

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

**DEPARTMENT OF ENGLISH  
(SELF SUPPORTING)**

**B.A. ENGLISH AND COMMUNICATION SKILLS**

**SYLLABUS**



**CHOICE BASED CREDIT SYSTEM  
OUTCOME BASED EDUCATION  
(OFFERED FROM THE ACADEMIC YEAR 2018 - 19)**

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## REGULATIONS

### 1. Eligibility for Admission:

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

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

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

### 3. Course of Study:

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

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

#### 4. Passing Minimum:

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

#### 5. Classification of Successful Candidates:

(in Part I, II, III & IV)

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

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

#### 6. Question Paper Pattern:

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

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

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

#### 7. EVALUATION PATTERN

CA Test I                      2 hrs.                      10 marks

CA Test 2                      2 hrs                      10 marks

Quiz / Assignment / Field visit                      10 marks

Participatory Learning                      10 marks

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Total

40 marks

Rubrics for Continuous Assessment

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

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

Duration of examination is 3 hours and Maximum Marks is 100

100 marks to be converted to 60 marks.

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

### **Undergraduate Programme**

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

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

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

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

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

PEO5: Contribute to promoting environmental sustainability and social inclusivity

## **PROGRAMME OUTCOMES (POs)**

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

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

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

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

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

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

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

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

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

**PSO 1:** Engage in interpretation, analysis, appreciation, and critique of diverse literatures in English across the world in social, cultural, political and historical contexts.

**PSO 2:** Apply thematic, critical and theoretical approaches to the analysis of literary texts in various genres of writings in English.

**PSO 3:** Demonstrate an appreciation of the intrinsic values of life and environmental sensibility, through the study of representative literary texts from different periods and traditions.

**PSO 4:** Utilize their knowledge of communication techniques and technicalities for expressing their perspectives on contemporary issues.

**PSO 5:** Synthesize language aesthetics and mechanics with various communication strategies for competency in professional and social discourses.

**PSO 6:** Effectively and ethically utilize digital resources and technological skills in the fields of literature, language, communication, media and journalism.

**PSO 7:** Pursue lifelong learning leading to competencies, sensitivity, empathy and inclusiveness.



## B.A. ENGLISH AND COMMUNICATION SKILLS

### CHOICE BASED CREDIT SYSTEM (CBCS)

### OUTCOME BASED EDUCATION

From 2018-2019 Batch onwards

### PROGRAMME PROFILE

SEM	PART	COURSE CODE	TITLE OF THE PAPER	CREDITS	HOURS /WK	TOTAL HOURS	CA	SE	TOTAL
SEMESTER – I									
I	I		Language	3	6	90	40	60	100
I	II	EL18/1F/FEN	Foundation English I	3	4	60	40	60	100
I	III	CE18/1C/PY1	Poetry – I	4	5	75	40	60	100
I	III	CE18/1C/PR1	Prose – I	4	5	75	40	60	100
I	III	CE18/1A/TM1	Literary Trends and Movements – I	5	6	90	40	60	100
I	IV		Non-Major Elective	2	2	30		50	50
I	IV	UG18/1S/CLS	Communication and Life Skills-I	3	2	30	20	30	50
SEMESTER – II									
II	I		Language	3	6	90	40	60	100
II	II	EL18/2F/FEN	Foundation English II	3	4	60	40	60	100
II	III	CE18/2C/PY2	Poetry – II	4	5	75	40	60	100
II	III	CE18/2C/PR2	Prose – II	4	5	75	40	60	100
II	III	CE18/2A/TM2	Literary Trends and Movements – II	5	6	90	40	60	100
II	IV		Non-Major Elective	2	2	30		50	50
II	IV	UG18/2S/CLS	Communication and Life Skills-II	3	2	30	20	30	50
SEMESTER – III									
III	I		Language	3	6	90	40	60	100

III	II	EL18/3F/FEN	Foundation English III	3	4	60	40	60	100
III	III	CE18/3C/DR1	Drama – I	4	5	75	40	60	100
III	III	CE18/3C/FC1	Fiction – I	4	5	75	40	60	100
III	III	CE18/3A/WMY	Introduction to World Mythology	5	6	90	40	60	100
III	IV		Environmental Studies	2	2	30		50	50
III	IV	UG18/3S/CLS	Communication and Life Skills-III	3	2	30	20	30	50
<b>SEM</b>	<b>PART</b>	<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS /WK</b>	<b>TOTAL HOURS</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
			<b>SEMESTER – IV</b>						
IV	I		Language	3	6	90	40	60	100
IV	II	EL18/4F/FEN	Foundation English IV	3	4	60	40	60	100
IV	III	CE18/4C/DR2	Drama – II	4	5	75	40	60	100
IV	III	CE18/4C/FC2	Fiction – II	4	5	75	40	60	100
IV	III	CE18/4A/LTC	Introduction to Literary Criticism	5	6	90	40	60	100
IV	IV		Value Education	2	2	30		50	50
IV	IV	UG18/4S/CLS	Communication and Life Skills-IV	3	2	30	20	30	50
			<b>SEMESTER – V</b>						
V	III	CE18/5C/WLT	World Literature	4	6	90	40	60	100
V	III	CE18/5C/LAC	Literature and Culture	4	6	90	40	60	100
V	III	CE18/5C/LL1	Language and Linguistics I	4	6	90	40	60	100
V	III	CE18/5C/ACN	Advanced Communication	4	6	90	40	60	100
V	III	CE18/5E/SWI	Subaltern Writings of India	5	6	90	40	60	100
			<b>SEMESTER – VI</b>						
VI	III	CE18/6C/SHK	Shakespeare	4	6	90	40	60	100
VI	III	CE18/6C/WOW	Women’s Writing	4	6	90	40	60	100
VI	III	CE18/6C/LL2	Language and Linguistics II	4	6	90	40	60	100
VI	III	CE18/6E/ FJM	Fundamentals of Journalism	5	6	90	40	60	100
VI	III	CE18/6E/LEN	Literature and Environment	5	6	90	40	60	100
	V		<b>EXTENSION ACTIVITY</b>						
			<b>NCC/ NSS/RRC/ROTARACT/CSS</b>	1					
			<b>TOTAL NO. OF CREDITS</b>	140					

## SELF STUDY PAPER FOR ADVANCED LEARNERS

SEM	PART	YEAR	PAPER CODE	TITLE OF THE PAPER	CREDITS	SE	TOTAL
V		III		TRANSLATION STUDIES		100	100

## EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT

INTERNAL VALUATION BY COURSE TEACHER/S

### PART I, II AND III-THEORY PAPERS

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

### PART IV - SOFT SKILLS

COMPONENT	TIME	MAX.MARKS
Activity	1 hour	20

## CA QUESTION PAPER PATTERN-UG

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

## RUBRICS FOR CONTINUOUS ASSESSMENT

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

## **END SEMESTER EVALUATION PATTERN**

### **THEORY PAPERS**

#### **PART II/III**

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

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

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

**PASSING MARK: 40**

#### **PART IV**

**SEMSTER I/II/III/IV**

**SINGLE VALUATION**

**ORAL TEST/WRITTEN TEST**

**MAXIMUM MARKS: 50**

**PASSING MARK: 20**











## SEMESTER V COURSE PROFILE

### III B.A ENGLISH AND COMMUNICATION SKILLS

#### COURSE PROFILE

Course code	Course Title	Credits	Hours / Wk	Total Hours				Marks		
					L	T	P	CA	SE	Total
	SEMESTER – V									
CE18/5C/WLT	World Literature	4	6	90	3	3	0	40	60	100
CE18/5C/LAC	Literature and Culture	4	6	90	3	3	0	40	60	100
CE18/5C/LL1	Language and Linguistics I	4	6	90	3	3	0	40	60	100
CE18/5C/ACN	Advanced Communication	4	6	90	3	1	2	40	60	100
CE18/5E/SWI	Subaltern Writings of India	5	6	90	4	2	0	40	60	100
	Total	21	30	450						
	Total Credits	21								

#### SELF STUDY PAPER FOR ADVANCED LEARNERS

SEM	PART	YEAR	PAPER CODE	TITLE OF THE PAPER	CREDITS	SE	TOTAL
V		III		TRANSLATION STUDIES		100	100



**I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I**  
**CORE-POETRY – I**

**TOTAL HOURS: 75**

**COURSE CODE: CE18/1C/PY1**

**CREDITS: 4**

**L-T-P: 3 1 1**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Familiarize students with various forms, devices and techniques of British Poetry.
2. Introduce students to various subjects and themes employed by British Poets.
3. Impart knowledge on various Literary Trends and Movements in British literature through Poetry.
4. Expose students to the changing socio-political scenario of England from 14<sup>th</sup> century to 20<sup>th</sup> century.

**COURSE OUTLINE:**

**UNIT – I**

**10 Hours**

Poetic Forms

Epic, Sonnet, Lyric, Ballad, Elegy, Ode and Dramatic Monologue

**UNIT – II**

**15 Hours**

Geoffrey Chaucer	Nun-Prioress (Prologue to the Canterbury Tales Lines 118-162)
John Milton	Paradise Lost – Book I (Lines 1-26)
John Donne	The Canonization

### UNIT – III

**20 Hours**

Thomas Gray	Elegy Written in a Country Churchyard
William Blake	The Lamb, The Tyger
William Wordsworth	The World is Too Much with Us
Samuel Taylor Coleridge	Kubla Khan
Percy Bysshe Shelley	Ode to the West Wind
Dante Gabriel Rossetti	The Blessed Damozel

### UNIT – IV

**20 Hours**

Alfred Lord Tennyson	Ulysses
Robert Browning	My Last Duchess
Mathew Arnold	Dover Beach
Gerard Manley Hopkins	God's Grandeur
William Butler Yeats	Easter 1916
Thomas Stearns Eliot	Journey of the Magi

### UNIT – V

**10 Hours**

Ted Hughes	Hawk Roosting
W.H.Auden	The Unknown Citizen
Seamus Heaney	Digging

### RECOMMENDED TEXTBOOKS:

1. John Milton *Paradise Lost Book I*
2. Geoffrey Chaucer *The Prologue to the Canterbury Tales*
3. William Blake *Songs of Innocence and Experience*

### REFERENCE BOOKS:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Macmillan India Ltd. 2006. Print.
2. Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan. 2017. Print.

3. Ramachandran, C.N. *Selections From Five Centuries of Poetry*. Eds. Radha Achar. Macmillan India Ltd. 1998. Print.
4. Warren, Robert Penn. *Six Centuries of Great Poetry*. Eds. Albert Erskine. U.S.A: Dell Publishing, 1955. Print.
5. Albert, Edward. *History of English Literature*. India: Oxford University Press, 1979. Print.

#### JOURNALS:

1. Venugopala, B.N. "Post War Disillusionment and English Poetry". *International Journal of Language and Linguistics*, [ijllnet.com>journals>2.pdf](http://ijllnet.com/journals/2.pdf).
2. Serster, Sena "An Ecocritical Analysis on Matthew Arnolds Dover Beach". *Victorian Poetry Research Papers*, [www.academia.edu>documents](http://www.academia.edu/documents)

#### E-LEARNING RESOURCES:

1. Lumiansky, I.R. "Geoffrey Chaucer". Cloud Tiger Media, 9 July 2019, [https://www.britannica.com>geoffr](https://www.britannica.com/geoffr)
2. Naif, Jamal. "A Critical Analysis of Milton's Poetic Style as Revealed in his Epic Poem Paradise Lost: Books I and II". *Journal of English Language and Literature*. 13 September 2016, [https://www.ssrn.com.>...a](https://www.ssrn.com/>...a)
3. Ricks, Christopher. "Milton's Grand Style". Oxford University Press. [https://www.oxfordscholarship.com>...](https://www.oxfordscholarship.com/>...)
4. Dubinsky, Tina. "English Poets of the Romantic Movement". [https://owlcation.com>...>literature](https://owlcation.com/>...>literature)
5. Maurya, Manoj K. "The Characteristics of Pre- Raphaelite Poetry". [https://www.academia.edu>...>the](https://www.academia.edu/>...>the)

#### COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Apply their gained knowledge on various devices and techniques of poetry in writing
CO 2	Thematically analyse, interpret and appreciate human life and experience in British Poetry.
CO 3	Identify human relationship with nature through select poems of Romantic Poets in English.
CO 4	Critically analyse the influence of society, religion, politics and culture on Art and Literature.

#### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

<b>CO3</b>	2	1	3	1	1	1	3
<b>CO4</b>	2	3	1	1	1	2	3
<b>AVERAGE</b>	2	2	2	1.5	1.25	1.75	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY  
CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	<b>From all Units</b>
<b>K1. K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		<b>From all Units</b>
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		<b>From Units II to V</b>



**I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I**  
**CORE-POETRY – I**  
**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/1C/PY1**

**MAX. MARKS: 100**

**TIME: 3 HRS**

SECTION - A

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

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

**I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I**

**CORE- PROSE - I**

**TOTAL HOURS: 75**

**PAPER CODE: CE18/1C/PR1**

**CREDITS: 4**

**L T P: 4 1 0**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Introduce a genre that delves into a variety of literary writings, forms and techniques of Prose.
2. Encourage the student to read, comprehend and appreciate prose texts.
3. Develop an aptitude in literary study, including comprehension of the narrative fundamentals and effective use of language and rhetoric.
4. Provide a practical and creative grasp of the English language through the reading of prose texts.

**COURSE OUTLINE:**

## **UNIT I**

**15 Hours**

Origin and Growth of the genre

Aphoristic Essays

Personal Essays

Pamphlets

Periodical Essays

Journal and diary writing

## **UNIT II**

**15 Hours**

Francis Bacon

Of Friendship

Addison and Steele

“The Spectator’s Account of Himself”(Coverley Papers: Chp 1)

Charles Lamb

“New Year’s Eve” (Essays of Elia)

## **UNIT III**

**15 Hours**

William Hazlitt

On Going on a Journey

R. L. Stevenson

Talk and Talkers

G K Chesterton

The Worship of the Wealthy

## **UNIT IV**

**15 Hours**

E. M. Forster

Tolerance

Virginia Woolf

Professions for Women

C. E. M. Joad

The Civilization of To-day

## **UNIT V**

**15 Hours**

### **Speeches**

Queen Elizabeth I

‘To be a King’ (30 November 1601; House of Commons)

Winston Churchill

This was their finest hour’ (June 18, 1940; House of Commons)

### **Letters**

Earl of Chesterfield

Letters to his Son dated 9 October, 1746. (Letter 1)

Aldous Huxley

Letter from Huxley to George Orwell  
dated 21 October, 1949.

