

## **DEPARTMENT OF ENGLISH**

### **RULES AND REGULATIONS - PG**

#### **1. Eligibility for Admission:**

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

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

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

#### **3. Course of Study:**

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

#### **4. Passing Minimum:**

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

#### **5. Classification of Successful Candidates:**

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

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

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

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

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

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

### **PROGRAMME EDUCATIONAL OBJECTIVES -PG**

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

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

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

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

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

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

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

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

**PSO 1:** Identify texts relating to society, culture, ethnicity and ecology of Literature.

**PSO 2:** Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

**PSO 3:** Identify and extend the impact of ideas, values and themes in literature in the society.

**PSO 4:** Apply the research writing skills into completing a project exhibiting core competency and nuance of Literature.

**PSO 5:** Gather, evaluate and synthesize information from a variety of linguistic, literary, language teaching theories and texts.

**PSO 6:** Evaluate texts of English teaching skills to improve competency in Language and Linguistics.

**PSO 7:** Demonstrate skills involving technology to accommodate the changing trends of Literature.

**PSO 8:** Demonstrate proficiency of English language and technology to suit today's global scenario and acquire employability.

**PSO 9:** Develop as morally upright individuals who would contribute to the betterment of the society.

## **EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT –PG**

### **INTERNAL VALUATION BY COURSE TEACHERS**

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

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

#### **CORE/ELECTIVE – PAPERS:**

**COMPONENT MARKS**

1 10

2 10

**SOFT SKILLS– PAPERS:**

**COMPONENT MARKS**

1 10

2 10

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

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARKS	TOTAL
K4	A-2/4X5	500	10	50
K4,K5	B-2/3X20	1200	40	

**END SEMESTER EVALUATION PATTERN –PG**

**THEORY PAPERS**

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

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

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 50

**SOFTSKILL PAPERS**

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

**SINGLE VALUATION BY COURSE TEACHER**

MAXIMUM MARKS: 50

PASSING MARKS: 25

**PROJECT PAPER**

**SEMESTER: IV**

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

DISSERTATION: 50

VIVA: 50

MAXIMUM MARKS: 100

PASSING MARKS: 50

**INTERNSHIP**

YEAR

SEMESTER

I

II

**PROGRAMME PROFILE – PG**

**PG Courses 2018 Onwards**

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

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**I SEMESTER**

COURSE CODE	TITLE		HOURS				CREDITS
			L	T	P	TOT	
2P18/2C/BRL	CORE V	BRITISH LITERATURE II	3	2	1	6	4
2P18/2C/ILT	CORE VI	INDIAN LITERATURE IN TRANSLATION	3	2	1	6	4

2P18/2C/AML	CORE VII	AMERICAN LITERATURE	3	2	1	6	4
2P18/2C/LTH	CORE VIII	LITERARY THEORY	3	2	1	6	4
2P18/2E/CED	EXTRA DISCIPLINARY ELECTIVE I	COPY-EDITING	3	1	0	4	3
2P18/2S/CSK	SS II	SOFT SKILLS II – COMMUNICATION SKILLS	2	0	0	2	2
	INTERNSHIP DURING VACATION						2

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## II SEMESTER

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

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## III SEMESTER

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

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# From 2018 onwards

## I M.A. ENGLISH CORE –I BRITISH LITERATURE 16th -19th CENTURY SEMESTER I

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

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

### COURSE OBJECTIVES:

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

### COURSE OUTLINE:

#### UNIT I – THE ELIZABETHAN AGE

18 hrs

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

#### UNIT II – AGE OF MILTON AND THE NEO CLASSICAL AGE

18 hrs

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

#### UNIT III - EARLY ROMANTIC AGE

18 hrs

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

### **Unit V - VICTORIAN AGE (1830 – 1901)**

**18 hrs**

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

### **For class discussions and presentations:**

www.wwnorton.com>volB.overview

[https://youtu.be/4lfRt\\_wKfx8](https://youtu.be/4lfRt_wKfx8) - Contexts of 16<sup>th</sup> & 17<sup>th</sup> Century Poetry (Part I)

### **RECOMMENDED READING:**

Bergonzzi, Bernard. *The Turn of a Century: Essays On Victorian and Modern English Literature*

Bowra, C.M. *Romantic Imagination*

Eliot T.S. "The Metaphysical Poets", *Selected Essay*. London: Faber and Faber Limited, 1932.

Ford, Boris. *Pelican Guide To English Literature – Introduction – Vol IV & V*

*Oxford Anthology of English Literature, Vol I. The Middle Ages Through the 18<sup>th</sup> Century*. London: OUP, 1937.

Daiches, David. *A Critical History of English Vol. I & II*. London: Secker & Warburg, 1981.

