/PCL

LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the students to the Postcolonial Concepts and theories of Canadian and New Zealand literature.
- To understand the background and history of the Indigenous tribes of Canada and New Zealand.
- To sensitise the learners to the current political and social issues of New Zealand and Canada through the literary texts.
- To analyse the perspectives of the writers through the works of fiction.
- To identify the current trends of multiculturalism and the changing culture of through the different genres prescribed for study.

COURSE OUTLINE:

UNIT I: PROSE

15 hrs

C. K. Stead

“The Functions of Criticism” (From *The Reader as Writer and the Writer as Critic*)

Northrop Frye

Conclusion to the Literary History of Canada

Unit II: Poetry

15 hrs

Horne Tuhare

Speak To Me, Brother

Mike Subritzky

Welcome to Auschwitz, Sister

Anne Kennedy

Towards Fourteen Ways of Looking at Pohutukawa

Peter Bland

Song

Inuit Orpingalik

My Breath

James Reaney

Maps (from *Souwesto Home*)

Robat Kroetsch

I'm Getting Old Now

Rita Bouvier

I Write (from *Blueberry Clouds*)

Elizabeth Smart

Blake's Sunflower

Cyril Dabydeen

Black Dust

UNIT III: DRAMA

15 hrs

George Ryga

The Ecstasy of Rita Joe

Sharon Pollock

Blood Relations

UNIT IV: FICTION

15 hrs

Hugh Cook

The Wizards and the Warriors

Eleanor Catton

The Luminaries

Margaret Atwood
Margaret Laurence

Alias Grace
The Stone Angel

UNIT V: SHORT STORIES

15 hrs

Alice Munroe
Witi Ihimaera

Simon's Luck
Big Brother Little Sister

RECOMMENDED READING:

Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination.*
Thieme, John. Ed. *Postcolonial Reader*
Postcolonialism: Encyclopaedia

JOURNALS:

The Canadian Journal of Native Studies – ISSN: 07153244
Aboriginal Voices – ISSN: 1201 – 060X

E-LEARNING RESOURCES:

<https://www.canlit.ca/>
<https://www.notesandqueries.ca/>
<https://www.docs.lib.purdue.edu/clweb/>
<https://www.ecw.ca/home.html>
<https://www.literaryjournal.ca/index.html>

COURSE OUTCOME:

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

CO No.	CO Statement
CO1	Understand and apply the Postcolonial concepts and theories of Canadian and New Zealand literature to various literary texts.
CO2	Analyse the background and history of the Indigenous tribes of Canada and New Zealand
CO3	Identify and assess the current political and social issues of New Zealand and Canada through the literary texts.
CO4	Compare and critique the perspectives of the writers through the works of fiction
CO5	Identify and discuss the current trends of multiculturalism and the changing culture through the different genres prescribed for study.

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

- Lecture Method 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
K4	A – 5 x 8 Marks	150	40	100
K4, K5	B – 3 x 20 Marks	800	60	

**II M.A. ENGLISH LITERATURE
CORE - POSTCOLONIAL LITERATURE-II
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/PCL

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

PART- A

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

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

PART- B

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

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

II M.A.ENGLISH
CORE- ENGLISH LANGUAGE TEACHING
SEMESTER IV

TOTAL HOURS: 5

CREDITS: 4

COURSE CODE: 2P18/4C/ELT

LTP : 3 1 1

COURSE OBJECTIVES :

- To understand English Language teaching in India
- To understand the essential components and concepts of language teaching
- To become familiar with the methods to teach LSRW skills
- To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition)
- To help the learner understand the role of technology in teaching English

COURSE OUTLINE:

UNIT-I:

15 hrs

Place of English in India

Issues Involved in the Teaching of English

English as Foreign Language, Second Language, and English for Specific purposes

UNIT-II

15 hrs

Approaches, Methods and Techniques

Grammar Translation Method

Audio-lingual Method

Communicative Approach

Natural Approach

Content-based Instruction

Task-based Language Teaching

UNIT-III

15 hrs

Computer Assisted Language Learning (CALL)

Television and Language Lab in Teaching English

Mobile Assisted Language Learning (MALL)

Self Access Language Learning (SALL)

UNIT-IV**15 hrs**

Teaching of Prose, Poetry, Drama, Grammar, Composition

Teaching LSRW Skills

UNIT-V**15 hrs**

Test-Definition, Types of Tests and Types of Questions

Characteristics of a Good Test

Preparation of Model Exercises and Questions

RECOMMENDED READING:

Baruah, T C. The English Teacher's Handbook. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G.P.McGregor. Teaching English as a Second Language, Longmans, 1970.

