

M.A. ENGLISH LITERATURE

LOCF SYLLABUS 2026



**Department of English
School of Languages and Culture
St. Xavier's College (Autonomous)
Palayamkottai Tirunelveli - 627 002,
Tamil Nadu, India**

Vision

To mould young men and women as leaders in all walks of life so that they may serve the people especially the poor and the oppressed of our nation in truth, justice and love.

Mission

To achieve a synthesis of academic excellence and the formation of character.

To ensure social justice through equity and access

To include the excluded for empowerment

To equip students with global competencies

To engage in relevant research activities.

To promote Lab to Land through the Outreach Programme – Student Training and Action for Neighbourhood Development (STAND)

SCHOOLS OF EXCELLENCE WITH CHOICE-BASED CREDIT SYSTEM (CBCS)

Essential Features of CBCS

Standardisation of degree courses to internationally accepted levels

Focus on skill-based curriculum

Emphasis on value education

Institution - Industry collaboration

Provision for earning more credits

Development of communication skills

Post Graduate Courses

The existing PG curriculum was thoroughly upgraded based on the expectations of the academicians and the aspirations of the student community. The PG syllabus has two parts: Core and Elective. The minimum number of credits to be earned by a student is 100. The aim of the project work at the PG level is to develop the skill of solving problems and to promote research motivation. All the I-year PG students are offered one Value - Added Course and during their II year they are supposed to do one Extra Credit course outside their class hours to enhance their employability skills. However, during every semester, they are free to learn one ECC paper, offered by the respective departments.

Credit system

The credit system at St. Xavier's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines. The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work. For undergraduate (UG) courses, students are required to accumulate a minimum of 150 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology that focuses on measuring student performance through clearly defined outcomes. For St. Xavier's College, with its commitment to excellence and NAAC/NBA accreditation requirements, OBE is not just a regulatory expectation but a pathway to academic quality, global competitiveness, and improved employability of graduates.

We prepare students to meet future industry requirements and reinforce St. Xavier's College, Palayamkottai, as a leader in quality higher education. St. Xavier's College introduced OBE in 2018, and for the Attainment Calculation, we developed our own method in 2018. From the academic year 2025-26 onwards, in examinations, for each question we mark Course Outcome (CO), Competency and Performance Indicator, Programme Outcome / Programme Specific Outcome, Bloom's Revised Cognitive Level and we follow the OBE procedure for the calculation of the Attainment of Outcome for each student, course, semester, programme.

EVALUATION PATTERN (PG)

Continuous Internal Assessment

There is no internal minimum for any paper. However, Continuous Internal Assessment (CIA) is a mandatory requirement for all students. A student must take at least one CIA test out of two tests and must fulfil at least one mode of assessment among assignments, quiz, seminars, etc., otherwise he/she will not be permitted to write the semester examination.

S. No.	Component	Marks Allotted
1	I CIA Test	70
2	II CIA Test	70
	Total	140

The total CIA marks of 140 will be converted to 70 marks. An additional 30 marks will be awarded through other internal assessment components.

The Continuous Internal Assessment (CIA) consists of two component tests, each carrying 15 marks (15 + 15).

The final internal assessment marks will be calculated out of 100 (70 + 30). The obtained marks will be **converted to 50 marks**.

Semester (External) Examination

- The External Semester Examination will be conducted for **100 marks**.
- The obtained marks will be converted to **50 marks**.

Question Pattern

PG Semester Examinations (3 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	10X1	10
B	ALL	5X3	15
C	Either/or	5X6	30
D	3 out of 5	3X15	45
		Total	100

PG Internal Examinations (2 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	10X1	10
B	ALL	3X3	09
C	Either/or	3x7	21
D	3 out of 5	3X10	30
		Total	70

Grading System

Range of Marks	Letter Grade	Grade Point	Description
90-100	A+	9.0-10.0	Outstanding
80-89	A	8.0-8.9	Excellent
70-79	B+	7.0-7.9	Very Good
60-69	B	6.0-6.9	Good
50-59	U	5.0-5.9	Average
00-49	U	0	Reappear

PROGRAMME OUTCOMES (PO) FOR PG PROGRAMMES

Students of all Undergraduate Degree Programmes at the time of graduation will be able to attain the following:

PO1. Critical Thinking: Acquire the knowledge in the respective field and take informed actions.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional practice.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity-centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems and apply ethical principles and commit to professional ethics and responsibilities and norms of different value systems.

PO6. Environment and Sustainability: Demonstrate the issues of environmental contexts and sustainable development.

PO7. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools including prediction and modeling to complex activities with an understanding of the limitations.

PO8. Self-directed and Life-long Learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1. Comprehensive Literary Acumen: Demonstrate advanced knowledge of English literary history, genres, movements, and major authors from Chaucer to the 21st century, including global literatures in English.

PSO2. Contextual and Critical Interpretation: Analyze literary texts in relation to their socio-political, historical, and cultural contexts using a range of critical theories and interdisciplinary perspectives.

PSO3. Comparative and Cross-Cultural Understanding: Compare literary works across cultures, traditions, and periods—including African, South Asian, Australian, Canadian, and postcolonial literatures to understand diverse human experiences and expressions.

PSO4. Research and Scholarly Inquiry: Design and conduct independent literary research projects using appropriate methodologies, theoretical frameworks, and academic writing conventions.

PSO5. Effective Literary Communication: Produce coherent and well-argued critical essays, reports, and presentations, demonstrating clarity of thought and depth of literary insight suitable for academic and professional settings.

PSO6. Professional and Employability Skills: Apply language proficiency, analytical abilities, and soft skills such as technical writing, translation, and communication to pursue careers in teaching, media, publishing, and content development.

PSO7. Ethical and Social Engagement through Literature: Critically engage with issues of gender, class, race, environment, and social justice reflected in literature and promote empathy, inclusiveness, and ethical thinking.

PSO8. Lifelong Learning and Literary Citizenship: Foster a lifelong passion for reading, inquiry, and reflective learning through active engagement with literature, contributing to personal growth and civic responsibility.

M.A. ENGLISH LITERATURE
(With Effect from June 2026)

Sem	Part	Status	Sub. Code	Title of the Paper	Hrs	Cdt
I	A	Core-1	26PELC11	English Poetry	6	4
		Core-2	26PELC12	English Drama	6	4
		Core-3	26PELC13	English Fiction	6	4
		EC-1	26PELE11	Indian Writing in English	5	3
		EC-2	26PELE12	African and South Asian Literature/ Theatre Art	5	3
	B	SEC1	26PELS11	Technical Writing	2	2
					30	20
II	A	Core-4	26PELC21	American Literature	6	4
		Core-5	26PELC22	Shakespeare	6	4
		Core-6	26PELC23	Postcolonial Studies	6	4
		EC-3	26PELE21	English Language Teaching / European Fiction	5	4
		EC-4	26PELE22	Women's Writing in English / A Glimpse of Nobel Laureates	5	4
	B	SEC - 2	26PELS21	Communication Skills	2	2
	C	Extension Activity		STAND (Student Training and Action for Neighbourhood Development)	-	1
					30	23
III	A	Core-7	26PELC31	English Language and Linguistics	5	4
		Core-8	26PELC32	Australian and Canadian Literature	5	4
		Core-9	26PELC33	Literary Theory and Criticism-I	5	4
		Core-10	26PELC34	Comparative Literature	5	4
		Core Industry module	26PELC35	Research Methodology and Mini Project	4	3
		EC-5	26PELE31	Subaltern Studies	6	5
	B	Internship	26PELI31	Carried out in summer vacation at the end of Semester II	-	2
					30	26
IV		Core-11	26PELC41	Cultural Studies	6	4
		Core-12	26PELC42	Translation Studies	6	4
		Core-13	26PELC43	Literary Theory and Criticism-II	6	4

	A	Core-14	26PELC44	Project with Viva voce	4	4
		EC-6	26PELE41	English Literature for NTA, NET, SET & GATE	4	3
	B	SEC 3	26PELS41	Soft Skills for Employability	4	3
					30	22
					120	91
				Additional Compulsory Courses		
				I Year (Value – Added Course)		3
				II Year (Extra – Credit Course)		3
				MOOC		2
				Field Visit		1
Total					120	100

EXTRA CREDIT COURSES (ECC)			
Sem	Course Code	Title of the Paper	Credits
I	26PELEC1	Post War Science Fiction	3
II	26PELEC2	Diaspora Literature	3
III	26PELEC3	Twenty First Century Millennial Literature	3
IV	26PELEC4	Writing Skills	3

VALUE ADDED COURSE (VAC)				
Sem	Course Code	Title of the Paper	Hours	Credits
II	26PELVA1	Film Studies		3
Total Number of Credits				3

Abbreviations

- C - Core
- EC - Elective Course
- SEC – Skill Enhancement Course
- I - Internship

ENGLISH POETRY

(Course Code: 26PELC1)

SEMESTER – I

CORE - 1

HOURS - 6

CREDITS - 4

(From Chaucer to 20th Century)

LEARNING OBJECTIVES

- LO1** Understand the historical development of English poetry from the Middle English period to Modern poetry.
- LO2** Analyze key poetic forms and techniques such as the sonnet, ballad, lyric, epic, satire, and dramatic monologue through prescribed texts.
- LO3** Interpret and critically evaluate major poets and their works.
- LO4** Identify the evolution of language and style in English poetry, recognizing differences across periods.
- LO5** Develop critical thinking and literary appreciation skills by engaging with different themes

UNIT I MIDDLE ENGLISH POETRY

Geoffrey Chaucer The General Prologue from
The Canterbury Tales –
“The Knight’s Tale”, “The Clerk’s Tale”,
“The Doctor’s Tale”, “The Wife of Bath’s Tale”

UNIT II ELIZABETHAN POETRY

Edmund Spenser *Epithalamion*
John Donne “The Canonization”

UNIT III SEVENTEENTH CENTURY POETRY

John Milton *Paradise Lost: Book IX*

UNIT IV EIGHTEENTH CENTURY POETRY

John Dryden *Absalom and Achitophel* (Lines 150 – 280)
William Wordsworth “Ode: Intimations of Immortality from
Recollections of Early Childhood”
Lord Byron “Apostrophe to the Ocean”
Robert Burns “Holy Willie's Prayer”
P.B. Shelley “To a Skylark”

UNIT V* MODERN POETRY

T.S. Eliot *The Waste Land**
Wilfred Owen “Anthem for Doomed Youth”*
Dylan Thomas “Do Not Go Gentle into That Good Night”*
Philip Larkin “Whitsun Weddings”*

(Note: No annotations from topics marked with *)

COURSE OUTCOMES

Learners will be able to

- CO1** Recall major poets, literary periods, and important works from Middle English to Modern poetry (K1)
- CO2** Explain themes, ideas, and poetic forms such as sonnet, ballad, lyric, epic, and satire in the prescribed texts (K2)
- CO3** Apply literary terms, concepts, and critical approaches to interpret and discuss poems (K3)
- CO4** Analyze the structure, language, style, and thematic concerns of poems across different literary periods (K4)
- CO5** Evaluate the contributions of major poets and assess the significance of their works in the history of English literature (K5)
- CO6** Develop original critical responses or creative interpretations based on understanding of poetic forms and contexts (K6)

Text Books

1. 1973, *The Oxford Anthology of English Literature* Vol. I. *The Middle Ages Through the 18th century*. OUP, London

Reference Books

1. T.S. Eliot, 1932, *The Metaphysical Poets from Selected Essay*; Faber and Faber limited, London.
2. H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 *Metaphysical Poetry, Stratford-upon-Avon Studies* Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
5. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, *A Critical History of English Literature* Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

Web Sources

1. <http://www.english.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
3. https://www.worldhistory.org/Elizabethan_Theatre
4. <https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. <https://www.poetryfoundation.org/poems/45389/tithonus>

SEMESTER EXAMINATION QUESTION PAPER PATTERN

PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III & IV - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN

PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From Units I, II, III & IV - Except the topics marked with*)	3 x 3 = 09
C	Short Essays - 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

Skill Based Activity

MARKS

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

ENGLISH DRAMA
(Course Code: 26PELC12)

SEMESTER – I

CORE - 2

HOURS – 6

CREDITS - 4

LEARNING OBJECTIVES

- LO1** Understand the origins and early forms of British drama
- LO2** Trace the evolution of British drama
- LO3** Examine the socio-cultural and historical contexts reflected in major dramatic works from different periods.
- LO4** Analyze dramatic techniques and theatrical conventions used by playwrights
- LO5** Develop critical thinking and interpretative skills through close reading and discussion of representative plays.