### **JOURNALS:**

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

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

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

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

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

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

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

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

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

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

	<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	3	3	3	2	2	2	2	2	3
<b>CO 2</b>	3	2	3	2	2	2	2	2	3
<b>CO 3</b>	3	3	3	2	2	2	2	2	3
<b>CO 4</b>	2	3	3	2	2	2	2	2	2
<b>CO 5</b>	3	3	3	2	2	2	2	2	3
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2.8</b>

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

**End Semester Examination**

**Paper Code: 2P18/1C/BRL**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 6**

**CREDITS: 4**

**COURSE CODE: 2P18/1C/IWE**

**LTP: 3 2 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: POETRY**

**18 hrs**

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

**UNIT II: PROSE**

**18 hrs**

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

**UNIT III: DRAMA**

**Shashi Deshpande**

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

**UNIT IV: FICTION**

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

**18 hrs**

**UNIT V : CRITICAL WORKS****18 hrs**

Shauna Singh Baldwin

*What the Body Remembers*

Amitav Ghosh

*The Hungry Tide***RECOMMENDED READING:**

Naik, M.K., S.K.Desai et al. Critical Essays on Indian Writing in English

Jussawalla, Adil. A New Writing in India

Tharoor, Shashi. From Midnight to Millennium

De'Souza, Eunice. Nine Indian Women Poets. OUP: N.Delhi, 2004

**JOURNALS:**

Indian Literature- Sahitya Academy Journal

Contemporary Literary Review India

The Journal of common wealth literature Sage publication

Ashwamegh Indian Journal of English ISSN:2454-4574

Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

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

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

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

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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Examination**

**Paper Code: 2P18/1C/IWE**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

***PART- B***

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

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



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

**TOTAL HOURS: 6**

**CREDITS: 4**

**PAPER CODE: 2P18/1C/LCR**

**LTP: 3 2 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

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

**RECOMMENDED READING:**

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

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOMES:**

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

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

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

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

**TEACHING METHODOLOGY:**

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

***QUESTION PAPER PATTERN***

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

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

**End Semester Examination**

**Paper Code: 2P18/1C/LCR**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 6  
CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I POETRY**

**20 hrs**

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

**UNIT II PROSE**

**20 hrs**

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

**UNIT III DRAMA**

**20 hrs**

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

**UNIT IV FICTION**

**20 hrs**

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

## UNIT V CULTURAL READINGS

10 hrs

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

### RECOMMENDED READING:

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

### JOURNALS:

**SARE: Southeast Asian Review of English**

International Journal of Asian Studies (IJAS)

Asian Theatre Journal

### E-LEARNING RESOURCES:

Ghalib -

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

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

Ulysses by the Merlion; Evening by Batok Town -

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

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

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

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

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

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

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

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

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

**COURSE OUTCOME:**

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

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

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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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



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

**End Semester Examination**

**Paper Code: 2P18/1C/LFA**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

**PART- B**

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

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

# ELECTIVE-I JOURNALISM AND ADVERTISEMENT SEMESTER- I

**TOTAL HOURS: 4**

**CREDITS: 3**

**COURSE CODE: 2P18/1E/JAD**

**L T P: 3 0 1**

## **COURSE OBJECTIVES:**

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

## **COURSE OUTLINE:**

### **UNIT- I: Defining Journalism**

**10 hrs**

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

### **UNIT- II: Journalistic Writing**

**10 hrs**

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

### **UNIT- III: Advertising Basics**

**10 hrs**

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

**UNIT- IV: Choices and Ethics****10 hrs**

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

**UNIT- V: Practical Component****20 hrs**

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

<https://openmediahub.com>  
<https://journalismcourses.org>  
[www.udemy.com](http://www.udemy.com)  
[Journalism.cmpf.eui.eu](http://Journalism.cmpf.eui.eu)  
<https://www.shiftelearning.com>

**COURSE OUTCOMES:**

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

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

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

<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	2	3	3	2	2	3	3	2	2
<b>CO 2</b>	3	2	3	2	3	2	3	2	3
<b>CO 3</b>	3	2	2	3	2	2	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	2	3
<b>CO 5</b>	3	3	2	3	3	2	3	3	3
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.8</b>	<b>2.2</b>	<b>2.8</b>

