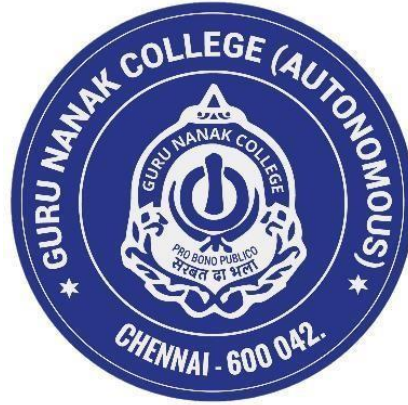


GURU NANAK COLLEGE (AUTONOMOUS)

(Affiliated to University of Madras and Accredited at 'A++' Grade by NAAC)

Guru Nanak Salai, Velachery, Chennai - 600042



SCHOOL OF LANGUAGES B.A. (ENGLISH)

(For the UG batch of 2024-27 and thereafter)

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LEARNING OUTCOME BASED CURRICULUM FRAMEWORK

(For the UG batch of 2024-27 and thereafter)

PREAMBLE

B.A. English is a study of various literatures and languages written by authors and scholars spanning across the globe. Learning of this literature course aids the learners to become proficient in applying the skills acquired through language learning. The course of the study introduces the pursuers to authors of different ages and helps them trace the evolution of English Literature and Language across the timeline.

Keeping in mind the objectives of critically analyzing, inferring and abridging descriptive literary works, the programme is offered from the introductory level and further intensifies far along in the process of completion. The graduates of the programme will be distinctly able to display specific outcomes of creative thinking and writing, to efficiently use the language for communicative purposes, opt for higher education of the same discipline and integrated disciplines.

Alongside, the inclusions of novel topics like Translation Studies, Occupational English, Subaltern Studies and English for Competitive and International Exams and a first-hand exposure on Research, Presentation and Publication are seminal during the tenure of under graduation.

The completion of course prepares and ensures the graduates to become effectual workforce in job position as Teachers, Professors, Writers, Editors, Journalists, Translators, Interviewers, Content Writers, and Bloggers, and many other careers related to the application of language skills. Consequently, these broadened horizons make the learners confident to confront challenges, assertively in the day-to-day work scenario.

Vision

To provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; Offer rigorous education in the humanities and social sciences with a dynamic, collaborative and inclusive community of learners; Enhance signature experiences.

Mission

All round personality development of students through multi- faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe.

Provides a personalized, collaborative and rigorous education in humanities and social sciences that engages students at the highest level within and beyond the classroom, as well as within and beyond a single discipline.

Create a signature experience through public campus events, social media and invest resources in creating exciting and innovative content

Program Educational Outcomes

1. Values of Life, Ethics & Social Concern

The graduates exhibit truth, loyalty, and love as integral moral principles, thereby contributing to a society characterized by enhanced well-being and fundamental goodness in behavior.

2. Employability & Entrepreneurship

The graduates apply analytical, logical, and critical problem-solving skills in professional contexts, elevating employability and cultivating entrepreneurial capabilities through upskilling.

3. Regional/National/Global Relevance & Competency

The graduates foster advanced analytical skills and a heightened appreciation for current Regional/National/Global perspectives, enabling informed and sustainable decision-making in a dynamic environment.

4. Skill Enhancement, Self-Directed & Lifelong Learning

The graduates independently engage in skill-based learning, utilizing infrastructure and opportunities for continuous upskilling, enabling self-evaluation and lifelong excellence attainment.

5. Critical Analysis and Creativity

The graduates proficiently apply critical analysis and reasoning, fostering creativity, strategic thinking, and effective language skills. They demonstrate a competency in expressing innovative ideas for advancements in higher education and profession.

Program Outcomes

PO1. Reflect, critically think and communicate through the study of language and literature, enhancing interaction and effective decision making.

PO2. Develop competency through experiential learning by applying theoretical knowledge into practice with the aid of multidisciplinary approach.

PO3. Raise as independent learners with the values of a good team player and an effectual leader.

PO4. Embrace recent trends in the language and literature, with consistent upskilling by the means of reading and digital literacy.

PO5. Foster environmental ethics, for sustainable solutions, focusing on multicultural studies of language and literature.

Program Specific Outcomes

PSO1: Appreciate and analyse critically various forms of English language and literature.

PSO2: Categorize content in English, based on the genres and present perspectives in orally and in writing.

PSO3: Effectively review literature and adaptations based on their study.

PSO4: Work in a team to critically analyse a novel and document the analysis in aural and oral.

PSO5: Be aware of the scope of employability and entrepreneurship in pursuing stream and in interdisciplinary programs.

PEO – PO mapping

	PEO 1	PEO2	PEO3	PEO4	PEO5
PO 1	1	3	3	3	3
PO 2	1	3	3	3	2
PO3	1	3	3	3	2
PO 4	2	3	3	3	3
PO 5	3	3	3	3	3

PO – PSO mapping

	PO 1	PO2	PO3	PO4	PO5
PSO 1	3	3	3	3	3
PSO 2	3	3	3	3	3
PSO3	1	3	3	3	2
PSO 4	2	3	3	3	3
PSO 5	2	3	3	3	3

CHOICE BASED CREDIT SYSTEM (CBCS)

The College follows the CBCS with Grades under the Semester pattern. Each course is provided with a credit point based on the quantum of subject matter, complexity of the content and the hours of teaching allotted. This is done after a thorough analysis of the content of each subject paper by the members of the Board of Studies and with the approval of the Academic Council. Students are also offered a variety of Job oriented Elective, Multidisciplinary skill-based courses as part of the curriculum. Students can earn extra credits by opting for Massive Open Online Courses (MOOCs) and Certificate Courses.

The evaluation method under CBCS involves a more acceptable grading system that reflects the personality of the student. This is represented as Cumulative Grade Point Average (CGPA) and Grade Point Average (GPA) which are indicators of the Academic Performance of the student. It provides students with a scope for horizontal mobility and empowers them with the flexibility of learning at their convenience.

ELIGIBILITY FOR ADMISSION

Candidates admitted to the first year of the UG programme should have passed the higher Secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereof by the Syndicate of the University of Madras. Students applying for the PG programme should have taken the UG degree in the relevant subject from a recognized university as per the norms of the University of Madras.

For B.Com. (Hons): Candidates admitted to the first year of the B.Com. (Hons.) programme should have passed the higher secondary examinations conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereof by the Syndicate of the University of Madras with 75 % cut-off in Commerce/Business studies, Accountancy, Economics and Business Mathematics/ Mathematics.

For MBA: The basic requirement for admission to the MBA programme is a Bachelor's degree in any discipline with a minimum of 50% marks in aggregate and satisfactory test score in MAT Entrance Test conducted by AIMA, New Delhi / TANCET for MBA conducted by Government of Tamil Nadu / CAT / XAT or any other approved MBA Entrance Tests.

For MCA: Only those candidates who have passed B.C.A/B.Sc. in Computer Science or any other equivalent degree OR passed B.Sc./B.Com/BA with Mathematics at 10 + 2 level or at graduation level (with Optional bridge course in Mathematics), provided they have undergone the course under 10+2+3 pattern and obtained at least 50% of marks (45 % marks in case of candidates belonging to reserved category) in the qualifying examination shall be eligible for admission to the M.C.A. Programme.

DURATION OF THE COURSE

The UG programme is of three years duration with six semesters and the PG programme is of two years duration with four semesters. The period from June to November is termed as the odd semester and the period from December to April is referred to as the even semester. Each semester must compulsorily have 90 working days before the students appear for the final End Semester Exam.

COURSE OF STUDY

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

FOUNDATION COURSES

PART - I: Tamil/ Hindi /Sanskrit/French

PART - II: English

CORE COURSES

PART - III: Consisting of (a) Main subject (b) Allied Subjects (c) Elective subjects related to the main subject of study and project work.

PART – IV: Those who have not studied Tamil up to XII standard and have taken a non-Tamil language under Part – I, shall opt for Basic Tamil in the first two semesters.

Those who have studied Tamil up to XII standard, and taken a non -Tamil language under Part – I, shall opt for Advanced Tamil in the first two semesters.

Others, who do not come under either of the clauses mentioned above, can choose a Non-Major Elective (NME) in the first two semesters.

Soft Skills (I, II, III & IV Semesters)
Self-Study (Compulsory) Course (III Semester)
Environmental Studies (IV Semester)
Value Education (V Semester)
Summer Internship (After IV Semester)

PART - V: Compulsory Extension Services

A Student shall be awarded one credit for compulsory extension service. A student must enroll in NSS / NCC /Sports & Games/ Citizen Consumer Club / Enviro Club or any other service organization in the College and should put in compulsory minimum attendance of 40 hours, which shall be duly certified by the Principal of the College. If a student lacks 40 hours compulsory minimum attendance in the extension services in any Semester, s/he shall have to compensate the same, during the subsequent Semesters.

COURSE STRUCTURE

The UG programme consists of 15-19 Core courses with 3-4 credits for each paper, 3 Elective courses and 4 Allied courses with 4-5 credits for each paper in addition to 4 Soft Skill courses with two credits each. Internship as a compulsory component carries 2 credits. The B.Com. (Hons) course has 31 core courses of 4 credits each and project with 8 credits.