UNIT I

Miracle and Morality Plays*
Thomas Kyd

The Spanish Tragedy

UNIT II

Christopher Marlowe
Ben Johnson

The Jew of Malta
*Volpone**

UNIT III

John Webster
Bertolt Brecht

The White Devil
*Mother Courage and her Children**

UNIT IV

J. M. Synge
William Congreve

Riders to the Sea
*The Way of the World**

UNIT V *

Harold Pinter
Samuel Beckett

*The Birthday Party**
*Waiting for Godot**

Note: (No annotations from the topics marked with *)

COURSE OUTCOMES

Learners will be able to

- CO1** Describe the development of English drama across different historical periods and theatrical traditions. (K1)
- CO2** Explain drama as both a cultural practice and an artistic form, relating texts to their social contexts. (K2)
- CO3** Analyze key elements of drama such as plot, structure, characterization, and dialogue in prescribed texts. (K3)
- CO4** Evaluate dramatic texts as reflections of their respective ages, including Elizabethan, Jacobean, Restoration, and Modern periods. (K4)
- CO5** Assess the evolution of modern and postmodern drama, focusing on movements like Epic Theatre and Theatre of the Absurd. (K5)
- CO6** Interpret dramatic works with attention to genre, themes, and socio-political background. (K6)

Text Books

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

Reference Books

1. Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrop, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
4. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

Web Resources

1. <http://www.questia.com> (online library for research)
2. <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
3. <https://www.britannica.com/art/English-literature/TheRestoration>
4. <https://www.britannica.com/art/epic-theatre>

SEMESTER EXAMINATION QUESTION PAPER PATTERN

PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III & IV - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN

PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations - 3 Compulsory (From Units I, II, III & IV - Except the topics marked with*)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15= 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

ENGLISH FICTION
(Course Code: 26PELC13)

SEMESTER – I

CORE – 3

HOURS – 6

CREDITS - 4

LEARNING OBJECTIVES

- | | |
|-----|---|
| LO1 | To familiarize the students with the origin and development of the British Novel upto the 20 th Century. |
| LO2 | The contents of the paper are meant to throw light on various concepts and theories of the novel. |
| LO3 | To understand the social background based on the prescribed novels. |
| LO4 | To identify and differentiate various forms of novels. |
| LO5 | To try hands in writing a piece of work on their own. |

UNIT I	John Bunyan	<i>The Pilgrim's Progress</i>
UNIT II	Jonathan Swift	<i>Gulliver's Travels</i> (Voyages -I, II)
	Samuel Richardson	<i>Pamela</i> *
UNIT III	Jane Austen	<i>Emma</i>
	George Eliot	<i>Middlemarch</i> *
UNIT IV	Emily Bronte	<i>Wuthering Heights</i>
	Thomas Hardy	<i>Tess of the d'Urbervilles</i> *
UNIT V*	D.H. Lawrence	<i>Sons and Lovers</i> *
	James Joyce	<i>Portrait of the Artist as a Young Man</i> *

Note: (No three mark questions can be asked from the Topics marked with *)

COURSE OUTCOMES

Learners will be able to

- | | |
|------------|---|
| CO1 | Recall the major authors, texts, themes, and literary contexts of prescribed works. (K1) |
| CO2 | Explain the narrative techniques, characters, and thematic concerns in the novels. (K2) |
| CO3 | Apply critical concepts such as gender, class, and environment in interpreting literary texts. (K3) |
| CO4 | Analyze the social, cultural, and psychological dimensions in the prescribed novels. (K4) |
| CO5 | Evaluate the representation of women's issues, morality, and individual identity in the texts. (K5) |
| CO6 | Construct critical arguments and develop original interpretations through written responses. (K6) |

Text Books (Latest Editions)

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel* Vol. II, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Web Resources

1. <https://www.britannica.com/art/picaresque-novel>
2. <https://www.britannica.com/art/novel-of-manners>
3. <https://www.gutenberg.org/files/145/145-h/145-h.htm>
4. <https://www.gutenberg.org/files/110/110-h/110-h.htm>
5. <https://www.gutenberg.org/files/768/768-h/768-h.htm>
6. <https://www.gutenberg.org/files/217/217-h/217-h.htm>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice -One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From All the Units - Except the topics marked with*)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

INDIAN WRITING IN ENGLISH
(Course Code: 26PELE11)

SEMESTER – I

ELECTIVE - 1

HOURS - 5

CREDITS - 3

LEARNING OBJECTIVES

- LO1 Enabling the students to understand the evolution of Indian Writing in English.
- LO2 To enable the learners to get exposed to the historical movements of the Indian subcontinent.
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate in the students the cultural significance of Indian English literature.
- LO5 To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

UNIT I (IKS)	Toru Dutt	“The Lotus”
	Sarojini Naidu	“Coromandel Fishers”
	Kamala Das	“My Grandmother’s House”
	Parthasarathy	“Under the Sky”
	Nissim Ezekiel	“Background Casually”
	H. L.V. Derozio	“The Orphan Girl”
UNIT II (IKS)	Dr. S. Radha Krishnan	“Emerging World Society”
	Vandana Shiva	<i>The Violence of Green Revolution</i> (Introduction and Chapter1)
	Sri Aurobindo	“The Essence of poetry, Style and Substance” (from The Future Poetry)
UNIT III (IKS)	Girish Karnad	<i>Nagamandala</i>
	Asif Currimbhoy	<i>Inquilab*</i>
UNIT IV (IKS)	Mulk Raj Anand	<i>Untouchable</i>
	Shashi Deshpande	<i>Roots and Shadows*</i>
UNIT V (IKS)	Arundhati Roy	<i>The Ministry of Utmost Happiness</i>
	Anita Desai	<i>Where Shall We Go This Summer*</i>

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

LEARNING OBJECTIVES

- CO1 Identify the themes of Indian Writing in English (K1)
- CO2 Understand the major trends in Indian Writing in English (K2)
- CO3 Examine the background and settings of the prescribed texts (K3)
- CO4 Analyse diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era. (K4)
- CO5 Evaluate the cultural significance of Indian English Literature (K5)
- CO6 Construe and recreate texts with attention to genre and social background (K6)

Text Book (Latest Edition)

Ramamurti, K. S.(ed.). *Twenty-five Indian Poets in English* Macmillan.1995.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. K.R. Srinivasa Iyengar, 1962, – *History of Indian Writing in English*, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, *A History of Indian Literature*, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature*, Pencraft International, New Delhi.
4. Amit Chandri, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London.
5. TabishKhair,2001, *Babu Fictions: Alienation in Contemporary Indian English Novels*, OUP.
6. Arundhati Roy, 2017, *The Ministry of Utmost Happiness*, Vintage Books, New York.
7. Mulk Raj Anand, 2014, *Untouchable*, Penguin, New Delhi.

Web Resources

1. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-English/article5226149.ece/amp/>
2. <https://www.britannica.com/biography/Sri-Aurobindo>
3. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
4. <https://www.britannica.com/biography/Anita-Desai>
5. <https://www.poetrycat.com/toru-dutt/sonnet--the-lotus>
6. <https://allpoetry.com/poem/12161324-Background--Casually-by-Nissim-Ezekiel-by-Shashank-Chander>
7. <https://www.britannica.com/biography/Mulk-Raj-Anand>
8. <https://www.britannica.com/biography/Nissim-Ezekiel>
9. <https://www.britannica.com/biography/Kamala-Das>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III - a)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From Units I, II, III – a)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

AFRICAN AND SOUTH ASIAN LITERATURE
(Course Code: 26PELE12)

SEMESTER – I ELECTIVE – 2 HOURS – 5 CREDITS - 3

LEARNING OBJECTIVES

- LO1 To enable students to get a glimpse of Africa's rich diversity
- LO2 To provide knowledge about South Asian Literature
- LO3 To equip the students in the skills of interpretation of texts
- LO4 Explore on the different dimensions of culture through the prescribed texts
- LO5 Analyzing the nuances of cultural studies

UNIT I POETRY

Derek Walcott	"A Far Cry from Africa"
David Rubadri	"A Negro Labourer in Liverpool"
Aimé Césaire	"The Woman and the Flame"
Gabriel Okara	"Once upon a Time"
Jean Arasanayagam	"Apocalypse"

UNIT II PROSE

Frantz Fanon	<i>The Wretched of the Earth</i> ("On Violence" and "On National Culture")
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UNIT III DRAMA

Mahesh Dattani	<i>Tara (IKS)</i>
Vijay Tendulkar	<i>Kamala*(IKS)</i>

UNIT IV FICTION

Ben Okri	<i>The Famished Road</i>
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UNIT V FICTION

Chimamanda Adichie	<i>Purple Hibiscus</i>
Shyam Selvadurai	<i>Funny Boy*</i>

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Label the representative texts of African and South Asian Literature. (K1)
- CO2 Contrast the themes of African and South Asian Literature with other Literatures. (K2)
- CO3 Examine the literary value and importance of the prescribed texts. (K3)
- CO4 Analyze the social and historical contexts out of which African and South Asian literary texts emerged over time and across cultures. (K4)
- CO5 Evaluate the distinctiveness of African and South Asian Literature. (K5)
- CO6 Develop the skill of analyzing literary works and interpreting it effectively. (K6)

Text Books:

1. Patricia Hill Collins. *Black Feminist Thought*. Routledge, New York.
2. Frantz Fanon. *The Wretched Earth*. Grove Press
3. Mahesh Dattani. *Tara: A Play in Two Acts*. Orient Blackswan, New Delhi, 1995.
4. Shyam Selvadurai. *Funny Boy*. William Morrow & Co, 2015

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. Suubi. *A Collection of Short Stories and Poems from African Writers*.
2. *The Post-Colonial Studies Reader*, Ed. Bill Ashcroft et al. Routledge, 2006

Web sources

1. <https://poets.org/poem/far-cry-africa>
2. <https://annejac.ac.in/wp-content/uploads/2019/12/AM.pdf>
3. <https://poets.org/poem/woman-and-flame>
4. https://www.researchgate.net/publication/360642071_Once_Upon_a_Time_by_GabrielOkara

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III - a)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From Units I, II, III - a)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS**MARKS**

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

THEATRE ART

(Course Code: 26PELE12)

SEMESTER – I

ELECTIVE - 2

HOURS - 5

CREDITS - 3

LEARNING OBJECTIVES

- LO1 To introduce the learners to the literary aspect of dramas.
- LO2 To familiarize Theatre as an artform.
- LO3 To introduce the concepts of directing and stage management.
- LO4 To inculcate in the students the role of Theatre in society.
- LO5 To familiarize the students with the components of acting.

UNIT I

Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

UNIT II

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre-conventional and the non-conventional theatre, Folk theatre, Urban theatre, Third theatre, other theatres in vogue.

UNIT III

Fundamentals of Play directing: Concept, technique, physical balance, demonstration, the director and the stage

UNIT IV

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space

UNIT V

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, lighting in the modern world, word versus spectacles

COURSE OUTCOMES

Learners will be able to

CO1	Identify a broad range of theatrical disciplines and Experiences	(K1)
CO2	Understand the diversity of theatrical experiences and the role of theatre in society	(K2)
CO3	Discover the relationships among the various facets of Theatre	(K3)
CO4	Analyze drama as a performing art and the aspects of Stagecraft.	(K4)
CO5	Evaluate diverse components of acting and techniques	(K5)
CO6	Generate art with attention to communal background	(K6)

Text Books (Latest Editions)

1. Sangeetha, K and A. Selvalakshmi. *An Introduction to Theatre Art*. New Century Book House (P) Ltd., 2015. (K1)

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Web sources

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsopl0000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From All the Units)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Students should form teams and enact a scene from any play.

TECHNICAL WRITING

(Course Code: 26 PELS11)

SEMESTER – 1

SEC – 1

HOURS – 2

CREDITS – 2

LEARNING OBJECTIVES

- LO1 Technical Writing is ultimately important as it provides information on a company's products and services
- LO2 Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
- LO3 The course in technical writing focuses on the discursual features and functions of technical writing including the technical reports, project reports and related documents.
- LO4 The knowledge of computing appropriate to the discipline.
- LO5 The ability to use current technologies, skills, and tools necessary for computing practices.

UNIT I Technical Writing: A Curtain Raiser, P-W-Rand BPS, From Sentences to paragraphs

UNIT II The Knowledge-How of Technical Description, Document Design, Graphics: Enhancing Content

UNIT III Data Interpretation, Presentation, News Reports

UNIT IV Proposals, Brochures, User Manuals

UNIT V CV Writing, Blogging, Vlogging, Posting on social media Drafting the Blueprint of Your Future,
On the Track: You a Tech-Writer!