Richards, Jack C, and Theodore S.Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP, 1986.

Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers 1990.

JOURNALS:

English Language Teaching, Orient Longman, 1996 (ISBN- 9788125026556)

Approaches and Methods in Language Teaching, Cambridge University Press, 2001

Designing Language Courses: A Guide for Teachers, Heinle & Heinle, 1999.

EARNING RESOURCES:

<https://www.ccsenet.org>

<https://www.gre.ac.uk>

<https://www.educationdevelopmenttrust.com>

COURSE OUTCOMES:

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

CO Number	CO Statement
CO1	Demonstrate a thorough knowledge of the place of English in India
CO2	Critically evaluate the issues connected with English Language Teaching
CO3	Exhibit the skill of teaching LSRW skills
CO4	Identify and describe the different methods of teaching English language and literature
CO5	Display a working knowledge of the use of technology in ELT

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	1	2	3	0	2	3	2	1	0
CO2	1	3	2	3	3	3	3	2	0
CO3	1	1	1	2	3	3	2	2	0
CO4	2	2	2	3	3	3	2	3	0
CO5	0	0	0	0	2	3	3	3	0
Average	1.0	1.6	1.6	1.6	2.6	3.0	2.4	2.2	0

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Online Teaching Materials

QUESTION PAPER PATTERN

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

Employability

Teaching at Primary
& Secondary & Tertiary
level
Material preparation
Syllabus designing
Teacher Training

**II M.A. ENGLISH
CORE – ENGLISH LANGUAGE TEACHING
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4C/ELT

Max Marks:100

Time: 3 Hrs.

PART – A

I. Answer any FIVE of the following in about 150 words. (5x8=40)

Eight questions are given out of which the students need to answer FIVE in about 150 words.

The questions can pertain to all Units in the syllabus.

PART – B

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

Five questions are given out of which the students need to answer THREE in about 800 words.

The questions can pertain to all Units in the Syllabus.

Employability
Research writing
Publishing
proof reading
Text Evaluation
Thesis writing

II M.A. ENGLISH LITERATURE
CORE – RESEARCH METHODOLOGY AND PROJECT
SEMESTER IV

Total Hours: 5
Credits:4

Paper Code: 2P18/4C/PRO
LTP: 3 1 1

COURSE OBJECTIVES:

- To introduce the students to the nuances of research based academic writing.
- To enable the students to understand the tools of research methodology.
- At the end of this course the students would be equipped to conduct research and write the thesis for their Project.

COURSE OUTLINE:

UNIT I: INTRODUCTION

15 hrs

Academic writing – importance and relevance
Process of research
Primary and secondary sources
Plagiarism

UNIT II: EFFECTIVE WRITING PRACTICE

15 hrs

Language and style
Introduction and constructing of the thesis statement
Preparing the outline
Developing the paper
Coherence / organization of ideas and arguments
Consistency
Substantiating the arguments
Conclusion

UNIT III: MECHANICS OF WRITING AND FORMATTING

15 hrs

Spelling and Punctuations
Titles
Quotations
Formatting

UNIT IV: WORKS CITED LIST

15 hrs

Documenting Sources
Books, journals, anthologies and internet sources
Samples of various entries

UNIT V: CITING SOURCES IN THE TEXT

15 hrs

Parenthetical documentation
Sample references
Abbreviations
Reference databases
Other systems of documentation

COURSE OUTCOMES:

CO. No.	CO Statement
CO1	Demonstrate the ability to understand the area of research and gather relevant data
CO2	Apply rules of basic research methodology and interpret the data
CO3	Demonstrate the ability to analyse, integrate and create a cohesive argument

MAPPING COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	3	3	3	3	3	1	2	2	0
CO2	1	2	3	3	3	1	1	3	0
CO3	1	2	3	3	1	2	3	2	0
Average	1.6	2.3	3.0	3.0	1.6	1.3	2	2.3	0

TEACHING METHODOLOGY:

- Lecture Method using chalk and talk
- Group Discussion
- Assignment
- Online Teaching Materials



II M.A. ENGLISH LITERATURE
ELECTIVE IV – GENERAL ESSAY
SEMESTER IV

TOTAL HOURS: 4

CREDITS: 3

COURSE CODE: 2P18/4E/GES

LTP: 2 1 1

COURSE OBJECTIVES:

- To introduce the background study of Britain, America and India.
- To create an understanding of Shakespear's works and criticism.
- To describe the different methods and approaches in English Language Teaching.
- To provide an overview of specific literary theories
- To elicit the various themes and concepts of world literature.