**TEACHING METHODOLOGY:**

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

***QUESTION PAPER PATTERN***

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

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

**End Semester Examination**

**Paper Code: 2P18/1E/JAD**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

***PART- B***

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

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

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

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

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

***COURSE OBJECTIVES:***

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

***COURSE OUTLINE:***

**UNIT I: POETRY I**

**18 hrs**

**Georgian Poets**

Rupert Brooke  
Walter de la Mare

The Soldier  
The Listeners

***Modernism***

T.S.Eliot  
W.B.Yeats

The Wasteland  
The Second Coming, Easter 1916

***Thirties***

Auden  
Spender

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

***UNIT II: POETRY II***

**18 hrs**

**The Movement**

Thom Gunn  
Philip Larkin  
Ted Hughes

On the Move  
Whitsun Weddings  
Tractor

***Late Twentieth Century***

Seamus Heaney  
Carol Ann Duffy  
Craig Raine  
Caroll Rumens

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

***UNIT III: PROSE***

**18 hrs**

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

**UNIT IV: DRAMA**

**18 hrs**

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

**UNIT V: FICTION**

**18 hrs**

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

For Class discussions and presentations

[www.nobelprize.org/mediaplayer/index.php?id=1947](http://www.nobelprize.org/mediaplayer/index.php?id=1947)

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

\*For Internal Assessment only

**RECOMMENDED READING:**

Malcom Bradbury and James McFarlane—*Modernism*

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

**JOURNALS:**

[XII Modern Literature](https://doi.org/10.1093/ywes/maz011), *The Year's Work in English Studies*, maz011, 13 August 2019,

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

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

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

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

**E-LEARNING RESOURCES:**

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

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

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

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

**COURSE OUTCOME:**

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

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

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

	<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	3	3	3	2	2	2	3	2	2
<b>CO 2</b>	3	3	3	2	2	3	2	3	2
<b>CO 3</b>	3	2	2	3	2	3	2	3	2
<b>CO 4</b>	2	3	3	2	3	3	3	2	2
<b>CO 5</b>	3	2	3	2	3	2	2	2	2
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.0</b>

**TEACHING METHODOLOGY:**

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



## QUESTION PAPER PATTERN

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

*End Semester Question Paper Pattern*

**Paper Code: 2P18/2C/BRL**

**Max Marks: 100**

**Time: 3hrs**

**PART- A**

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

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

**PART- B**

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

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

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

**TOTAL HOURS: 6**

**COURSE CODE: 2P18/2C/ILT**

**CREDITS: 4**

**LTP: 3 2 1**

***COURSE OBJECTIVE:***

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

***COURSE OUTLINE:***

**UNIT I: POETRY**

**18 hrs**

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

***UNIT II: PROSE***

**18 hrs**

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

***UNIT III: DRAMA***

**18 hrs**

Indra Parthasarathy	<i>Nandan Katha</i>
K.N. Panikkar	<i>The Lone Tusker</i>

***UNIT IV: FICTION***

**18 hrs**

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

***UNIT V***

**18 hrs**

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING SOURCES:**

<https://www.jstor.org>  
<https://www.thebetterindia.com>  
<https://owlcation.com>  
<https://www.shiksha.com>  
<https://www.indiatoday.in>  
<https://www.bookgeeks.in>  
[https://www.researchgate.net/publication/230814146\\_Translation\\_Literature\\_in\\_India](https://www.researchgate.net/publication/230814146_Translation_Literature_in_India)

**COURSE OUTCOMES:**

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

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

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

	<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	3	2	3	2	2	3	2	2	2
<b>CO 2</b>	2	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	3	2	2	3	2	3
<b>CO 4</b>	3	2	3	3	2	2	3	2	2
<b>CO 5</b>	2	3	3	3	2	3	2	3	2
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

*End Semester Question Paper Pattern*

**Paper Code: 2P18/2C/ILT**

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

**PART- A**

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

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

**PART- B**

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

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

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

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

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

***COURSE OBJECTIVES:***

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

**COURSE OUTLINE:**

**20 hrs**

**UNIT I: POETRY**

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

**UNIT II: PROSE**

**20 hrs**

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

***UNIT III: DRAMA***

***20 hrs***

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

***UNIT IV: FICTION***

***20 hrs***

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

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

**10 hrs**

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOMES:**

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

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

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

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



**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: 2P18/2C/AML**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 6  
CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

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

**RECOMMENDED READING:**

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

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

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

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

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

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

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

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

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

### **JOURNALS:**

Journal of Literary Theory  
 Journal of Literary Theory - De Gruyter

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

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

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

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

We Should All Be Feminists - [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

Literature and Ecology - <https://books.google.co.in/books?hl=en&lr=&id=eJj4RIFKWCoC&oi=fnd&pg=PA105&dq=literature+and+ecology&ots=1oLgZoB9UW&sig=3EVZx1a5zdMjA-DayHsnnxGCzi0#v=onepage&q=literature%20and%20ecology&f=false>

### **COURSE OUTCOMES:**

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

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

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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

**CORE – LITERARY THEORY  
SEMESTER II**

**End Semester Question Paper Pattern**

**Paper Code: 2P18/2C/LTH**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 4**  
**CREDITS: 3**

**PAPER CODE: EP18/2E/CED**  
**LTP: 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**Unit- I**

**15 hrs**

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

**Unit- II**

**10 hrs**

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

**Unit- III**

**10 hrs**

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

**Unit- IV**

**15 hrs**

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

**Unit-V**

Practice passages for proof reading and copy editing.