COURSE OUTCOMES

Learners will be able to

- CO1 Know how to follow the stages of the writing process and apply them to technical and workplace writing tasks. (K1)
- CO2 Understanding to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately. (K2)
- CO3 Applying the basic components of definitions, descriptions, process explanations, and other common forms of technical writing. (K3)
- CO4 Analysing the basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals and presentation. (K4)
- CO5 Evaluate how to interpret material on technology. (K5)
- CO6 Produce and interpret the written content with better comprehension(K6)

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Thomas, Sunny. *Writing for Media*. 2008
2. Singh, S.K. *Technical Writing*. 2016

Web Resources

1. <https://www.tech-tav.com/technical-writing-resources>
2. <https://guides.library.unt.edu/c.php?g=528500&p=6841451>
3. <https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
4. <https://www.utleystategies.com/blog/proposal-writing?format=amp>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays – 5 Either / or Type (Internal Choice – One from Each Unit)	5x 6 = 30
D	Essays - 3 Out of 5 (Open Choice – One from Each Unit)	3 x 15=45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1= 10
B	Short Answers – 3 Compulsory (From All the Units)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity
Preparing PPT on the given topic /CV Writing/ Brochures/
Proposals/ User Manuals.

2 x 15= 30

AMERICAN LITERATURE

(Course Code: 26PELC21)

SEMESTER – II

CORE - 4

HOURS – 6

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To introduce the learners to the development of American literature.
- LO2 To familiarize the social and political events that have a bearing on American writing
- LO3 To introduce the concepts and emerging themes in American literature
- LO4 To inculcate the movements and trends that shaped American literature
- LO5 To familiarize the students with the relation between aesthetics and racism in Fiction

UNIT I

POETRY

Emily Dickinson	“The Soul Selects Her Own Society”
Robert Frost	“Birches”
E. E. Cummings	“Cambridge Ladies”
Wallace Stevens	“Anecdote of the Jar”
Adrienne Rich	“Diving into the Wreck”
Langston Hughes	“Mother to Son”

UNIT II

PROSE

Ralph Waldo Emerson	“The American Scholar”
Henry David Thoreau	<i>Walden (Chapter 9 “The Ponds”)</i>
Malcolm X	Chapter1-“Nightmare” (Excerpt from <i>The Autobiography of Malcolm X</i>)*

UNIT III

DRAMA

Arthur Miller	<i>Death of a Salesman</i>
Tennessee Williams	<i>A Street Car Named Desire</i> *

UNIT IV

SHORT STORY

Edgar Allan Poe	<i>The Cask of Amontillado</i>
Herman Melville	<i>Bartleby the Scrivener</i>

Ernest Hemingway	<i>The Snows of Kilimanjaro</i>
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UNIT V

FICTION*

Toni Morrison	<i>Beloved</i> *
Kate Chopin	<i>The Awakening</i> *
N. Scott Momaday	<i>The House Made of Dawn</i> *

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Know the movements and trends that shaped American literature. (K1)
- CO2 Understand various speeches and concepts of living which changed American history (K2)
- CO3 Evaluate the relation between aesthetics and racism in fiction (K3)

- CO4 Validate representative socio-political, cultural, racial and gender perspectives in theatrical works (K4)
- CO5 Evaluate to gain exposure to the different literary genres and its evolution in American Literature (K5)
- CO6 Formulate literary texts with attention to its common context. (K6)

Text Books (Latest Editions)

1. Willis Wagner: *American Literature-A World View*

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Marcus Cunliffe: *Sphere History of Literature -American Literature to 1900.*
2. Boris Ford: *The New Pelican Guide to English Literature-Vol.9.American Literature.*

Web Sources

- 1 <https://www.thoughtco.com/american-literary-periods-741872>
- 2 <https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>
- 3 <https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville- comparison/>
- 4 <https://lithub.com/the-most-anthologized-poems-of-the-last-25-years/>
- 5 <https://www.poetryfoundation.org/poems/44260/birches>
- 6 <https://allpoetry.com/Diving-Into-the-Wreck>
- 7 <https://www.poetryfoundation.org/poems/47559/mother-to-son>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II- a & b, III - a)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1= 10
B	Annotations – 3 Compulsory (From Units I, II- a & b, III - a)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15= 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

SHAKESPEARE

(Course Code: 26PELC22)

SEMESTER – II

CORE - 5

HOURS - 6

Credits: 4

LEARNING OBJECTIVES

- CO1 To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- CO2 Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
- CO3 Undertake textual analysis of Shakespeare's Plays and Sonnets
- CO4 Appraise Shakespeare's contribution to English language and literature
- CO5 Critically understanding the criticisms on Shakespeare

UNIT I *Hamlet*

UNIT II *The Tempest*

UNIT III *As You Like It*

UNIT IV *Julius Caesar**

UNIT V **Sonnets**

“When to the Sessions” (30)

“To Me Fair Friend” (104)

“The Expense of Spirit” (129)

(Note: No annotations from topics marked with *)

COURSE OUTCOMES

Learners will be able to

- CO1 Remember the appreciations by critics on Shakespeare(K1)
- CO2 Understand Elizabethan theatre and the theatre's development. (K2)
- CO3 Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets (K3)
- CO4 Analyze the trends in Shakespeare studies (K4)
- CO5 Evaluate the Modern Approaches in Shakespearean criticism (K5)
- CO6 Frame innovative research based on Shakespearean texts (K6)

Text Books (Latest Editions)

1. Stephen Greenblatt, ed.,1997, *The Norton Shakespeare, (Romances &Poems, Tragedies, Comedies)*, W. W. Norton & Co., London.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Harrison, 1951, G.B. *Shakespeare's Tragedies*, Routledge, London.
2. Knight G.W., 1957, *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York.
3. Knight G.W., 1947, *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford.
4. John. Andrews, ed., 1985, *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, *The Radical Tragedy*, The Harvester Press, Cambridge.

Web sources

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. https://www.historytoday.com/archive/british_english_monarchs/henry-iv

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From All the Units - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From All the Units - Except the topics marked with*)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts/ Students should form teams and enact a scene from any play etc.

POSTCOLONIAL STUDIES

(Course Code: 26PELC23)

SEMESTER – II

CORE - 6

HOURS – 6

Credits - 4

LEARNING OBJECTIVES

- LO1 To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
- LO2 To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
- LO3 To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
- LO4 Emphasis will be laid on tracing the development of post-colonial literatures and theory.
- LO5 Understanding the critical perspectives in Postcolonial literatures.

UNIT I

CRITICISM

John McLeod.

Beginning Postcolonialism
(Ch 2: "Reading Colonial Discourses"
Ch 5: " Re-reading and Re-Writing
English Literature")

UNIT II

POETRY

Arun Kolatkar
P. K. Page
Oodgeroo Noonuccal
(Kath Walker)

"Yeshwant Rao" (IKS)
"First Neighbours"
"A Song of Hope"

A. K. Ramanujan
Leopold Senghor
Grace Nichols
James Reaney

"Returning" (IKS)
"In Memoriam"
"In My Name"
"Maps"

UNIT III

DRAMA

Athol Fugard
Wole Soyinka

Master Harold and the Boys
*Death and the King's Horseman**

UNIT IV

FICTION

Amitav Ghosh
V. S. Naipaul

Sea of Poppies (IKS)
*A House for Mr. Biswas** (IKS)

UNIT V

FICTION

Samuel Selvon
Salman Rushdie

The Lonely Londoners
*Shalimar the Clown** (IKS)

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Remember the political and social background of the third world nations (K1)
- CO2 Understand the emerging trends in Post-Colonial Literature (K2)
- CO3 Be sensitive towards the problems and consequences of the decolonization of a country (K3)
- CO4 Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature(K4)
- CO5 Evaluate the postcolonial concepts found in different literary genres(K5)
- CO6 Reproduce the postcolonial texts with innovative instructions. (K6)

Text Books (Latest Editions)

1. Macaulay's Minute of 1831/35.
2. *Post-Colonial Studies*: eds. Ashcroft et.al.

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. *Specific issues of Journal of Commonwealth Literature*.
2. *Canadian Voices*. ed. S. Kudchedkar and Jameela Begum.
3. Frantz Fanon: *The Wretched of the Earth*.
4. Ashish Nandy: *The Fear of Nationalism*.

Web Sources

1. <https://www.britannica.com/biography/Chinua-Achebe>
2. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
3. <https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A> 1A
4. <https://www.poetryfoundation.org/poets/p-k-page>
5. https://staceydiessel.weebly.com/uploads/5/2/7/2/52721925/poems_for_aboriginal_poetry_unit.pdf

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units – Except the topics marked with *)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From All the Units – Except the topics marked with *)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

ENGLISH LANGUAGE TEACHING
(Course Code: 26PELE21)

SEMESTER – II

ELECTIVE - 3

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To enhance the learning and teaching skills of English
- LO2 To familiarize students about the basic concepts and theories related to English language teaching
- LO3 To focus on the problems and consequences on language teaching
- LO4 Emphasis will be laid on tracing the development of language teaching skills
- LO5 Understanding the teaching aspects

UNIT I A BRIEF HISTORY OF LANGUAGE TEACHING

The Grammar – Translation Method, The Direct Method, The Audiolingual Method, Oral approach and situational language teaching, Language teaching innovations in the nineteenth century

UNIT II NATURE OF APPROACHES AND METHODS IN LANGUAGE TEACHING

Approach and Method-Definition The Silent Way, Community Language Learning, Suggestopedia, Competency based Language teaching (Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the above approaches)

UNIT III COMMUNICATIVE APPROACHES

The Natural Approach, Cooperative language learning, Content based instruction, Task-based language teaching.

UNIT IV TEACHING ENGLISH THROUGH LITERATURE

Lesson Plan Writing Teaching Prose
Teaching Poetry Teaching Grammar Teaching of Non-Detailed Text, Strategies for teaching vocabulary and grammar

UNIT V 15 hours of classroom teaching in school and college with teaching aids

COURSE OUTCOMES

Learners will be able to

- CO1 Know the brief history of language teaching methods. (K1)
- CO2 Understand the difference between the terms, methods, approaches and techniques used in teaching (K2)
- CO3 Identify the objectives, active role of learners, teachers and materials of different approaches in teaching (K3)
- CO4 Analyze the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it. (K4)
- CO5 Evaluate and perceive the use of radio and television in language learning (K5)
- CO6 Reproduce the content to teach effectively. (K6)

Text Books (Latest Editions)

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.
 2. *The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department*, London.
 3. Vincent, S. *The Teaching of English*. Madurai: Vasans Publications.
 4. Larsen-Freeman, Diane. 2004. *Techniques and Principles in Language Teaching*. OUP
 5. Richards, J. C., and T. S. Rogers. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press
 6. Saraswathi, V. 2004. *English Language Teaching: Principles and Practice*. Orient Longman.
 7. Tickoo, M. L. 2003. *Teaching and Learning English: A Sourcebook for Teachers and Teacher Trainers*. Orient Longman
- Agnihotri, R. K & Khanna, A.L. (1995). *English Language Teaching in India*.

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. *Methods of Teaching English* by Dr. Shaikh Mowla
2. *Teaching Aspects of English Language* by Dr. Gurav H.K.

Web Resources

1. http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

SEMESTER PRACTICAL EXAMINATION QUESTION PAPER PATTERN

Theory Examination = 50 marks

Assessment of Teaching = 50 marks

(I Int. Examiner & I Ext. Examiner)

Total = 100 marks

(Each examiner will assess different components including Lab record, lesson plan, teaching aids)

INTERNAL PRACTICAL EXAMINATION QUESTION PAPER PATTERN

Theory Examination = 35 marks

Assessment of Teaching = 35 marks

Total = 70 marks

EUROPEAN FICTION

(Course code: 26PELE21)

SEMESTER – II

ELECTIVE – 3

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To the canons of European Fiction in the universal literary contexts.
- LO2 To introduce the key concepts and themes through the representative works of European novelists
- LO3 To enable the students the emerging concepts of European writing
- LO4 To analyze the socio-political changes in European Fiction
- LO5 To apply the critical theories while reading the works

UNIT I	Albert Camus	<i>The Outsider</i>
UNIT II	Milan Kundera	<i>Immortality</i>
UNIT III	Fyodor Dostoevski	<i>Crime and Punishment</i>
UNIT IV	Franz Kafka	<i>The Trial</i>
UNIT V	Victor Hugo	<i>Les Miserables</i>

COURSE OUTCOMES

Learners will be able to

- CO1 Ability to introduce the dimensions of European Fiction in the universal literary contexts. (K1)
- CO2 Understand the key concepts and themes through the representative works of European novelists. (K2)
- CO3 Apply critical theories to the prescribed literary texts. (K3)
- CO4 Analyze the socio-political changes in European Fiction. (K4)
- CO5 Compare the European writers across time and space. (K5)
- CO6 Renew and interpret European fiction with better comprehension (K6)

Text Books (Latest Editions)

- 1 *The Outsider* by Albert Camus, translated from French and published in 1942

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. M.H. Abrams – *A Glossary of Literary Terms* (latest edn)
2. John N. Duvall ed., *Modern Fiction Studies*, John Hopkins University Press, Vol.66, 2020.