The MBA programme has 15 core courses including project work with 4 credits, 6 elective courses with 3 credits, 2 extra disciplinary courses with 3 credits, Four Soft Skill courses with two credits each.

The MCA programme has 15 core courses of 2-4 credits, 5 Elective courses of 3 credits, 2 Extra- disciplinary courses of 3 credits and a project work of 17 credits.

Internship training is a compulsory component for all the UG & PG programmes

The details of the course structure are given in the following table:

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total
I	I	Language	Language – I	6	3	50	50	100
	II	English	English – I	4	3	50	50	100
	III	Core I	Introduction to Literature	5	4	50	50	100
	III	Core II	Literary Forms	5	4	50	50	100
	III	Allied I	Introduction to Linguistics & Phonetics	6	5	50	50	100
	IV	NME	Academic Writing – I	2	2	50	50	100
	IV	Soft Skills I	Communication and Personality Development	2	2	50	50	100
Total Credits: 23/ Total Hours Per Week: 30								
II	I	Language	Language – II	6	3	50	50	100
	II	English	English – II	4	3	50	50	100
	III	Core III	British Literature	5	4	50	50	100
	III	Core IV	Indian Writing in English	5	4	50	50	100
	III	Allied II	Shakespearean Studies	6	5	50	50	100
	IV	NME	Academic Writing – II	2	2	50	50	100
	IV	Soft Skills II	Interview and Resume Writing	2	2	50	50	100
Total Credits: 23/ Total Hours Per Week: 30								
III	I	Language	Language – III	6	3	50	50	100
	II	English	English – III	4	3	50	50	100
	III	Core V	American Literature	6	4	50	50	100
	III	Core VI	World Classical Literature	6	4	50	50	100
	III	Allied III	Genres in Creative Writing	6	5	50	50	100
	IV	Soft Skills III	Digital Proficiency and Multimedia skills	2	2	50	50	100
		Self-Study	Indian Heritage and Knowledge System/ Contemporary World and Sustainable Development		2		50	100
Total Credits: 23/ Total Hours Per Week: 30								

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total
IV	I	Language	Language IV	6	3	50	50	100
	II	English	English IV	4	3	50	50	100
	III	Core VII	African-American Literature	5	4	50	50	100
	III	Core VIII	Translation Study and Practice.	5	4	50	50	100
	III	Allied IV	Occupational English	6	5	50	50	100
	IV	Soft Skills IV	Foundations of Quantitative Aptitude	2	2	50	50	100
	IV	EVS	Environmental Studies	2	2	-	-	100
Total credits: 23 / Total hours per week: 30								
V	III	Core IX	Latin American Literature	6	4	50	50	100
	III	Core X	European Literature	6	4	50	50	100
	III	Core XI	Diasporic Literature	6	4	50	50	100
	III	Core XII	English Language Teaching	6	4	50	50	100
	III	Elective I (IDE)	English for Competitive International Exams	5	5	50	50	100
	IV	Value Education	Value Education	1	2	50	50	100
	V	Internship	Internship	-	2	-	-	100
Total credits: 25 / Total hours per week: 30								
VI	III	Core XIII	Introduction to Literary Theory and Criticism	6	4	50	50	100
	III	Core XIV	Women's Writing	6	4	50	50	100
	III	Core XV	Subaltern Writing	6	4	50	50	100
	III	Elective II	Contemporary Literature	6	5	50	50	100
	III	Elective III	Project	6	5	50	50	100
	V	Extension Activity	Extension Activity	-	1	-	-	100
Total Credits: 23/ Total Hours Per Week: 30								
TOTAL CREDIT OF THE COURSE – 140								

Total credit distribution for all the 3 years

		No. of Paper	Credits
Part I	Language	4	12
Part II	English	4	12
Part III	Core	15	60
	Allied	4	20
	Elective	3	15
Part IV	NME	2	4
	Soft Skills	4	8
	Self-Study (Compulsory) Course	1	2
	EVS	1	2
	Value Education	1	2
	Internship	1	2
Part V	Extension activity	1	1
Total			140

EXAMINATION

Continuous Internal Assessment (CIA) will be for 50 percent and End Semester Examination (ESE) will be for 50 percent.

CONTINUOUS INTERNAL ASSESSMENT (CIA)

Every semester will have a mid-semester examination which will be conducted on completion of 45 working days in each semester. A Model exam for three hours duration will be conducted on completion of 80 working days in each semester. For the courses coming under Part IV, ESE will be conducted in MCQ pattern. Internship credits will be given in semester V after verification of documents by the respective Heads.

The schedule for these tests is as follows:

CIA	Schedule	Syllabus Coverage
Mid Semester Examination	After 45 working days of the Semester	60%
Model Examination	After 80 working days of the Semester	95%

The components for the CIA (Theory & Practicals) are as follows:

Internal Components			
Assessment Type	Nature	Maximum Marks	% of Weightage
CIA	Mid Semester Examination	50	10
Model	Model Examination	100	10
	Assignment		10
	Class activities		15
	Attendance		5
Total			50

The class activity relates to a programme of accepted innovative techniques such as Seminar, Quiz, Portfolio creation, PowerPoint presentation, Objective tests, Role play, Group discussion, Case Study etc. The mode of evaluation of the class activity will be fixed before the commencement of the semester and an approval will be obtained from the Head of the programme/wing. The students will be informed of the various methods of evaluation once the semester begins.

A record of all such assessment procedures will be maintained by the department and is open for clarification. Students will have the right to appeal to the Principal in case of glaring disparities in marking. CIA marks for practical subjects will be awarded by the respective faculty based on the performance of the student in the model practical examination, observation notebook, submission of record books, regularity and attendance for the practical classes. The attendance particulars for practical classes will be maintained by the concerned faculty. The marks for attendance will be awarded as per the following:

% of General Attendance	Marks Awarded
90-100	5
75-89	4
60-74	3
<60	0

END SEMESTER EXAMINATIONS (ESE)

After the completion of a minimum of 90 working days each semester, the End Semester Examinations will be conducted. Examinations for all UG and PG programmes will be held for all courses in November/December and April/May. Practical examinations will be conducted only during the end of the odd / even semester before, during or after the commencement of the theory exam. The schedule for ESE Practicals/ Project VIVA VOCE will be notified by the Controller of Examinations in consultation with the Dean (Academics)

Mode of Evaluation

METHODS OF EVALUATION		
Internal Evaluation	Mid Sem Exam (10)	50 Marks
	Model Exam (10)	
	Assignment (10)	
	Class activity (15)	
	Attendance (5)	
External Evaluation	End Semester Examination	50 Marks
Total		100 Marks

Method of assessment

Remembering (K1)	<ul style="list-style-type: none"> The lowest level of questions requires students to recall information from the course content Knowledge questions usually require students to identify information in the textbook. Suggested Keywords: Choose , Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why
Understanding (K2)	<ul style="list-style-type: none"> Understanding off acts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. The questions go beyond simple recall and require students to combined at altogether Suggested Keywords: Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate
Application (K3)	<ul style="list-style-type: none"> Students have to solve problems by using / applying a concept learned in the classroom. Students must use their knowledge to determine a exact response. Suggested Keywords: Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize
Analyze (K4)	<ul style="list-style-type: none"> Analyzing the question is one that asks the students to breakdown something into its component parts. Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. Suggested Keywords: Analyze, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function,

	Inference, Inspect, List, Motive, Relationships, Simplify, Survey, Take part in, Test for, Theme
Evaluate (K5)	<ul style="list-style-type: none"> • Evaluation requires an individual to make judgment on something. • Questions to be asked to judge the value of an idea, a character , a work of art, or a solution to a problem. • Students are engaged in decision-making and problem–solving. • Evaluation questions do not have single right answers. • Suggested Keywords: Agree, Appraise, Assess, Award, Choose, compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value
Create (K6)	<ul style="list-style-type: none"> • The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem-solving skills • Suggested Keywords: Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory

SEMESTER I

CORE PAPER I – INTRODUCTION TO LITERATURE

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: CORE – I
COURSE NAME: Introduction to Literature	COURSE CODE:
SEMESTER: I	MARKS:100
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE: *The course aims to provide the learners with an understanding and reflection on literary texts to emerge as independent learners.*

COURSE OUTCOMES:

On completion of the course the learners will be able to

1. Understand the styles of Poetry and the poetic techniques and devices employed.
2. Distinguish poetic styles and further analyze poetry in line to poetic devices.
3. Recognize narrative structure and symbolism employed in short fiction.
4. Comprehend Narrative techniques, themes and characterization in a novel.
5. Analyze and appraise the purpose of learning language and literature.