COURSE OUTLINE:

UNIT I: LITERARY TRENDS AND MOVEMENT

12 hrs

Literatures of Britain, America and India

UNIT II: SHAKESPEARE STUDIES

12 hrs

Shakespearean Tragedy, Comedy & Histories
Shakespeare Criticism –19th and 20th Century
Shakespeare in Performance,
Shakespeare and Films, adaptations, revisioning and subversion

UNIT III: LANGUAGE

12 hrs

The Influence of Foreign Languages on English
Pronunciation of English
English as a World Language
Characteristics of Indian English
The Teaching of English at the Under Graduate Level
Methods and Materials for Teaching English as a Second Language

UNIT IV: THEORETICAL POSITIONS AND TRENDS

12 hrs

Modernism, Postmodernism, Feminism and Gender, Marxism, Postcolonialism, Ecocriticism, Subalternity and Ethnicity.

UNIT V: WORLD LITERATURE

12 hrs

World Poetry, Fiction & Drama
Translation Studies & Comparative Literature
Diasporic Writings & Transnationalism

RECOMMENDED READING:

David Daiches, *History of English Literature Vol 1 -8*
Ford, Boris. *Pelican Guide to English Literature Vol 1-8*
Thieme. J Ed. *Post colonial Writings*
Hutcheon, Linda. *Post-Modernism*
Encyclopaedia of Trends
Harvard Guide to American Literature

JOURNALS:

Journal of Postcolonial Writing (Bimonthly) ISSN- 1744-9855, Routledge Journals, England.
Philosophy Today (quarterly) ISSN -0031-8256. DePaul Univ, Chicago
World Literature Studies (quarterly) ISSN – 1337-9275. Slovak Academy Press

E- LEARNING RESOURCES:

<https://www.thoughtco.com>
<https://www.edx.org>
<https://www.worldliteraturetoday.org>
<https://www.real.dukeupress.edu>
<https://www.britannica.com>

COURSE OUTCOMES:

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

CO No.	CO Statement
CO 1	Demonstrate an understanding of the literature of Britain, America and India
CO 2	Apply criticism to Shakespeare's works
CO 3	Differentiate the English Language Teaching methods, materials and approaches
CO 4	Infer specific theories to any literary text
CO 5	Compare and contrast various literatures of the world

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

Bloom's Category	Section	Word Limit	Marks	Total
K4	A – 1x 50 Marks	1500	50	100
K4, K5	B – 1 x 50 Marks	1500	50	

Employability
Content writing
Summary writer
Academic writing

**ELECTIVE IV – GENERAL ESSAY
SEMESTER IV**

End Semester Question Paper Pattern

Paper Code: 2P18/4E/GES

Max Marks:100

Time: 3hrs

PART- A

I. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

PART- B

II. Answer any ONE of the following in about 1500 words. (1 x 50 = 50)

Five questions are given out of which the students need to answer ONE in about 1500 words.
The questions can pertain to all Units in the syllabus.

ELECTIVE V- WRITING FOR THE SCREEN

(Offered to students of other Departments)

SEMESTER- IV

TOTAL HOURS: 4

CREDITS: 3

COURSE CODE: 2P18/4E/WFS

LTP: 2 1 1

COURSE OBJECTIVES:

- Make the learner aware on the purposes of story telling
- Introduce them to different types of stories
- Make them differentiate between story and plot
- Learn different styles of writing
- Enable them understand and appreciate the practical aspects of screen writing

COURSE OUTLINE:

UNIT I

12 hrs

Creative Process

Why do we tell stories?

How do we tell stories?