Web sources

1. <https://pdfcoffee.com/milan-kundera-immortality-pdf-free.html>
2. https://www.mcgoodwin.net/pages/otherbooks/fd_crimeandpunishment.html
3. https://www.academia.edu/19856852/European_Literature_at_a_Glance

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers– 3 Compulsory (From All the Units)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

WOMEN'S WRITING IN ENGLISH

(Course code: 26PELE22)

SEMESTER – II

ELECTIVE - 4

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 Enabling the students to understand the evolution of Women's Writing in English.
- LO2 To enable the learners to get exposed to the women empowerment writers
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate the cultural significance of Women's writing in English literature.
- LO5 To trace the influence of the impact of the West in women's writing.

UNIT I

LITERARY THEORY

Elaine Showalter
Simone de Beauvoir

Towards a Feminist Poetics
The Second Sex (Vol II, Part I,
Chapters 1&3)

UNIT II

POETRY

Sylvia Plath
Kishwar Naheed
Judith Wright
Maya Angelou
Carol Ann Duffy

"Daddy"
"I Am Not That Woman"
"Bora Ring"
"Phenomenal Woman"
"War Photographer"

Unit III

SHORT STORIES

Charlotte Perkins Gilman
Kritika Pandey

"The Yellow Wallpaper"
"The Great Indian Tee and
Snakes" (IKS)

Rochelle Potkar

"The Kohl-eyed Muse"

Unit IV

NOVEL

Virginia Woolf
Alice Walker

Mrs. Dalloway
*The Color Purple**

Unit V

NOVEL

Chitra Banerjee Divakaruni
Anita Nair

The Palace of Illusions (IKS)
*Ladies Coupe** (IKS)

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Tabulate our predominant woman writers of the globe. (K1) CO2 Explain and interpret the canonical texts analytically. (K2)
- CO3 Examine the feminist approaches in women – centered texts. (K3)
- CO4 Outline quintessential female texts of different Literatures. (K4)
- CO5 Evaluate and justify Literature as a voice of emancipated women. (K5)
- CO6 Formulate feminist consciousness through Literature. (K6)

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
2. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.
3. K. Satchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature*, Pencraft International, New Delhi.

Web Resources

1. <https://www.tumblr.com/asuddenline/4834518949/i-am-not-that-woman-kishwar-naheed-i-am-not>
2. <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
3. <https://www.scottishpoetrylibrary.org.uk/poem/war-photographer/>
4. [https://www.owleyes.org/text/yellow-wallpaper/read/yellow-wallpaper#root-422327-9Charlotte Perkins Gilman The Yellow Wallpaper](https://www.owleyes.org/text/yellow-wallpaper/read/yellow-wallpaper#root-422327-9Charlotte%20Perkins%20Gilman%20The%20Yellow%20Wallpaper)
5. https://archive.org/stream/1949SimoneDeBeauvoirTheSecondSex/1949_simone-de-beauvoir-the-second-sex_djvu.txt

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units – Except the topics marked with *)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From All the Units – Except the topics marked with *)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

A GLIMPSE OF NOBEL LAUREATES

(Course Code: 26PELE22)

SEMESTER – II

ELECTIVE – 4

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To introduce the learners to the Nobel Laureates of various genres of Literature
- LO2 To familiarize students on various Nobel Laureates.
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate the cultural significance of the writings in English literature.
- LO5 To trace the influence of the impact of the West

UNIT I

POETRY

Pablo Neruda

“If You Forget Me”
“The Song of Despair” “Ode to the Onion” “Your Laughter”
“As One Listens to the Rain” * “The Street” *
“The Power of the Dog” *
“Oracle” *

Octavio Paz*

Rudyard Kipling
Seamus Heaney

UNIT II

PROSE

Nadine Gordimer
Thomas Mann
J.M. Coetzee
Toni Morrison

“Loot”
Disorder and Early Sorrow
Excerpts from *Disgrace* *
Excerpt from *Sula* *

UNIT III

DRAMA

Harold Pinter
George Bernard Shaw

The Caretaker
Man and Superman *

UNIT IV

SHORTSTORY

Alice Munro

“The Turkey Season” “Differently”
“Runaway” “The Bear Came Over the Mountain” “Boys and Girls”

UNIT V

NOVEL

John Steinbeck
Gabriel Garcia Marquez

The Pearl
One Hundred Years of Solitude

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind. (K1)
- CO2 Understand the works of various Nobel Laureates. (K2)
- CO3 Apply different themes with regard to social, political and cultural aspects. (K3)
- CO4 Analyze the prescribed texts critically and aesthetically. (K4)

- CO5 Evaluate Perceive the influence of Nobel Laureates in Literature. (K5)
 CO6 Reframing and interpreting texts with attention to its History and Culture. (K6)

Text Books (Latest Editions)

1. *Nine Nobel Laureates in English Literature*. Omega Publications, 2012.

Reference Books

Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Web Resources

1. <https://www.britannica.com/biography/Pablo-Neruda>
2. <https://www.britannica.com/topic/Nobel-Prize>
3. <https://www.britannica.com/biography/Alice-Munro>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III – a - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From Units I, II, III – a - Except the topics marked with*)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

COMMUNICATION SKILLS
(Course code: 26PELS21)

SEMESTER – II

SEC – 2

HOURS – 2

CREDITS -2

LEARNING OBJECTIVES

- LO1 To provide an overview of prerequisites to Business Communication.
- LO2 To impart the correct practices of the strategies of Effective Business Writing.
- LO3 To equip the students with the knowledge of written and oral communication.
- LO4 To familiarize the learners to various oral and written skills.
- LO5 The ability to communicate effectively with a wide range of audience.

UNIT I NON - VERBAL COMMUNICATION

Kinesics
Chronemics
Haptics
Proxemics

UNIT II AURAL COMMUNICATION

Tone of Voice in communication, types
Understanding Tone of Voice (listening and interpreting)

UNIT III ORAL COMMUNICATION

Describing directions and routes in English
Congratulating people on their success
Expressing Opinions

UNIT IV CORPORATE COMMUNICATION

Demanding explanations
Giving Instructions
Requesting and responding to requests

UNIT V LISTENING SKILLS

Active Listening
Becoming an Active Listener
Listening in Difficult Situations

COURSE OUTCOMES

Learners will be able to

- CO1 Remember the role of communication in professional success. (K1)
- CO2 Understand an awareness of appropriate communication strategies. (K2)
- CO3 Apply a variety of communication acts with reference to written and oral skills. (K3)
- CO4 Analyze and present messages with a specific intent. (K4)
- CO5 Evaluating gain an understanding of professional, ethical and social responsibilities. (K5)
- CO6 Rendering the current content effectively. (K6)

Text Books (Latest Editions)

1. Brent C. Oberg. *Interpersonal Communication*
2. John Seely. *The Oxford Guide to Writing and Speaking*

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. Asha Kaul. *Effective Business Communication*
2. S. K. Mandel. *Effective Communication and Public Speaking*

Web Resources

1. www.researchgate.net
2. <https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048>
3. https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION
4. <https://akpsi.org/what-is-oral-communication/>
5. <https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/>

SEMESTER PRACTICAL EXAMINATION QUESTION PAPER PATTERN

External Examination	=	100 marks
Internal Examiner 2 x 25	=	50 marks
External Examiner 2 x 25	=	50 marks

(External Examiner will assess Oral Communication and Corporate Communication with 25 marks each

Internal Examiner will assess Listening Skills and Talking with Tonal Variations with 25 marks each)

INTERNAL PRACTICAL EXAMINATION QUESTION PAPER PATTERN

Internal Examination	=	70 marks
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Extension Activity

STAND (Student Training and Action for Neighbourhood Development)

SEMESTER - II

CREDITS - 1

ENGLISH LANGUAGE AND LINGUISTICS

(Course code: 26PELC31)

SEMESTER – III

CORE - 7

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 Enabling the students to understand the history of English language from the old English Period to Modern day
- LO2 To Differentiate the Origin of Language and concept of Linguistics.
- LO3 To Demonstrate the usage of stress and intonation in Phonetics LO4 Evaluating the Linguistic theories introduced in the course.
- LO5 To comprehend the different aspects of Linguistics and Phonetics

UNIT-I HISTORICAL PHASES OF THE ENGLISH LANGUAGE

The Old English Period
The Middle English Period
The Renaissance and after

UNIT-II MECHANISMS OF LANGUAGE CHANGE

The Growth of vocabulary
Change of meaning
The Evolution of Standard English

UNIT-III FUNDAMENTALS OF LINGUISTIC STUDY

What is Linguistics?
Traditional Grammar and Modern
Grammar Morphology
IC Analysis

UNIT-IV PHONETICS–THEORY

Vowels, Diphthongs, Consonants Syllable, Intonation, Word Stress Strong and Weak forms

UNIT-V PHONETICS – PRACTICE

Phonetic transcription
Practice: Sentence Transcription and Passage Transcription

COURSE OUTCOMES

Learners will be able to

- CO1 Tabulate the history of English language from the old English Period to Modern day Influence. (K1)
- CO2 Differentiate the Origin of Language and concept of Linguistics. (K2)

- CO3 Demonstrate the usage of stress and intonation in Phonetics. (K3)
 CO4 Outline the sound patterns and attempt phonetic transcription of sentences. (K4)
 CO5 Evaluate the Linguistic theories introduced in the course. (K5)
 CO6 Develop a better command over the indispensable aspects of Linguistics and Phonetics. (K6)

Text Book (Latest Edition)

1. *An Outline History of the English Language* by F.T. Wood
2. *An Introduction to the Pronunciation of English* by A.C. Gimson
3. *Linguistics* by David Crystal
4. *A Textbook of English Phonetics for Indian Students* by T. Balasubramanian
5. Iyyadurai P. (2013). *English Phonetics for Beginners*, Tamilnadu: Jones Publications.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. *Linguistics: An Introduction* by Andrew Radford, et. Al.
2. *The Pronunciation of English* by Daniel Jones
3. *A History of the English Language* by A.C. Baugh
4. *Growth and Structure of the English Language* by Otto Jespersen

Web Resources

- 1 <https://www.msuniv.ac.in/Download/Pdf/c655dbb8fd5b461>
- 2 <https://dictionary.cambridge.org/help/phonetics.html>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (From Units I, II, III & IV)	10 x 1 = 10
B	Short Answers - 5 Compulsory (From Units I, II, III & IV)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - From Units I, II, III & IV, Sentence Transcription from Unit V)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - From Units I, II, III & IV, 100-Word Passage Transcription from Unit V)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (From Units I, II, III & IV)	10 x 1 = 10
B	Short Answers– 3 Compulsory (From Units I, II, III & IV)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

AUSTRALIAN AND CANADIAN LITERATURE

(Course code: 26PELC32)

SEMESTER – III

CORE - 8

HOURS - 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To define the basic traits of Australian and Canadian Literature.
- LO2 To interpret the canonical texts with its critical concepts and chief themes.
- LO3 To determine the cultural and historical contexts out of which Australian and Canadian literary texts emerged.
- LO4 To analyze the enigmatic presentation of Australian and Canadian Writers.
- LO5 To develop a passion to scrutinize Australian and Canadian Literature.

UNIT I

POETRY

A.D. Hope	“Australia”
Peter Allen	“I Still Call Australia Home”
A. M. Klein	“The Mountain”
E. J. Pratt	“The Dying Eagle”

UNIT II

PROSE/ MEMOIR

Jill Ker Conway	<i>The Road From Coorain</i>
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UNIT III

DRAMA

George Ryga	<i>The Ecstasy of Rita Joe</i>
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UNIT IV

FICTION

Richard Flanagan	<i>The Narrow Road to the Deep North</i>
Patrick White	<i>Voss*</i>

UNIT V

FICTION

Michael Ondaatje	<i>The English Patient</i>
Margaret Atwood	<i>The Blind Assassin*</i>

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Appreciate the representative works of Australian and Canadian writers. (K1)
- CO2 Understand the various aspects of Australian and Canadian literature in the universal literary context. (K2)
- CO3 Apply aesthetic values and gaining critical insight through various perspectives of reading poetry. (K3)
- CO4 Analyze the philosophy of life through a critical examination of texts belonging to different periods and cultures. (K4)
- CO5 Evaluate the Australian and Canadian literary texts as one of the great sources of wisdom. (K5)

- CO6 Reproduce the dimensions of Australian and Canadian Literature in the universal literary context. (K6)

Text books

1. A.Grove Day, *Modern Australian Prose, 1901–75: A Guide to Information Sources*.
2. Coral Ann Howells (Ed), Eva-Marie Kröller (Ed), *The Cambridge History of Canadian Literature*, Cambridge University Press, 2013.
3. *The MacMillan Anthology of Australian Literature*. Eds. Ken Goodwin and Alan Lawson. 1990.