UNIT 1 - Poem-I

(15 HOURS)

1. John Donne - *No man is an Island*
2. William Wordsworth - *Composed upon Westminster*
3. DH Lawrence - *Snake*
4. Alfred Noyes - *The Highwayman*
5. John Donne - *Death Be Not Proud*

UNIT II - Poem-II

(15 HOURS)

1. Alexander Pushkin - *The Upas Tree*
2. Khalil Gibran - *The Friendship XXI*
3. Rabindranath Tagore - *Deeno Dhan*
4. Odgen Nash - *I'll Get One Tomorrow*
5. Amrita Pritam - *A Letter* (Translated by D.H. Tracy and Mohan Tracy)

UNIT III – Short Stories

(15 HOURS)

1. Edgar Alan Poe - *The Purloined Letter*
2. Henry James - *The Figure in the Carpet*
3. Herman Melville - *Bartleby, the Scrivener*
4. Ernest Hemingway - *Hills Like White Elephant*
5. Rabindranath Tagore- *A Wrong Man in A Worker's Paradise* (Translated by Bhabani Bhattacharya)

UNIT IV - Novels**(15 HOURS)**

1. Charles Dickens - *Bleak House*

UNIT V - Essays for Literary Appreciation**(15 HOURS)**

1. Italo Calvino - *Why Read the Classics*
2. Susan Sontag - *Against Interpretation*
3. Valadimir Nabakov - *Good Readers and Good Writers*

PRESCRIBED BOOKS:

Dickens, Charles, and Hugh Dickson. *Bleak House*. Cover to Cover, 2008.

Sontag, Susan. *Against Interpretation and Other Essays*. Penguin, 2013.

REFERENCE BOOKS:

https://moodyap.pbworks.com/f/nbkv.GoodReaders_Writers.pdf

<https://moglen.law.columbia.edu/LCS/bartleby.pdf>

E-LEARNING RESOURCES:

<https://www.gutenberg.org/cache/epub/2148/pg2148.txt>

<https://www.poetryfoundation.org/>

<https://whumspring2010.files.wordpress.com/2010/03/calvino.pdf>

<https://archive.org/details/why-read-the-classics-penguin-modern-classics-by-italo-calvino/page/n17/mode/2up>

https://moodyap.pbworks.com/f/nbkv.GoodReaders_Writers.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
L			
SECTION A – 12		SECTION B - 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	2	3	3
CO 5	3	3	2	3	3
Ave.	3	3	2	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the styles of Poetry and the poetic techniques and devices employed.	PSO1, PSO2, PSO4, PSO5	K1
CO2	Distinguish poetic styles and further analyze poetry in line to poetic devices.	PSO1, PSO3, PSO4, PSO5	K1&K2
CO3	Recognize narrative structure and symbolism employed in short fiction.	PSO1, PSO2, PSO4, PSO5	K3
CO4	Comprehend Narrative techniques, themes and characterization in a novel.	PSO1, PSO3, PSO4, PSO5	K4
CO5	Analyze and appraise the purpose of learning language and literature.	PSO1, PSO3, PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE PAPER II- LITERARY FORMS

PROGRAMME: B.A. ENGLISH	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: CORE II
COURSE NAME: LITERARY FORMS	COURSE CODE:
SEMESTER: 1	MARKS:100
CREDITS: 4	TOTAL HOURS: 75

COURSE OBJECTIVE: *The course aims the learners to be introduced to various types of Literary forms and genres.*

COURSE OUTCOMES:

On completion of the course the learners will be able to

1. Identify and analyze the structural elements inherent in different literary forms.
2. Develop critical thinking skills through close reading and interpretation of literary texts.
3. Cultivate research skills necessary for the analysis of literary forms and genres.
4. Compare and contrast different literary forms and genres across cultural and historical contexts.
5. Foster ethical awareness regarding the representation and interpretation of literary texts.

UNIT 1

(15 HOURS)

1. P.B. Shelley - Ozymandias (Poem)
2. George Orwell - *Politics and the English Language* (Essay)
3. Flannery O'Connor - *A Good Man is Hard to Find* (Short Story)
4. Oscar Wilde - *The Importance of Being Earnest*
5. J.D. Salinger - *The Catcher in the Rye*

UNIT II

(15 HOURS)

1. Types of Poetry (Ballad, Epic, Lyric, Ode, Elegy, Sonnet)
2. Understanding the Elements of Poetry, Performative Poetry
3. Figures of Speech (Epithel, Limenick, Parody, Pastoral, Mythology)
4. Appreciating Poetry
5. Practicing Recitation

UNIT III

(15 HOURS)

1. Types of Essays (Narrative, Descriptive, Expository, Argumentative, Rhetorical, Critical, Analytical)
2. Developing Research Skills
3. The Art of Thesis Writing
4. Critical Thinking and Analysis
5. Academic Writing Practice

UNIT IV

(15 HOURS)

1. Evolution of Drama
2. Types of Drama (Tragedy, Comedy, Tragicomedy, Melodrama, Farce, Absurdist Drama, Historical Drama, Social Drama, Psychological Drama, Political Drama)
3. Theatrical History
4. Theories in Drama
5. Script Analysis

UNIT V

(15 HOURS)

1. Types of Fiction (Novel, Short Story, Novella, Epistolary Fiction, Experimental Fiction, Fantasy, Science Fiction, Mystery, Romance, Popular Fiction, Pulp Fiction)
2. Narrative Techniques
3. Critical Reading (Plot, characterisation, setting, point of view, genre, subgenre)
4. Application of Theories and Criticism in Analysis
5. Literary Analysis

PRESCRIBED BOOKS:

Wilde, Oscar. *The Importance of Being Earnest*. Dover Publications, 1990.

Salinger, J.D. *The Catcher in the Rye*. Little, Brown and Company, 1951.

REFERENCE BOOKS:

Abrams, M. H., & Harpham, G. G. (2015). *A Glossary of Literary Terms*. Cengage Learning.

Baldick, C. (2008). *The Oxford Dictionary of Literary Terms*. Oxford University Press.

Barnet, S., Burto, W. K., & Cain, W. E. (2010). *Literature for Composition: Essays, Fiction, Poetry, and Drama*. Longman.

Artemeva, Tatyana B., and Anna A. Solovyova. *Genres in Discourse*. John Benjamins Publishing Company, 2015.

Abbott, H. Porter. *The Cambridge Introduction to Narrative*. Cambridge University Press, 2002.

E-LEARNING RESOURCES:

1. EdX. NewcastleX: *What is Poetry? An Introduction to Literary Analysis*
2. Poetry Foundation <https://www.poetryfoundation.org/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A - 12		SECTION B – 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	2
CO 3	3	3	3	3	2
CO 4	3	3	3	3	2
CO 5	3	3	3	3	2
Ave.	3	3	3	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Identify and analyze the structural elements inherent in different literary forms.	PSO1,PSO2,PSO3,PSO5	K1
CO2	Develop critical thinking skills through close reading and interpretation of literary texts.	PSO1,PSO3,PSO4,PSO5	K1&K2
CO3	Cultivate research skills necessary for the analysis of literary forms and genres.	PSO1,PSO2,PSO3,PSO5	K3
CO4	Compare and contrast different literary forms and genres across cultural and historical contexts.	PSO1,PSO2,PSO3,PSO5	K4
CO5	Foster ethical awareness regarding the representation and interpretation of literary texts.	PSO1,PSO2,PSO4,PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED PAPER – I Introduction to Linguistics & Phonetics

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: Allied – I
COURSE NAME: Introduction to Linguistics & Phonetics	COURSE CODE:
SEMESTER: I	MARKS:100
CREDITS: 5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

The course aims to provide learners a comprehensive understanding of the origins, properties, sounds, and transcription of English language, enabling them to analyze linguistic phenomena with proficiency and accuracy.

COURSE OUTCOMES:

On the completion of the course the learners will be able to

1. Understand the various theories and origins of language, providing a comprehensive foundation for exploring the evolution and development of human language.
2. Identify and analyze the properties of human language that distinguish human language from other forms of communication, including animal communication systems.
3. Demonstrate proficiency in the International Phonetic Alphabet (IPA) and the speech sounds of English language.
4. Analyze the relationship between speech sounds and their articulation, enabling students to accurately transcribe and incorporate phonetic sounds in spoken language.
5. Synthesize sounds of English language to critically evaluate and discuss its complexities.

Unit-I- Origins of Language

(18 Hours)

1. Divine Source
2. Natural Source
3. Musical Source
4. Social Interaction
5. Physical Adaptation
6. Tool- Making Source
7. Genetic Source

Unit – II -Animals and Human Language – Properties of Human Language. (18 Hours)

1. Communication – Communicative Signals and Informative Signals.
2. Properties of Human Language.
 - Reflexivity
 - Displacement

Arbitrariness
Cultural Transmission
Productivity & Fixed Reference

Unit - III. Sounds of Language – International Phonetic Alphabet. (18 Hours)

1. Organs of Speech
 - Air Stream Mechanism
 - Active Articulators & Passive Articulators
2. Consonants
 - Voiced and Voiceless Sounds
 - Plosives
 - Nasal Sounds
 - Trills & Flaps
 - Fricatives
 - Affricatives

Unit - IV. Vowels (18 Hours)

1. Classification of Vowels – Movement of Tongue
2. Monophthongs, Diphthongs & Triphthongs

Unit - V. Transcription (18 hours)

- Sounds
- Words/ Word stress
- Sentences/ Sentence Drill
- Sound Drill

PRESCRIBED BOOKS:

Yule, George. *The Study of Language*. Cambridge University Press, 2023.