**10 hrs**

**RECOMMENDED READING:**

Copyediting: A Practical Guide: Karen Judd

The Copyeditor's Survival Guide

The perfect English Grammar Workbook

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

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

**JOURNALS:**

Sage Journals

Springer Journals

Elsevier Journals

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

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

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

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

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



**TEACHING METHODOLOGY:**

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

***QUESTION PAPER PATTERN***

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

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

**End Semester Question Paper Pattern**

**Max Marks: 100**

**PAPER CODE: EP18/2E/CED**

**Time: 3 hrs**

**PART- A**

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

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

*PART- B*

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

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

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

*Total Hours: 2`*

**Credits: 2**

*.Paper Code: 2P15/2S/CSK*

**LTP: 2 0 0**

**COURSE OBJECTIVES:**

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

***COURSE OUTLINE:***

**Unit I – INTRODUCTION TO COMMUNICATION 6 hrs**

1. Communication - Definition
2. Types of Communication

***Unit II – WRITTEN COMMUNICATION – INTRA OFFICE 6 hrs***

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

***Unit III – WRITTEN COMMUNICATION – INTER OFFICE 6 hrs***

1. Letter
2. Agreement
3. Report

***Unit IV – ORAL COMMUNICATION 6 hrs***

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

***Unit V – NON-VERBAL COMMUNICATION 6 hrs***

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

***RECOMMENDED READING:***

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

***E-LEARNING RESOURCES:***

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

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

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

***COURSE OUTCOME:***

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

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

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

*Paper Code: 2P18/2S/CSK*

*Max. Marks: 50*

**Time : 2 hrs.**

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

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

**TOTAL HOURS : 5**  
**CREDITS : 4**

**COURSE CODE: 2P18/3C/SHK**  
**LTP 3 0 2**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I:** **15 hrs**  
*Othello*

**UNIT II:** **15 hrs**  
*Measure for Measure*  
*The Winter's Tale*

**UNIT III** **15 hrs**  
*Antony and Cleopatra*

**UNIT IV** **15 hrs**  
**General Topics**  
Fools and Clowns in Shakespeare  
Imagery in Shakespeare

**UNIT V** **15 hrs**  
**Shakespearean Criticism**  
19th century - Charles Lamb, Thomas de Quincey, Thomas Carlyle, Victor Hugo  
20th century - W.H.Auden, T.S.Eliot, Allan Bloom, Harold Bloom

**For Class discussions and presentations**

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

Antony and Cleopatra - <https://youtu.be/qHFGnT4cSkU>

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

### RECOMMENDED READING:

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

### JOURNALS:

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

### E-LEARNING RESOURCES:

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

### COURSE OUTCOME:

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

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



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

<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	2	2	2	3	3	3	2	2	3
<b>CO 2</b>	3	3	3	3	3	2	2	2	2
<b>CO 3</b>	3	3	3	3	3	2	2	2	2
<b>CO 4</b>	2	3	3	2	2	2	2	2	2
<b>CO 5</b>	2	2	2	3	2	2	2	3	2
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.2</b>	<b>2.0</b>	<b>2.2</b>	<b>2.2</b>

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

**CORE – SHAKESPEARE  
SEMESTER III**

**End Semester Examination**

**Paper Code: 2P18/3C/SHK**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 5**

**CREDITS: 4**

**COURSE CODE: 2P18/3C/PCL**

**LTP: 3 0 2**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I PROSE**

**10 hrs**

George Lamming                      *The Occasion for Speaking*

**UNIT II: POETRY**

**20 hrs**

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

**UNIT III : DRAMA**

**15 hrs**

Wole Soyinka                          *The Road*  
Ray Lawler                              *Summer of the Seventeenth Doll*

**UNIT IV: FICTION**

**15 hrs**

Patrick White                          *The Tree of Man*  
Nuruddin Farah                          *Maps*  
Jean Rhys                              *Wide Sargasso Sea*  
Ben Okri                                *The Famished Road*

**UNIT V: SHORT STORIES**

15 hrs

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

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

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

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

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

## TEACHING METHODOLOGY

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

### *QUESTION PAPER PATTERN*

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

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

**End Semester Examination**

**Paper Code: 2P18/3C/PCL**

**Max Marks:100**

**Time: 3 hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 6  
CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

***COURSE OUTLINE:***

**UNIT-I: Language Origin and the Process of Language Change** **15 hrs**  
The Origins of Language  
Development of Gesture, Sign, Words, Sounds, Speech and Writing  
Core Features of Human Language, Animals and Human Language