## RECOMMENDED TEXTBOOKS:

1. Tom Clark (ed.) *Great Speeches of the 20<sup>th</sup> century*
2. Brian MacArthur (ed.) *The Penguin Book of Historic Speeches*
3. W.E. Williams *A Book of English Essays*

## REFERENCE BOOKS:

1. Ifor Evans. *A Short History of English Literature*, India: Penguin Books Ltd, 1940. Print.
2. Edt. Sue Roe and Susan Sellers. *The Cambridge Companion to Virginia Woolf*, USA: The Cambridge University Press, 2000. Print.
3. [James A. Houck](#). *William Hazlitt: a Reference Guide*, United States: G.K.Hall. 1977. Print.
4. Ed. Jessica Berman. *A Companion to Virginia Woolf*. New Delhi: Wiley Blackwell. 2016. Print.

## JOURNALS:

1. [C. E. M. Joad](#), *Philosophy for Our Times*. Read Books, 2007, United Kingdom. Print
2. Ed. Jane deGay, Tom Breckin, Anne Reus, *Virginia Woolf and Heritage*. Clemson University Press. 2017. United Kingdom. Print.

## E LEARNING RESOURCES:

1. [https://litprose.fandom.com/wiki/Francis\\_Bacon](https://litprose.fandom.com/wiki/Francis_Bacon)
2. <https://www.questia.com/library/literature/literary-theory/literary-theorists-and-critics/e-m-forster>
3. <https://www.questia.com/library/journal/1G1-329732457/william-hazlitt-charles-lamb-and-the-london-magazine>
4. <https://www.jstor.org/stable/3830876>

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
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CO 1	Demonstrate the aptitude to read, understand, analyze, interpret, and deduce from the prose texts that are at the core of diverse traditions of English language and literature.
CO 2	Formulate and compose prose, with necessary competencies gained, that is effective for its audience and context, mature in its voice and cogency; accurate for its purpose and person.
CO 3	Utilize the knowledge gained in the writing process with emphasis on reading, inquiry and revision.
CO 4	Compare and contrast different forms, genres and authors' methodology from various parts 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
CO1	3	2	1	1	1	1	1
CO2	1	1	1	3	2	2	2
CO3	1	1	1	3	2	2	1
CO4	2	3	1	1	2	2	2
<b>AVERAGE</b>	1.75	1.75	1	2	1.75	1.75	1.5

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

#### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)  
 Video  
 Group Discussion  
 Role Modelling  
 Quiz  
 Seminar

#### QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	From all Units
K1, K 2	B – 5x6 marks	150	30		From all Units
K2, K 3	C – 3x20 marks	500	60		from Units <u>II to V</u>

**I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER I**

**CORE - PROSE-I**

**QUESTION PAPER TEMPLATE**

**Paper Code: CE18/1C/PR1**

**Marks: 100**

**Time: 3Hours**

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 – Questions from Units II to V

**I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I**

**ALLIED - LITERARY TRENDS AND MOVEMENTS- I**

**TOTAL HOURS: 90**

**COURSE CODE: CE18/1A/TM1**

**CREDITS: 5**

**L-T-P: 5 1 0**

**COURSE OBJECTIVES:**

**This course aims to:**

1. Impart knowledge about various historical and social events in English Literature along with the literary trends in vogue.
2. Familiarize the students with various Schools of thought, Literary Trends and Movements that contributed to the development of British Literature from Chaucer to Modern age.
3. Introduce the students to the exponents of each literary era.
4. Show the interrelation between political, artistic, philosophical and literary movements in British Literature

## **COURSE OUTLINE**

### **UNIT I**

**15 Hours**

Geoffrey Chaucer

Origin of Drama – Mystery and Miracle plays, Morality plays and Interludes

### **UNIT II**

**20 Hours**

Elizabethan Theatre  
University Wits

William Shakespeare

### **UNIT III**

**20 Hours**

John Milton and the Puritanical Spirit

Metaphysical poetry

John Donne

The influence of French Revolution

Romanticism

Wordsworth, Coleridge, Shelley, Keats and Byron

### **UNIT IV**

**20 Hours**

Growth of Novel and Periodicals

Jane Austen, Walter Scott

Addison & Steele, Charles Lamb

Pre-Raphaelites

Dante Gabriel Rossetti

Art for Art's Sake

Oscar Wilde

Victorian Era

Browning, Tennyson,



Problem Plays Hopkins, Dickens, Thackeray, Hardy.  
G B Shaw

## UNIT V

15 Hours

Modern period

War Poetry

W.H.Auden

Stream of Consciousness

Virginia Woolf

Theatre of the Absurd

Samuel Beckett

## RECOMMENDED TEXTBOOKS:

1. William Henry Hudson *An Outline History of English Literature*
2. Edward Albert *History of English Literature*

## REFERENCE BOOKS

1. Nayar, Pramod K. *A Short History of English Literature*. Cambridge University Press, New Delhi, 2015.
2. Ashok , Padmaja . *Social History of England* . Orient Blackswan Private Ltd, Chennai, 2011.
3. Rickett - Arthur Compton. *A History of English Literature*. Creative Media Partners, 2018.
4. Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave Macmillan, United States, 2013.
5. Sanders Andrew. *The Oxford History of English Literature*. Oxford University Press, United Kingdom, 2000.

## JOURNALS:

1. Dreher, Diane Elizabeth. "Milton's Warning to Puritans in *Paradise Lost*: Another Look at the Separation Scene." *Christianity and Literature* Vol. 41, No.1, 1991  
<https://doi.org/10.1177/014833319104100103>
2. Landa García, Angel José. " Criticism after Romanticism: 2. Art for Art's Sake. 3. Impressionism and Subjectivism". *SSRN Electronic Journal*. 10.2139/ssrn.2801069
3. [https://www.researchgate.net/publication/317998543\\_Criticism\\_after\\_Romanticism\\_2\\_Art\\_for\\_Art's\\_Sake\\_3\\_Impressionism\\_and\\_Subjectivism](https://www.researchgate.net/publication/317998543_Criticism_after_Romanticism_2_Art_for_Art's_Sake_3_Impressionism_and_Subjectivism)

## ELEARNING RESOURCES:

1. Endang Sartika , "*The Origin And Development Of English Drama*"  
<https://endangsartika17.wordpress.com/2016/03/05/the-origin-and-development-of-english-drama/>
2. Hanson, Marilee. "Elizabethan Theatre"  
<https://englishhistory.net/shakespeare/elizabethan-theatre/>
3. <https://www.bdtips.com/influence-university-wits-english-literature/>

4. <https://thedramateacher.com/theatre-of-the-absurd-conventions/>
5. <https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/>

## COURSE OUTCOMES:

After the successful completion of the course the students will be able to:

CO Number	CO STATEMENT
CO 1	Explain the basic tenets, concepts and ideologies in British Literature.
CO 2	Evaluate and appreciate literary texts in the context of their historical milieu.
CO 3	Critically analyse author's viewpoints which considerably depend on social and political changes.
CO 4	Use the knowledge gained to efficiently answer questions based on British Literature in competitive exams.

### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO 7
CO1	1	1	2	1	1	1	2
CO2	2	1	3	1	1	1	2
CO3	2	3	3	2	1	2	2
CO4	2	2	2	2	1	1	2
AVERAGE	1.75	1.75	2.5	1.5	1	1.25	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY  
CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

## QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructionsif any
K 1	A – 5x2 marks	50	10	100	

<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		

**I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER I**  
**ALLIED - LITERARY TRENDS AND MOVEMENTS- I**  
**QUESTION PAPER TEMPLATE**

**Paper Code: CE18/1A/TM1**

**Max Marks: 100**

**Time: 3hrs**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

**I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II**

**CORE - POETRY – II**

**TOTAL HOURS: 75**  
**CODE: CE18/ 2C/PY2**

**PAPER**

**CREDITS: 4**  
**1**

**L T P: 3 1**

## **COURSE OBJECTIVES:**

**This course aims to:**

1. Familiarise students to various poets of different countries across the world.
2. Introduce students to different genres and literary techniques in world poetry.
3. Impact knowledge in various literary trends and movements of various nations
4. Expose students to the changing scenario both socially and politically in different countries

## **COURSE OUTLINE**

### **UNIT I: Poetic Devices**

**15 Hours**

Figures of Speech

Simile, Metaphor, Personification, Apostrophe, Hyperbole, Euphemism,  
Transferred Epithet, Irony, Pun, Onomatopoeia, Alliteration, Repetition, Refrain

Imagery

Symbol

### **UNIT II**

**15 Hours**

Emerson	Brahma
Edgar Allan Poe	The Raven
Walt Whitman	Oh Captain! My Captain!
Robert Frost	Birches
Emily Dickinson	She Rose to His Requirements
Maya Angelou	Phenomenal Woman
Langston Hughes	Give Us Our Peace

### **UNIT III**

**15 Hours**

Rabindranath Tagore	Gitanjali (35, 36)
Nissim Ezekiel	Poet, Lover, Birdwatcher
Toru Dutt	The Lotus
Sarojini Naidu	Gift of India
S.Usha	To Mother (Translated from Kannada by A.K.Ramanujan)

**UNIT IV**  
**Hours**

**15**



## COURSE OUTCOMES:

After the successful completion of the course the students will be able to

CO NUMBER	CO STATEMENT
CO1	Identify the genres of poetry
CO2	Discuss poetry with reference to the social and political background in different countries.
CO3	Critically analyse, appreciate and interpret the diverse poetry in English written by native English speakers and non native English speakers of English.
CO4	Develop an interest and ability to write poetry.

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

Video

Group Discussion

Quiz

Seminar

## QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	
K1. K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		from Units <u>II</u> to <u>V</u>

**I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II**

**CORE - POETRY – II**

**QUESTION PAPER TEMPLATE**

**Paper Code: CE18/ 2C/PY2**

**Marks: 100**

**Time: 3 Hours**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 – 19 – Questions from units II to V



**I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II**  
**CORE – PROSE-II**

**TOTAL HOURS: 75**  
**CE18/2C/PR2 CREDITS: 4**  
**L T P: 4 1 0**

**COURSE CODE:**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Introduce a genre that delves into a variety of writing forms and techniques of prose.
2. Engage the student to comprehend, interpret and appreciate prose texts.
3. Familiarise the students with the narrative fundamentals and effective use of language and rhetoric with a focus on aptitude in literary study.
4. Provide a practical and creative grasp of the English language through the reading of prose texts.

**COURSE OUTLINE:**

**UNIT I**

**15 Hours**

Critical essays  
Travel writing  
Biography  
Autobiography

**UNIT II**

**15 Hours**

M.K. Gandhi	Voluntary Poverty
Sri Aurobindo	The Strength of Stillness
Shashi Tharoor	“Bookless in Baghdad” (Chapter 1)

**UNIT III**

**15 Hours**

Ralph Waldo Emerson	Self- Reliance (extract “ Truly it demands...principles”)
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Booker T. Washington	Up from the Slavery – Chapter 14 : “The Atlanta Expedition Address”.
James Thurber	University Days

#### UNIT IV

**15 Hours**

Sally Morgan	A Black Grandmother
Che Guevera	The Motorcycle Diaries (pgs. 50 – 57)

#### UNIT V

**15 Hours**

##### Speeches

Martin Luther King	I have a dream (28 August, 1963)
Indira Gandhi	True Liberation of Women (26 March, 1980)

##### Letters

Jawaharlal Nehru	Letter from Nehru to Indira Gandhi, dated 9 August, 1933. (From Letters from a Father to a daughter)
Nelson Mandela	Letter from Nelson Mandela to Mrs. Manorama Bhalla, (Secretary to the Indian Council for Culture Relations, New Delhi, dated 3 August, 1980)

#### RECOMMENDED TEXTBOOKS:

1. Tom Clark (ed.) *Great Speeches of the 20<sup>th</sup> century*
2. Brian MacArthur (ed.) *The Penguin Book of Historic Speeches*
3. John Thieme (ed.) *The Arnold Anthology of Post – Colonial Literatures in English*
4. Samuelson Fisher (ed.) *American Literature of the Nineteenth Century: An Anthology*

#### REFERENCE BOOKS:

1. Anderson, Linda. *Autobiography*. Routledge, 2001.
2. Hulme, Peter, and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. Cambridge University Press, 2002.

#### JOURNALS

1. *The Black Scholar* - <https://www.theblackscholar.org/>
2. *Indian Literature* – Sahitya Akademi

## E- LEARNING RESOURCES:

1. Borgstrom, Bengt-Erik. "Power Structure and Political Speech." *Man*, vol. 17, no. 2, 1982, pp. 313–327. *JSTOR*, [www.jstor.org/stable/2801816](http://www.jstor.org/stable/2801816).
2. Washington, Durthy A. "'I HAVE A DREAM': A RHETORICAL ANALYSIS." *TheBlack Scholar*, vol. 23, no. 2, 1993, pp. 16–19. *JSTOR*, [www.jstor.org/stable/41068415](http://www.jstor.org/stable/41068415).
3. Sheridan, Susan. "Different Lives: Two Aboriginal Women's Stories." *Antipodes*, vol. 3, no. 1, 1989, pp. 20–23. *JSTOR*, [www.jstor.org/stable/41956019](http://www.jstor.org/stable/41956019).
4. LAL, VINAY. "Nehru as a Writer." *Indian Literature*, vol. 33, no. 1 (135), 1990, pp. 20–46. *JSTOR*, [www.jstor.org/stable/23339133](http://www.jstor.org/stable/23339133).
5. Weiser, Frans. "Writing 'Che' Writing: Apocryphal Diaries and the Deconstruction of Guevara's Myth." *Hispania*, vol. 96, no. 4, 2013, pp. 700–711. *JSTOR*, [www.jstor.org/stable/23608520](http://www.jstor.org/stable/23608520).