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

REFERENCE BOOKS:

Yule, George. *The Study of Language*. Cambridge University Press, 2023.

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

E-LEARNING RESOURCES:

1. <https://www.britannica.com/topic/language/Physiological-and-physical-basis-of-speech>
2. <https://www.careers360.com/articles/branches-of-inguistics-counar>
3. https://www.cambridge.org/my/files/5913/6689/9826/8769_Study_Guide_updated_1706_10.pdf
4. <https://113.193.248.118/elibrary/sites/default/files/2024-01/Ling-LMS%202.pdf>
5. <https://113.193.248.118/elibrary/sites/default/files/2023-12/Ling-LMS.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B – 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the various theories and origins of language, providing a comprehensive foundation for exploring the evolution and development of human language.	PSO1, PSO2, PSO3, PSO4, PSO5	K1
CO2	Identify and analyze the properties of human language that distinguish human language from other forms of communication, including animal communication systems.	PSO1, PSO2, PSO3, PSO4, PSO5	K1&K2
CO3	Demonstrate proficiency in the International Phonetic Alphabet (IPA) and the speech sounds of English language.	PSO1, PSO2, PSO3, PSO4, PSO5	K3
CO4	Analyze the relationship between speech sounds and their articulation, enabling students to accurately transcribe and incorporate phonetic sounds in spoken language.	PSO1, PSO2, PSO3, PSO4, PSO5	K4
CO5	Synthesize sounds of English language to critically evaluate and discuss its complexities.	PSO1, PSO2, PSO3, PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

NON-MAJOR ELECTIVE PAPER –ACADEMIC WRITING - I

PROGRAMME: ALL UG	BATCH:2024-2027
PART: IV	COURSE COMPONENT: Non-Major Elective
COURSE NAME: Academic Writing -1	COURSE CODE:
SEMESTER: I	MARKS:100
CREDITS:2	TOTAL HOURS: 30
THEORY	

Course Objective: *The course aims to develop proficiency in Academic Writing, enhancing their grammatical accuracy and vocabulary usage producing genuine academic content.*

Course Outcomes:

On completion of the course the learners will be able to

1. Understand the foundational concepts of academic writing, including the distinction between formal, objective, and technical writing.
2. Develop effective writing strategies by identifying expectations, creating task lists, and implementing early planning techniques to efficiently manage time during the writing process.
3. Master the art of structuring written work, by employing appropriate organizational frameworks, structuring main paragraphs, and utilizing referencing and academic language conventions.
- 4 Enhance grammatical accuracy, spelling, and vocabulary usage in written work, while also acquiring skills to ensure adherence to academic integrity standards regarding evidence, plagiarism, and referencing.
5. Demonstrate proficiency in producing well-structured, coherent, and academically sound written pieces effectively integrating learned concepts and techniques to communicate ideas persuasively, critically, and analytically.

Unit 1

(06 Hours)

1. Introduction to Writing.
2. Overview of Formal and Informal Writing
3. Technical Writing
4. Types of Academic Writing
 - Descriptive
 - Analytical
 - Persuasive
 - Critical
5. Assessment to identify texts

Unit 2

(06 Hours)

1. Planning your Writing.

2. To Know what is expected.
3. Preparing a Task List.
4. Early Planning
5. Time Management.

Unit 3

(06 Hours)

1. Structuring Written Work.
2. Essays- Analytical/ Persuasive/ Critical.
3. Structure Main Body & Paragraph.
4. Appropriate Referencing
5. Academic Language.

Unit 4

(06 Hours)

1. Introduction - Report Writing.
2. Formal and Informal Reports.
3. Short and Long Reports.
4. Informational and Analytical.
5. Periodic and Functional Reports.

Unit 5

(06 Hours)

1. Spelling & Vocabulary.
2. Grammar
3. Editing & Proofreading
4. Evidence, Plagiarism
5. Referencing

Prescribed Books

Kane, T. S. (2000). *The Oxford Essential Guide to writing*. Berkley Books.
Mort, S. (2017). *Professional report writing*. Routledge.

References

Smalzer, W. R. (2005). *Write to be read: Reading, reflection, and writing*. Cambridge Univ. Press.
Withrow, J. (2007). *Inspired to write: Readings and tasks to develop writing skills*. Cambridge Univ. Press.
Gardner, P. S. (2013). *New directions: Reading, writing, and Critical Thinking*. Cambridge University Press.

e-Learning Resources

<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>
https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/196/6333/et/19_Script200312101003032020.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS

Question Paper Pattern for ESE:

Question Component	Numbers	Marks	Total
Objective Type Questions/ Multiple Choice Questions	50	1	50

Distribution of Questions:

UNIT	QUESTIONS	MARKS
I	10	10
II	10	10
III	10	10
IV	10	10
V	10	10

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the foundational concepts of academic writing, including the distinction between formal, objective, and technical writing.	PSO1, PSO2, PSO3, PSO5	K1
CO2	Develop effective writing strategies by identifying expectations, creating task lists, and implementing early planning techniques to efficiently manage time during the writing process.	PSO1, PSO3, PSO4, PSO5	K1&K2
CO3	Master the art of structuring written work, by employing appropriate organizational frameworks, structuring main paragraphs, and utilizing referencing and academic language conventions.	PSO1, PSO2, PSO3, PSO5	K3
CO4	Enhance grammatical accuracy, spelling, and vocabulary usage in written work, while also acquiring skills to ensure adherence to academic integrity standards regarding evidence, plagiarism, and referencing.	PSO2, PSO3, PSO4, PSO5	K4
CO5	Demonstrate proficiency in producing well-structured, coherent, and academically sound written pieces effectively integrating learned concepts and techniques to communicate ideas persuasively, critically, and analytically.	PSO2, PSO3, PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

UG- SOFT SKILLS

SEMESTER I - COMMUNICATION SKILLS & PERSONALITY DEVELOPMENT SKILLS

PROGRAMME: All UG	BATCH: 2024- 2027 ONWARDS
PART : IV	COURSE COMPONENT: Soft-Skills
COURSE NAME: COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT SKILLS	COURSE CODE:
SEMESTER: I	MARKS: 100
CREDITS: 2	TOTAL HOURS: 30

COURSE OBJECTIVE: To build communication skills for personal and professional development.

COURSE OUTCOMES:

1. Students will demonstrate the ability to actively listen to others, understand diverse perspectives, and paraphrase key points accurately, enhancing their comprehension skills in various personal and professional contexts.
2. Students will be able to articulate thoughts, ideas, and information clearly and concisely, using appropriate language and structure to convey messages effectively in both written and verbal communication
3. Students will develop confidence in expressing opinions, asserting boundaries, and advocating for themselves and others, leading to enhanced self-assurance and effectiveness in interpersonal and group communication.
4. Students will learn to adapt their communication style and approach based on the audience, context, and purpose of communication, fostering flexibility and versatility in interacting with diverse individuals and groups.
5. Students will acquire techniques for resolving conflicts, managing disagreements, and negotiating mutually beneficial outcomes through effective communication strategies, promoting constructive problem-solving and collaboration in personal and professional settings.

UNIT I Types of Communication (6 Hours)

Verbal Communication - Nonverbal Communication - Visual Communication - Written Communication - Interpersonal Communication - Group Communication - Mass Communication - Digital Communication- Barriers – Language- Cultural- Psychological- Semantic- Technological Barriers

UNIT II Etiquette & Ethical Practices in Communication (6 Hours)

Active Listening - Respectful Language - Clarity and Conciseness – Truthfulness- Professionalism-Tone -Timeliness - Constructive Feedback - Confidentiality - Cultural Sensitivity - Emotional Intelligence-Social Intelligence- Social Etiquettes- Accountability

UNIT III Self Actualization (6 Hours)

SWOC Analysis- Self Regulation-Self Evaluation, Self-Monitoring, Self- Criticism, Self- Motivation, Self-awareness and Reflection:

UNIT IV III Leadership and Teamwork (6 Hours)

Leadership Skills: Leadership styles- Goal-setting and decision-making- Motivation and influence- Team Dynamics: Team building activities- Conflict resolution- Collaborative problem-solving

UNIT V Stress and Time Management (6 Hours)

Definition of Stress, Types of Stress, Symptoms of Stress, Stress coping ability, Stress Inoculation Training, Time Management and Work-Life Balance: Self-discipline Goal-setting

RECOMMENDED TEXTBOOKS

1. Goleman, Daniel (2006) *Emotional Intelligence*, Bantam Books
2. Linden, Wolfgang (2004) *Stress Management- From Basic Science to Better Practice*- University of British Columbia, Vancouver, Canada.
3. Hasson, Gill (2012) *Brilliant Communication Skills*. Great Britain: Pearson Education.
4. Monippally, Matthukutty, M. *Business Communication Strategies*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001.
5. Raman, Meenakshi & Sangeetha Sharma (2011) *Communication Skills*, Oxford University Press.

REFERENCE BOOKS

1. N.Krishnaswamy *Current English for College* (1st Edition) - Trinity Press
2. Wood, Julia T (2015) *Interpersonal Communication: Everyday Encounters* 8th Edition, Cengage Learning.