***UNIT-II: Nature of Language*** **15 hrs**  
Vowels, Diphthongs and Consonants  
Language Varieties: Dialects, Idiolect, Pidgin and Creole  
Language and Gender, Language and Disadvantage  
Morphology, Grammar, Syntax  
Saussurean Dichotomies: Synchronic and Diachronic Linguistics  
Semantics, Pragmatics

***UNIT-III: Branches of Linguistics*** **20 hrs**  
Structural Linguistics, Sociolinguistics, Psycholinguistics

***UNIT-IV: Branches of Linguistics*** **20 hrs**  
Neurolinguistics, Applied Linguistics

***UNIT-V: Applied Linguistics*** **20 hrs**  
Stylistics & Discourse Analysis: Relationship between Language & Literature, Style & Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse  
Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes  
Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries

***RECOMMENDED READING:***

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOMES:**

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

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

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

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



**TEACHING METHODOLOGY:**

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

***QUESTION PAPER A PATTERN***

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

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

**End Semester Examination**

**Paper Code: 2P18/3C/LAL**

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

**PART- A**

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

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

***PART- B***

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

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

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

**TOTAL HOURS: 4  
CREDITS: 3**

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

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I : INTRODUCTION**

**15 hrs**

History of the Feminist Movement

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

**UNIT II**

**15 hrs**

**Women-Authorship and Representation**

Elaine Showalter

Towards a Feminist Poetic

Gubar and Gilbert

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

Laura Mulvey

Pleasure and Narrative Cinema.

**UNIT III**

**15 hrs**

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

Gayle Rubin

Traffic in Women

Audre Lorde

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

Luce Irigaray

Woman on the Market

bell hooks -

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

**UNIT IV**

**15 hrs**

**Postcolonial, Third World & Eco Feminism**

Sara Suleri

Women Skin Deep: Feminism and the Postcolonial Condition

Chandra Talpade Mohanty

Under Western Eyes: Feminist Scholarship and Colonial Discourses

Vandana Shiva

Women in Nature

**Gender Studies**

Judith Butler  
Andrew Kimbrell

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

MOOC -Gender/Women Studies- Prof. Anisur Rahman, Ms. ShahlaTarannum -  
[https://swayam.gov.in/nd2\\_ar19\\_ap54/preview](https://swayam.gov.in/nd2_ar19_ap54/preview)  
<https://www.youtube.com/watch?v=zgAE4oDtxOc>  
bell hooks -[https://www.youtube.com/watch?v=0qU10tQ\\_rHo](https://www.youtube.com/watch?v=0qU10tQ_rHo)  
Gender Trouble - <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01320/full>  
Postcolonial Feminism -  
<https://www.tandfonline.com/doi/full/10.1080/13688790.2016.1317388?src=recsys>  
Judith Butler-<https://www.tandfonline.com/doi/full/10.1080/15299710903316513?src=recsys>  
Vandana Shiva -<https://www.youtube.com/watch?v=Ek2M-obq9LE>  
LuceIrigaray - <https://www.iep.utm.edu/irigaray/>

**COURSE OUTCOMES:**

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

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

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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Examination**

**Paper Code: 2P18/3E/FFT**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

# ELECTIVE III – INTRODUCTION TO NATIVE AMERICAN LITERATURE SEMESTER III

**TOTAL HOURS: 4**

**CREDITS: 3**

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

**LTP: 2 1 1**

## **COURSE OBJECTIVES:**

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

## **COURSE OUTLINE:**

### **UNIT I: THE BEGINNINGS**

**10 hrs**

A brief overview of Native American History  
Oral Literatures

### **UNIT II: POETRY**

**15 hrs**

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

### **UNIT III PROSE**

**10 hrs**

Chief Seattle's 1854 Oration - ver . 1

### **UNIT IV FICTION**

**15 hrs**

#### **Native American Renaissance- First Wave:**

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

#### **Native American Renaissance- Second Wave:**

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

**UNIT V****10 hrs**

Native American Spirituality  
Native American Eco-literature

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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

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

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



**TEACHING METHODOLOGY:**

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

***QUESTION PAPER PATTERN***

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

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

**End Semester Examination**

**Paper Code: 2P18/3E/NAL**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

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

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

**COURSE CODE: 2P18/3E/RDS**  
**LTP: 2 2 0**

**COURSE OBJECTIVES:**

- To Enable students to understand different techniques of reading.
- To enable the learner to read effectively
- To equip them to read, contextualize, and compare different texts
- To enable them to read, interpret and analyse representative texts and formulate opinion on texts read
- Write about the texts read with clarity.

**COURSE OUTLINE:**

**UNIT I: MECHANICS OF READING** **12 hrs**

Phonics - Relating Symbol to Sound

Reading Words, Phrases, Sentences.