Stories for Television, Radio, Films and Short Films

UNIT II

12 hrs

Story and Plot

Story Structures – Beginning, Middle and End

Screenplay Structure

Conflict

Creating Characters

Narrative Techniques

Writing the scene

Dialogues

UNIT III

12 hrs

Genres

Identifying Genres

Romance

Westerns

Science Fiction

Action/Adventure

Detective

Thriller

Fantasy
Children's films
Epic/historical

UNIT IV Formatting:

12 hrs

The Technicalities of Script Writing
How scripts are formatted
How text should be laid out on page
Software options available

UNIT V (Only for Class assignments, seminars and discussions)

12 hrs

Analysis of Mainstream Films and Television Programmes

RECOMMENDED READING:

Friedman, Anthony. *Writing for Visual Media*
Goldberg, Lee. *Successful Television Writing*
Polti Georges. *The Thirty – Six Dramatic Situations*
Grieco, Anthony. *The Pocket GUIDE: 120 tips for getting to Fade Out*
Field, Syd. *Screenplay: The Foundations of Screenwriting. Revised*

JOURNALS:

Canadian Journal of Film Studies, ISSN 0847-5911, Univ Toronto Press Inc.

Journal of Visual Culture ISSN 1470-4129 Sage Publication

Journal of Screen Writing ISSN 1759-7137 Intellect Ltd. England

E- LEARNING RESOURCES:

<http://www.youthkiawaaz.com>

<http://www.ukessays.com>

<http://www.epitomejournal.com>

<http://guides.library.yale.edu>

<http://www.quora.com>

COURSE OUTCOMES:

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

CO No.	CO Statement
CO 1	Appreciate different aspects of screen writing
CO2	Write screenplay for a story
CO3	Question ideas presented in movies and documentaries.
CO4	Watch films more analytically and identify thematic concerns and the way they are expressed
CO 5	Career adoption and develop a flair for creative writing

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

- Lecture Method by Chalk and Talk
- Audio Visual Method
- Writing Practice
- Movie analysis

QUESTION PAPER PATTERN

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

**II M.A. ENGLISH LITERATURE
ELECTIVE- WRITING FOR THE SCREEN
(Offered to students of other Departments)
SEMESTER- IV**

Employability
Screenplay writing
Script writing
Film marketing
Media and
Review writers

End Semester Question Paper Pattern

Paper Code: 2P18/4E/WFS

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

PART- A

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

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

PART- B

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

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

Employability

Translator
Transliteration
writers
Text Analyst

II M.A. ENGLISH
ELECTIVE- TRANSLATION STUDIES
SEMESTER IV

TOTAL HOURS : 4

CREDITS : 3

COURSE CODE : 2P18/4E/TLS

LTP 2 1 1

**Students to choose either Writing for the Screen or Translation Studies*

COURSE OBJECTIVES:

- To introduce students to the history, trends and methods of Translation.
- To train them to critically analyse translated texts as works of cross cultural communication.
- To provide specialist training in various types of translation and/or interpreting activity.
- To equip students with the knowledge and skills for a career in translation or in other professions which require expertise in cross-cultural communication.
- To facilitate students to understand and translate literary texts

COURSE OUTLINE:

Unit I: Translation Definition

12 hrs

Translation is a Skill/ Art/ Science/ Philosophy Recreation/Transcreation/Interpretation/ Challenge

Translatability

Source language and Target language

Purpose and Importance of Translation

Language and culture

Decoding and recoding

Problems of equivalence

Loss and gain

Untranslatability

Unit II: Translation Types

12 hrs

Metaphrase

Paraphrase

Liberal/Free/Good/ Bad

Ideal Translation

Bilingual/Multilingual

Collaborative Translation

Back Translation

Unit III: History of Translation

12 hrs

Translation of Creative Writing

Translation Theory and Practice: The Indian Context

Translation in the 21st century- Global Context

Unit IV: History of Translation Activity

12 hrs

Prominent Multiple Translations and Translators in Indian Languages –Kabir's Poetry, Tirukurral

Prominent Translations and Translators world wide – Bible, Chekov's *Cherry Orchard*

Unit V : Translation Practice

12 hrs

*** For Class Assignment and Seminar only**

A Translation of a work from any Language into English to be submitted as a term paper with a report on the type and process of translating the chosen text.

*** The course will be offered only if there is a minimum of 10 students**

RECOMMENDED READING:

Bijay Kumar Das. *A Handbook on Translation Studies*. New Delhi: Atlantic publishers, 2005.
Susan Bassnett. *Translation Studies* 3rd edition. New York: Routledge, 2002.