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Utilize the aptitude to read, understand, analyze, interpret, and deduce from the prose texts that are at the core of diverse traditions of English language and literature.
CO 2	Outline the evidence from literary texts to support, evaluate and reflect from the Genesis to contemporary prose
CO 3	Demonstrate an ability to use terms, types and theories of critical or rigorous reading.
CO 4	Utilize the knowledge gained in the writing process with emphasis on reading, inquiry and revision

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	1	1	1	1	1
CO2	3	2	1	1	1	1	1
CO3	2	3	1	1	1	1	1
CO4	1	1	1	3	2	2	1
AVERAGE	2.25	2	1	1.5	1.25	1.25	1

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)  
Group Discussion  
Quiz

Seminar

### QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	
<b>K1. K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		<b>from Units <u>II</u> to <u>V</u></b>

**I B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER II**

**CORE - PROSE-II**

**QUESTION PAPER TEMPLATE**

**Paper Code: CE18/1C/PR2**

**Marks: 100**

**Time: 3Hours**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 – 19 – Questions from units II to V

**SEMESTER II**  
**ALLIED - LITERARY TRENDS AND MOVEMENTS- II**

**TOTAL HOURS: 90**  
**CODE:CE18/2A/TM2**

**COURSE**

**CREDITS:5**

**L-T-P: 5 1 0**

**COURSE OBJECTIVES:**

**This course aims to:**

1. Give insights into the evolution of American literature through the ages with a focus on the literary works of the representative writers of each era.
2. Show the nexus between literature and society and their mutual impact.
3. Introduce the different schools of thoughts that shaped American literature.
4. Familiarize students with the multiculturalistic nature of American literature.

**COURSE OUTLINE:**

**UNIT – I**

**20 Hours**

Transcendentalism  
Gothic Literature  
Dark Romanticism

Ralph Waldo Emerson, Henry David Thoreau  
Edgar Allan Poe  
Nathaniel Hawthorne, Herman Melville

**UNIT – II**

**20 Hours**

Realism

Mark Twain, Henry James

Naturalism Theodore Dreiser  
Impressionism Stephen Crane

### UNIT – III

**15 Hours**

Expressionism Eugene O’Neill, Tennessee Williams.  
Harlem Renaissance  
and Negritude Langston Hughes, Countee Cullen

### UNIT – IV

**20 Hours**

The Lost Generation Ernest Hemingway, F. Scott Fitzgerald  
Existentialism Ralph Ellison, Richard Wright  
Avant Garde Movement e.e.cummings

### UNIT – V

**15 Hours**

Confessional Poetry Sylvia Plath  
Feminism Toni Morrison, Maya Angelou

### REFERENCE BOOKS:

1. David, Galens.. *Literary Movements for Students*. Gale Publishers, Michigan, 2003.
2. Sen , Krishna and Ashok Sengupta. *A Short History of American Literature*. Orient Blackswan Publishers, 2018.
3. Patil , Malikarjun. *Studies in American Literature*. Atlantic Publishers, 2018.
4. Dutta, Nandana and Pramod K Nayar. *American Literature (Literary Context)*, New Delhi, 2016.
5. Walker, Marshall. *The Literature of The United States of America*. Macmillan, 1983.

### JOURNALS:

1. [Shumway R, David](#) “[Realism Elsewhere.](#)” *American Literary History*, vol. 27, no. 1, pp. 141–147.
2. Jonathan, [Ebel](#) and Murison S. [Justine.](#) “[American Literatures/American Religions.](#)” *American Literary History*, vol. 26, no. 1, pp. 1–5.

## E-LEARNING RESOURCES:

1. The Literature Network. *Literary Periods, Movements and History*, <https://www.online-literature.com/periods/>. Accessed 22 August 2019.
2. Skyminds. *19<sup>th</sup> Century Literary Movements: Realism and Naturalism*, 9 June 2018. <https://www.skyminds.net/19th-century-realism-naturalism/>
3. The Literature Network. *Modernism*, <http://www.online-literature.com/periods/modernism.php>. Accessed 22 August 2019.
4. Rampton, Martha. *Four Waves of Feminism*, Pacific University. <https://www.pacificu.edu/about/media/four-waves-feminism>. Accessed 22 August 2019.
5. Wintz D. Cary. *The Harlem Renaissance: What Was It?, and Why Does It Matter?*. Humanities Texas, February 2015. Accessed 22 August 2019.

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Critique American literary texts against their social and political background
CO 2	Interpret literary texts from cross-cultural perspectives
CO 3	Identify the major literary, philosophical, artistic and feminist movements that influenced American literature
CO 4	Evaluate the socio-cultural and the historical context of a given text in American literature

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	2	1	1	1	3	3
CO2	2	2	1	2	1	2	3
CO3	3	3	1	1	1	2	3
CO4	3	2	1	2	2	2	3
AVERAGE	2.5	2.25	1	1.5	1.25	2.25	3

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

## METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)



E Content,  
Videos  
Group Discussion  
Quiz  
Seminar

### QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	Students to be tested only in the concepts and the writers (not any of their specific literary work) prescribed in the syllabus
K1, K 2	B – 5x6 marks	150	30		
K2, K 3	C – 3x20 marks	500	60		

## I B.A ENGLISH AND COMMUNICATION SKILLS – SEMESTER II

### ALLIED - LITERARY TRENDS AND MOVEMENTS –II

#### QUESTION PAPER TEMPLATE

**PAPER CODE: CE18/2A/TM2**

**MAX. MARKS: 100**

**TIME: 3 Hrs**

Note: Students to be tested only in the concepts and the writers (not any of their specific literary work) prescribed in the syllabus, as it is only an introductory paper.

#### SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

### SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

### SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

## **II B.A ENGLISH AND COMMUNICATION SKILLS– SEMESTER III**

### **CORE - DRAMA I**

**TOTAL HOURS: 75**

**COURSE**

**CODE:CE18/ 3C/DR1**

**CREDITS: 4**

**L-T-P: 3**

**1 1**

### **COURSE OBJECTIVES:**

**This Course aims to:**

1. Introduce the trends in British Drama
2. View British Literature in its cultural and political contexts
3. Interpret the plays from historical and social perspectives
4. Use drama to explore practical, social and moral issues and to acquire thinking skills to make critical and rational judgments

## **COURSE OUTLINE:**

### **UNIT I**

**15 Hours**

Introduction to Drama  
Tragedy and its types  
Comedy and its types  
Tragi-comedy  
Poetic drama  
Problem plays  
Absurd theatre

### **UNIT II**

**15 Hours**

Christopher Marlowe                      *Dr. Faustus*

### **UNIT III**

**15 Hours**

Richard Sheridan                              *The School for Scandal*

### **UNIT IV**

**15 Hours**

Oscar Wilde                                      *The Importance of being Earnest*

### **UNIT V**

**15 Hours**

George Bernard Shaw                      *Pygmalion*  
T.S. Eliot    *Murder in the Cathedral*  
Agatha Christie                                      *The Mousetrap*

## **RECOMMENDED TEXTBOOKS**

1. Sheridan, Richard                              *The School for Scandal*
2. Shaw, Bernard                                      *Pygmalion*
3. Marlowe, Christopher                              *Doctor Faustus*

## **REFERENCE BOOKS**

1. Abrams, M.H., (1993). *A Glossary of Literary Terms* (6<sup>th</sup>ed.). Orlando: Holt, Rinehart and Winston, Inc.
2. Chiot, Daniel. (1977). *Social Change in the Twentieth Century* (Under the General Editorship of Robert K. Merton). New York: Harcourt Brace Jovanovich. Inc.
3. Corder Michael (ed.) (1998). *Sheridan: The School for Scandal and Other Plays* Oxford: Oxford University Press.

4. Engels, Frederick. (1979). *The Condition of the Working Class in England* (intro. By Eric Hobsbawn). London: Granada Publishing Ltd.
5. Galen, David and Lynn Spampinato, ed. (1998). *Drama for Students*. 13 vols. Detroit: Gale 2007.

### JOURNALS:

1. Crompton, Louis. (1988). 'Improving Pygmalion', in Harold Bloom (ed.), *George Bernard Shaw's Pygmalion*. New York: Chelsea House Publishers. pp. 45-55.
2. Stevie Simkin, *Marlowe: A Preface to Marlowe* (Harlow: Longman, 2000) pp. 78-79

### E-LEARNING RESOURCES:

1. [https://www.paperstarter.com/being\\_earnest.htm](https://www.paperstarter.com/being_earnest.htm)
2. <https://the-artifice.com/death-note-dr-faustus-transgression-religion-influences/>
3. [https://www.academia.edu/23195511/Murder\\_in\\_the\\_Cathedral](https://www.academia.edu/23195511/Murder_in_the_Cathedral)
4. <<http://www.quotes-of-wisdom.eu/en/authors/detail/author-3155>>
5. <<http://www.victorianweb.org/decadence/grosve-nor.html>>

### COURSE OUTCOMES:

**After the successful completion of the course, the student will be able to**

CO Number	CO STATEMENT
CO 1	Identify the types and elements of Drama
CO 2	Discuss the significance of human, moral, ethical and aesthetic values
CO 3	Analyse a play from a critical perspective, including dramatic structure, character analysis and language investigation
CO 4	Raise significant questions, reach well-reasoned conclusions, weigh alternative systems of thought and enhance their creative expression

### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content  
Video  
Problem Solving  
Group Discussion  
Role Modelling  
Quiz  
Seminar  
Peer Learning

### QUESTION PAPER PATTERN

<b>SECTION</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions, if any</b>
<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	<b>From all the units</b>
<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		<b>From Units II TO V</b>
<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		<b>From Units II TO V</b>

**II B.A ENGLISH LITERATURE AND COMMUNICATION  
SEMESTER III**

**CORE - DRAMA – I**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/3C/DR1  
MARKS: 100**

**MAX.**

**TIME: 3 HRS**

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

**SECTION - B**

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from Units II to V

**SECTION - C**

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

**II B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER III**

**CORE - FICTION I**

**TOTAL HOURS : 75**

**COURSE CODE:**

**CE18/3C/FC1 CREDITS: 4**

**L T**

**P: 3 2 0**

**COURSE OBJECTIVES**

**This course aims to:**

1. Acquaint students with the elements of fiction and short story.
2. Introduce the students to the representative texts from Renaissance to the present.
3. Expose the rich, literary tradition of English fiction.
4. Highlight the aesthetic value of the literary texts.

**COURSE OUTLINE**

**UNIT – I**

**10 Hours**

Definition and characteristics of Novel and Short Story.

Historical Novel

Social Novel

Detective Fiction

**UNIT – II**

**10 Hours**

Jane Austen

*Pride and Prejudice*

**UNIT – III**

**20 Hours**

Charles Dickens

*A Tale of Two Cities*

Thomas Hardy

*The Mayor of Casterbridge*

**UNIT – IV**

**20 Hours**





2. Cope, James R. "Charles Dickens's A Tale Of Two Cities."  
<https://www.penguin.com/static/pdf/teachersguides/taletwocities.pdf>
3. Oatley, Keith. "Imagination, Inference, Intimacy: The Psychology of Pride and Prejudice." *Review of General Psychology*.  
[https://www.researchgate.net/publication/303379491\\_Imagination\\_Inference\\_Intimacy\\_The\\_Psychology\\_of\\_Pride\\_and\\_Prejudice](https://www.researchgate.net/publication/303379491_Imagination_Inference_Intimacy_The_Psychology_of_Pride_and_Prejudice)
4. <http://www.victorianweb.org/authors/hardy/tassone1.html>
5. <https://www.arthurconandoyle.com/sherlockholmes.html>

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Interpret literary texts from a historical and social perspective.
CO 2	Assess literary texts with critical and analytical proficiency.
CO 3	Skilfully use appropriate vocabulary acquired from reading.
CO 4	Utilise their creative faculties through an understanding of diverse human experience portrayed in Literature.

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO7
CO1	3	3	2	1	1	1	1
CO2	3	3	3	1	2	2	2
CO3	1	2	2	2	2	1	2
CO4	1	2	2	1	1	2	3
AVERAGE	2	2.5	2.25	1.25	1.5	1.5	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Group Discussion

Quiz

Seminar

Peer Learning

## QUESTION PAPER PATTERN

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

## II B.A ENGLISH AND COMMUNICATION SKILLS

### SEMESTER III

#### CORE - FICTION – I

#### QUESTION PAPER TEMPLATE

**PAPER CODE: CE18/3C/FC1**

**MAX.**

**MARKS: 100**

**TIME: 3 HRS**

#### SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

#### SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

**II B.A ENGLISH AND COMMUNICATION SKILLS**

**SEMESTER III**

**ALLIED – INTRODUCTION TO WORLD MYTHOLOGY**

**TOTAL HOURS: 90**

**COURSE CODE:**

**CE18/3A/WMY**

**CREDITS: 5**

**L-T-P: 4 2 0**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Expose the rich heritage of the ancient civilizations through various world myths.
2. Introduce the various mythical theories from different cultures and countries.
3. Explain patterns of archetypal psychology in polytheistic myths and their relevance to the contemporary world.
4. Unveil the interrelatedness among myths and cultures of different countries.

**COURSE OUTLINE:**

**UNIT – I**

**15 Hours**

## **INTRODUCTION TO MYTHOLOGY**

Mythology and its purpose  
 Myth – characteristics, types and functions  
 Creation Myth and types of creation myths  
 Hero Myths  
 Myths and archetypes  
 Links with Religion, Society, Culture and Psychology

### **UNIT – II**

**20 Hours**

#### **CLASSICAL MYTHOLOGY**

##### **Myths of creation and destruction**

Greek – Theogony – Hesiod (lines 104 to 210 and 453 to 615)  
 Roman – Metamorphoses – Ovid (Book 1: lines 1 to 150 and 262 to 376)

##### **Heroes**

Heracles, Oedipus (Greek)  
 Coriolanus, Romulus (Roman)

### **UNIT – III**

**20 Hours**

#### **ABRAHAMIC MYTHOLOGY**

Myths of creation and destruction  
 (Book of Genesis- chapters 1 to 5)  
 Jewish creation story  
 Islamic creation story

Adam and Eve  
 Lucifer  
 Noah's Ark

##### **Heroes**

Moses (From the Book of Exodus)  
 Birth of Moses, Burning Bush, Pass Over, Ten Plagues, Parting of the Red Sea  
 Jesus (From the New Testament)  
 Birth and Miracles

### **UNIT – IV**

**20 Hours**

## HINDU MYTHOLOGY

Myths of creation and destruction

Cosmogonic myth – Nasadiya Suktha (Rig Veda 10.129)

Purusha Suktha (Rig Veda 10.90)

Brahma and creation (Padma Purana 2.1, 2.1.1, 2.1.2)

Vishnu and creation (Vishnu Purana 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4)

Shiva and creation (Shiva Purana 5.1.5 to 5.1.9)

Concept of the fourteen worlds (From Linga Purana)

Concept of Kalpa (From Linga Purana)

Concept of Pralaya and Mahapralaya (From Vishnu Purana)

Discourse of Manu on the source of Dharma (Manusmriti Adhyaya 2: verses 2.1 and 2.6 to 2.13)

### Heroes

Rama, Karna (From The Ramayana and The Mahabaratha)

## UNIT – V

**15 Hours**

### MYTHOLOGIES OF THE AMERICAS AND AFRICA

Myths of creation and destruction

Chelan creation myth (Native American)

Time and Floods (Lakota myths)

Myths of creation (Yoruba)

Egyptian creation myths (From Ancient Egyptian Mythology)

Tricksters and Heroes

Nanabozho, Raven, Inktomi (Native American)

Menes (Egyptian)

### RECOMMENDED TEXTBOOKS:

- |                      |                        |
|----------------------|------------------------|
| 1. A.L. Dallapiccola | <i>Hindu Myths</i>     |
| 2. Jane F. Gardner   | <i>Roman Myths</i>     |
| 3. Lucilla Burn      | <i>Greek Myths</i>     |
| 4. W.J. Wilkins      | <i>Hindu Mythology</i> |

### REFERENCE BOOKS:

1. Pattanaik, Devdutt. *Myth = Mythia*. A Handbook of Hindu Mythology, Penguin Books India, Delhi: 2014. Print.
2. Bulfinch, Thomas, and Richard P. Martin. *Bulfinch's Mythology*. New York, N.Y: HarperCollins, 1991. Print.
3. Leeming, David. A. *The World of Myth*. Second Edition. OUP. 2014. Print.

4. Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton, N.J: Princeton University Press, 2004. Print.
5. Campbell, Joseph, Bill D. Moyers, and Betty S. Flowers. *The Power of Myth*. New York: Anchor Books, 1991. Print.

### **JOURNALS:**

1. Tartell, Hayley. E. “The Many faces of Odysseus in Classical Literature”. Mythology articles, *Inquiries Journal*, Vol.7, No.3,2015, [www.inquiriesjournal.com](http://www.inquiriesjournal.com)
2. Chalquist, Craig. “Myth, Legend, Folklore defined.” *Immanence, the journal of applied myth, story and folklore*, Sept. 23, 2015, <http://www.immanencejournal.com/myth-legend-folklore-defined>

### **E-LEARNING RESOURCES:**

1. Mark, Joshua. J. “Ancient Egyptian Mythology.”2013,pp. ([http://www.ancient.eu/Egyptian\\_Mythology/](http://www.ancient.eu/Egyptian_Mythology/))
2. Dharmic Scriptures team. “The Puranas”. Issue 1, Draft 1.Oct 3, 2002,pp. [www.vcscsd.org/content/balabhavan/18-Puranas.pdf](http://www.vcscsd.org/content/balabhavan/18-Puranas.pdf)
3. Krishnananda, Swami. “Nasadiya Suktha” .Rig veda,pp. [www.swami-krishnananda.org/vishnu/nasadiya.pdf](http://www.swami-krishnananda.org/vishnu/nasadiya.pdf)
4. Knapp, Stephen. “The Purusha Suktha”. And his books on Vedic culture, Eastern philosophy and Spirituality.pp [www.stephen-knapp.com/purusha\\_sukta.htm](http://www.stephen-knapp.com/purusha_sukta.htm)
5. Williams, Rob. “Three Native American creation myths”.Jan, 2014,pp. <https://medium.com/@robert.f.williams/three-native-american-creation-myths-a20ec9129c6>

### **Recommended Videos**

Unit 1 – Joseph Campbell - The Power of Myth

Unit 2 – Clash of the Titans, Hercules

Unit 3 – Genesis, Ten Commandments, Man of God, Passion of Christ

Unit 4 – Ramayana, Mahabaratha, Nasadiya Suktha and Hindu creation videos (Courtesy Youtube)

Unit 5 – Native American and Egyptian creation videos (Courtesy Youtube)

### **COURSE OUTCOMES:**

**After the successful completion of the course, the student will be able to**

<b>CO Number</b>	<b>CO STATEMENT</b>
CO 1	Discuss the mystical, cosmological, sociological and pedagogical functions of myths.

CO 2	Identify the connection and references to different mythologies of the world in literature, films, music and visual arts.
CO 3	Compare the myths of different cultures in terms of their aesthetic, literary and social values.
CO 4	Identify the extended meaning a text provides, with an understanding of myths across the world.

#### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	1	3	2	1	1	1
CO2	3	2	3	1	1	1	2
CO3	2	1	3	1	1	1	3
CO4	3	3	2	1	1	1	2
AVERAGE	2.5	1.75	2.75	1.25	1	1	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

#### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Videos

Group Discussion

Quiz

Seminar

#### QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructionsif any
K 1	A – 5x2 marks	50	10	100	From unit I to V
K1. K 2	B – 5x6 marks	150	30		From unit I to V
K2, K 3	C – 3x20 marks	500	60		From unit I to V

**II B.A ENGLISH AND COMMUNICATION SKILLS**  
**SEMESTER III**  
**ALLIED - INTRODUCTION TO WORLD MYTHOLOGY**  
**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/3A/WMY**

**MAX. MARKS: 100**

**TIME: 3 HRS**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B



II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

### SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

## **II B.A ENGLISH AND COMMUNICATION SKILLS**

### **SEMESTER IV**

### **CORE- DRAMA II**

**TOTAL HOURS: 75**

**COURSE**

**CODE:CE18/ 4C/DR2**

**CREDITS: 4**

**L-T-P: 3 1 1**

### **COURSE OBJECTIVES:**

**This Course aims to:**

1. Introduce the cultural heritage of India through Drama and make the students realize that they are the inheritors of its glorious past
2. Approach Drama as an art form, which explores issues with a practical, social and moral dimensions



3. Baraka, Amiri

*The Dutchman***REFERENCE BOOKS:**

1. Dattani, Mahesh. *Collected Plays*. New Delhi: Penguin Books, 2000.
2. Pishkar, K. (2016). *Modern English and American literature in a Nutshell*. Sobeh-e-Entezar Press. Shiraz. p.329.
3. Saddik, Annette J. (2006) *Contemporary American Drama*. Edinburgh University Press, 2007, pp.73-6.
4. Falola T (2001). "Culture and Customs in Nigeria", Greenwood Press, Westport.
5. Ogunba O (1975). *The Movement of Transition: A Study of the Plays of Soyinka*. Ibadan University press, Ibadan.

**JOURNALS:**

1. Seeme M., Rise of Closet Plays in the nineteenth century, International Research Journal, ISSN-09753486, Vol.I issue2. Oct-Nov-2009
2. Thakur, A., Lose of Human Values, Journal of Literature, Culture and Media Studies, Vol.2, No 4(2010)

**E-LEARNING RESOURCES:**

1. <https://academicjournals.org/journal/IJEL/article-full-text-pdf/CA3913361861>
2. [https://penandthepad.com/character-analysis-amiri-barakas-dutchman\\_21422.html](https://penandthepad.com/character-analysis-amiri-barakas-dutchman_21422.html)
3. [https://www.researchgate.net/publication/289375624\\_land\\_rights\\_a\\_study\\_of\\_tagore's\\_muktadhara](https://www.researchgate.net/publication/289375624_land_rights_a_study_of_tagore's_muktadhara)
4. <http://www.library.mcgill.ca/human/subguide/drama.htm>
5. <<http://www.victorianweb.org/decadence/grosve-nor.html>>.

**COURSE OUTCOMES:**

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

CO Number	CO STATEMENT
CO 1	Identify characters and actions through role playing which will deepen their levels of concentration to extend the use of memory in recalling and reconstructing experiences
CO 2	Use the knowledge gained to face the social issues and communicate the importance of responsibility to their community
CO 3	Analyse the play and to get involved in personal engagement with drama drawing connections between the self and the society
CO 4	Think and communicate effectively in the current information-intensive society.

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

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>
<b>CO1</b>	3	3	2	2	1	1	1
<b>CO2</b>	2	1	3	2	1	2	2
<b>CO3</b>	3	2	1	3	2	1	2
<b>CO4</b>	1	2	2	3	1	1	3
<b>AVERAGE</b>	2.25	2	2	2.5	1.25	1.25	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY  
CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>SECTION</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions, if any</b>
<b>K1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	<b>Questions from all Units</b>
<b>K1, K2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		<b>Questions from all Units</b>
<b>K2, K3</b>	<b>C – 3x20marks</b>	<b>500</b>	<b>60</b>		<b>Questions from Units II - V</b>

**II B.A ENGLISH AND COMMUNICATION SKILLS**  
**SEMESTER IV**  
**CORE - DRAMA – II**  
**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/4C/DR2**  
**MARKS: 100**

**MAX.**

**TIME: 3 HOURS**

SECTION - A

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

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from Units II to V

**II B.A ENGLISH AND COMMUNICATION SKILLS**

**SEMESTER IV**

**CORE - FICTION II**

**TOTAL HOURS : 75**  
**CE18/ 4C/FC2 CREDITS: 4**  
**L T P: 3 2 0**

**PAPER CODE:**

## COURSE OBJECTIVES:

### This Course aims to:

1. Provide a comprehensive familiarity of writers, texts and contexts in addition to defining intellectual issues of American, European, Indian and literatures of the world in the genre of fiction.
2. Ascertain and trace the development of novels and short stories in general - identifying when, where, and how the forms evolved.
3. Study the writers' handlings of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.
4. Trace the chronological growth of the short story and the novel by examining selected representational works from across cultures and nationalities

## COURSE OUTLINE:

### UNIT I

**10 Hours**

Psychological novel  
 Diasporic novel  
 Novel of Stream of Consciousness  
 Novel of Magical Realism

### UNIT II

**20 Hours**

Nathaniel Hawthorne      *Scarlet Letter*  
 Harriet Beecher Stowe      *Uncle Tom's Cabin*

### UNIT III

**20 Hours**

Arundhati Roy      *God of Small Things*  
 Bharati Mukherjee      *Jasmine*

### UNIT IV

**15 Hours**

Paulo Coelho      *The Alchemist*  
 Gabriel Garzia Marquez      *Love in the time of Cholera*

### UNIT V

**10 Hours**

#### Short Stories

Anton Chekhov      *The Bet*  
 Henry Lawson      *The Drover's Wife*

## RECOMMENDED TEXTBOOKS

1. Srinivasa Iyengar *Indian Writing in English*
2. Leo Hamalian & Frederich.R.Karl *The Shape of Fiction*
3. John Thieme *The Arnold Anthology of Post – Colonial Literatures in English*
4. Samuelson Fisher *American Literature of the Nineteenth Century: An Anthology*

## REFERENCE BOOKS:

1. Bowers, Maggie Ann. *Magic(al) Realism*. Routledge, 2004.
2. High, Peter B. *An Outline of American Literature*. Longman, 1986.
3. Webby, Elizabeth. (ed) *The Cambridge Companion to Australian Literature*. Cambridge University Press, 2000.

## JOURNALS:

1. American Literary History – <https://academic.oup.com>
2. PMLA - <https://www.mla.org/Publications/Journals/PMLA>

## E-LEARNING RESOURCES:

1. Kain, Geoffrey. “‘Suspended between Two Worlds’: Bharati Mukherjee's ‘Jasmine’ and the Fusion of Hindu and American Myth.” *Journal of South Asian Literature*, vol. 28, no. 1/2, 1993, pp. 151–158. *JSTOR*, [www.jstor.org/stable/40873337](http://www.jstor.org/stable/40873337).
2. Carter-Sanborn, Kristin. “‘We Murder Who We Were’: Jasmine and the Violence of Identity.” *American Literature*, vol. 66, no. 3, 1994, pp. 573–593. *JSTOR*, [www.jstor.org/stable/2927605](http://www.jstor.org/stable/2927605).
3. An Uncultured Rhymer and His Cultural Critics: Henry Lawson, Class Politics, and Colonial Literature – Christopher Lee
4. Lee, Christopher. “An Uncultured Rhymer and His Cultural Critics: Henry Lawson, Class Politics, and Colonial Literature.” *Victorian Poetry*, vol. 40, no. 1, 2002, pp. 87–104. *JSTOR*, [www.jstor.org/stable/40002692](http://www.jstor.org/stable/40002692).
5. Australian Bush Wisdom and the Australian Legend – Brian Dibble
6. Dibble, Brian. “Australian Bush Wisdom and the Australian Legend.” *Antipodes*, vol. 8, no. 2, 1994, pp. 111–114. *JSTOR*, [www.jstor.org/stable/41958468](http://www.jstor.org/stable/41958468).
7. Post- Independence Indian English Literature: Towards a New Literary History – MakarandParanjape



8. Paranjape, Makarand. "Post-Independence Indian English Literature: Towards a New Literary History." *Economic and Political Weekly*, vol. 33, no. 18, 1998, pp. 1049–1056. *JSTOR*, [www.jstor.org/stable/4406729](http://www.jstor.org/stable/4406729).
9. "Killing Realism": Insight and Meaning in Anton Chekhov – Andrey Shcherbenok
10. Shcherbenok, Andrey. "'KILLING REALISM': INSIGHT AND MEANING IN ANTON CHEKHOV." *The Slavic and East European Journal*, vol. 54, no. 2, 2010, pp. 297–316. *JSTOR*, [www.jstor.org/stable/41430446](http://www.jstor.org/stable/41430446).
11. Chekhov's Fiction and the Ideal of "Objectivity" – John Hagan
12. Hagan, John. "Chekhov's Fiction and the Ideal of 'Objectivity.'" *PMLA*, vol. 81, no. 5, 1966, pp. 409–417. *JSTOR*, [www.jstor.org/stable/460831](http://www.jstor.org/stable/460831).