Pronunciation, enunciation, rhythm,

Reading Techniques: Skimming, Scanning, Speed Reading

Purposes of Reading: Pleasure, Seek Information, Analyse and Critique

**UNIT II: GRADED MATERIAL**

**12 hrs**

R.L Stevenson      The Strange Case of Dr. Jekyll & Mr. Hyde. (Abridged and Illustrated.  
Excerpts from Chicken Soup Series

Amrita Pritam      The Weed

Edgar Allan Poe Tell Tale Heart

**UNIT III: ARTICLES FROM MAGAZINES, NEWSPAPERS**

**12 hrs**

10 Comprehension Passages from a variety of subjects

**UNIT IV: FICTION**

**12 hrs**

**(Students to choose any two for intensive reading)**

Chetan Bhagat      *Revolution 2020*

Kalki      *The First Floods*

Devdutt Pattanaik      *Pashu*

Paulo Coelho      *Alchemist*

Mark Haddon      *The Curious Incident of the Dog at Night*

**UNIT V MISCELLANEOUS**

**12 hrs**

Graphic Text      R. L Stine Goosebumps Book 2

Comics      Amar Chitra Katha

Poetry

Sales Literature, Recipes, Procedures, Users Manual

### **RECOMMENDED READING:**

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

Ajay Singh *Verbal Ability and Reading Comprehension*

### **JOURNALS :**

Journal of Phonetics(Bimonthly) ISSN – 00954470, Academic Press Ltd, England.

College English (Bimonthly) ISSN – 0010-0994 NATL Council Teachers English:USA

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

<https://jamesclear.com/best-books>

<https://www.spreader.com>

<http://www.readingsoft.com>

<https://www2.le.ac.uk/offices/ld/resources/study/reading>

<http://english-e-books.net/author/antoinette-moses/>

### **COURSE OUTCOMES:**

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

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

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

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

## TEACHING METHODOLOGY:

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

### *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>
K1,K2,K3	A	-	40	100	Refer to Question Paper Pattern below
K1,K2,K3	B	-	60		

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

**End Semester Examination**

**Paper Code: 2P18/3E/RDS**

**Max Marks:100**

**Time: 3 Hours**

**PART- A (40 Marks)**

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

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

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

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

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

**PART- B (60 Marks)**

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

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

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

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

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

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

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

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

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

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

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

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

**TOTAL HOURS: 2**

**CREDITS: 2**

**PAPER CODE: 2P/3S/LSK**

**LTP: 2 0 0**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I – LEADERSHIP SKILLS**

**6 hrs**

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

**UNIT II – NEGOTIATION SKILLS**

**6 hrs**

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

**UNIT III – CONFLICT RESOLUTION**

**6 hrs**

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



### **RECOMMENDED READING**

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

### **JOURNALS**

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

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

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

### **COURSE OUTCOME:**

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

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

### **TEACHING METHODOLOGY:**

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

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

*Paper Code: 2P18/3S/LSK*

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

**Question Paper Pattern**

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

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

**TOTAL HOURS: 5  
CREDITS: 4**

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

**COURSE OBJECTIVES:**

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

*COURSE OUTLINE:*

**UNIT I: POETRY** **15 hrs**

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

*UNIT II: PROSE* *15 hrs*

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

*UNIT III: DRAMA* *15 hrs*

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

*UNIT IV: FICTION* *15 hrs*

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

Vladimir Nabokov	<i>The Vane Sisters</i>
Umberto Eco	<i>The Name of the Rose</i>
Orhan Pamuk	<i>Snow</i>

**UNIT V TERM PAPER**

**15 hrs**

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E- LEARNING RESOURCES:**

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

**COURSE OUTCOMES:**

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

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

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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: 2P18/4C/EUL**

**Max Marks: 100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 5  
CREDITS: 4**

**COURSE CODE: 2P18/4C/PCL  
LTP: 3 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I: PROSE**

**15 hrs**

C. K. Stead

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

Northrop Frye

Conclusion to the Literary History of Canada

**Unit II : Poetry**

**15 hrs**

Horne Tuhare

Speak To Me, Brother

Mike Subritzky

Welcome to Auschwitz, Sister

Anne Kennedy

Towards Fourteen Ways of Looking at Pohutukawa

Peter Bland

Song

Inuit Orpingalik

My Breath

James Reaney

Maps (from *Souwesto Home*)

Robat Kroetsch

I'm Getting Old Now

Rita Bouvier

I Write (from *Blueberry Clouds*)