E-LEARNING RESOURCES

1. <http://www.albion.com/netiquette/corerules.html>
2. <http://www.englishdaily626.com/c-errors.php>
3. <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>
4. <https://www.communicationtheory.org/verbal-vs-non-verbal-communication-with-examples/>
5. <https://letstalkscience.ca/educational-resources/backgrounders/digital-citizenship-ethics>
6. <https://www.switchboard.app/learn/article/teamwork-leadership-skills>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7 questions (answer in 50 words)	1-7	2	10
B	Answer any 4 out of 6 questions (answer in 300 words)	8-13	5	20
C	Answer any two(Internal (Choice)	14-15	10	20
	Internal & Viva Voce		50	100

BREAK UP OF QUESTIONS

UNITS	SECTION A	SECTION B	SECTION C
I	2	2	----
II	2	1	1
III	1	1	1
IV	1	1	1
V	1	1	1
TOTAL			
SECTION A – 12		SECTION B – 6	SECTION C – 4

SEMESTER II

CORE PAPER III – BRITISH LITERATURE

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: Core -III
COURSE NAME: British Literature	COURSE CODE:
SEMESTER: II	MARKS:100
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE: *The course aims the learners to study the early forms of written English and the British tradition in literature.*

COURSE OUTCOMES:

On completion of the course the learners will be able to

1. Understand the development of British literature from its early traditions to the emergence of written works.
2. Understand the influence of Elizabethan age in the context of economic situations in Britain.
3. Analyze the major themes and genres of medieval and Renaissance literature, including epic poetry, Arthurian legends, and morality plays.
4. Examine the diverse range of literary movements and styles in British literature.
5. Explore the development of British literature during the Early Modern and Enlightenment periods.

UNIT 1

(15 HOURS)

Definition of Literature and Literary study

1. Overview of major Periods and Movements (Old English, Middle English, Renaissance, Neoclassicism, Romanticism, Victorian, Modernism, Postmodernism)

Overview of Old English Literature (c. 450-1066)

2. Beowulf and Anglo-Saxon poetry. Historical and Cultural background.
3. Themes of Heroism, Fate, and Christian influences.

Middle English Literature (c. 1066-1500) & Renaissance Literature (c. 1500-1660)

The Development of the English Language and poetic forms.

4. Geoffrey Chaucer – *Canterbury Tales* (Knight, Nun, Wife of Bath)
5. Christopher Marlowe – *Dr. Faustus*

Overview of William Shakespeare's Sonnets and Plays. Overview of Elizabethan and Jacobean drama.

UNIT II

(15 HOURS)

Neoclassical Literature (c. 1660-1785)

1. Overview of Restoration Comedy and Satire
2. John Milton's - *Paradise Lost* (Book 1)
3. Essay - Jonathan Swift - *A Modest Proposal*
4. Poetry - John Dryden - *Absolam and Achitophel*
5. Poetry - Samuel Johnson - *The Vanity of Human Wishes*(Stanza 16&17)

UNIT III

(15 HOURS)

Romantic Literature (c. 1785-1830) & Victorian Literature (c. 1830-1901)

1. Overview of Romanticism and Nature, the Sublime, Individualism. Lyrical Ballads Introduction & Definition to Poetry
2. Poetry - Samuel Coleridge - *Rime of the Ancient Mariner*
3. Poetry - William Wordsworth - *Tintern Abbey*
4. Overview of Social realism, industrialization, gender roles
5. Novel - Charles Dickens - *Great Expectations*

UNIT IV

(15 HOURS)

Modernist Literature (c. 1901-1950)

1. Overview Modernism and the fragmentation of narrative, Stream of Consciousness
2. Poetry - Macavity - T.S. Eliot - *The Mystery Cat*
3. Short Story - Virginia Woolf - *The New Dress*
4. Short Story - H.G. Wells- *The Country of the Blind*

UNIT V

(15 HOURS)

Postmodernist Literature (c. 1950-present)

1. Overview Postmodernism and Metafiction, Intertextuality, Cultural Hybridity
2. Poetry - Allen Ginsberg- *Howl*
3. Novella - Samuel Beckett - *Ill Seen Ill Said*
4. Zadie Smith - *Feel Free(In the World)*

PRESCRIBED BOOKS:

Marlowe, Christopher. *The Tragical History of Doctor Faustus*. United Kingdom, F. Griffiths, 1907.

Heaney, Seamus, and Seamus Heaney. *Beowulf*. [Faber and Faber, 2000](#).

Beckett, Samuel. *Ill Seen Ill Said*. New York: Grove Press, 1981. Print. [ISBN: 978-0-394-52233-3](#)

REFERENCE BOOKS:

Dickens, C. (1962). "*Great expectations*" by Charles Dickens. Thorpe & Porter.

Smith, Z. (2018). *Feel free: Essays: -- on order*. Penguin Press.

E-LEARNING RESOURCES:

1. <https://www.easternct.edu/speichera/understanding-literary-history-all/medieval-english-literature.html.shtml>
2. [All Poetry - The world's largest poetry site : All Poetry](#)
3. [A Summary and Analysis of H. G. Wells's 'The Country of the Blind' – Interesting Literature](#)
4. [Analysis Of A New Dress By Virginia Woolf - 1013 Words | Bartleby](#)

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
L			
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	2
CO 3	3	3	3	3	2
CO 4	3	3	3	3	2
CO 5	3	3	3	3	2
Ave.	3	3	3	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the development of British literature from its early traditions to the emergence of written works.	PSO 1, PSO 3, PSO 4, PSO 5	K1
CO2	Understand the influence of Elizabethan age in the context of economic situations in Britain.	PSO 1, PSO 3, PSO 4, PSO 5	K1&K2
CO3	Analyze the major themes and genres of medieval and Renaissance literature, including epic poetry, Arthurian legends, and morality plays.	PSO 1, PSO 3, PSO 4, PSO 5	K3
CO4	Examine the diverse range of literary movements and styles in British literature.	PSO 1, PSO2, PSO 4, PSO 5	K4
CO5	Explore the development of British literature during the Early Modern and Enlightenment periods.	PSO 1, PSO 3, PSO 4, PSO 5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE IV PAPER – INDIAN WRITING IN ENGLISH

PROGRAMME: B.A. English	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE – IV
COURSE NAME: Indian Writing in English	COURSE CODE:
SEMESTER: II	MARKS:100
CREDITS: 4	TOTAL HOURS:75
THEORY	

Course Objective

The course aims to provide a comprehensive understanding of diverse Indian literary writings in English through critical analysis and interpretation of the texts.

Course Outcome:

On Completion of the Course the Learners will be able to

1. Analyse and interpret diverse Indian literary works in English across multiple genres.
2. Evaluate the socio cultural and historical contexts of the selected texts, recognizing their significance through the narrations and implications.
3. Engage in critical discussions and return analyses, effectively communicating interpretations and insights supported by textual evidence.
4. Develop cultural literacy and empathy by exploring diverse perspectives, voices and identities represented in Indian literature.
5. Apply interdisciplinary approaches to literary analysis, recognizing connections between Literature and other fields of study such as history, sociology, philosophy and enriching comprehension and critical thinking skills.

Unit-1 Prose

(15 HOURS)

1. Swami Vivekananda-*The Secret of Work*
2. Shashi Tharoor- *Gandhi in the post Truth World*
3. Arundathi Roy - *The End of Imagination*
4. C. Raja Gopalachari - *Tree Speaks*
5. A.K. Ramanujan - *Is There an Indian Way of Thinking*

Unit-II-Poetry

(15 HOURS)

1. Gieve Patel- *On Killing a Tree*
2. Robin S. Ngangom- *A Poem for Mother*
3. Gauri Deshpande- *The Female of the Species*
4. Sarojini Naidu - *Indian Weavers*
5. Agha Shahid Ali - *Country without Post office*

Unit-III-Short Stories

(15 HOURS)

1. Chitra Banerjee Divakaruni- *The UltraSound*
2. Mahasweta Devi – *Kunti and the Nishadin* (from *After Kurukshetra*)
3. R.K Narayan - *Fifteen Years*
4. Sudha Murty - *Honesty comes from heart*
5. Ruskin Bond – *The Night Train at Deoli*

Unit-IV - Drama**(15 HOURS)**

1. Vijay Tendulkar - *Silence! The Court is in Session*
2. Mahesh Dattani - *Dance Like a Man*

Unit-V Fiction**(15 HOURS)**

1. Amitav Ghosh- *In an Antique Land*

Prescribed Books:

1. Tendulkar, Vijay Dhondopant, and Priya Adarkar. *Silence! The Court Is in Session*. Oxford University Press, 1982.
2. Dattani, Mahesh. *Dance like a Man: A Stage Play in Two Acts*. Penguin Books, 2006.
3. Ghosh, Amitav. *In an Antique Land*. Granta Publications, 2012.