JOURNALS:

Introducing Translation Studies: Theories and Applications, Jeremy Munday, London & New York : Routledge, 2001. ISBN 0-415-22926-X/22927-8

The Passive in Arabic, Hebrew and English and Machine Translation, JUDITH ROSENHOUSE, ARIEL MORDECHAL COHEN, Volume 5, Issue 1, 1990, Pages 9–18, <https://doi.org/10.1093/llc/5.1.9>.

E-LEARNING RESOURCES:

<https://doi.org/10.1093/nq/s11-IV.79.18f>

<https://doi.org/10.1093/fmls/38.4.476-a>

<https://doi.org/10.1086/ahr/98.2.487>

COURSE OUTCOME:

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

CO No.	CO Statement
CO1	Define translation as an academic discipline and display knowledge of research issues, recent approaches and current problems in translation methods.
CO2	Recognise the role of translation and interpreting in solving interlingual and intercultural communication problems.
CO3	Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts.
CO4	Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English.
CO5	Translate literary texts

MAPPING – COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME:

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

TEACHING METHODOLOGY:

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

QUESTION PAPER PATTERN

BLOOM'S CATEGORY	SECTION	WORD LIMIT	Marks	Total
K1, K2, K3, K4, K5	A – 5/8 x 8Marks	150	40	100
K1, K2, K3, K4, K5	B – 3/5 x 20 Marks	500	60	

End Semester Question Paper Pattern

Paper Code: 2P18/4E/TLS

Max. Marks: 100

Time : 3 hrs.

PART- A

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

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

PART- B

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

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

II. M. A. ENGLISH

SOFTSKILLS IV - INTERVIEW SKILLS

SEMESTER - IV

Employability
PR Skills
Interview Skills
Personality Analysis

Total Hours: 2

Paper Code: 2P/4S/ISK

Credits: 2

LTP 2 0 0

COURSE OBJECTIVES:

- Explain the power of features and benefits.
- Use mock situations to develop awareness on interviewing techniques to prepare for future interviews.
- Build self- confidence with a focus on self- presentation.

COURSE OUTLINE:

Unit I – THE POWER OF FEATURES AND BENEFITS (Chapter 1)

10 hrs

- Understanding the difference between features and benefits
- Translating features into benefits
- Combining features with benefits
- Talking about benefits

Unit II – ADDRESSING EACH INTERVIEWER'S NEEDS (Chapter 2)

10 hrs

1. Finding common ground with each interviewer
2. Developing different benefit statements for the same feature
3. Understanding multiple benefits of features
4. Adjusting benefits to suit the situation

Unit III – EFFECTIVE LISTENING AND SPEAKING (Chapter 3&4 Excerpts) 10 hrs

1. Being a good listener
2. Watching for non verbal communication
3. Asking questions with skill and finesse
4. Answering questions with outstanding benefits

Prescribed Text

Adler, Oscar. Sell Yourself in Any Interview, New Delhi: Tata McGraw-Hill Publishing Company.

E- LEARNING RESOURCES:

www.besjournals.onlinelibrary.wiley.com
www.careeroptionsmagazine.com
www.acquila.usm.edu

COURSE OUTCOME:

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

CO No.	CO Statement
CO1	Understand the purpose of interviews.
CO2	Be aware of the processes involved in different types of interviews.
CO3	Obtain important tips on preparing for the professional interview.
CO4	Articulate the importance of self presentation.

**II M.A. ENGLISH
SOFT SKILLS IV – INTERVIEW SKILLS
SEMESTER IV**

Paper Code: 2P18/4S/ISK

*Max. Marks: 50
Time : 2 hrs.*

**TEN out of FIFTEEN questions in about 200 words each. (10x5=50)
(From all the units – Not more than three from each unit)**

PROGRAMME PROFILE – M.PHIL
DEPARTMENT OF ENGLISH
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.

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

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	

M. Phil.

From 2018-19 onwards

M.PHIL ENGLISH LITERATURE
RESEARCH METHODOLOGY AND LITERARY THEORY

TOTAL HOURS: 4

CREDITS: 5

COURSE CODE: 2M18/RMLT

LTP: 4 0 0

COURSE OBJECTIVES:

- Develop a strong research acumen leading to higher order skills
- Evaluate the different texts to defend and interpret with theories
- Employ the theories to understanding of texts
- Demonstrate high level of proficiency in defending critical thinking clearly and logically
- Display strong language abilities to defend effectively through all modes of persuasion.