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Develop the ability to scrutinize short stories and novels logically and interpretively, to classify and evaluate literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image
CO 2	Discuss the subjects which are fundamental to the author's work and gain insights into the principles that govern human behaviour while analyzing critically the framework of the genre
CO 3	Analyze the usage of a range of literary devices such as (though not limited to) plot, characterization, exposition, point of view, themes, motifs, symbols, style, tone, atmosphere, climax, dialogue, imagery, irony, motivation, narration, pacing, realism, naturalism, voice and satire.
CO 4	Create and exhibit an awareness of the significance of fiction and of the role it plays in the larger culture by being conversant in debates concerning literary values as a global creative endeavour

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	3	2	1	1	2	1
CO2	2	2	3	1	1	1	2
CO3	1	3	1	1	2	1	1
CO4	2	1	1	2	1	1	2
AVERAGE	1.75	2.25	1.75	1.25	1.25	1.25	1.5

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)  
 E Content  
 Video  
 Group Discussion  
 Role Modelling  
 Quiz  
 Seminar

### QUESTION PAPER PATTERN

Knowledge Level	SECTION	Word Limit	Marks	Total	Special Instructions, if any
K1	A – 5x2 marks	50	10	100	Questions from all Units
K1, K2	B – 5x6 marks	150	30		Questions from all Units
K2, K3	C – 3x20marks	500	60		Questions from Units II - V

**SEMESTER IV**  
**CORE - FICTION – II**  
**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/4C/FC2**  
**MARKS: 100**

**MAX.**

**TIME: 3 HRS**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to V

## II B.A ENGLISH AND COMMUNICATION SKILLS

### SEMESTER IV

#### ALLIED – INTRODUCTION TO LITERARY CRITICISM

**TOTAL HOURS: 90**

**COURSE CODE:**

**CE18/4A/LTC CREDITS: 5**

**L-T-P: 4 20**

#### **COURSE OBJECTIVES:**

**This Course aims to:**

1. Expose the students to the critical ethos of different eras.
2. Familiarize the students with critical terms, concepts and ideologies and their application in literature.
3. Equip the students with critical frames that enhance the understanding of literary texts.
4. Unveil the relationship between the author, text, reader and the world.

#### **COURSE OUTLINE:**

##### **UNIT – I**

**20 Hours**

Aristotle	Poetics (Chapter 6-15)
Alexander Pope	An Essay on Criticism - Excerpts (Lines 1-140)

##### **UNIT – II**

**20 Hours**

William Wordsworth	Preface to Lyrical Ballads - Excerpts (Lines 345- 730)
T.S. Eliot	Tradition and Individual Talent

##### **UNIT – III**

**15 Hours**

M. Hiriyanna

Main Aspects of Indian Aesthetics

**UNIT – IV****20 Hours****Critical Concepts/ Terms**

Pathos, Willing suspension of disbelief, Pathetic fallacy, Negative Capability, Touchstone Method, Archetypes

**UNIT – V****15 Hours****Ideologies**

Classicism, Romanticism, Hellenism, Aestheticism, Historicism

**RECOMMENDED TEXTBOOKS:**

1. Enright, D.J. and De Ernst Chikera *English Critical Texts: A Critical Study*

**REFERENCE BOOKS:**

1. Cuddon, J.A. *Dictionary of Literary Terms and Literary Theory*. Wiley-Blackwell, 2013.
2. Daiches, David. *Critical Approaches to Literature*. Orient Longman, 2005.
3. Durant, Will. *The Story of Philosophy*. Simon & Schuster, 1967.
4. Gaarder, Jostein. *Sophie's World*. Phoenix, 1999.

**JOURNALS:**

1. *Columbia Journal of Literary Criticism*. [www.english.columbia.edu](http://www.english.columbia.edu)
2. *Essays in Criticism*. [www.academic.oup.com/eic](http://www.academic.oup.com/eic)

**E-LEARNING RESOURCES:**

1. Anderson, Warren. : Matthew Arnold and the Grounds of Comparatism." *Comparative Literature Studies*, vol.8, no.4,1971, pp.287-302. JSTOR, [www.jstor.org/stable/40467974](http://www.jstor.org/stable/40467974).
2. "Archetype – Examples and Definition of Archetype." *Literary Devices*, [www.literarydevices.net/archetype/](http://www.literarydevices.net/archetype/).
3. Behler, Ernst. "The Origins of the Romantic Literary Theory." *Colloquia Germanica*, vol.2, 1968, pp. 109-126. JSTOR, [www.jstor.org/stable/23979800](http://www.jstor.org/stable/23979800).
4. Clarke, M.L. "Ancient Literary Criticism." *The Classical Review*, vol.16, no.2, 1966, pp.202-204. JSTOR, [www.jstor.org/stable/708239](http://www.jstor.org/stable/708239).
5. Warren, Austin. "Eliot's Literary Criticism." *The Sewanee Review*, vol.74, no.1, 1966, pp.272-292. JSTOR, [www.jstor.org/stable/27541398](http://www.jstor.org/stable/27541398).

**COURSE OUTCOMES:**

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

CO Number	CO STATEMENT
CO 1	Discuss the broader ways in which literary theory applies to various works of literature and to aspects of contemporary culture.
CO 2	Use literary and theoretical concepts to develop their own interpretations of literary texts.
CO 3	Explain the meaning, significance and value of specific literary works.
CO 4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.

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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	1	1	1	1	2
CO2	3	3	2	1	1	1	2
CO3	2	2	3	1	1	1	2
CO4	2	3	2	1	1	1	2
<b>AVERAGE</b>	2.5	2.5	2	1	1	1	2

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any

<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	<b>From units IV and V</b>
<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		<b>From units I to V</b>
<b>K2, K 3</b>	<b>C– 3x20 marks</b>	<b>500</b>	<b>60</b>		<b>From units I, II and III</b>

## **II B.A ENGLISH AND COMMUNICATION SKILLS**

### **SEMESTER IV**

#### **ALLIED-INTRODUCTION TO LITERARY CRITICISM**

#### **QUESTION PAPER TEMPLATE**

**PAPER CODE:CE15/4A/LTC**

**MAX. MARKS: 100**

**TIME: 3 HRS**

#### **SECTION A**

Answer 5 of the following questions in about 50 words each (5x3=15)

6 Questions from Units IV and V

#### **SECTION B**

Answer any 5 of the following in about 150 words each (5X8=40)

7 Questions from all the FIVE Units.

#### **SECTION C**

Answer any 3 of the following in about 350 words each (3X15=45)

5 Questions from Units I, II & III

**III B.A ENGLISH AND COMMUNICATION SKILLS****SEMESTER V****CORE - WORLD LITERATURE****TOTAL HOURS:90**  
**CE18/5C/WLT****COURSE CODE:****CREDITS: 4****L-T-P: 3 3 0****COURSE OBJECTIVES:****This Course aims to:**

1. Acquaint students with major developments in the historical roots of classical and contemporary global cultures.
2. Focus on the significance of historical, cultural and geographical differences in the contextual dynamics of select/diverse literary works.
3. Highlight the influence of gender, ethnic, race or class-based differences on literary texts from across countries and cultures.
4. Introduce the students to the philosophical and religious contribution of diverse nations to world literature

**COURSE OUTLINE:****UNIT I****15 Hours****PROSE**Upanishads  
Section 1-9)

The Chandiyoga Upanishad (Chapter 4



Plato	<i>The Republic</i> Book IX (Part 9, The
Tyrannical	
Character)	
The Bible	Exodus 19, 20
The Quran	Sūra CIV Humaza, (The Scandal-monger)
Albert Camus	The Myth of Sisyphus (essay)

**UNIT II****15 Hours****POETRY**

Matsuo Basho	Haiku Selection from <i>On Love and Barley</i>
Dante Alighieri	<i>The Divine Comedy</i> -Inferno Canto 1
Rumi	The Force of Friendship, Two Friends
Kabir	The Master Weaver, The Bhakta's Caste, Fish (Translation by Vinay Dharwadker <i>Kabir: The Weaver's Song</i> )
Pablo Neruda	A Dog has Died
Margaret Atwood	Variations on the Word Love

**UNIT III****30 Hours****DRAMA**

Euripides	<i>Medea</i>
Bhasa	<i>Urubhangam</i>
Derek Walcott	<i>Pantomime</i>

**UNIT IV****10 Hours****SHORT FICTION**

Thousand and One Nights	The Story of the Merchant and the Jinni
	The Story of the Husband and the Parrot
Gabriel Garcia Marquez	Eva is inside the Cat

**UNIT V****20 Hours****FICTION**

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

**RECOMMENDED TEXTBOOKS:**

- |                      |  |
|----------------------|--|
| 1. Dante Alighieri   | <i>The Divine Comedy : the Inferno, Purgatorio, and Paradiso</i> |
| 2. Walcott, Derek    | <i>Remembrance &amp; Pantomime: Two Plays.</i>                   |
| 3. Fyodor Dostoevsky | <i>Crime and Punishment</i>                                      |
| 4. Ellie Wiesel      | <i>Night</i>   |

### REFERENCE BOOKS:

1. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post-colonial Studies: The Key Concepts*. London: Routledge, 2000. Print.
2. Calvino, Italo. *Why Read the Classics?* New York: Pantheon Books, 1999. Print.
3. Damrosch, David. *What Is World Literature?* Princeton, N.J: Princeton University Press, 2003. Print.
4. Helen Gilbert and Joanne Tompkins. *Post-colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996. Print.
5. Puchner, Martin. *The Norton Anthology of World Literature: Volume 2*. New York: W.W. Norton & Company, 2013. Print.

### JOURNALS:

1. Lloyd-Jones, Hugh. (1990) "Euripides, Medea 1056-80" (1980), in *Greek, Epic, Lyric and Tragedy: The Academic papers of Sir Hugh Lloyd-Jones*. Oxford. 440-51.
2. Jackson, Robert Louis, "Notes from Underground: Origins," and "Notes from Underground: Analysis," in *Dostoevsky's Underground Man in Russian Literature*, Greenwood Press, 1981, pp. 19-30, and 31-48.

### E-LEARNING RESOURCES:

1. <https://theimaginativeconservative.org/2017/11/crime-punishment-dostoevsky-psychological-masterpiece-daniel-ross-goodman.html>
2. <https://studentshare.org/miscellaneous/1567872-night-by-elie-wiesel>
3. <https://academichelp.net/samples/academics/reviews/poetry-analysis/poem-of-kabir.html>
4. Kabir: The Mystic Poet," <http://www.boloji.com/kabir/index.html> (February 13, 2006).
5. <https://www.encyclopedia.com/literature-and-arts/literature-other-modern-languages/latin-american-literature/magic-realism#>

### COURSE OUTCOMES:

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

<b>CO Number</b>	<b>CO STATEMENT</b>
CO 1	Demonstrate critical and analytical understanding of the deeper implications of the literary texts from diverse cultures
CO 2	Proficiently interpret the contexts and conditions of literary texts in different genres and from different countries
CO 3	Apply personalised knowledge in recognising and empathizing with the position of the marginalised communities
CO 4	Critically analyze the influence of society, philosophy, religion, politics and culture on literatures across the world.

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

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

#### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar

Peer Learning

#### **QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	
<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		

**III B.A ENGLISH AND COMMUNICATION SKILLS**  
**SEMESTER V**  
**CORE – WORLD LITERATURE**  
**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/5C/WLT**  
**MARKS : 100**

**MAX**

**TIME: 3HRS**

SECTION - A

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

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER V**

**CORE – LITERATURE AND CULTURE**

**TOTAL HOURS:90**

**COURSE CODE:**

**CE18/5C/LAC**

**CREDITS: 4**

**L-T-P: 3 3 0**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Familiarise students with both the artistry and utility of literature and texts across cultures.
2. Highlight culture specific perspectives and values through different genres.

3. Impart knowledge of the geography and history of various countries and its social and political structures
4. Give insight into the nature of cultural identity and cross-cultural differences.

## **COURSE OUTLINE:**

### **UNIT I**

**20 Hours**

#### **BACKGROUND**

Defining Culture, High Culture, Low Culture, Popular Culture, Marginalization, Intercultural Spaces, Multiculturalism, Ethnicity, Cultural Plurality  
Culture Studies as a discipline  
Origin and Development

### **UNIT II**

**10 Hours**

#### **PROSE**

Raymond Williams

On High and Popular Culture

### **UNIT III**

**15 Hours**

#### **POETRY**

Philip Larkin

Born Yesterday

Tatamkhulu Afrika

Nothing's Changed

John Agard

Half Caste

Arun Kolatkar

An Old Woman

### **UNIT IV**

**15 Hours**

#### **SHORT STORY**

Salman Rushdie

The Harmony of Spheres

M .T. Vasudevan Nair

Karkitakam

Nadine Gordimer

The Train from Rhodesia

Amy Tan

Two Kinds

### **UNIT V**

**30 Hours**

**FICTION**

- Alan Paton *Cry, the Beloved Country*
- Chinua Achebe *Things Fall Apart*

**RECOMMENDED TEXTBOOKS**

1. Rene Wellek and Austin Warren *Literature And Society*
2. Alan Paton *Cry, the Beloved Country*
3. Chinua Achebe *Things Fall Apart*

**REFERENCE BOOKS**

1. Glicksberg, Charles Irving. *Literature and Society*. The Hague, Netherlands, 1972.
2. Clayton, Ann. *Postcolonial Perspectives: English South African Fiction Under Apartheid*. Vocamus Press, 2017.
3. Gikandi, Simon. *Reading Chinua Achebe: Language & ideology in Fiction*. James Currey Publishers, Oxford, 1991.
4. Walt, Vander Willem. *Cry, the Beloved Country: The Play : a Story of Comfort in Desolation*. Oxford University Press, 2006.
5. Ndebele, Njabula. S. *South African Literature and Culture :Rediscovery of the Ordinary*, Manchester University Press, 1994.

**JOURNALS**

1. Ben Harker, "Raymond Williams: Socialism, Culture, Revolution". 24 August 2018.  
<https://www.versobooks.com/blogs/3992-raymond-williams-socialism->
2. Stephanie Burt, "Does Poetry Have a Social Function?"  
[www.poetryfoundation.org/poetrymagazine/articles/does-poetr](http://www.poetryfoundation.org/poetrymagazine/articles/does-poetr).

**E-LEARNING RESOURCES**

1. Literature and Culture-lanqua.eu. 11 August 2016  
<https://www.lanqua.eu/theme/literature-and-culture>
2. Walid Habbar "Connection Between Culture and Literature" 9 July 2016  
<https://www.academia.edu/connection-between-culture-and-literature>
3. "Culture And heritage"-Know India: National Portal of India. 14 January 2016,  
<https://knowindia.gov.in/culture-and-heritage/literature>
4. "The Train from Rhodesia: Symbolism Essays" 11 June  
[https://paperap.com/.../Books&Literature/Arts &Entertainment](https://paperap.com/.../Books&Literature/Arts%20&Entertainment)
5. "M.T. Vasudevan Nair, the chronicler of the quotidian" - The Hindu  
[www.thehindu.com/books/article27089547](http://www.thehindu.com/books/article27089547)

**COURSE OUTCOMES:**

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

CO Number	CO STATEMENT
CO 1	Apply critical and theoretical knowledge to the reading of multiple genres.
CO 2	Identify critical ideas, values and themes that appear in cultural texts.
CO 3	Assess the impact of cultural texts on society.
CO 4	Exhibit intellectual flexibility and cultural adaptability in an inter-dependent world.