Reference Books:

1. An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 199
2. Datta, Amresh. 1994. The Encyclopedia of Indian Literature. New Delhi: Sahitya Academy.
3. Nativity Themes: Contemporary Indian English Literature, Dr. Ashish Gupta, Ram Avadh Prajapati, Akhand Publishing House.

e-Learning sources:

https://shashitharoor.in/writings_my_essays_details/375

[Poem: On Killing a Tree by Gieve Patel \(poetrynook.com\)](#)

[D2B9982B15893790540.pdf \(panchakotmv.ac.in\)](#)

[WORDS: The Female of the species -Gauri Deshpande \(sonika-wordsmith.blogspot.com\)](#)

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	3	1	1
III	3	2	1
IV	2	2	2
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO-CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	2	3	3
CO 5	3	3	2	3	3
Ave.	3	3	2	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Analyse and interpret diverse Indian literary works in English across multiple genres.	PSO1, PSO 3, PSO 4, PSO 5	K1
CO2	Evaluate the socio cultural and historical contexts of the selected texts, recognizing their significance through the narrations and implications.	PSO 1, PSO 2, PSO 4, PSO 5	K1&K2
CO3	Engage in critical discussions and return analyses, effectively communicating interpretations and insights supported by textual evidence.	PSO 1, PSO 3, PSO 4, PSO 5	K3
CO4	Develop cultural literacy and empathy by exploring diverse perspectives, voices and identities represented in Indian literature.	PSO 1, PSO 3, PSO 4, PSO 5	K4
CO5	Apply interdisciplinary approaches to literary analysis, recognizing connections between Literature and other fields of study such as history, sociology, philosophy and enriching comprehension and critical thinking skills.	PSO 1, PSO 3, PSO 4, PSO 5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

ALLIED PAPER II - SHAKESPEAREAN STUDIES

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: Allied – II
COURSE NAME: Shakespearean Studies	COURSE CODE:
SEMESTER: II	MARKS:100
CREDITS: 5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE: *The course aims the learners to comprehend the characteristics, elements and structure of Shakespeare's plays and to equip the students to learn the richness and figurative language of Shakespeare.*

COURSE OUTCOME:

On Completion of the course the student will be able to

1. Describe and discuss Shakespeare's Theatre and Audience during his lifetime.
2. Analyze the Sonnets and Sonnet patterns of Shakespeare.
3. Equip students to analyze the Plays to classify the complex web of human relationships, political intrigues and social dynamics.
4. Analyze the structure of his dramatic works.
5. Recall History and Politics in relation to the plays.

Unit-1

(18 HOURS)

1. Introduction to the Elizabethan Age
2. The Age and Life of Shakespeare
3. Shakespearean Theatre and Audience
4. Shakespearean Women
5. Shakespearean Fools and Clowns

Unit-2

(18 HOURS)

1. Sonnets
2. 01- From Fairest Creatures we Desire Increase,
3. 18- Shall I compare thee to a Summer's Day?
4. 60- Like as the waves make towards the pebbled shore,
5. 104- To me, fair friend, you never can be old,

Unit-3

(18 HOURS)

1. Romantic Comedy- *As You Like It*

Unit-4

(18 HOURS)

1. Tragedy- *Macbeth*

Unit-5

(18 HOURS)

1. History Play- *Richard-II*

PRESCRIBED BOOKS:

Shakespeare, William. *Macbeth*. Wordsworth Editions.

Shakespeare, William. *King Richard II*. Peter Ure, Ed. Cambridge: University Press.

Shakespeare, William. *Complete Works of Shakespeare*, Wordsworth Editions Limited

References:

Bradley A.C. *Shakespearean Tragedy*, Palgrave Macmillan .2006.

Leishman J.B. *Themes and Variations in Shakespeare's Sonnets*, Routledge,2005.

Halliday, F.E. *Shakespeare in His Age*. Oaktree Publications,1971.

Van E.S. Bart, *Shakespeare's Comedies*, A Very Short introduction; OUP,2016.

Boyce, Charles. *Shakespeare A to Z*. New York: Roundtable Books, 1990.

Bullough, Geoffrey. *Narrative and Dramatic Sources of Shakespeare*. New York: Columbia University Press, 1966.

Campbell, Lily B. *Shakespeare's Histories*. London: Methuen, 1980.

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	1
II	3	1	1
III	2	1	1
IV	2	2	2
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C – 6

PSO-CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Describe and discuss Shakespeare's Theatre and Audience during his lifetime.	PSO1, PSO2, PSO3, PSO4	K1
CO2	Analyze the Sonnets and Sonnet patterns of Shakespeare.	PSO1, PSO2, PSO3, PSO5	K1&K2
CO3	Equip students to analyze the Plays to classify the complex web of human relationships, political intrigues and social dynamics.	PSO1, PSO3, PSO4, PSO5	K3
CO4	Analyze the structure of his dramatic works.	PSO2, PSO3, PSO4, PSO5	K4
CO5	Recall History and Politics in relation to the plays.	PSO1, PSO3, PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

NON-MAJOR ELECTIVE PAPER – ACADEMIC WRITING - II

PROGRAMME: ALL UG	BATCH: 2024 – 2027
PART: IV	COURSE COMPONENT: Elective – II
COURSE NAME: Academic Writing - II	COURSE CODE:
SEMESTER: II	MARKS:100
CREDITS:2	TOTAL HOURS: 30
THEORY	

Course Objective

The course aims to provide learners to master the art of academic writing, encompassing professional-quality of written work, thereby preparing them for success in academic and professional endeavors.

Course Outcomes

On the completion of the course the learners will be able to

1. Understand the fundamental elements of academic writing, including cause and effect, cohesion, comparison, the language of numbers, and style, through practice exercises.
2. Demonstrate accuracy in writing by applying appropriate abbreviations, academic vocabulary, grammatical structures, punctuation rules, and transition words and words of reference.
3. Develop proficiency in various writing models such as formal letters/emails, CVs, reports, case studies, and literature reviews, and engage in practical exercises to enhance writing skills.
4. Acquire the skills necessary for designing and reporting surveys, including questionnaire design, survey language usage, and the development of questionnaires for specific survey purposes.
5. Conduct research and compose longer essays by employing effective research methodologies, writing techniques, and critical analysis, demonstrating an integration of skills acquired throughout the course.

Unit 1

(06 Hours)

Elements of Writing

1. Cause and Effect - Practise
2. Cohesion- Practise
3. Comparison - Practise
4. The language of Numbers- Practise
5. Style - Practise

Unit 2

(06 Hours)

Accuracy in Writing

1. Abbreviations
2. Academic Vocabulary
3. Grammar
4. Punctuation
5. Transition Words and Words of Reference

Unit 3**(06 Hours)****Writing Models**

1. Formal Letters/ Emails and CVs
2. Writing Reports
3. Case Study
4. Literature Review
5. Practise

Unit 4**(06 Hours)****Designing and Reporting Surveys**

1. Questionnaire Design
2. Survey Language
3. Developing a Questionnaire for a Survey.
4. Analysis
5. Inference

Unit 5**(06 Hours)**

Researching and Writing a Longer Essay.

Prescribed Books

Bailey, S., Bottomley, J., Paltridge, B., & Starfield, S. (2020). *A practical guide to academic writing for international students: A handbook for international students*. Routledge Freebook.

Bailey, S. (2018). *Academic writing: A handbook for international students*. Routledge, Taylor & Francis Group.

References

Smalzer, W. R. (2005). *Write to be read: Reading, reflection, and writing*. Cambridge Univ. Press.

Withrow, J. (2007). *Inspired to write: Readings and tasks to develop writing skills*. Cambridge Univ. Press.

Gardner, P. S. (2013). *New directions: Reading, writing, and Critical Thinking*. Cambridge University Press.

e-Learning References

<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/196/6333/et/19_Script200312101003032020.pdf

Question Paper Pattern for ESE:

Question Component	Numbers	Marks	Total
Objective Type Questions/ Multiple Choice Questions	50	1	50

Distribution of Questions:

UNIT	QUESTIONS	MARKS
I	10	10
II	10	10
III	10	10
IV	10	10
V	10	10

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the fundamental elements of academic writing, including cause and effect, cohesion, comparison, the language of numbers, and style, through practice exercises.	PSO1, PSO3, PSO4, PSO5	K1
CO2	Demonstrate accuracy in writing by applying appropriate abbreviations, academic vocabulary, grammatical structures, punctuation rules, and transition words and words of reference.	PSO1, PSO3, PSO4, PSO5	K1 & K2
CO3	Develop proficiency in various writing models such as formal letters/emails, CVs, reports, case studies, and literature reviews, and engage in practical exercises to enhance writing skills.	PSO1, PSO3, PSO4, PSO5	K3
CO4	Acquire the skills necessary for designing and reporting surveys, including questionnaire design, survey language usage, and the development of questionnaires for specific survey purposes.	PSO1, PSO3, PSO4, PSO5	K4
CO5	Conduct research and compose longer essays by employing effective research methodologies, writing techniques, and critical analysis, demonstrating an integration of skills acquired throughout the course.	PSO1, PSO3, PSO4, PSO5	K5 & K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

SEMESTER II- INTERVIEW SKILLS AND RESUME WRITING ((Effective from the batch admitted in 2024-27 and thereafter)

PROGRAMME : ALL UG	BATCH: 2024-27 ONWARDS
PART: IV	COURSE COMPONENT: Soft-Skills
COURSE NAME: INTERVIEW SKILLS AND RESUME WRITING	COURSE CODE:
SEMESTER: II	MARKS:100
CREDITS: 2	TOTAL HOURS: 30

COURSE OBJECTIVE:

To equip the students to acquire the relevant skills for better employability.