Reference books

1. Dhawan, R.K. *Australian Literature Today*. New Delhi, 1993.
2. Laurie Clancy, *A Reader's Guide to Australian Fiction*.
3. Daniel David Moses, Terry Goldie, *An Anthology of Canadian Native Literature in English*, Oxford University Press, 1998.
4. Eugene Benson, William Toye, *The Oxford Companion to Canadian Literature*, Oxford University Press, 1981.

Web Sources

1. <https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope>
2. <https://www.avinashigasc.in/learning-materials/files/98-Commonwealth%20Literature-Unit%20-%20I%20-The%20Dying%20Eagle%20by%20E.J.%20Pratt.docx>
3. https://www.goodreads.com/book/show/107430.The_Road_from_Coorain
4. <https://www.canadiantheatre.com/dict.pl?term=The%20Ecstasy%20of%20Rita%20Joe>
5. <https://musingsofaliterarydilettante.wordpress.com/2014/05/16/the-narrow-road-to-the-deep-north-by-richard-flanagan/>
6. <https://readingmattersblog.com/2017/05/18/voss-by-patrick-white/>
7. https://www.academia.edu/35256736/The_English_Patient_Novel
8. https://www.academia.edu/48085277/Margaret_Atwood_s_The_Blind_Assassin_as_a_Social_Chronicle_of_20th_Century_Canada

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II, III)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1= 10
B	Annotations – 3 Compulsory (From Units I, II, III)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15= 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

LITERARY THEORY AND CRITICISM – I

(Course code: 26PELC33)

SEMESTER – III

CORE - 9

HOURS – 5

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To introduce the basics of Literary criticism.
- LO2 To orient the understanding of critical thoughts through the ages.
- LO3 To determine the cultural and historical contexts.
- LO4 To assess the contribution of the Critics and the age of thought.
- LO5 To develop a passion to scrutinize critical theories.

UNIT I CLASSICAL AND RENAISSANCE CRITICISM

Plato - *The Republic* (The Concept of Mimesis)

Aristotle - *The Poetics* (The Concept of Catharsis)

Philip Sidney – *An Apology for Poetry* (The Concept of Didacticism)

UNIT II NEO-CLASSICAL AND ROMANTIC CRITICISM

Samuel Johnson - *Preface to Shakespeare* (Three Unities)

Samuel Taylor Coleridge – *Biographia Literaria* (Chapter 17: Poetic Diction)

Mathew Arnold - *The Study of Poetry* (Touchstone Method)

UNIT III APPROACHES

The Moralistic Approach: T.S. Eliot's "Religion and Literature"

The Psychological Approach: Geoffrey Gorer's "The Myth in Jane Austen"

UNIT IV APPROACHES

The Sociological Approach: Joseph Wood Krutch's "The Tragic Fallacy"

The Formalistic Approach: Cleanth Brooks' "Keats' Sylvan Historian: History without Footnotes"

UNIT V APPROACHES

The Biographical Approach: The Influence of Emily Dickinson's Life Background on the Concept of Death in Dickinson's "Because I Could Not Stop for Death"

The Archetypal Approach: Gilbert Murray's "Hamlet and Orestes"

COURSE OUTCOMES

Learners will be able to

- CO1 Identify significant literary critics and their key concepts. (K1)
- CO2 Interpret the critical tradition from Plato to New Critics. (K2)
- CO3 Develop critical sensibility. (K3)
- CO4 Analyze the links between text, author and reader. (K4)
- CO5 Evaluate literary texts with literary theories. (K5)
- CO6 Interpreting and analyzing various texts having the theories as the base. (K6)

Textbooks

1. Wilbur Scott's *Five Approaches to Literary Criticism*
2. Habib, M. A. R. *A History of Literary Criticism from Plato to the Present*. Blackwell, 2005

Reference Books

1. Wilfred L. Guerin, and et.al *Handbook of Critical Approaches to Literature*, Fifth Indian Edition, Oxford University Press, 2005.
2. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 3rd ed. Routledge, 1998.
3. *Encyclopedia of Literature and Criticism*. Ed. Martin Coyle. Peter Garside et al. Gale Research Inc, 1990.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*, O.U.P., 2011
5. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin ed. *The Post-Colonial Studies Reader* Routledge, 2006.
6. Newton. K.M *Twentieth-Century Literary Theory A Reader*. Macmillan, 1997.

Web Sources

1. <https://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf>
2. https://ddceutkal.ac.in/Syllabus/MA_English/Paper_02.pdf
3. <https://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/1year/MAEG1004LiteraryCriticismandTheory.pdf>
4. <https://gwern.net/doc/culture/1935-eliot.pdf>
5. <http://hannahkahn.weebly.com/tragedy-blogs-the-tragedy-within-us/the-tragic-fallacy-joseph-krutch>
6. <https://catalogimages.wiley.com/images/db/pdf/9781119622604.c01.4.pdf>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers– 3 Compulsory	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts / Conduct a Group Discussion on contemporary literary theories and social issues etc.

COMPARATIVE LITERATURE

(Course code: 26PELC34)

SEMESTER – III

CORE – 10

HOURS – 5

CREDITS – 4

LEARNING OBJECTIVES

- LO1 To Understand the concept of oneness of literature
- LO2 To enable to find out the need for moving between and across literary systems and languages.
- LO3 To analyze the role of translation in the production of textual and cultural meaning
- LO4 Compare the principles of the French and American Schools of Comparative Literature.
- LO5 Apply the principles of Comparative Literature to cultural texts.

UNIT-I Definition and Principles of Comparative literature
National Literature, General Literature, World Literature
History of Comparative literature
Comparative Literature in India (IKS)

UNIT-II Schools of Comparative Literature: French and American Schools
Reception and Influence
Influence and Imitation

UNIT-III Thematology: Themes, Motifs, Myths and Archetypes

UNIT-IV Literature and Society, Literature and Philosophy, Literature and Psychology

UNIT-V K. Chellappan's *Shakespeare and Ilango as Tragedians* (Chapters I & II) (IKS)

COURSE OUTCOMES

Learners will be able to

- CO1 Recall the various literary traditions in their specificity and interrelation. (K1)
- CO2 Understand the concept of oneness of literature. (K2)
- CO3 Examine the need for moving between and across literary systems and languages. (K3)
- CO4 Analyze the role of translation in the production of textual and cultural meaning. (K4)
- CO5 Compare the principles of the French and American Schools of Comparative Literature. (K5)
- CO6 Reproduce texts with attention to the comparative theories. (K6)

Text Books
(Latest Editions)

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*, Oxford: Blackwell, 1993
2. Chellappan, K. *Shakespeare and Ilango as Tragedians*. Thanjavur: Tamil University, 1985.
3. Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. New Delhi: Indian Institute of Advanced Study, 1989.
4. Sachithanandan, V. *Oppilakkiyam*. Madras: Oxford University Press, 1985.

Reference Books (Latest editions, and the style as given below must be strictly adhered to)

1. Jost, Francois. *Introduction to Comparative Literature*. New York: Bobbs Merrill, 1974.
2. Praver, S. S. *Comparative Literary Studies: An Introduction*. London: Duckworth, 1973.
3. Stallknecht, Remak, Newton P. and Horst Frenz, eds. *Comparative Literature: Method and Perspective*. Carbondale: Southern University Press, 1971.
4. Saussy, Haun, ed. *Comparative Literature in an Age of Globalization*. Baltimore: John Hopkins University Press, 2006.
5. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana University Press, 1973.
6. Wellek, Rene. *Concepts of Criticism*. London: Yale University Press, 1963.
7. Zepetnek, Steven Totosy de. *Comparative Literature: Theory, Method and Application*. Amsterdam: Rodopi, 1998.

Web sources

1. https://www.kngac.ac.in/elearning-portal/ec/admin/contents/3_18KP3E10_2020101608390670.pdf
2. <https://maenglishsite.files.wordpress.com/2016/04/theory-of-comparative-lit-an-overview.pdf>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers– 3 Compulsory	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Analyse films adapted from literary works and present comparative studies.

CORE INDUSTRY MODULE

RESEARCH METHODOLOGY AND MINI PROJECT

(Course code: 26PELC35)

SEMESTER – III

HOURS - 4

CREDITS -3

LEARNING OBJECTIVES

- LO1 To Identify the ideologies of a Research Problem
- LO2 To Interpret the basic concepts of Research Problem formulation
- LO3 To Examine Literature Review and apply research in a more suitable manner.
- LO4 To Outline the importance of structural writing of a research paper.
- LO5 To gain experience in article writing

UNIT-I Fundamental of Research

- 1. Selecting a topic 2. Research Formulation 3. Literature review*
- 4. Development of working hypothesis 5. Using the Library
- 6. Compiling a Working Bibliography 7. Note Making* 8. Qualitative & Quantitative Research Sampling: Questionnaire, Rating Scales & Case Studies
- 9. Plagiarism*

UNIT - II Mechanics of Writing

- 1. Outlining * 2. Language and style 3. Paraphrasing* 4. Writing Drafts*
- 5. Spelling 6. Punctuation 7. Use of Quotations

UNIT - III Formatting & Documentation

- 1. Names of Persons 2. Titles of Works in a Research Paper
- 3. Typing* 4. Margin* 5. Spacing and Page Numbers* 6. Parenthetical Documentation
- 7. Preparing the List Works Cited: Citing Periodical Print Publications, Citing Non-periodical Print Publications, Citing Web Publications
- 8. Citing Sources in the Text- Introduction, Preface, Foreword and Afterword

UNIT – IV Artificial Intelligence in Research

- 1. Introduction & AI in Research
- 2. Online Research Platforms: Research Gate, Google Scholar etc.
- 3. AI Tools for Research: Zotero, Mendeley
- 4. AI in Data Analysis: Literature Reviews, Citation
- 5. AI Tools for Plagiarism detection & Originality check
- 6. Ethical Issues in using AI for Research

Unit V- Mini Project (for Internal assessment)

Article Writing and Seminar Presentation

(Note: Topics marked with * are meant 3 marks alone)

COURSE OUTCOMES

Learners will be able to

- CO1 Identify the ideologies of a Research Problem. (K1)
- CO2 Interpret the basic concepts of Research Problem formulation. (K2)
- CO3 Examine Literature Review and apply research in a more suitable manner. (K3)
- CO4 Outline the importance of structural writing of a research paper. (K4)
- CO5 Justify the hypothesis with the Research analysis. (K5)
- CO6 Acquire a comprehensive view of the creation of research papers. (K6)

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (From Units I, II, III & IV)	10 x 1 = 10
B	Short Answers– 5 Compulsory (From Units I, II & III – Topics marked with *)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice – From Units I, II, III & IV – Except the topics marked with*)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice –From Units I, II, III & IV - Except the topics marked with*)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (From Units I, II, III & IV)	10 x 1 = 10
B	Short Answers – 3 Compulsory (From Units I, II & III – Topics marked with *)	3 x 3 = 09
C	Short Essays – 3 Either / or Type (From Units I, II, III & IV – Except the topics marked with *)	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice (From Units I, II, III & IV - Except the topics marked with *)	3 x 10 = 30
TOTAL		70

SUBALTERN STUDIES

(Course code: 26PELE31)

SEMESTER – III

ELECTIVE – 5

HOURS – 6

CREDITS - 5

LEARNING OBJECTIVES

- LO1 Sensitizing students in the history of anti-caste and anti-discrimination Discourses
- LO2 To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
- LO3 To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
- LO4 Focus on important dimensions to understanding political spheres in India
- LO5 Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

UNIT I POETRY

Koshal Parwar	"Life" (IKS)
Namdeo Dhasal	"Hunger" (IKS)
J.V.Pawar	"Birds in Prison" (IKS)
Arun Kamble	"Which language I should speak" (IKS)
Dr. Siddalingaiah	"The Dalits are coming" (IKS)

UNIT II PROSE

Dr. B. R. Ambedkar	"Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" *(IKS)
Gayatri. C. Spivak	<i>Can the Subaltern Speak?</i> (IKS)

UNIT III DRAMA

Jack Davis	<i>No Sugar</i> *
Badal Sircar	<i>Evam Indrajit</i> (IKS)

UNIT IV SHORT STORIES

Daya Pawar	"Son, Eat Your Fill" * (IKS)
Premchand	"The Shroud" (IKS)
Nadine Gordimer	"Once Upon a Time"

UNIT V FICTION

Kalyan Rao	<i>Untouchable Spring</i> (IKS)
Bama	<i>Karukku</i> *(IKS)

(Note : Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Understand the historical and political background of Caste. (K1)
- CO2 Focus on understanding the dimensions of discriminations. (K2)
- CO3 Analyze a literary text with reference to socio-political Issues. (K3)
- CO4 Evaluate the prescribed texts critically. (K4)
- CO5 Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature. (K5)
- CO6 Interpret texts with attention to genre and social background. (K6)

Text Books (Latest Editions)

1. Guha, R.S. of P.S.R. (1988). *Selected subaltern studies*. Oxford University Press.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

Ludden, David, *Reading Subaltern Studies: Critical History*. Orient Blackswan Pvt. Ltd, 2003.