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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	1	1	2	2	2	3	1
CO2	2	2	2	1	1	1	3
CO3	1	2	3	2	1	2	2
CO4	2	2	1	1	1	1	3
AVERAGE	1.5	1.75	2	1.5	1.25	1.75	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 1	A – 5x2 marks	50	10	100	



<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		

**III B.A ENGLISH LITERATURE AND COMMUNICATION  
SEMESTER V**

**CORE – LITERATURE AND CULTURE**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/5C/LAC**  
**MARKS : 100**

**MAX**

**TIME: 3 HRS**

SECTION - A

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

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

**III B.A ENGLISH AND COMMUNICATION SKILLS**

**SEMESTER V**

**CORE- LANGUAGE AND LINGUISTICS I**

**TOTAL HOURS: 90**  
**CE18/ 5C/LL1 CREDITS: 4**

**PAPER CODE:**  
**L T P: 3 3 0**

### **COURSE OBJECTIVES:**

**This course aims to**

1. Acquaint the students with the origin, evolution and development of the English Language through the ages.
2. Focus on the importance of English in the global scenario.
3. Familiarise the students with essential elements of human language and its unique properties.
4. Introduce the history and branches of Linguistics.

### **COURSE OUTLINE:**

#### **LANGUAGE**

##### **UNIT I**

**20 Hours**

#### **ORIGIN AND LANDMARKS IN THE DEVELOPMENT OF ENGLISH**

General Characteristics of English  
 Indo- European family of Languages  
 English in the Germanic family  
 Old English, Middle English and Modern English

##### **UNIT II**

**15 Hours**

#### **EVOLUTION OF ENGLISH**

Bible Translation  
 Individuals in the making of English- Shakespeare and Milton  
 Contribution of Science to English- Radio, TV, and Computer Technology

##### **UNIT III**

**20 Hours**

#### **VARIETIES OF ENGLISH**

American English  
 Indian English  
 Standard English

##### **UNIT IV**

**20 Hours**

#### **INTRODUCTION TO LANGUAGE**

Origin of Language  
 Properties of Language and Animal and Human Language

Development of Writing

## LINGUISTICS

### UNIT V

15 Hours

#### INTRODUCTION TO LINGUISTICS

Linguistics- Definition

Branches of Linguistics

#### RECOMMENDED TEXTBOOKS

1. C.L.Wren                 *The English Language*
2. George Yule            *The Study of Language*

#### REFERENCE BOOKS

1. Baugh,A.C. *A History of the English Language*.Taylor&Francis, London.2012.
2. Crystal,David. *The Cambridge Encyclopaedia of the English Language*. CUP,Cambridge.1995.
3. Jean F.Wallwork. *Language and Linguistics: An Introduction to the Study of Language*.Heinemann Educational Books,NewDelhi.1979.
4. Krishnaswamy N &Verma S.K. *Modern Linguistics: An Introduction*. Oxford University Press, New Delhi.2005.
5. Wood,F.T. *An Outline History of the English Language*. Macmillan Publishers,Chennai.2000.

#### JOURNALS

1. Karthiga, G. “Multimedia and Teaching of English Language.” *Research Journal of English Language and Literature* Vol.7, no. 3, 2019. pp. 2321-3108 Impact Factor 6.8992 doi: doi.org/10.33329/rjelal.73.15
2. <http://rjelal.com/7.3.19/15-18%20Dr.G.KARTHIGA.pdf>
3. Sudhagaran, B. “Sociolinguistics.” *International Journal of English Language, Literature in Humanities*, [S.l.], Vol.6, no.11, Nov. 2018, pp.436-439.
4. <<https://ijellh.com/OJS/index.php/OJS/article/view/5459>>. Date accessed: 20 Aug. 2019.

#### E-LEARNING RE SOURCES:

1. Boaner, James. “Branches of Linguistics.” 19 April 2018, [www.akademia.com/ng/branches-of-linguistics/](http://www.akademia.com/ng/branches-of-linguistics/)
2. Crystal, David. “What is Standard English.” *David Crystal*, [www.davidcrystal.com/?fileid=-4008](http://www.davidcrystal.com/?fileid=-4008).
3. Jackendoff, Ray. “How Did Language Begin.” *Linguistic Society of America*, [www.linguisticsociety.org/content/how-did-language-begin](http://www.linguisticsociety.org/content/how-did-language-begin).

4. Jasonoff, Jay H and Cowgill, Warren. "Indo-European Languages." *Encyclopaedia Britannica*, [www.britannica.com/topic/Indo-European-languages](http://www.britannica.com/topic/Indo-European-languages).
5. Nordquist, Richard. "Five Theories on the Origins of Language." *Thought Co.* 12 July 2019, [www.thoughtco.com/where-does-language-come-from-1691015](http://www.thoughtco.com/where-does-language-come-from-1691015).

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Discuss the evolution of the English Language and its universal appeal.
CO 2	Utilise the multi-faceted nature of Language in effective Communication
CO 3	Identify the different branches of Linguistics
CO 4	Exhibit language proficiency in professional and social discourses.

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

KEY: **STRONGLY** CORELATED-3 **MODERATELY** CORELATED-2 **WEAKLY** CORELATED-1 **NO** CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

Peer Learning

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	
<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		

**III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER  
V**

**CORE- LANGUAGE AND LINGUISTICS I  
QUESTION PAPER TEMPLATE**

**Paper Code: CE18/5C/LL1**

**Max Marks : 100**

**Time: 3hrs**

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

**SECTION - B**

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

**SECTION - C**

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

### **III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER V**

#### **CORE - ADVANCED COMMUNICATION**

**TOTAL HOURS : 90**  
**CE18/5C/ACN**

**COURSE CODE:**

**CREDITS: 4**

**L-T-P: 3 1 2**

#### **COURSE OBJECTIVES:**

**This Course aims to:**

1. Familiarize students with various theoretical and applied perspectives, to become competent communicators.
2. Introduce students to various technologies that influence our communication conduct in order to achieve targeted communication goals and objectives.
3. Impart knowledge on various interpersonal, intrapersonal, and intercultural communication.
4. Expose students to apply knowledge of human communication and language processes as it occurs across various contexts.

#### **COURSE OUTLINE:**

##### **UNIT I**

**10 Hours**

##### **COMMUNICATION SKILLS –RECEPTIVE**

###### **Listening**

Sub-Skills of Listening: Listening for gist, Listening for specific information, Listening for detail.

###### **Reading**

Sub-Skills of Reading: Skimming, Scanning, Reading for detail

##### **COMMUNICATION SKILLS –PRODUCTIVE**

**10 Hours**

###### **Speaking**

Sub-Skills of Speaking: Pronunciation, Fluency, Discourse markers, Stress and Intonation

###### **Writing**



Sub-Skills of Writing: Punctuation, Linkage and Cohesion, Appropriacy of vocabulary, Grammatical accuracy, Paragraphing.

## **UNIT II**

**20 Hours**

### **COMMUNICATION DEVELOPMENT**

**Basic Theories:** Bow-Wow theory, Ding-Dong theory, Pooh-Pooh theory, Gesture theory

**Basic Models:** Rhetoric, Harold Laswell, Shannon & Weaver, Wilbur Schramm, Gate Keeping, Gerber's.

## **UNIT- III**

**20 Hours**

### **ESSENTIALS FOR BUSINESS COMMUNICATION**

Introducing Business Communication

Communication cycle

Brain drain

Importance of Communication in business

Communication skill - a job requirement

Important factors for promotion

Verbal, non-verbal and other aspects of Communication

## **UNIT IV**

**20 Hours**

### **ENGLISH FOR EFFECTIVE BUSINESS COMMUNICATION**

Essential English Vocabulary

The essence of Business English

Often confused words

Single word for a group of words

Prefixes, Suffixes, Synonyms, Antonyms

Words followed by appropriate prepositions

Idioms and phrases

Foreign words and phrases sometimes used in correspondence

Spelling

Words commonly misspelt

Common errors

Punctuation

Capital letters

### **BUSINESS CORRESPONDENCE**

**Communication Techniques used for Employment**

Job application letters and resumes  
 Interview letters, references, testimonials, letters of appointment and resignation  
 Reports, proposals, notification, agenda, memos, minutes, public notices, letters to the editor

### **Electronic Communication**

Internet  
 E-mail  
 Telecom technology  
 Smart phones  
 SMS  
 Video-conferencing  
 Blogging

### **Oral and Other Forms of Communication**

## **UNIT V**

**10 Hours**

### **INTERCULTURAL COMMUNICATION**

Defining culture  
 Cultural variables and intercultural Communication  
 Gender sensitivity

### **RECOMMENDED TEXTBOOKS:**

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. Pearson                      | Business English                     |
| 2. Raymond Lesik                | Basic Business Communication         |
| 3. Hmai Pradhan                 | Business Communication               |
| 4. J.S. Rajendra Pal Korlahalli | Essentials of Business Communication |
| 5. Sundar Rajan                 | Effective Business                   |
| Communication                   |                                      |

### **REFERENCE BOOKS:**

1. MaryEllen Guffey, Essentials of Business Communication. Thomson/South-Western,2003.
2. Asha Kaul, Effective Business Communication, PHI Learning,2000
3. SteveGolen,Effective Business communication,Volume I, U.S. Small Business Administration.
4. Francis Soundaraaj, Speaking and Writing for Effective Communication. Macmilian PublishersIndia Ltd.

### **JOURNALS:**

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

### **E-LEARNING RESOURCES:**

1. [https://elearning brothers.com>customizable-couseware>communication](https://elearning.brothers.com>customizable-couseware>communication).
2. <https://www.udemy.com>topic>communication> skills.
3. <https://engconvo.com>
4. <https://alison.com>courses>communication>
5. <https://wwwtrainerbubble.com>Downloadelearning> courses.

### **COURSE OUTCOMES:**

**At the completion of the course, the student will be able to**

<b>CO Number</b>	<b>CO STATEMENT</b>
CO 1	Evaluate key theoretical approaches used in the interdisciplinary field of communication..
CO 2	Analyse the primary academic writing associated with the communication discipline by using various techniques.
CO 3	Identify critical and innovative thinking that displays competence in oral and written and communication.
CO 4	Analyse the spiritual or intellectual capacities.

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

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	1	1	1	2	2
<b>CO2</b>	2	3	3	1	1
<b>CO3</b>	1	1	3	1	1
<b>CO4</b>	3	2	1	1	1
<b>AVERAGE</b>	2	2	2	1.25	1.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modeling

Quiz

Seminar

Peer Learning

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	
<b>K1, K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER V**

**ADVANCED COMMUNICATION**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/5C/ACN**

**MAX. MARKS:100**

**TIME: 3 HRS**

SECTION - A

I. Answer the following in about 50 words each: (10x2=20)

1 to 10 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 250 words each:

(5 out of 8 questions):

(5x8=40)

11 to 18 - Questions from all the FIVE Units

SECTION - C

III. Answer any TWO of the following questions in about 400 words each:

(2 out of 4 questions):

(2x20=40)

19 to 22 - Questions from all the FIVE Units

NOTE: Exercises to be given

Unit I – Reading: Reading Comprehension-topics of general interest selected from newspaper articles/reviews/books/essays; multiple choice questions; short-answer questions; matching headings with paragraphs or sections of text; jumbled sentences.

Unit I - Writing: Paragraph writing (general topic); Essay writing (general topic); Developing hints.

### **III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER V**

#### **ELECTIVE – SUBALTERN WRITINGS OF INDIA**

**HOURS: 90**

**COURSE CODE:**

**CE18/ 5E/SWI CREDITS: 5**

**L T**

**P: 4 2 0**

#### **COURSE OBJECTIVES**

**This Course aims to:**

1. Introduce the distinctness of subaltern and dominant sections of the people
2. Sensitise students to the predicament of the ‘others’
3. Highlight the traits, customs and culture of tribal communities.
4. Focus on the realities and ideologies of the subalterns
5. Show the impact of gender roles in a Patriarchal society

#### **COURSE OUTLINE**

##### **UNIT I**

**15 hours**

Theory: Partha Chatterjee “Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-209)

Text: Omprakash Valmiki *Joothan*

##### **UNIT II**

**20 hours**

Theory: G.N. Devy “Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008

Text: Narayan *Kocharethi*

### UNIT III

**20 hours**

Theory: Manoj K “Transgender Rights in India”, IAS Study material, 2015  
 Text: Living Smile Vidya *I Am Vidya: A Transgender’s Journey* (Autobiography)

### UNIT IV

**20 hours**

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

### UNIT V (For Class Presentation and Assignments only)

**15 hours**

Two Indian documentary films on the differently abled will be viewed and presented as assignments

Walcott, Derek. *Remembrance & Pantomime: Two Plays*. New York: Farrar, Straus, and Giroux, 1980. Print

### RECOMMENDED TEXTBOOKS:

1. Narayan *Kocharethi*
2. Roshan G. Sahani *Her Infinite Variety, from Janani: Mothers, Daughters Motherhood*
3. Valmiki, Omprakash. *“Joothan: A Dalit’s Life”*

### REFERENCE BOOKS:

1. Ranjit Guha (Ed.) *Writings on South Asian History and Society, Subaltern Studies, Volume I-VI*, Oxford University Press .
2. Partha Chatterjee and Gyanendra Pandey (Ed.), 1992 *Writings on South Asian History and Society, Subaltern Studies, Volume VII* Oxford University Press
3. David Arnold and David Hardiman (Ed.), 1994 *Essays in honour of Ranajit Guha, Subaltern Studies, Volume VIII* Oxford University Press
4. Shahid Amin and Dipesh Chakarabarty (Ed.) 1996 *Writings on South Asian History and Society, Subaltern Studies, Volume IX* Oxford University Press
5. Gautam Bhadra, Gyan Prakash and Susie Tharu (Eds) 1999 *Writings on South Asian History and Society, Subaltern Studies, Volume X* Oxford University Press

**JOURNALS:**

1. International Journal of English Language, Literature and Humanities Volume IV Issue XII December .2016 – Om Prakash Valmiki's *Joothan: Portrayal of a Dalit's Life Traumatic Experience*
2. International Journal of Postcolonial Studies Volume 13, 2011 - [Issue 1: Between Subalternity and Indigeneity](#)