COURSE OUTCOMES:

1. Students will gain an overall understanding of the concept, the purpose, and the objectives of an interview
2. Students will become aware of the various types of interviews and the nuances of each one of them
3. Students will understand and equip themselves with the techniques and strategies required to ace an interview
4. Students will be able to draft a biodata /CV/Resume in the proper format
5. Students will embark on acquiring the relevant skills and will learn to leverage them effectively for better employability

UNIT I Introduction to Interview Skills (6 Hours)

Definition- meaning- concept of interview –Purpose- Objectives of interview- Characteristic features of job interviews

UNIT II Types of Interview (6 Hours)

Traditional one on one job interview- Panel interview- Behavioral interview- Group interview- Phone Interview- Preliminary Interview-Patterned Interview Depth Interview, Stress Interview, Exit Interview- Interview through tele and video conferencing

UNIT III Interviews: Techniques and Strategies (6 Hours)

Preparing for the Interview Process- Before the interview-During the interview-After the interview -Tips to ace an interview -Commonly asked questions in interview -Do's and Don'ts of interview - Reasons for rejections

UNIT IV Preparing Biodata/CV/Resume (6 Hours)

Essential characteristics of a job Application-Difference between Biodata- CV-Resume-covering letter-Tips to draft an application

UNIT V Leveraging Employability Skills (6 Hours)

Personality Development-Organizational skills-Time Management–Stress Management-Effective Communication Skills -Reasoning Ability-Verbal Ability- Group Discussion-Technical skills -Presentation skills

RECOMMENDED TEXTBOOKS

1. Monipally, Matthukutty M. (2017) *Business Communication: From Principles to Practice*
2. Peter, Francis. (2012) *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

REFERENCE BOOKS

1. Higgins, Jessica JD (2018) *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*
2. Nicholas, Sonji (2023) *Interviewing: Preparation, Types, Techniques, and Questions*, Pressbooks
3. Storey, James (2016) *The Art of The Interview: The Perfect Answers to Every Interview Question*

E-LEARNING RESOURCES

1. <https://careermobilityoffice.cs.ny.gov/cmo/documents/Resume%20&%20Interviewing%20Handout.pdf>
2. <https://edu.gcfglobal.org/en/interviewingskills/interview-etiquette/1/>
3. <https://findjobhub.com/en/types-of-interviews>
4. <https://egyankosh.ac.in/bitstream/123456789/23411/1/Unit-2.pdf>
5. https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_Part_1_62%20hour_English.pdf
6. https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_Part2_58hour_English.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7 questions (answer in 50 words)	1-7	2	10
B	Answer any 4 out of 6 questions (answer in 300 words)	8-13	5	20
C	Answer any two(Internal (Choice))	14-15	10	20
	Internal & Viva Voce		50	100

BREAK UP OF QUESTIONS

UNITS	SECTION A	SECTION B	SECTION C
I	2	2	----
II	2	1	1
III	1	1	1
IV	1	1	1
V	1	1	1
TOTAL			
SECTION A – 12		SECTION B – 6	SECTION C - 4

SEMESTER III

4. Washington Irving - *The Legend of Sleepy Hollow*

5. O. Henry - *The Ransom of Red Chief*

UNIT IV - Novel

(15 HOURS)

1. Ernest Hemingway - *The Old Man and the Sea*

UNIT V -Drama

(15 HOURS)

1. Arthur Miller – *The Death of a Salesman*

PRESCRIBED BOOKS:

1. MLA. Miller, Arthur, 1915-2005. *Death of a Salesman*. New York: Penguin Books, 1996.
2. Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 1952.
3. Owen Thomas, 1986, *Walden and Civil Disobedience*: Norton Critical Edition ed., Prentice – Hall & Indian Delhi.
4. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbors', in *Walden* (Oxford: OUP, 1997) chap. 12.
5. Ralph Waldo Emerson, *Self-Reliance* in *The Selected Writings of Ralph Waldo*
6. Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Standard Editions of texts

REFERENCE BOOKS:

1. Daniel Hoffman ed., 1979, *Harvard Guide to Contemporary American Writing*, Oxford University Press, New Delhi. Modern Library, 1964).
2. *The Legend of Sleepy Hollow and Other Stories* (Penguin Classics) [Paperback] Irving, Washington and Bradley, Elizabeth L.
3. Egbert S. Oliver ed., *An Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.
4. Mohan Ramanan ed., 1996, *Four centuries of American Literature*, Macmillan India Ltd., Chennai.

E-LEARNING RESOURCES:

1. www.gonzago.edu/faculty/cample/enl311/litfram.htmlMc Cormick J:
2. <https://resources.finalsite.net/images/v1624888158/skschoolsorg/kyts2rstqixz2x0zgzso/English11Literature.pdf>
3. [A Girl by Ezra Pound - Famous poems, famous poets. - All Poetry](#)

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	1	1
II	3	1	2
III	2	2	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C – 6

CO PSO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	2	3	3
CO 5	3	3	2	3	3
Ave.	3	3	2	3	3

PSO CO -Question Paper Mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand and discuss different genres from major American writers.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Enhance and examine the development and conventions of American literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1&K2
CO3	Identify the cultural traditions and tensions represented in the readings.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Analyze the perceptions of national identity and language.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Explore various literary terms and concepts relevant to the study of American literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE PAPER-VI-WORLD CLASSICAL LITERATURE

PROGRAMME: B.A. ENGLISH	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE – VI
COURSE NAME: WORLD CLASSICAL LITERATURE	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS: 4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE: *The course aims to foster an appreciation for the diversity of global literary heritage and develop students' skills in literary interpretation and cross-cultural understanding.*

COURSE OUTCOMES:

On Completion of the course the student will be able to

1. Introduce students to classical literary masterpieces from diverse cultures and civilizations
2. Explore the historical, cultural, and social contexts in which these works were produced.
3. Analyze the themes, motifs, and stylistic features of classical literature across different traditions.
4. Examine the enduring relevance and influence of classical texts on subsequent literary and cultural movements.
5. Develop students' critical thinking, writing, and oral communication skills through engagement with classical literature.

UNIT 1 : Introduction

(15 HOURS)

1. Introduction to World Literature – Goethe’s concept of ‘Weltliteratur’
2. Introducing Epics like The Iliad, Odyssey, Aeneid, The Epic of Gilgamesh, The Mahabharata and The Ramayana, The Arabian Nights, Journey to the West, The Tale of Genji

UNIT II-PROSE

(15 HOURS)

1. Anna Akhmatova’s *Solitude* (Russian)
2. Fredrich Schiller’s *Ode to Joy* (German)
3. Petrarch’s *Sonnet 90* ‘*She used to let her golden hair fly free*’ (Italian)
4. Charles Baudelaire’s *Illusionary Love - Excerpt from "Les Fleurs du Mal"* (“*The Flowers of Evil*”) (French)
5. *Beowulf* (Scandinavian anonymous poem) *Excerpt IX Section 11-15* ‘*THEN from the moorland, by misty crags...*’

UNIT III-POETRY**(15 HOURS)**

1. Li Bai's *Quite Night Thoughts* (Tang Poem) (Chinese)
2. Matsuo Basho's Haiku '*Temple Bells Die Out...*' (Japanese)
3. Rumi's Masnavi (Mathnawi VI: 255-260) '*Wealth has no permanence: it comes in the morning...*' (Persian)
4. Kim Sowol's *Should We Just Say Whatever Words Are In Our Minds* (Korean)
5. Kalidasa's *Meghaduta* (Part 1) (The Cloud Messenger) (Indian)

UNIT IV-NOVEL**(15 HOURS)**

1. Kafka's *Metamorphosis* (German)
2. Washington Irving's *Rip Van Winkle* (American)

UNIT V-DRAMA**(15 HOURS)**

1. Sophocles' *Oedipus Rex* (Greek)

PRESCRIBED BOOKS:

Kafka, Franz. *Metamorphosis*. 1915

Tolstoy, Leo. *The Death of Ivan Ilyich*. 1886

Irving, Washington. *Rip Van Winkle*. 1819

Sophocles. *Oedipus Rex*. 430-420 b.c.

REFERENCE BOOKS:

Howatson, M.C., editor. *The Oxford Companion to Classical Literature*. Oxford University Press, 2013.

Ganguly, Debjani, Manfred B. Steger, et al., editors. *The Cambridge History of World Literature*. Cambridge University Press, 2019.

Puchner, Martin, Suzanne Conklin Akbari, et al., editors. *The Norton Anthology of World Literature*. W.W. Norton & Company, 2019.

Greene, Roland, Stephen Cushman, et al., editors. *The Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 2012.