Web sources

1. https://monoskop.org/images/a/a5/Fanon_Frantz_Black_Skin_White_Masks_1986.pdf
2. <https://arvindguptatoys.com/arvindgupta/karnad-taldand.pdf>
3. <https://e-learning.shreemedhacollege.com/wp-content/uploads/2025/08/evam-indrajit-1.pdf>
4. <https://www.arvindguptatoys.com/arvindgupta/well-english.pdf>
5. <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982, had%20not%20been%20heard%20previous.>
6. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
7. <http://magazines.odisha.gov.in/Oriissareview/2014/Nov/engpdf/82-87.pdf> https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Annotations – 5 Compulsory (From Units I, II -b, III- b)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Annotations – 3 Compulsory (From Units I, II -b, III- b)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

INTERNSHIP
(Course Code: 26PELI31)

Semester - III

CREDITS - 2

- ❖ All PG students will undergo internship during the summer holidays of the first year after completing second semester.
- ❖ Two credits will be given for internships.
- ❖ Minimum days: 30
- ❖ Minimum working time per day three hours and maximum working time five hours.
- ❖ The places of internship can be government offices, Panchayats, MP, MLA offices, private institutions, companies, production units, etc.
- ❖ The HoD of the departments will give a letter of introduction to each student.
- ❖ The students will identify the company/institution for internship.
- ❖ The students will be divided equally based on the number of professors available in the departments. Each professor will serve as a guide to the assigned students.
- ❖ The students will finalize the institutions/companies for the internship in consultation with the guides.
- ❖ The students shall maintain a work diary which will be counter assigned by the managers/authority of the company in which the students do the internship on daily basis.
- ❖ The work diary, work completion certificate obtained from the company, and a comprehensive report on the learning outcomes will be submitted to the guides at the end of the internship.
- ❖ Viva will be conducted based on the experience of the internship in the month of August. The Guide will be the internal examiner and another faculty from the same department will serve as the external examiner.

CULTURAL STUDIES
(Course Code: 26PELC41)

SEMESTER – IV CORE - 11 HOURS - 6 CREDITS - 4

LEARNING OBJECTIVES

- LO1 Ability to link the visual with other literary and performative aspects of culture.
- LO2 Ability to evaluate emergent visual texts in relation to globalization.
- LO3 Ability to develop creative endeavors for cultural and artistic productions.
- LO4 Ability to demonstrate basic understanding of the wider notion of performance and their various forms.
- LO5 Ability to discover the various performing art-forms of India

UNIT I	Pramod K. Nayar Stuart Hall	“Cultural Studies: Scope, Aim and Methods” (<i>Introduction to Cultural Studies: Chapter 1</i>) (IKS) “Race, Culture, and Communications: Looking Backward and Forward at Cultural Studies”
UNIT II	Lawrence Grossberg Lennard J Davis	“The Heart of Cultural Studies” “Introduction: Disability, Normality and Power” (From <i>The Disability Studies Reader</i>)
UNIT III	William Dalrymple	<i>Nine Lives: In Search of the Sacred in Modern India</i>
UNIT IV	Zadie Smith	<i>On Beauty</i>
UNIT V	Key Terms in Cultural Studies Lev Vygotsky Marshall McLuhan Walter Benjamin Fernando Ortiz Theodore Roszak Linda Hutcheon Johannes Fabian Michel Foucault Jurgen Habermas Ien Ang Roland Barthes Stuart Hall Gaston Bachelard Du Bois Judith Butler Paul Willis Jean-François Lyotard Raymond Federman Julia Kristeva Franz Boas Ihab Hassan Pierre Bourdieu	Social constructivism Global village Optical unconscious Transculturation Counter Culture Historiographic metafiction Visualism Discourse, Medical Gaze and Heterotopia Public Sphere Watching Dallas Second Order Signification Circuit of Culture Epistemological Break Double Consciousness Performativity Learning to Labour Metanarratives Surfiction Abjection Cultural relativism Posthumanism Cultural capital - Embodied Cultural Capital, Objectified Cultural Capital and Institutionalized cultural capital

COURSE OUTCOMES

Learners will be able to

- CO1 Validate basic understanding of the wider notion of Culture. (K1)
- CO2 Discover the various performing art-forms of India. (K2)
- CO3 Examine the problems associated with the classification and categorization of performances. (K3)
- CO4 Link performance to globalization and intercultural encounters. (K4)
- CO5 Establish understanding the political and economic determinants. (K5)
- CO6 Demonstrate familiarity with emergent issues in the cultural studies. (K6)

Textbooks

1. Pramod K. Nayar's *Cultural Studies: Scope, Aim and Methods (Introduction to Cultural Studies: Chapter 1)*
2. Lawrence Grossberg *Cultural Studies in the Future Tense*

Reference Books

1. Barker, Chris. (2008). *Cultural Studies: Theory and Practice*.
2. During, Simon. (2003). *The Cultural Studies Reader*.
3. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*.
4. Williams, Raymond. *Culture and Society: 1780–1950*.
5. *The Oral History Reader* Edited by Robert Perks and Alistair Thomson
6. Sturken, Marita & Carwright, Lisa. (2018). *Practices of Looking: An Introduction to Visual Culture*. Third Edition. Oxford University Press, New York & Oxford.
7. Jenks, Chris (ed). (2003). *Visual Culture*. Routledge, London and New York.
8. Lyotard, Jean-Francois. (1984). "Introduction", *The Postmodern Condition: A Report on Knowledge*, Trans. Geoffrey Bennington and Brian Massumi. Minneapolis: University of Minnesota Press.

Web Sources

1. <https://ebin.pub/an-introduction-to-cultural-studies-2nbsped-8130933985-9788130933986.html>
2. https://warwick.ac.uk/fac/soc/sociology/staff/virinderkalra/kolkata/stuart_hall_cultural_studies.pdf
3. <https://muse.jhu.edu/pub/4/monograph/book/68710>
4. <https://www.amherst.edu/system/files/media/1021/Laura%20Mulvey,%20Visual%20Pleasure.pdf>
5. https://truthbrary.mpaq.org/BOOKS/Languages%20-%20Dictionaries%20%28Books%29/Languages/The_Oxford_Dictionary_of_Literary_Terms_-_Chris_Baldick.pdf

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From Unit V)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - From Units I, II, III & IV)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - From Units – I, II, III & IV)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From Unit V)	3 x 3 = 09
C	Short Essays – 3 Either / or Type (From Units I, II, III & IV)	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice (From Units I, II, III & IV)	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts etc.

TRANSLATION STUDIES

(Course Code: 26PELC42)

SEMESTER – IV

CORE – 12

HOURS – 6

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To enable students to get a glimpse of the rich diversity of Indian culture and literature
- LO2 To provide knowledge about the regional languages through representative texts in English translation
- LO3 To equip the students in the skills as well as the politics of translation.
- LO4 Focus on important dimensions of culture through the prescribed texts
- LO5 Understanding the nuances of translations

UNIT I

THEORY

Introduction to Translation

Introductory Part from *Translation: An Advanced Resource Book* by Basil Hatim and Jeremy Munday, 2004. (Page 3 – 16)

Cultural Constraints in Translation, The Problems of Translation in English.

Translation Studies Theories and Applications. Sunil Sewant. 2013 (Page 101-115).

UNIT II

POETRY

G.U. Pope

Thirukural 101-110, 191-200 (IKS)

King David

“Psalms” (23,63)

Rabindranath Tagore

Gitanjali (1,2) (IKS)

UNIT III

SHORT STORIES

Ashokmitran

“The Rat” (IKS)

Veerabhadrapa

“A Sweet Dish” *(IKS)

Lalithambika Antharjanam

“Wooden Cradles” (IKS)

UNIT IV

DRAMA

Komal Swaminathan

*Water** (IKS)

Mahasweta Devi

Rudaali (IKS)

UNIT V

Thaghazhi Siva Sankaran

Chemmeen (IKS) *Pyre** (IKS)

Perumal Murugan

(Note: Units/Topics marked with * are meant for Non-detailed Study)

COURSE OUTCOMES

Learners will be able to

- CO1 Develop the Knowledge in study of translation. (K1)
- CO2 Understand Appreciate better the dimensions of language and its nuances essential for translation. (K2)
- CO3 Gain exposure to effective translation. (K3)
- CO4 Be equipped in the skills as well as the politics of translation. (K4)
- CO5 Evaluate and gain knowledge in the regional languages through representative texts in English translation. (K5)

- CO6 Apply Translation Theories in different languages of and achieve mastery as professional translators. (K6)

Text Books (Latest Editions)

1. Translation: *An Advanced Resource Book* by Basil Hatim and Jeremy Munday, 2004.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Basnett, Susan and Harish Trivedi. eds. 1999. *Post-colonial Translation*. London. Routledge
2. Amit Choudhury, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London.
3. R. Azhagarasan & Ravikumar *Anthology of Tamil Dalit Writing* (OUP)
4. *The Oxford Anthology of Modern Indian Poetry* eds. Vinay Dharwadkar
5. Post Colonial Translation: Theory and Practice by Susan Bassnett Translation and Literary History: An Indian View by Ganesh Devy
6. Swaminathan, Komal. *Water!*. Translated by S. Shankar, New Indian Playwrights, Seagull Books, 2001.
7. Sarkar, Badal. *Evam Indrajit*. Oxford University Press, 1974.

Web sources

1. <https://www.tandfonline.com/toc/rtrs20/current>
2. <https://complit.fas.harvard.edu/translation-studies>
3. <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
4. https://www.projectmadurai.org/pm_etexts/utf8/pmuni0153.html
5. <https://www.kingjamesbibleonline.org/>
6. <https://poets.org/poem/gitanjali-1>
7. <https://tamilliterature.in/the-rat-by-ashokamitran/>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units - Except the topics marked with*)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30

D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers – 3 Compulsory (From All the Units - Except the topics marked with*)	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Translate regional literary works into English.