**E-LEARNING RESOURCES:**

1. [https://www.sas.upenn.edu/~dludden/ReadingSS\\_INTRO.pdf](https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf) A Brief History of Subalternity by David Ludden
2. <https://academic.oup.com/ct/article-abstract/20/4/363/4085656> Dialog Theory in Marginalized Settings: A Subaltern Studies Approach by [Mohan Dutta](#), [Mahuya Pal](#)

**COURSE OUTCOMES:**

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

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

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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	3	2	1	1	1	2
CO2	3	3	3	1	1	1	1
CO3	3	3	3	1	1	1	1
CO4	2	2	1	1	1	1	2
<b>AVERAGE</b>	2.75	2.75	2.25	1	1	1	1.5

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**



Lecture (Chalk and Talk-OHP-LCD)  
 Problem Solving  
 Group Discussion  
 Role Modelling  
 Quiz  
 Seminar  
 Peer Learning

### QUESTION PAPER PATTERN

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

### III B.A ENGLISH AND COMMUNICATION SKILLS

#### SEMESTER V

#### ELECTIVE – SUBALTERN WRITINGS OF INDIA

#### QUESTION PAPER TEMPLATE

**PAPER CODE: CE18/5E/SWI**

**MAX MARKS : 100**

**TIME: 3HRS**

#### SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from Units I to IV

#### SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from Units I to IV

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units I to IV

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER V  
SELF STUDY COURSE FOR ADVANCED LEARNERS  
TRANSLATION STUDIES**

**TOTAL HOURS :**

**COURSE CODE:**

**CREDITS: Extra Credits**

**2 0**

**L-T-P: 0**

**COURSE OBJECTIVES:**

**This Course aims to:**

1. Introduce the students to the origin and evolution of translation
2. offer a comprehensive module on the theory, principles and types of translation
3. highlight the nuances of translation with all its cross cultural and cross linguistic implications
4. familiarize the students with select non – English classics through translation

**COURSE OUTLINE:**

**UNIT – I****ORIGIN, GROWTH AND METHODS OF TRANSLATION**

Definitions, Theory, and Principles of Translation

History of Translation

Kinds of Translation

Methods and Problems of Translation

**UNIT – II****POETRY**

Rabindranath Tagore

*Gitanjali* (Selections)

5, 6, 35, 60,86,93,94,103

Thiruvalluvar

*Thirukkural* (Selections)

Translated by

1. G.U.Pope

2. VVS Aiyar

Chapter on Eegai ( Giving)

Chapter on VaanSirappu (The Excellence of Rain)

Chapter on Theevinaiyatcham (Dread of Evil deeds)

**UNIT – III****DRAMA**

Bhasa

*Dutvakyam***UNIT –IV****FICTION**

Kalki

*Ponniyin Selvan* Book I**UNIT V****SHORT STORIES**

Asha Bage

Wings

(Marathi) Tr. By Gauri Deshpande

Sundara Ramaswamy

Sita Brand Soapnut Powder

(Tamil) Tr. By Gomathi

Narayanan

Himanshi Shelat  
Year

Awaiting an Event in the Thirty Sixth

(Gujarati) Tr. By Mitra Mukherjee

Parikh

Ismat Chughtai

The Wedding Shroud

(Urdu) Tr.By. Tahira Naqvi

### RECOMMENDED TEXTBOOKS:

1. Rev. G. U. Pope *Thirukkural*
2. Rabindranath Tagore *Gitanjali*
3. Kalki *Ponniyin Selvan*, Book I (The First Floods)

translated by C.V. Karthik Narayanan

### REFERENCE BOOKS:

1. Barnstone, Willis. *The Poetics of Translation: History, Theory, Practice*. United States : Yale University Press, 1993.
2. Eco, Umberto. *Experiences in Translation*. United States :University of Toronto Press, 2008.
3. Dharmarajan, Geeta, editor. *Katha Prize Stories*. Vol. 3. New Delhi: Katha, 1997.
4. Munday, Jeremy. *Introducing Translation Studies : Theories and Applications*. United Kingdom : Routledge, 2009.
5. Pym, Anthony. *Exploring Translation Theories*. United Kingdom :Routledge, 2017.
6. Holmstrom, Lakshmi and Gomathi Narayanan, Eds. *Waves* Penguin Books, 2013

### JOURNALS:

1. *Translation Journal*. [www.translationjournal.net/journal/41culture.htm](http://www.translationjournal.net/journal/41culture.htm).
2. *Translation Studies*. [www.tanfonline.com/toc/rtrs20/current](http://www.tanfonline.com/toc/rtrs20/current).

### E-LEARNING RESOURCES:

1. Ghanooni, Ali Reza. "A Review of the History of Translation Studies." *Theory and Practice in Language Studies*, Vol.2.No.1. January 2012, pp.77-85, [www.academypublication.com/issues/past/tpls/vol02/01/11.pdf](http://www.academypublication.com/issues/past/tpls/vol02/01/11.pdf)
2. Holmes, J.S. "Translation Studies." *Routledge*, [www.cw.routledge.com/textbooks/translationstudies/data/samples/9780415584890.pdf](http://www.cw.routledge.com/textbooks/translationstudies/data/samples/9780415584890.pdf).
3. "Pudhumaipithan." *Revolvy*, [www.revolvy.com/page/pudhumaipithan?cr=1](http://www.revolvy.com/page/pudhumaipithan?cr=1).
4. Saigeetha, S. "History of Translation Theory." *English Skills One*. 30 March 2018, [www.englishskillsone.com/fen-6b13-translation-studies/c/0/i/21238352/history-translation-theory](http://www.englishskillsone.com/fen-6b13-translation-studies/c/0/i/21238352/history-translation-theory)

5. "Dutvakyam by Bhasa."  
<https://archive.org/details/in.ernet.dli.2015.313804/page/n11>.
6. <https://archive.org/details/in.ernet.dli.2015.203867/page/n75>

## COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	identify the linguistic and textual divergence between languages
CO 2	interpret literary work in a linguistic and cultural context
CO 3	Identify the problems encountered in translated works
CO 4	Synthesise ideas of varied cultures and traditions one is not familiar with through literatures in translation

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	2	1	2	2	2	1	3
CO2	3	2	3	2	2	1	3
CO3	1	1	1	2	1	1	2
CO4	2	3	2	1	1	2	1
AVERAGE	2	1.75	2	1.75	1.5	1.25	2.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

## QUESTION PAPER PATTERN

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

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER V**

**SELF STUDY COURSE**

**TRANSLATION STUDIES**

**QUESTION PAPER TEMPLATE**

**PAPER CODE:**

**MAX.**

**MARKS: 100**

**TIME: 3 HRS**

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

#### SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

#### SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

### III B.A ENGLISH AND COMMUNICATION SKILLS SEMESTER VI

#### CORE – SHAKESPEARE

**TOTAL HOURS : 90**  
**6C/SHK CREDITS: 4**  
**0**

**PAPER CODE: CE18/**  
**L T P: 3 3**

#### **COURSE OBJECTIVES:**

**This course aims to:**

1. Highlight the cultural and historical context of the Elizabethan age.
2. Throw light on the taste and demand of the Elizabethan audience.
3. Familiarise the students with the varied features of Shakespearean comedy, tragedy and historical plays.
4. Expose Shakespeare's greatness and his universal appeal

## **COURSE OUTLINE:**

### **UNIT I**

**15 Hours**

#### **BACKGROUND**

Shakespeare's England  
Globe theatre  
Elizabethan audience  
Elizabethan sonnets

### **UNIT II**

**20 Hours**

Sonnets: 18, 29, 73, 104, 116  
Comedy: *Twelfth Night*

### **UNIT III**

**20 Hours**

Roman Play: *Julius Caesar*

### **UNIT IV**

**20 Hours**

Tragedy: *Macbeth*

### **UNIT V**

**15 Hours**

Tragi-comedy *The Tempest*

## **RECOMMENDED TEXTBOOKS:**

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

## **REFERENCE BOOKS:**



5. Scott Kastan, David. *A Companion to Shakespeare*. United States: Wiley, 1999
6. Honan, Park. *Shakespeare: A Life*. United Kingdom: Clarendon Press, 1998
7. Wiggins, Martin. *Shakespeare and the Drama of His Time*. United Kingdom: Oxford University Press, 2000
8. D. Nuttall, D. *Shakespeare the Thinker*. United States: Yale University Press, 2007
9. Wood, Michael. *In Search of Shakespeare*. New Delhi: Random House, 2015

### JOURNALS:

1. Phebe Jensen “Causes in Nature: Popular Astrology in *King Lear*”  
Shakespeare Quarterly, Volume 69, Issue 4, Winter 2018
2. Nadia Thérèse Van Pelt “Sick interpreters’: Criticizing Historical Adaptations of Cardinal Wolsey in Shakespeare’s *Henry VIII*” Early Theatre, Vol 20 No 1 2017.

### E-LEARNING RESOURCES:

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

### COURSE OUTCOMES:

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

CO Number	CO STATEMENT
CO 1	Explore Shakespearean plays from the perspective of his audience.
CO 2	Analyze the many merits of Shakespearean plays which account for his everlasting fame
CO 3	Develop a keener insight into the productive genius of Shakespeare.
CO 4	Interpret the myriad aspects of Shakespearean plays and their contemporary relevance and significance

### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY  
CORELATED-1 NO CORELATION-0

**TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)  
Flipped Learning/Blended Classroom  
E Content  
Videos  
Problem Solving  
Group Discussion  
Role Modelling  
Quiz  
Seminar  
Peer Learning

**QUESTION PAPER PATTERN**

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

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**CORE - SHAKESPEARE**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/6C/SHK**

**MAX.**

**MARKS: 100**

**TIME: 3 HRS**

SECTION - A

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

1 to 6 - Questions from all the Fcx IVE Units

SECTION - B

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

7 to 14 - Questions from all the FIVE Units

SECTION - C

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

15 to 19 - Questions from all the FIVE Units

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

## CORE –WOMEN’S WRITING

**TOTAL HOURS: 90**

**COURSE CODE:**

**CE18/6C/WOW CREDITS: 4**

**LTP: 3 3 0**

### **COURSE OBJECTIVES:**

**This course aims to:**

1. Survey the literature in English by women writers and to explore the feminist constructs in their works.
2. Familiarize the archetypal roles of women in the social and literary context.
3. Review the use of language and silence, patriarchal dominance and subversion in the prescribed texts.
4. Explore, identify and establish the evident female voice and experience, perspectives and the roles women perform across contexts, genres and nationalities.

### **COURSE OUTLINE:**

#### **UNIT I**

**15 Hours**

#### **POETRY**

Anne Bradstreet	Author to her Book
Sylvia Plath	Lady Lazarus
Gillian Clarke	Extracts from Letter from a Far Country
Intiaz Dharker	Purdha
Maya Angelou	Phenomenal Woman
Adrienne Rich	Snapshots of a Daughter-in-law
Sujata Bhatt	Muliebrity
Judith Wright	Eve to Her Daughters

#### **UNIT II**

**20 Hours**

#### **PROSE**

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

**UNIT III****20 Hours****DRAMA**Carol Churchill                      *Top Girls***UNIT IV****20 Hours****FICTION**Margaret Lawrence                      *Stone Angel***UNIT V****15 Hours****SHORT STORIES**Mahasweta Devi                      *Statue*Zora Neale Hurston                      *Sweat***RECOMMENDED TEXTBOOKS**

- |                     |                                 |
|---------------------|---------------------------------|
| 1. Maggie Humm      | <i>Feminism: A Reader</i>       |
| 2. Warhol (ed)      | <i>Feminism</i>                 |
| 3. Terry Eagleton   | <i>British Feminist Thought</i> |
| 4. Susie Tharu (ed) | <i>Women's Writing in India</i> |

**REFERENCE BOOKS:**

1. Sunderland, Jane. *Language and Gender: An Advanced Resource Book*. Routledge, 2006.
2. Gilbert, Sandra & Susan Gubar(ed) *The Madwoman in the Attic*. Yale University Press, 2000.
3. Plain, Gill and Susan Sellers (editors). *A History of Feminist Literary Criticism*. Cambridge, 2007.
4. Aird, Eileen. *Sylvia Plath: Her Life and Work*. New York: Harper & Row, 1973.
5. Moers, Ellen. *Literary Women: The Great Writers*. New York: Anchor Press/Doubleday, 1977
6. Showalter, Elaine. *A Literature of Their Own: British Women Novelists From Bronte to Lessing*. Princeton, N.J.: Princeton University Press, 1977
7. Spacks, Patricia M. *The Female Imagination*. New York: Avon Books, 1972.