UNIT-I: RESEARCH WRITING AND OUTLINE OF RESEARCH 5 hrs

Selection of Topic- Conducting Research- Compiling of Working Bibliography. Thesis statement, Writing drafts- Structuring arguments, Mechanics of Writing.

UNIT-II: DOCUMENTATION

10 hrs

Plagiarism- Style manual in Social Sciences and Humanities- Recent research trends in Literature and Language Research.

UNIT-III: LITERARY THEORY

15hrs

(Refer recommended reading – Julia Rivkin and Michael Ryan)

Cleanth Brookes	The Language of Paradox
Roland Barthes	Mythologies:
Edward P.J. Corbel	Classic Rhetoric
Jean Baudrillard	Simulacra and Simulation

UNIT-IV: LITERARY THEORY

15hrs

Sigmund Freud	Group Psychology and the analysis of Ego
Julie Rivkin and Michael Ryan	Writing the Past (Intro to Historicism)
Pierre Macherey	For a theory of Literary Production
Lisa Lowe	Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences

UNIT-V: LITERARY THEORY

15hrs

Julie Rivkin and Michael Ryan	Contingencies of Gender (Intro to Gender Studies)
Sandra Gilbert and Susan Gubar	The Madwoman in the Attic
Homi K. Bhabha	Signs Taken for Wonders

Walter Benjamin
Jonathan Bate

The Work of Art in the Age of Mechanical Reproduction
From Red to Green

RECOMMENDED READING:

MLA Handbook for Writers of Research Papers Eighth Edition
<http://b-ok.xyz/book/2824210/9471a8>

Barnet Sylvan. A Short Guide to Writing about Literature. 9th Edition. New Delhi: Pearson, 2006

Abhijit Kundu and Pramod K Nayar The Humanities: Methodology and Perspectives

Julie Rivkin and Michael Ryan Literary theory: An Anthology

<http://b-ok.xyz/book/994693/f120e9>

From 'Red' to 'Green'

<https://books.google.co.in/books?id=UgGJ2A5h3qYC&pg=PA167&lpg=PA167&dq=from+red+to+green+by+jonathan+bate&source=bl&ots=A-FH8TNgzM&sig=Kd-9Dx1PUvuzOz10E1H27eEvlxO&hl=en&sa=X&ved=2ahUKEwiO296QitHaAhUWSY8KHepEDIcQ6AEwBXoECAUQAQ#v=onepage&q=from%20red%20to%20green%20by%20jonathan%20bate&f=false>

E- LEARNING RESOURCES:

The language of Paradox

<https://www.youtube.com/watch?v=8K7WveYprsg>

Simulacra and Simulation

<https://www.youtube.com/watch?v=HI9zO0cS-NU>

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total
K 1, K2	A-10/X2 marks	50	20	100
K3,K4	B-4/5x5 marks	300	20	
K 3, K4, K5	C-3/5x20 marks	800	60	

RESEARCH METHODOLOGY AND LITERARY THEORY

End semester question paper pattern

COURSE CODE: 2M18/RMLT

Max Marks: 100

Time: 3hrs

Section - A

I. Answer in about 50 words each.

(10×2=20)

Section – B

II. Answer any FOUR in about 300 words each:

(4×5=20)

Section – C

III. Answer any THREE in about 1200 words each:

(3×20=60)

INDIAN AND TWENTIETH CENTURY LITERATURE

TOTAL HOURS: 4

CREDITS: 5

COURSE CODE: 2M18/ILTL

LTP: 4 0 0

COURSE OBJECTIVES:

- Compare and contrast works of Literature from India and Twentieth Century literature.
- Develop knowledge of the socio-cultural ethos of the text prescribed.
- Employ critical thinking of the literary texts in relevance to the society.
- Exhibit Research practice with the prescribed texts.
- Enable proficiency in writing skills.

COURSE OUTLINE:

UNIT 1: INDIAN POETRY/ PROSE

12 hrs

Anandavardhana Tholkappiar	from Dhvanyaloka (page78-88)
	from Tholkappiam III Porul: chapter-6
	Meypattuiyal (Introduction- pages: 1-43)
Ramanujan A. K	Afterword "InteriorLandscapes"
Bharatamuni	On Natya and Rasa: Aesthetics of Dramatic
Experience	
Ramanujan A. K	Akam Sangam Poetry (Selective)
	Poems of Love and War(1985)
	What she Said Akananuru 318 (Kurunchi- page 14)
	What her Girl friend said Narrinai 311 (Neytal- Page48)
	What her Girl Friend said Kuruntokai 66 (Mullai- Page70)
	What she said Ainkurunuru 24(Marutam- Page 89)