LITERARY THEORY AND CRITICISM – II

(Course Code: 26PELC43)

SEMESTER – IV

CORE - 13

HOURS – 6

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To Interpret the critical tradition from Plato to New Critics.
- LO2 To Develop critical sensibility.
- LO3 To Analyze the links between text, author and reader.
- LO4 To Evaluate literary texts with literary theories.
- LO5 To Create quality critical views on literary texts

UNIT I

STRUCTURALISM AND POST-STRUCTURALISM

Ferdinand de Saussure

“The Object of Study”

Jacques Derrida

“Structure, Sign and Play in the Discourse of the Human Sciences”

UNIT II

NEW HISTORICISM AND CULTURAL MATERIALISM

John Brannigan

“New Historicism and Cultural Materialism Today”

Stephen Greenblatt

“The Circulation of Social Energy”

Alan Sinfield

“Cultural Materialism, Othello, and the Politics of Plausibility”

UNIT III

POSTCOLONIALISM

Edward Said

Orientalism (Chapter 1: Introduction)

Homi K. Bhabha

“Signs Taken for Wonders” (IKS)

UNIT IV

FEMINISM & PSYCHOANALYSIS

Toril Moi

Feminist Literary Criticism

Helene Cixous

“The Laugh of the Medusa”

UNIT V

ECOCRITICISM

Richard Kerridge

“Environmentalism and Ecocriticism”

Cheryll Glotfelty & Harold Fromm

The Ecocriticism Reader: Landmarks in Literary Ecology

(Introduction: Literary Studies in an Age of Environmental Crisis)

COURSE OUTCOMES

Learners will be able to

- CO1 Familiarize with the key concepts of Literary Criticism. (K1)
- CO2 Understand the recent critical theories. (K2)
- CO3 Apply critical theories to analyze and argue about literary texts. (K3)
- CO4 Explore theories with positive learning. (K4)
- CO5 Assess the dominance of theory in the postmodern phase. (K5)
- CO6 Build critical sensibility. (K6)

Textbooks

1. *Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood
2. *Faultlines: Cultural Materialism and the Politics of Dissident Reading* by Alan Sinfield
3. *Contemporary Postcolonial Theory*. Ed. Padmini Mongia—pp. 20-36
4. *The Post-Colonial Studies Reader*. Ed. Ashcroft, Griffiths and Tiffin *The Location of Culture* by Homi K. Bhabha pp.145-174
5. *Literature in the Modern World* – Ed. Dennis Walder – pp.291-300
6. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Ed. Cheryll Glotfelty and Harold Fromm pp.69-91)

Reference Books

1. *Beginning Theory* by Peter Barry
2. *Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood
3. *The Post-Colonial Studies Reader* by Ashcroft, Griffiths and Tiffin
4. *Literary into Cultural Studies* by Anthony Easthope
5. *Literature in the Modern World* by Dennis Walder
6. *The Ecocriticism Reader*. Ed. Cheryll Glotfelty and Harold Fromm

Web Sources

1. <http://seas3.elte.hu/a2/notes/marosan-LangAsObjectOfStudy.pdf>
2. <http://www.literatureoftheamericas.com/wp-content/uploads/2018/08/Structure-Sign-and-Play.pdf> <https://archive.org/details/newhistoricismcu0000bran/page/n8/mode/1up>
3. <https://www.degruyter.com/document/doi/10.1515/9780691228006-019/html?lang=en>
4. http://seas3.elte.hu/coursematerial/TimarAndrea/20a-_Sinfield_Othello_and_the_Politics_of_Plausibility.pdf
5. https://monoskop.org/images/4/4e/Said_Edward_Orientalism_1979.pdf
6. <http://course.sdu.edu.cn/G2S/eWebEditor/uploadfile/20140304190822014.pdf>
7. https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_3adaa9cf-3da1-4a29-bc84-deb3298269a7_6.pdf

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

<u>INTERNAL EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1= 10
B	Short Answers – 3 Compulsory	3 x 3 = 09
C	Short Essays – 3 Either / or Type	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15= 30

Seminar presentation with PPT on a literary topic/ Paper presentation following MLA Handbook (9th Edition)/ Prepare 50 objective questions from each text/ Create Academic Blogs on literature, language, and criticism/ Compile Literary Quotations and thematic references from prescribed texts / Conduct a Group Discussion on contemporary literary theories and social issues etc.

PROJECT WITH VIVA VOCE
(Course Code: 26PELC44)

SEMESTER – IV

CORE - 14

HOURS – 4

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To Identify the ideologies of a Research Problem
- LO2 To Interpret the basic concepts of Research Problem formulation
- LO3 To Examine Literature Review and apply research in a more suitable manner.
- LO4 To Outline the importance of structural writing of a research paper.
- LO5 To gain experience in article writing

1. Students will choose topics of their interest in consultation with the Guide.
2. Minimum pages of Dissertation: 50

COURSE OUTCOMES

Learners will be able to

- CO1 Remember the significance of research projects. (K1)
- CO2 Demonstrate the awareness of contemporary issues in the chosen field of research. (K2)
- CO3 Understand, interpret, analyze complex problems and evaluate different texts to reach substantiated conclusions. (K3)
- CO4 Report research findings in written and verbal forms for quality research. (K4)
- CO5 Demonstrate an ability to present and defend their research work to a panel of experts. (K5)
- CO6 Exploring on the various aspects of research and implying in the project. (K6)

Text Books (Latest Editions)

1. *MLA Handbook for Writers of Research Papers* - Joseph Gibaldi – 9th edition.

Reference Book

(Latest editions, and the style as given below must be strictly adhered to)

1. Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993.
2. Anderson, Jonathan, B.H. Durston and M. Pcole. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern, 1970.

Web Sources

1. https://www.brainfuse.com/curriculumupload/1lgbht79g1peg_19blo22cq6ryl.pdf
2. <https://ccsuniversity.ac.in/bridge-library/pdf/MPhil%20Stats%20Research%20Methodology-Part1.pdf>
3. <https://eduvoice.in/types-research-methodology/>

QUESTION PATTERN

1. Internal Assessment: 100 Marks
2. External Examination has two components:

Dissertation : 50 marks (Valued by an External Examiner)

Viva Voce : 50 marks

(External Examiner : 25 marks & Guide : 25 marks)

English Literature for NTA, NET, SET & GATE

(Course Code: 26PELE41)

SEMESTER – IV

ELECTIVE - 6

HOURS – 4

CREDITS - 3

LEARNING OBJECTIVES

- LO1 Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
- LO2 Evaluating the knowledge of literature.
- LO3 Repeated practice to attend MCQs
- LO4 Focus on evaluate critically and aesthetically the prescribed texts
- LO5 Tracing the growth of English literature and literary forms English Literature for NTA NET

UNIT I POETRY

Elizabeth Barrett Browning
G.M. Hopkins
Ezra Pound
Edward Fitzgerald
John Masefield

UNIT II DRAMA & FICTION

John Osborne
Arnold Wesker
Charles Dickens
E. M. Forster
William Faulkner

UNIT III TERMS IN NEW CRITICISM

Viktor Shklovsky
T.S. Eliot

Cleanth Brooks

Allen Tate
J.C. Ransom
I.A. Richards

Wimsatt and Beardsley

Ostranenie or Defamiliarisation
Objective Correlative, Unification of
Sensibility, Dissociation of
Sensibility, Autotelic
Language of Paradox, Heresy of
Paraphrase
Intension and Extension
Structure and Texture
Sense, Feeling, Tone, Intention,
Emotive Use of Language, Scientific
Use of Language, Practical Criticism
Intentional Fallacy and Affective
Fallacy

UNIT IV TERMS IN LITERARY THEORY AND CULTURAL STUDIES

Alice Walker
Elaine Showalter
Ernest Mandel

Womanism
Gynocriticism
Late Capitalism

Marshall McLuhan
 Deleuze and Guattari
 Paul Ricoeur
 Raymond Williams
 Edward Said
 Baudrillard
 Roland Robertson
 Antonio Gramsci
 Julia Kristeva
 Sadie plant
 Gayathri Spivak

Arjun Appadurai
 Benedict Anderson
 Homi K. Bhabha
 Theodor W. Adorno
 Laura Mulvey
 Louis Althusser

Mikhail Bakhtin
 Edward Soja
 John Fiske
 Ritzer

Medium is the Message
 Rhizome
 The hermeneutics of suspicion
 Cultural Materialism
 Orientalism and Contrapuntal reading
 Hyper reality
 Glocalization
 Cultural hegemony
 Intertextuality
 Cyberfeminism
 Epistemic Violence and Strategic essentialism
 Social Imaginary
 Imagined Community
 Hybridity
 Culture Industry
 Male Gaze
 Ideological State Apparatus and Repressive State Apparatus
 Carnavalesque and Chronotope
 Third Space
 Semiotic Democracy
 McDonaldization

UNIT V ENGLISH IN INDIA

Charter Act (1813)
 English Education Act (1835) or Macaulay's Minute
 Wood's Despatch of 1854
 Hunter's Commission 1882
 Gokhale's Bill (1911)
 Sargent's Report (1944)
 Kothari's Report (1964)

COURSE OUTCOMES

Learners will be able to

- CO1 Succeed with ease in competitive exams. (K1)
- CO2 Effectively attempt MCQs. (K2)
- CO3 Gain profound understanding about the various movements in English Literature. (K3)
- CO4 Understand the nuances of competitive exams. (K4)
- CO5 Relate to theory and literature. (K5)
- CO6 Integrate the knowledge of different authors and their works across ages to face the competitive exams. (K6)

Text Books (Latest Editions)

1. Harpreet Kaur. *Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude*. Oxford, 2020
2. Ronald Carter and John McRae. *The Routledge History of English Literature: Britain and Ireland*. Routledge

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Srinivasa Iyengar, Kodaganallur Ramaswami. *Indian Writing in English*. Sterling Publ., 2019.
2. Maryemma Graham and Jerry Washington Ward. *The Cambridge History of African American Literature*. Cambridge University Press, 2015.
3. Henry Beers A. *Brief History of English and American Literature*. Outlook Verlag, 2020.
4. Peter Barry. *An Introduction to Literary and Cultural Theory*
5. M.H. Abrams – *A Glossary of Literary Terms*.

Web Resources

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. <https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amparticleshow/51169927.cms>
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From Unit IV)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - From Units III & V)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice – From Units I & II)	3 x 15 = 45
TOTAL		100

INTERNAL EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10	10 x 1 = 10
B	Short Answers– 3 Compulsory (From Unit IV)	3 x 3 = 09
C	Short Essays – 3 Either / or Type (From Units III & V)	3 x 7 = 21
D	Essays - 3 Out of 5 Open Choice (From Units I & II)	3 x 10 = 30
TOTAL		70

INTERNAL ASSESSMENTS

MARKS

Skill Based Activity

2 x 15 = 30

Seminar presentation with PPT on a literary topic/ Record a Podcast discussing literary movements, authors, or themes.

SOFT SKILLS FOR EMPLOYABILITY

(Course Code: 26PELS41)

SEMESTER – IV

SEC – 3

HOURS – 4

CREDITS - 3

LEARNING OBJECTIVES

- LO1 Know all the basics of communication skills.
- LO2 Recognize the components of personality
- LO3 Learn the purpose of the language.
- LO4 Examine latent talents
- LO5 Assess resume and reports.

UNIT I

Language Skills

Communication skills- LSRW- types & process of communication- Strategies of communication- barriers to communication

UNIT II

Presentation & Interview Skills

Extempore - Power point presentation - public speaking - Group Discussion – Debate - panel discussion - types of interviews

UNIT III

Writing Skills

Professional Resume’ – letters: application, acceptance, denial & complaint- Statement of purpose (SOS)- Report – proposal- writing in the social media- Agenda – Minutes – book review- film review

UNIT IV

Personality Development

Goal setting - Self-confidence – Positive Thinking- Team Building - Leadership Skills - Time Management –Stress management- Decision making- creative thinking

UNIT V

Preparation for Competitive Examinations

Analogy - Reasoning: number series, blood relations- directions- finding the next numbers, missing letters & odd one

COURSE OUTCOMES

Learners will be able to

- CO1 Recall the basic communication skills. (K1)
- CO2 Understand the components of personality to apply the acquired knowledge to march towards excellence in career. (K2)
- CO3 Apply the function of the language. (K3)
- CO4 Analyse latent talents with proper goal setting so that self- esteem gets enhanced. (K4)
- CO5 Evaluate the samples of resume, letters and reports. (K5)
- CO6 Geared up for any competitive exam with adequate training. (K6)

Text Books (Latest Edition)

1. *Soft Skills: Know Yourself & Know the World* by K. Alex.
2. *Mastering Communication Skills and Soft Skills* by N. Krishnaswamy

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. *Personality Development and Soft Skills* by Barun K. Mitra
2. *Objective English* by Hari Mohan Prasad.

Web sources

1. <https://in.indeed.com/career-advice/resumes-cover-letters/soft-skills>
2. <https://enhancv.com/blog/soft-skills-on-resume/>

SEMESTER PRACTICAL EXAMINATION QUESTION PAPER PATTERN

External Examination	=	100 marks
Theory (Units I, III, IV & V)	=	50 marks
Practical (Units II, III & IV)	=	50 marks

(External Examiner will assess two different oral components from Units – II & III with 25 marks each)

Internal Examiner will assess one oral component from Unit - IV and the Practical Record with 25 marks each)

INTERNAL PRACTICAL EXAMINATION QUESTION PAPER PATTERN

External Examination	=	70 marks
Theory (Units I, III, IV & V)	=	35 marks
Practical (Units II, III & IV)	=	35 marks

POST-WAR SCIENCE FICTION

Semester: I

ECC: 1

Course Code: 26PELEC1

Credits: 3

LEARNING OBJECTIVES

- LO1 To understand the third-world countries through the study of their fiction and poetry.
- LO2 To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres.
- LO3 To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
- LO4 Emphasis will be laid on tracing the development of post war literatures and theory.
- LO5 Understanding the critical perspectives.