**E-LEARNING RESOURCES:**

1. <https://www.docdroid.net/14vyf/russ-what-can-a-heroine-do.pdf#page=8> – What can a heroine do?
2. DuCille, Ann. “The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies.” *Signs*, vol. 19, no. 3, 1994, pp. 591–629. *JSTOR*, [www.jstor.org/stable/3174771](http://www.jstor.org/stable/3174771).
3. Sen, Sudeep. “New Indian Poetry: The 1990s Perspective.” *World Literature Today*, vol. 68, no. 2, 1994, pp. 272–278. *JSTOR*, [www.jstor.org/stable/40150142](http://www.jstor.org/stable/40150142).
4. Cameron, Rebecca. “From Great Women to Top Girls: Pageants of Sisterhood in British Feminist Theater.” *Comparative Drama*, vol. 43, no. 2, 2009, pp. 143–166. *JSTOR*, [www.jstor.org/stable/23038083](http://www.jstor.org/stable/23038083).
5. Diamond, Elin. “(In)Visible Bodies in Churchill's Theatre.” *Theatre Journal*, vol. 40, no. 2, 1988, pp. 188–204. *JSTOR*, [www.jstor.org/stable/3207656](http://www.jstor.org/stable/3207656).
6. <http://archive.org/stream/britishnovelists01barbuoft#page/n29/mode/2up>

## JOURNALS:

1. *Women's Writing* – Taylor & Francis online <http://www.tandfonline.com>
2. Oxford Academic – Contemporary Women's writing <https://academic.oup.com>

## COURSE OUTCOMES:

CO Number	CO STATEMENT
CO 1	Discuss and integrate social, political, historical awareness of the evolution of Women's Writings
CO 2	Assess feminist dogmas and analytically approach issues that impact the gender, race, class and position of women and their writings.
CO 3	Examine the responses and approaches of Women's Writing to patriarchy in the use of language, education and cultural awareness
CO 4	Critique and consolidate various interpretations and analysis of literary texts in Women's Writing

## MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	1	2	1	1	1	2
CO2	2	3	2	1	1	1	2
CO3	3	1	1	2	2	2	2
CO4	2	3	1	1	1	2	1
AVERAGE	2.5	2	1.5	1.25	1.25	1.5	1.75

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2  
WEAKLY CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

### QUESTION PAPER PATTERN-UG

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

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**CORE –WOMEN’S WRITING**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/6C/WOW**

**MAX MARKS : 100**

**TIME: 3 HRS**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units



**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**CORE – LANGUAGE AND LINGUISTICS II**

**TOTAL HOURS: 90**

**COURSE CODE: CE18/6C/LL2**

**CREDITS: 4**

**L-T-P: 3**

**3 0**

**COURSE OBJECTIVES:**

**The Course aims to:**

1. Familiarize students with key linguistic terms, concepts and theories
2. Trace the origin, nature and development of human language
3. Give insight into English pronunciation and concepts in Phonetics and Phonology
4. Introduce the students to the nuances and varieties of English language

**COURSE OUTLINE:**

**LANGUAGE**

**UNIT I**

**10 Hours**

**LANGUAGE VARIETIES**

Dialects and Idiolects

Registers

Language and culture

**LINGUISTICS**

**UNIT II**

**15 Hours**

**STRUCTURAL LINGUISTICS**

Theory of Phonemes

Morphemes

**UNIT III**

**20 Hours**

**MODERN LINGUISTICS**

Organs of Speech  
System of Articulation

#### UNIT IV

**25 Hours**

##### **DESCRIPTIVE LINGUISTICS**

Classification of sounds: Vowels, Consonants and Diphthongs  
Syllables, Stress and Intonation

#### UNIT V

**20 Hours**

##### **PHONETIC TRANSCRIPTION**

#### **RECOMMENDED TEXTBOOKS:**

1. Baugh A C, *History of the English Language*, New Delhi, Allied Publishers Pvt.Ltd, 2013.
2. Wood F T, *Outline History of the English Language*, Chennai, Macmillan India Press, 2014.
3. Wren C L, *The English Language*, New Delhi, Vikas Publication House Pvt. Ltd, 1999.

#### **REFERENCE BOOKS:**

1. Kuvian, Anne, *Growth and Structure of the English Language*, Bareilly, Student Printers, 2000.
2. Venkatraman, R.A, *History of English of English Language*, New Delhi, Rama Brothers, 2000.
3. Barber, Charles, *The English Language—A Historical Introduction*, United Kingdom, Cambridge University Press, 1999.
4. Kiparsky, Paul and Gilbert Youmans (eds.), *Phonetics and Phonology, Vol. I: Rhythm and Meter*. San Diego, CA: Academic Press, 1989.
5. Yule, George. *The Study of Language. 3rd edition*. Cambridge University Press, 2006.

#### **JOURNALS:**

1. Nair, Rajasekaran et al. "The English Language in India". *Kaken's Linguistic Issues*, February 2007. Print.
2. Richards Andrews. "The Effect of Grammar Teaching on Writing Development". *British Educational Research Journal*, Volume 32, 2006. Print.

#### **E-LEARNING RESOURCES:**

1. Language, Dialect, and Register - University of Colorado Boulder

2. <https://www.colorado.edu › education › sites › default › files › attached-files>
3. [http://pandora.cii.wvu.edu/vajda/ling201/test2materials/articulatory\\_phonetics.html](http://pandora.cii.wvu.edu/vajda/ling201/test2materials/articulatory_phonetics.html)
4. <https://www.cambridge.org/features/genetti/CH02-IPATranscription/>
5. <http://www.englishmirror.com/english-grammar/vowels-and-consonants.html>
6. <http://ritongarasti.blogspot.com/2013/05/organ-of-speech-function-manner-and.html>

## **COURSE OUTCOMES:**

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

<b>CO Number</b>	<b>CO STATEMENT</b>
CO 1	distinguish central linguistic terms, concepts and theories
CO 2	analyze linguistic concepts in terms of syntax, Phonetics and semantics
CO 3	identify and analyze specific sounds and systematic properties of sound system of English
CO 4	apply the phonetic symbols to transcribe words and sentences in an effective way.

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

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>
<b>CO1</b>	1	2	1	3	3	1	3
<b>CO2</b>	1	1	1	2	3	2	3
<b>CO3</b>	1	1	1	3	3	2	3
<b>CO4</b>	1	1	1	3	3	2	3
<b>AVERAGE</b>	1	1.25	1	2.75	3	1.75	3

**KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0**

## **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Problem Solving

Group Discussion

Role Modelling

Quiz

Seminar  
Peer Learning

### QUESTION PAPER PATTERN

Knowledge Level	SECTION	Word Limit	Marks	Total	Special Instructions, if any
K1	A– 5x2 marks	50	10	100	Separate question paper to be set for students with special needs (visually challenged). All questions must be from Units I, II, III and IV only.
K1, K2	B – 5x6 marks	150	30		
K2, K3	C– 3x20 marks	500	60		

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**CORE – LANGUAGE AND LINGUISTICS II**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/6C/LL2  
MARKS : 100**

**MAX**

**TIME: 3 HRS**

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

**SECTION - B**

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

**SECTION - C**

III. Answer any THREE of the following questions in about 500 words each:

(3 out of 5 questions):  
(3x20=60)

15 to 19 - Questions from all the FIVE Units

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI  
ELECTIVE - FUNDAMENTALS OF JOURNALISM**

**TOTAL HOURS : 90  
6E/FJM**

**COURSE CODE: :CE18/**

**CREDITS: 5**

**L-T-P: 4 1 1**

**COURSE OBJECTIVES:**

**The Course aims to:**

1. Provide a clear picture of the structure and functioning of different departments of a newspaper organization and the origin and evolution of journalism in India and abroad
2. Highlight the ethical responsibility of a journalist in presenting unbiased reports in the increasingly complex and heterogeneous society
3. Discuss different techniques for proofreading, editing, revising and writing clear news stories and headlines
4. Introduce the emerging trends in journalism

**COURSE OUTLINE:**

**UNIT – I  
Hours**

**15**

Journalism-Definition

A Brief History of Journalism  
Principles and Theories of Journalism  
Press Laws

**UNIT – II** **10**  
**Hours**

News Agencies  
Organizational Structure and Departments of a Newspaper  
Role and Duties of a Reporter

**UNIT – III**  
**25 Hours**

News Gathering, Putting the Facts Together, Formatting the News (when, who, where and what), Structure of News  
Leads: Types of Leads  
Writing: Interviews, Profiles, Reviews, Obituaries, Editorial, Feature and Columns, Photo Feature, Heading for the Photos

**UNIT – IV** **25 Hours**

Proof Reading: Duties of a Proofreader, Editing of Proof, Proofreading Symbols  
Editorial Department: Basics of Editing, Role of Sub-editor, News editor, Rewriter  
Subediting: Giving Headings, Sub-headings, Style, Spelling and Grammar

**UNIT – V** **15 Hours**

Broadcast Journalism –An Overview  
Online Journalism  
Citizen Journalism  
E-zines

**For Internal Assessment only:**

Exercises in  
Identifying and writing different kinds of leads  
Writing Headlines for News Stories  
Writing Captions for Photos  
Writing News Stories for Headlines  
Reporting and writing of campus news that include department associations, sports events etc. with proper headlines, lead etc.  
Identifying and writing different types of editorials, Structuring a dummy editorial page.

Students may be asked to submit a recorded interview they have conducted.

## REFERENCE BOOKS:

1. Burns, Lynette Sheridan *Understanding Journalism*. Vistaar Publications, New Delhi, 2002.
2. Bhatt, S. C. *Broadcast Journalism Basic Principles*. Har-Anand Publications, New Delhi, 2011.
3. Ray, Tapas. *Online Journalism: A Basic Text*. Cambridge University Press, New Delhi, 2006.
4. Harcup, Tony. *Journalism Principles and Practice*. Sage Publications, 2004.
5. Pant, N. C. *Journalism and Mass Communication*. Variety Books Publishers, 2010.

## JOURNALS:

1. Singh, Preeti. "[Evolution of the Press and Mass Media](#)." *J Mass Communicat Journalism*, vol. 6, no. 320, 2016.
2. Thomas W Clarence. "The Press Can Make a Difference." *J Mass Communicat Journalism*, vol. 4, no. e153, 2014.

## E-LEARNING RESOURCES:

1. Punjab Technical University. *Editing: Cocepts and Processes*, <http://www.nraismc.com/wp-content/uploads/2017/03/105-EDITING-CONCEPT-PROCESS.pdf>, Accessed 27 August 2019.
2. Barbara Bean-Mellinger. *Introduction of Print Media*. 8 August 2018, <https://bizfluent.com/facts-6852659-introduction-print-media.html>. Accessed 22 August 2019.
3. Mass Media. <https://careersinmassmedia.weebly.com>. Accessed 24 August 2019.
4. Geogr Mason University. *News Writing Fundamentals*. <https://writingcenter.gmu.edu/guides/news-writing-fundamentals>, Accessed 24 August 2019.
5. PEOI. *Journalistic Writing*. <https://www.peoi.org/Courses/Coursesen/mass/mass5.html>. Accessed 24 August 2019.

## COURSE OUTCOMES:

**After the successful completion of the course, the students will be able to**

CO Number	CO STATEMENT
CO 1	evaluate the truthfulness, accuracy and objectivity of news stories in a critical, creative and independent manner
CO 2	draft and present bipartisan journalistic articles by following the 5 'Ws' and 'H' technique with a proper lead, body and ending
CO 3	demonstrate skill in writing different types of newspapers columns,



	including, Interviews, Profiles, Reviews, Obituaries, Editorial, Features and Columns
CO 4	proofread, edit, organize and revise news stories and also write catchy and attractive headlines for them

#### MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

#### METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

-E Content

Videos

Group Discussion

Quiz

Seminar

#### QUESTION PAPER PATTERN

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

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**ELECTIVE- FUNDAMENTALS OF JOURNALISM**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/ 6E/FJM  
MARKS: 100**

**MAX.**

**TIME: 3 HRS**

Note: At least 1 question from each section should be exercise based

**SECTION - A**

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from all the FIVE Units

**SECTION - B**

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from all the FIVE Units

SECTION - C

III. Answer any **THREE** of the following questions in about 400 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from all the FIVE Units

**III B.A ENGLISH AND COMMUNICATION SKILLS  
SEMESTER VI**

**ELECTIVE –LITERATURE AND ENVIRONMENT**

**HOURS: 90**

**PAPER CODE:**

**CE18/6E/LEN CREDITS: 5**

**LTP: 4 2 0**

**COURSE OBJECTIVES:**

**The Course aims to:**

1. Explore the diverse traditions in which “nature” and the environment are conceptualized in literature by writers of various cultures and nationalities.
2. Reflect critically on different literary forms and genres and the different approaches of writers’ towards nature and humanity’s bond with the environment.
3. Undertake the study of traditional eco critical themes such as pollution, wilderness, apocalypse, dwelling, animals and the earth in a range of literary works across genres, historical periods and cultures.
4. Develop an individual green outline for conducting enquiry and analysis on issues pertaining to environment in literature within the regional framework of Thiruvananthapuram.

**COURSE OUTLINE:****UNIT I****20 hours****INTRODUCTION TO ECOCRITICISM**

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

**UNIT II****15 Hours**

Tropes – Wilderness, Dwelling, Apocalypse

**UNIT III****20 Hours****LITERARY TEXTS: POETRY**

Sangam Poetry	Home and Kurunji (Tr. by A.V. Subramanian)
Emerson	Hamatreya
Wordsworth	Nutting
D.H.Lawrence	Snake
Dylan Thomas	The Force that through the Green Fuse Drives the Flower
Sujatha Bhatt	What Happened to the Elephant
Wendell Berry	Peace of Wild Things

**UNIT IV****20 Hours****LITERARY TEXTS: PROSE AND FICTION**

Thoreau	Excerpt from Walden
Rachel Carson	A Fable for Tomorrow
Wangari Mathai	Nobel Acceptance Speech
	Chief Seattle's Speech
J.C. Kumarappa	Agrarian Economy and Rural Construction, Industry or Occupation, Manures, Agricultural Prices – (From <i>Gandhian Economic Thought</i> Chapter II)
A.K. Ramanujam	Flowering Tree
Ambai	Forest
Mahasweta Devi	Arjun



5. WILLOQUET-MARICONDI, PAULA, editor. *Framing the World: Explorations in Ecocriticism and Film*. University of Virginia Press, 2010. *JSTOR*, [www.jstor.org/stable/j.ctt6wrgnd](http://www.jstor.org/stable/j.ctt6wrgnd).

### **COURSE OUTCOMES:**

**After the successful completion of the course, the students will be able to**

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

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

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>
<b>CO1</b>	1	2	3	1	1	1	1
<b>CO2</b>	3	2	2	1	1	1	1
<b>CO3</b>	2	3	1	2	1	1	1
<b>CO4</b>	1	2	3	1	1	1	2
<b>AVERAGE</b>	1.75	2.25	2.25	1.25	1	1	1.25

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-OHP-LCD)

E Content

Video

Group Discussion

Quiz

Seminar

### **QUESTION PAPER PATTERN-UG**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions</b>
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					<b>if any</b>
<b>K 1</b>	<b>A – 5x2 marks</b>	<b>50</b>	<b>10</b>	<b>100</b>	
<b>K1. K 2</b>	<b>B – 5x6 marks</b>	<b>150</b>	<b>30</b>		
<b>K2, K 3</b>	<b>C – 3x20 marks</b>	<b>500</b>	<b>60</b>		Questions from Units <u>II</u> to <u>IV</u>

**III B.A ENGLISH AND COMMUNICATION – SEMESTER VI**

**ELECTIVE –LITERATURE AND ENVIRONMENT**

**QUESTION PAPER TEMPLATE**

**PAPER CODE: CE18/6E/LEN**  
**MARKS : 100**

**MAX**

**TIME: 3HRS**

SECTION - A

I. Answer any FIVE of the following in about 50 words each:

(5 out of 6 questions):

(5x2=10)

1 to 6 - Questions from Units I to IV

SECTION - B

II. Answer any FIVE of the following questions in about 150 words each:

(5 out of 8 questions):

(5x6=30)

7 to 14 - Questions from Units I to IV

SECTION - C

III. Answer any THREE of the following questions in about 400 words each:

(3 out of 5 questions):

(3x20=60)

15 to 19 - Questions from Units II to IV