Elizabeth Smart

Blake's Sunflower

Cyril Dabydeen

Black Dust

**UNIT III : DRAMA**

**15 hrs**

George Ryga

*The Ecstasy of Rita Joe*

Sharon Pollock

*Blood Relations*

**UNIT IV: FICTION**

**15 hrs**

Hugh Cook

*The Wizards and the Warriors*

Eleanor Catton

*The Luminaries*

Margaret Atwood  
Margaret Laurence

*Alias Grace*  
*The Stone Angel*

**UNIT V: SHORT STORIES**

**15 hrs**

Alice Munroe  
Witi Ihimaera

Simon's Luck  
Big Brother Little Sister

**RECOMMENDED READING:**

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

**JOURNALS:**

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

**E-LEARNING RESOURCES:**

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

**COURSE OUTCOME:**

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

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



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

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

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

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

**End Semester Question Paper Pattern**

**Paper Code: 2P18/4C/PCL**

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

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS: 5**

**CREDITS: 4**

**COURSE CODE: 2P18/4C/ELT**

**LTP : 3 1 1**

**COURSE OBJECTIVES :**

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

**COURSE OUTLINE:**

**UNIT-I:**

**15 hrs**

Place of English in India

Issues Involved in the Teaching of English

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

**UNIT-II**

**15 hrs**

Approaches, Methods and Techniques

Grammar Translation Method

Audio-lingual Method

Communicative Approach

Natural Approach

Content-based Instruction

Task-based Language Teaching

**UNIT-III**

**15 hrs**

Computer Assisted Language Learning (CALL)

Television and Language Lab in Teaching English

Mobile Assisted Language Learning (MALL)

Self Access Language Learning (SALL)

#### **UNIT-IV**

**15 hrs**

Teaching of Prose, Poetry, Drama, Grammar, Composition

Teaching LSRW Skills

#### **UNIT-V**

**15 hrs**

Test-Definition, Types of Tests and Types of Questions

Characteristics of a Good Test

Preparation of Model Exercises and Questions

#### **RECOMMENDED READING:**

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

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

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

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

#### **JOURNALS:**

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

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

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

#### **EARNING RESOURCES:**

<https://www.ccsenet.org>

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

<https://www.educationdevelopmenttrust.com>

***COURSE OUTCOMES:***

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

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

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

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

**TEACHING METHODOLOGY:**

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

***QUESTION PAPER PATTERN***

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

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

**End Semester Question Paper Pattern**

**Paper Code: 2P18/4C/ELT**

**Max Marks:100**

**Time: 3 Hrs.**

**PART – A**

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

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

The questions can pertain to all Units in the syllabus.

***PART – B***

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

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

The questions can pertain to all Units in the Syllabus.

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

**Total Hours: 5**  
**Credits:4**

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

**COURSE OBJECTIVES:**

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

***COURSE OUTLINE:***

**UNIT I: INTRODUCTION 15 hrs**

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

***UNIT II: EFFECTIVE WRITING PRACTICE 15 hrs***

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

***UNIT III: MECHANICS OF WRITING AND FORMATTING 15 hrs***

Spelling and Punctuations  
Titles  
Quotations  
Formatting

***UNIT IV: WORKS CITED LIST 15 hrs***

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

***UNIT V: CITING SOURCES IN THE TEXT 15 hrs***

Parenthetical documentation  
Sample references  
Abbreviations  
Reference databases  
Other systems of documentation



***COURSE OUTCOMES:***

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

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

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

**TEACHING METHODOLOGY:**

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

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

**TOTAL HOURS: 4**  
**CREDITS: 3**

**COURSE CODE: 2P18/4E/GES**  
**LTP: 2 1 1**

**COURSE OBJECTIVES:**

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

***COURSE OUTLINE:***

**UNIT I: LITERARY TRENDS AND MOVEMENT 12 hrs**

Literatures of Britain, America and India

***UNIT II: SHAKESPEARE STUDIES 12 hrs***

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

***UNIT III: LANGUAGE 12 hrs***

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

***UNIT IV: THEORETICAL POSITIONS AND TRENDS 12 hrs***

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

## UNIT V: WORLD LITERATURE

12 hrs

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

### RECOMMENDED READING:

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

### JOURNALS:

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

### E- LEARNING RESOURCES:

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

### COURSE OUTCOMES:

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

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

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

<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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	3	2	3	3	2	3	2	2	2
<b>CO 2</b>	2	3	2	3	2	3	2	2	2
<b>CO 3</b>	2	3	3	2	3	3	3	3	2
<b>CO 4</b>	2	3	2	3	2	3	2	3	2
<b>CO 5</b>	3	3	2	3	2	3	2	2	3
<b>Average</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.2</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>

**TEACHING METHODOLOGY:**

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

**QUESTION PAPER PATTERN**

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

**ELECTIVE IV – GENERAL ESSAY  
SEMESTER IV**

**End Semester Question Paper Pattern**

**Paper Code: 2P18/4E/GES**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

**ELECTIVE V- WRITING FOR THE SCREEN**  
**(Offered to students of other Departments)**  
**SEMESTER- IV**

**TOTAL HOURS: 4**  
**CREDITS: 3**

**COURSE CODE: 2P18/4E/WFS**  
**LTP: 2 1 1**

**COURSE OBJECTIVES:**

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

**COURSE OUTLINE:**

**UNIT I** **12 hrs**

Creative Process  
Why do we tell stories?  
How do we tell stories?  
Stories for Television, Radio, Films and Short Films