UNIT-II: INDIAN DRAMA/ FICTION

12 hrs

Chandrashekhara Kambara	<i>Sirisampige</i>
Mahesh Dattani	<i>Dance like a Man</i>
Bama	<i>Karukku</i>
Perumal Murugan	<i>Pyre</i>
Cyrus Mistry	<i>Chronicle of a Corpse Bearer</i>

UNIT-III: TWENTIETH CENTURY POETRY

12 hrs

Robert Lowell	Children of Light
Emma Lazarus	The Exodus (August 3,1492)

Elizabeth Bishop
Margaret Atwood
Judith Wright
Derek Walcott
Rupi Kaur

12 O' Clock News
Women's Novels
Bora Ring
Ruins of a Great House
Milk and Honey (Selected Poems)
1. I want to apologize... all women/
2. You look like your mother/
3. Your mother is in the habit of offering more love /
4. When my mother says I deserve better

UNIT-IV: TWENTIETH CENTURY DRAMA

12 hrs

Luigi Pirandello
Bertolt Brecht
Quiara Alegria Hu des
Derek Walcott

Six Characters in Search of an Author
Life of Galileo
Water by Spoonful
Dream on Monkey Mountain

UNIT- V: TWENTIETH CENTURY FICTION

12 hrs

Michael Ondaatje
Chimamanda Ngozi Adichi
J. M. Coetzee
V. S. Naipaul
Elie Wiesel
Charles R. Johnson

In the Skin of a Lion
Americanah
Waiting for the Barbarians
A Way in the World
Night
Middle Passage

RECOMMENDED READING:

Indian Aesthetics: An Introduction Edited by V.S. Sethuraman

V.S. Sethuraman. *Comparative Criticism: An Anthology*

Ramanujan A. K. *Interior Landscapes*, Delhi: Oxford University Press
1967.

On Natya and Rasa: Aesthetics of Dramatic Experience tr. G. K. Bhatt

Indian Literary Criticism. Ed. G. N. Devy. Hyderabad: Orient Longman
Private Limited,2002. (Page 4-14)

JOURNALS:

SAGE
RESEARCH CHRONICLER

EARNING RESOURCES:

Milk and Honey

<http://b-ok.xyz/book/2821873/72402b>

Sixcharacters in search of an author

<http://b-ok.xyz/book/1049495/a0d1b8>

In the Skin of a Lion

<http://b-ok.xyz/book/1048070/d0a56bAmericanah>

[http:// b-ok.xyz/book/2814105/c71c85](http://b-ok.xyz/book/2814105/c71c85)

Waiting for the Barbarians

<http://b-ok.xyz/book/962237/e80822>

<http://b-ok.xyz/book/1224914/5b13a2>

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total
K1,K2,K3	A-5/8x8 marks	800	40	100
K 3, K4, K5	B-3/5x20 marks	1200	60	

**M. PHIL ENGLISH LITERATURE
INDIAN AND TWENTIETH CENTURY LITERATURE**

End semester question paper pattern

PAPER CODE: 2M18/ILTL

Max Marks: 100

Time: 3hrs

Section A

5X8=40

Questions from all the units. Answer any 5 out of 8 questions in about 800 words.

Section B

3X20=60

Questions from all the units. Answer any 3 out of 5 question in about 1200 words.

**M. PHIL ENGLISH
LITERATURE
INTERNAL
PAPER**

COURSE CODE: 2M18/INT

TOTAL HOURS: 4

Credits: 5

COURSE OBJECTIVES:

- To understand an area of interest and pursue research with specific outline.
- To select relevant theory and text to validate research point of view.
- To explore an area of research and substantiate with convincing arguments.
- To negotiate text and theory with substantial evidence and reference.
- To be able to demonstrate individual persuasive research skill in the thesis

**M. PHIL ENGLISH
LITERATURE
INTERNAL
PAPER**

COURSE CODE: 2M18/INT

SECTION- A

Answer any ONE of the following in about 1200 words (1X25= 25)

Two questions in concept and theory from the Area of Research chosen by the candidates.

Section- B

Answer TWO of the following in about 1200 words each (2X25= 50)

Three questions from the text and the titles related to the Area of Research chosen by the candidates.

Annotated Bibliography (25 Marks)