UNIT I & II Kurt Vonnegut

Slaughterhouse-Five

UNIT III & V J.G. Ballard

The Drowned World

UNIT V Philip Jose Farmer

The Fabulous Riverboat

COURSE OUTCOMES

Learners will be able to

- CO1 Develop critical thinking and imagination through the reading of Science Fiction. (K1)
- CO2 Understand the historical background of the post-war Science Fiction. (K2)
- CO3 Apply the stylistic devices of the post-war Science Fiction to the other texts. (K3)
- CO4 Analyze the major arguments of the post-war Science Fiction. (K4)
- CO5 Evaluate the post-war Science Fiction. (K5)
- CO6 Experience how poetry communicates in unique patterns. (K6)

Textbooks

Post – War English Literature 1945 – 1990 by Sara Martin Alegre.

Reference Books

1. *Post-War British Literature and the “End of Empire”* by Matthew Whittle, Macmillan UK, 2016.
2. *Reconstruction Fiction Housing and Realist Literature in Post War Britain* By Paula Derdiger, Ohio State Univ Press, Columbus.
3. *The Post-War English Novel in Terms of Form and Theme* by Dr. Wisam Hamid Lateef

Web Sources

1. <https://antilogicalism.com/wp-content/uploads/2018/04/slaughterhouse-five.pdf>
2. <https://www.unife.it/lettere/filosofia/lm.lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico/J.%20G.%20Ballard-%20The%20Drowned%20World-%201962.pdf>
3. http://www.ebooksbeus.weebly.com/uploads/6/3/0/8/6308108/to_your_scattered_bodies_go-_philip_jose_farmer.pdf <https://dx.doi.org/10.22161/ijels.64.29> 175

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

DIASPORA LITERATURE

Semester: II

ECC: 2

Course Code: 26PELEC2

Credits: 3

LEARNING OBJECTIVES

- LO1 Study the significant works produced by diasporic writers.
- LO2 Understand the dimensions of diasporic consciousness.
- LO3 Examine the relationship between literary texts and their historical, political and cultural contexts.
- LO4 Analyze the transnational migration and diasporic communities in our current era of globalization.
- LO5 Assess the different aspects of the literary features of diasporic texts of the world.

UNIT I

Criticism

Vijay Mishra

“The Diasporic Imaginary: Theorizing the Indian Diaspora”
(From *The Post-Colonial Studies reader*)

UNIT II

Poetry

A. K. Ramanujan
Imtiaz Dharker
Hasheemah Afaneh
Aga Shahid Ali

“In the Zoo”
“Living Space”
“The Borders Where Time Stopped”
“At the Museum”

UNIT III

Fiction

Vikram Seth

An Equal Music

UNIT IV

Fiction

Jhumpa Lahiri

The Namesake

UNIT V

Fiction

Meena Alexander

Manhattan Music

COURSE OUTCOMES

Learners will be able to

- CO1 Study the significant works produced by diasporic writers. (K1)
- CO2 Understand the dimensions of diasporic consciousness. (K2)
- CO3 Examine the relationship between literary texts and their historical, political and cultural contexts. (K3)
- CO4 Analyze the transnational migration and diasporic communities in our current era of globalization. (K4)
- CO5 Assess the different aspects of the literary features of diasporic texts of the world. (K5)
- CO6 Formulate innovative dimensions of diasporic consciousness. (K6)

Text books

1. *Manhattan Music* by Meena Alexander published by Mercury House Publication
2. *The Namesake* by Jhumpa Lahiri published by Mariner Publication
3. *An Equal Music* by Vikram Seth published by Vintage Publication

Reference books

1. *Diaspora Concepts, Intersections, Identities* by Kim Knott Published by Rawat Publication

Web Sources

1. <https://www.poetryfoundation.org/poetrymagazine/poems/28721/in-the-zoo>
2. <https://www.lyrikline.org/en/poems/living-space-14094>
3. <https://www.poetryfoundation.org/poetrymagazine/poems/37743/at-the-museum>
4. https://rufusonline.blogspot.com/2005/05/in-zoo-akramanujan_28.html
5. <http://judelivi.blogspot.com/2015/07/in-zoo.html?m=1> <https://poemanalysis.com/imtiaz-dharker/living-space/> <https://www.slideshare.net/GangothriGangothri1/contemporary-poetry-83646559>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers– 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One From Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

TWENTY – FIRST CENTURY MILLENNIAL LITERATURE

Semester: III

ECC:3

Course Code: 26PELEC3

Credits: 3

LEARNING OBJECTIVES

- LO1 To sensitize the students to various aspects of new studies in twenty first century millennial literature.
- LO2 Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
- LO3 Identify the possibilities for multidisciplinary analysis of literary texts.
- LO4 Analyze literary texts by employing appropriate interdisciplinary theories.
- LO5 Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

UNIT I

Blue Studies

Amitav Ghosh

The Hungry Tide

UNIT II

Animal Studies

Margo DeMello

Human Animal Studies

Mario Ortiz Robles

What is it like to be a trope? Literature and Animal Studies

UNIT III

Medical Humanities

Thomas R. Cole et al.

Introducing Medical Humanities

Dan Millman

Way of the Peaceful Warrior

UNIT IV

Climate Studies

Barbara Kingsolver

Flight Behaviour

UNIT V

Disability Studies

Lennard J. Davis

Introduction: Disability, Power and Culture

Clarke Barker and Stuart Murray

Introduction: On Reading Disability in Literature

COURSE OUTCOMES

Learners will be able to

- CO1 Be equipped in the interdisciplinary theories. (K1)
- CO2 Effectively understand their social responsibility. (K2)
- CO3 Gain exposure to the emerging trends in 21st century Millennial Literature. (K3)
- CO4 Analyze contemporary issues and its immediate requirement. (K4)
- CO5 Appreciate the viability of interdisciplinary analyses of literary and cultural forms. (K5)
- CO6 Rendering with a better Comprehension of the dominance of theory in the postmodern phase. (K6)

Text Books (Latest Editions)

1. Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.
2. *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18
3. Thomas R. Cole et al. *Medical Humanities: An Introduction*
4. Barbara Kingsolver's *Flight* behavior from *Introduction to Climate Change and Studies* Lennard J. Davis. *Introduction: Disability, Power and Culture from the Disability Studies Reader*.
5. Clarke Barker and Stuart Murray *Introduction: On Reading Disability in Literature* from *The Cambridge Companion to Disability Studies*

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.
2. DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013
Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka.
3. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

Web sources

1. <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
2. <http://www.jstor.org/stable/25614299>.
3. <https://www.timeshighereducation.com/student/student-services/blue-studies-international>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers – 5 Compulsory (From All the Units)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

WRITING SKILLS

Semester: IV

ECC:4

Course Code: 26PELEC4

Credits: 3

LEARNING OBJECTIVES

- LO1 Get introduced to the theory and practice of basic English Grammar
- LO2 Comprehend how grammatical structures are systematically related to meaning
- LO3 Understand and learn the functions and structures of the various kinds of sentences
- LO4 Interpret the written content with better comprehension
- LO5 Trying hands in writing a piece of work on their own.

UNIT I

Words and Phrases

Exactness
Appropriateness
Idioms
Conciseness
Vividness and Metaphor

UNIT II

The Sentence: Rhetorical Patterns

The problem of effectiveness Accuracy and Variety Conciseness Compactness and Economy

UNIT III

The Paragraph

Organizing paragraphs in sequences
The paragraph as a statement of a thesis to be argued

UNIT IV

The Process of Writing

Preliminary planning Outline Beginnings and Endings

UNIT V

Mechanics

Spelling Punctuation Use of quotations
Name of persons Titles of works in a research paper

COURSE OUTCOMES

Learners will be able to

- CO1 Define the various forms of language skills. (K1)
- CO2 Summarize the ideas of metaphorical and idiomatic phrases. (K2)
- CO3 Determine the overall patterns in a sentence. (K3)
- CO4 Categorize various forms of reflective writing. (K4)
- CO5 Evaluate the usage of punctuations and importance of citations. (K5)
- CO6 Perceive the variations in the sentence meaning and emphasis with different models. (K6)

Textbooks

1. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content* by Ann Handley
2. *Improve your Writing Skill* by Roy Johnson Published by Clifton Press
3. *The Elements of Style* by William Strunk Jr. and E.B. White

Reference Books

1. *Writing Skills* by Anne Laws published by Orient Black swan
2. *Write Tight: Say Exactly what you mean with Precision and Power* by William Brohaugh
3. *The Sense of Style: The Thinking Person's Guide to writing in the 21st Century* by Steven Pinker

Web Sources

1. <https://www.scribd.com/document/525294266/The-Mechanics-of-Writing-a-Research-Report>
2. <https://open.lib.umn.edu/writingforsuccess/chapter/9-3-organizing-your-writing/>
3. <https://libguides.usc.edu/writingguide/paragraph>
4. <https://www.scribbr.com/academic-essay/thesis-statement/>
5. <https://research.com/research/how-to-write-a-thesis-statement>
6. <https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-process>
7. <https://pressbooks.bccampus.ca/businesswritingessentials/chapter/planning-to-write/>
<https://www.grammarlookup.com/writing-mechanics/>
8. https://www.luc.edu/literacy/style_sheets.shtml

SEMESTER EXAMINATION QUESTION PAPER PATTERN		
PART	TYPE	MARKS
A	Multiple Choice Questions – 10 (Two from Each Unit)	10 x 1 = 10
B	Short Answers– 5 Compulsory (From Units III, IV)	5 x 3 = 15
C	Short Essays - 5 Either / or Type (Internal Choice - One from Each Unit)	5 x 6 = 30
D	Essays - 3 Out of 5 (Open Choice - One from Each Unit)	3 x 15 = 45
TOTAL		100

VALUE ADDED COURSE
FILM STUDIES
(Course Code: 26PELVA1)

Semester: II

Hours: 30

Credits: 3

LEARNING OBJECTIVES

- LO1 Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- LO2 Understanding the bond between the films and literature.
- LO3 Analyzing the literary texts in comparison with the films.
- LO4 Critical appreciation of films in the background of literary theories.
- LO5 Tracing the differentiation in films from different parts of the world.

UNIT I

Introduction to Film Studies

History of Cinema -Defining a Movie: Types and Genres – (Short Film & Feature Film, Cartoon, Television, Documentary, History, etc.)

UNIT II

Film Language

Cinematic Language -Story and Plot: Storytelling and Screenplay writing -Filmmaker's Art and Authorship: The Auteur Theory

UNIT III

Art of Film Making

Composition, Sets, Props, Actors, Costumes and Lighting -Editing -Cinematography - Sound Engineering

UNIT IV

Film Adaptation

Aravind Adiga's novel *The White Tiger* (2008)
Ramin Bahrani's film *The White Tiger* (2021)
William Shakespeare's play *Hamlet* (1601)
Sanjay Leela Bhansali's film *Haider* (2014)

UNIT V

Film Appreciation

Impact of a Film- Appreciating a Film: Film Reviews and Reviewing-Approaches to review a film- Style and Structure of Film Review

COURSE OUTCOMES

Learners will be able to

- CO1 Learn the articulation of a Film. (K1)
- CO2 Understand a Film using Film techniques, terminologies, and its theories. (K2)
- CO3 Develop an understanding of the visual terminology of comics and other forms of graphic fiction. (K3)
- CO4 Analyze the intricate relationship between themes in film and literature. (K4)
- CO5 Evaluate and discover the power of storytelling through films by mastering their narrative structure. (K5)
- CO6 Scrutinize how films innovatively influence audiences psychologically, emotionally and politically. (K6)

Textbooks

1. *Beginning Film Studies* by Andrew Dix
2. *Engaging Cinema: An Introduction to Film Studies* by Bill Nichols
3. *A Short Guide to Writing about Film* by Timothy Corrigan

Reference Books

1. *Film Studies: An Introduction* by Warren Buckland
2. *Film Art: An Introduction* by Bordwell, David and Kristen Thompson

Web Sources

1. https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA1302.pdf
<https://www.jiocinema.com/videos/the-white-tiger/3376399>
2. <https://www.filmyzilla.lu/server/7041/The-white-tiger-2021-netflix-hindi-full-movie-web-dl.mp4.html>
3. <https://www.ashleyhajimirsadeghi.com/blog/haider#:~:text=The%20protagonist%20of%20the%20movie,does%20it%20in%20his%20house.>

<u>SEMESTER EXAMINATION QUESTION PAPER PATTERN</u>		
PART	TYPE	MARKS
A	Essays – 4 Out of 5 (Open Choice - From Units I, II, III & IV)	4x 15 = 60
B	Film Review	1 x 40= 40
TOTAL		100