**UNIT II** **12 hrs**

Story and Plot  
Story Structures – Beginning, Middle and End  
Screenplay Structure  
Conflict  
Creating Characters  
Narrative Techniques  
Writing the scene  
Dialogues

**UNIT III** **12 hrs**

**Genres**  
Identifying Genres  
Romance  
Westerns  
Science Fiction  
Action/Adventure  
Detective  
Thriller

Fantasy  
Children's films  
Epic/historical

**UNIT IV Formatting:**

**12 hrs**

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

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

**12 hrs**

Analysis of Mainstream Films and Television Programmes

**RECOMMENDED READING:**

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

**JOURNALS:**

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

Journal of Visual Culture ISSN 1470-4129 Sage Publication

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

**E- LEARNING RESOURCES:**

<http://www.youthkiawaaz.com>

<http://www.ukessays.com>

<http://www.epitomejournal.com>

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

<http://www.quora.com>

### ***COURSE OUTCOMES:***

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

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

### ***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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	2	3	3	3	2	3	2	2	2
<b>CO 2</b>	3	2	3	3	2	2	3	3	3
<b>CO 3</b>	2	3	3	3	2	3	3	3	2
<b>CO 4</b>	3	2	3	2	3	3	2	2	3
<b>CO 5</b>	2	2	2	2	3	3	3	2	3
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>

### **TEACHING METHODOLOGY:**

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

### ***QUESTION PAPER PATTERN***

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



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

**End Semester Question Paper Pattern**

**Paper Code: 2P18/4E/WFS**

**Max Marks:100**

**Time: 3hrs**

**PART- A**

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

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

*PART- B*

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

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

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

**TOTAL HOURS : 4  
CREDITS : 3**

**COURSE CODE : 2P18/4E/TLS  
LTP 2 1 1**

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

***COURSE OBJECTIVES:***

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

***COURSE OUTLINE:***

**Unit I: Translation Definition 12 hrs**

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

Translatability

Source language and Target language

Purpose and Importance of Translation

Language and culture

Decoding and recoding

Problems of equivalence

Loss and gain

Untranslatability

***Unit II: Translation Types 12 hrs***

Metaphrase

Paraphrase

Liberal/Free/Good/ Bad

Ideal Translation

Bilingual/Multilingual

Collaborative Translation

Back Translation

**Unit III: History of Translation**

**12 hrs**

Translation of Creative Writing

Translation Theory and Practice: The Indian Context

Translation in the 21<sup>st</sup> century- Global Context

**Unit IV: History of Translation Activity**

**12 hrs**

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

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

**Unit V : Translation Practice**

**12 hrs**

**\* For Class Assignment and Seminar only**

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

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

**RECOMMENDED READING:**

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

**JOURNALS:**

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

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

**E-LEARNING RESOURCES:**

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

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

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

### ***COURSE OUTCOME:***

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

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

### ***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>PSO 8</b>	<b>PSO 9</b>
<b>CO 1</b>	2	3	3	3	2	3	2	2	2
<b>CO 2</b>	3	2	3	3	2	2	3	3	3
<b>CO 3</b>	2	3	3	3	2	3	3	3	2
<b>CO 4</b>	3	2	3	2	3	3	2	2	3
<b>CO 5</b>	2	2	2	2	3	3	3	2	3
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>

### **TEACHING METHODOLOGY:**

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

*QUESTION PAPER PATTERN*

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

## End Semester Question Paper Pattern

Paper Code: 2P18/4E/TLS

Max. Marks: 100

Time : 3 hrs.

### PART- A

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

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

### *PART- B*

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

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

*Total Hours: 2*  
**Paper Code: 2P/4S/ISK**

*Credits: 2*  
**LTP 2 0 0**

**COURSE OBJECTIVES:**

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

*COURSE OUTLINE:*

**Unit I – THE POWER OF FEATURES AND BENEFITS (Chapter 1) 10 hrs**

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

*Unit II – ADDRESSING EACH INTERVIEWER’S NEEDS(Chapter 2) 10 hrs*

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

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

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

*Prescribed Text*

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

**E- LEARNING RESOURCES:**

[www.besjournals.onlinelibrary.wiley.com](http://www.besjournals.onlinelibrary.wiley.com)  
[www.careeroptionsmagazine.com](http://www.careeroptionsmagazine.com)  
[www.acquila.usm.edu](http://www.acquila.usm.edu)

***COURSE OUTCOME:***

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

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



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

*Paper Code: 2P18/4S/ISK*

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

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