E-LEARNING RESOURCES:

Ode to Joy <https://allpoetry.com/Ode-an-die-Freude>

Sonnet 90

<https://www.lcsnc.org/site/handlers/filedownload.ashx?moduleinstanceid=15235&dataid=21055&FileName=Petrarch%2090.pdf>

Illusionary Love https://www.gutenberg.org/files/36098/36098-h/36098-h.htm#Illusionary_Love

Quite Night Thoughts <https://100tangpoems.wordpress.com/2020/04/05/quiet-night-thought-li-bai/>

Rumi's Masnavi <https://www.rumi.org.uk/masnawi/>

Kim Sowol's poems <https://cupblog.org/2012/04/24/6075/>

Kalidasa's Meghaduta (Part1)

https://www.ocasopress.com/pdf/kalidasa_meghaduta_translation.pdf

Beowulf <https://courses.lumenlearning.com/suny-britlit1/chapter/beowulf-11-15/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12	SECTION B – 7	SECTION C – 6	

CO PSO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO CO -Question Paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Introduce students to classical literary masterpieces from diverse cultures and civilizations.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Explore the historical, cultural, and social contexts in which these works were produced.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K2
CO3	Analyze the themes, motifs, and stylistic features of classical literature across different traditions.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Examine the enduring relevance and influence of classical texts on subsequent literary and cultural movements.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Develop students' critical thinking, writing, and oral communication skills through engagement with classical literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1=Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED - III - Genres in Creative Writing

PROGRAMME: B.A. English	BATCH:2024-2027
PART:III	COURSE COMPONENT: ALLIED-III
COURSE NAME: GENRES IN CREATIVE WRITING	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS:05	TOTAL HOURS: 90
THEORY AND PRACTICAL	

Course Objective:

The course aims to provide a mastery over the Principles and Techniques of Creative Writing, producing original, compelling narratives across multiple genres while refining their individual artistic voice and critical thinking skills.

Course Outcomes:

On the completion of the course learners will be able to

1. Recognize and articulate the significance of different forms of creative writing, identifying key elements and techniques fundamental to each form.
2. Apply tools and techniques of creative writing to produce original works in various genres including poetry, prose, and media writing.
3. Analyze and construct compelling narratives by understanding and integrating essential elements such as plot, conflict, climax, and resolution.
4. Develop a unique authorial voice by exploring different narrative perspectives, effectively employing dialogue, atmosphere, and setting to enhance storytelling.
5. Demonstrate advanced proficiency in creative writing through the practical application of narrative techniques, culminating in the production and presentation of comprehensive book and movie reviews.

Unit 1

1. Introduction to Creative Writing **(18 Hours)**
2. Introduction to literary genres
3. Overview of types and significance of creative writing.
4. Principles of Creative Writing.
5. Tools and Techniques

Unit 2

(18 Hours)

Types of Writing

1. Writing Poetry
2. Writing Prose
3. Writing a One -Act Play
4. Writing a story
5. Writing for Media

Unit 3

Elements to Sketch a Compelling Narrative

(18 Hours)

1. Plot
2. Characterization
3. Conflict
4. Climax /Anti climax
5. Resolution

Unit 4

Expressing a Vantage Point

(18 Hours)

1. Choosing a Narrative
2. Setting the Atmosphere
3. Delivering Dialogue
4. Incorporating the Setting into Character's Perspective
5. Practical application of Unit 3 and Unit 4

Unit 5

(18 Hours)

Review

1. Practicing Book Review
2. Practicing Movie Review
3. Practicing Newspaper Review
4. Practicing Dictionary Review
5. Presentation of the Review

PRESCRIBED BOOKS:

Earnshaw, S. (2014). *The Handbook of Creative Writing*. Edinburgh University Press.

Lodge, D. (2012). *The practice of writing*. Vintage Digital.

REFERENCE BOOKS:

Strunk, W. (2014). *The elements of style: A style guide for writers*. Pearson.

Bradbury, R. (1992). *Zen in the art of writing: Releasing the creative genius within you*. Bantam.

Goldberg, N. (2006). *Writing down the bones: Freeing the writer within ; expanded with a new*. Shambhala.

E-LEARNING RESOURCES:

https://www.oca.ac.uk/wp-content/uploads/2021/09/CS_CW4EWS_0921.pdf

http://students.aiu.edu/submissions/profiles/resources/onlineBook/h7Z5Y5_creative%20writing.pdf

<https://www.youtube.com/watch?v=gZKx6ZWEjIg>

<https://www.youtube.com/watch?v=wDhU9fOAhIA>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12 SECTION B – 7 SECTION C - 6			

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO CO -Question Paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Recognize and articulate the significance of different forms of creative writing, identifying key elements and techniques fundamental to each Form	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Apply tools and techniques of creative writing to produce original works in various genres including poetry, prose, and media writing.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1&K2
CO3	Analyze and construct compelling narratives by understanding and integrating essential elements such as plot, conflict, climax, and resolution	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Develop a unique authorial voice by exploring different narrative perspectives, effectively employing dialogue, atmosphere, and setting to enhance storytelling.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Demonstrate advanced proficiency in creative writing through the practical application of narrative techniques, culminating in the production and presentation of comprehensive book and movie reviews.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

Soft Skill – III Semester

PROGRAMME: For All Non-IT students	BATCH: 2024-27
PART: IV	COURSE COMPONENT: SOFTSKILL – III
COURSE NAME: DIGITAL PROFICIENCY AND MULTIMEDIA SKILLS	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS: 2	TOTAL HOURS: 30
PRACTICAL	

(Common to non IT Students)

COURSE OBJECTIVES:

To equip students with essential computing skills.

COURSE OUTCOMES:

1. Design document using salient features of MS-Word.
2. Utilize MS-Excel to manipulate data and prepare dynamic presentation using MS-PowerPoint.
3. Develop a static web page using HTML.
4. Exhibit proficiency in multimedia creation using GIMP.
5. Demonstrate expertise in data visualization with RawGraphs.

UNIT 1: MS-Word: Creating, Editing, Formatting and Printing of Documents - Headers and Footers -Spell check- Insert/Draw Tables, Table Auto format – Page Borders and Shading - Mail Merge. **MS-Excel:** Creating a new worksheet – Entering, editing and formatting the text, numbers – Formatting cells.

UNIT 2: Inserting Rows/Columns - Changing column widths and row heights – Freezing Titles, splitting screen - Formulae for calculation - Changing font sizes and colours, Sort.

MS-PowerPoint: Creating a Presentation - Inserting and Deleting Slides in a Presentation – Adding Text/Clip Art/Pictures - Slide Transition – Custom Animation.

UNIT 3: Web designing using HTML: Basic tags – heading tags – paragraph, bold, italic, underline tags – font tags – ordered and unordered list – inserting images – hyperlinks.

UNIT 4: Multimedia applications using GIMP: Interface and Drawing Tools in GIMP- Applying Filters - Creating and handling multiple layers - Using Stamping and Smudging tools - Importing pictures.

UNIT 5: Data visualization using RawGraphs: Importing and exploring data - Basic chart types -mapping - customizing visualizations - Exporting visualizations.

E-LEARNING RESOURCES:

1. <https://www.javatpoint.com/ms-word-tutorial>
2. <https://www.w3schools.com/excel/>
3. <https://www.tutorialspoint.com/html/>
4. <https://www.gimp.org/tutorials/>
5. <https://www.rawgraphs.io/learning>

SELF-STUDY: INDIAN HERITAGE AND KNOWLEDGE SYSTEM

PROGRAMME: ALL UG	BATCH: 2024-27
PART: V	COURSE COMPONENT: SELF-STUDY
COURSE NAME:	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS: 2	TOTAL HOURS: Self-paced learning
QUESTION PATTERN: MCQ	
THEORY	

Course Objectives:

Delving into Indian Heritage, this course focuses on South Indian cultures and ancient knowledge like Yoga, Ayurveda, and Siddha, shaping the Nation's identity.

Course Outcomes:

1. To develop a comprehensive understanding among students of Indian heritage, its richness and diversity, and its role in shaping the nation's cultural identity.
2. Students will gain an enhanced insight into the artistic, architectural, and literary achievements of South India and other regions, fostering a sense of pride in Indian cultural heritage.
3. To enhance students' cultural literacy by gaining insights into traditional practices preserved through folklore across India.
4. To acquire knowledge among students of ancient Indian sciences for holistic well-being, promoting physical, mental, and spiritual health.
5. Students will develop a deeper understanding of the interconnectedness of spiritual, medicinal, and artistic dimensions within Indian Heritage systems.

UNIT I: Introduction to Indian Heritage

- **Concept of Heritage:** Definition, the importance of studying heritage, and its diverse forms.
- **Cultural Landscape of India:** Overview of major cultural zones in India, with a focus on South India.

Key Concepts: Cultural heritage, diversity, tangible heritage (e.g., monuments), intangible heritage (e.g., traditions, practices).

UNIT II: Cultural Tapestry of South India

- **Literature:** The classical Tamil literature of *Sangam poetry*, the epic Kannada works like the "*Kuvempu Ramayana*," the Telugu compositions of *Annamacharya*, and the poetic Malayalam works of Kerala's rich literary tradition.
- **Painting:** The intricate gold leaf work of *Tanjore painting*, the intricate patterns of *Mysore painting*, hand-painting or block-printing of *Kalamkari*.
- **Theatre:** The ancient art form of *Koothu* and the elaborate dance-dramas of *Bhagavata Mela* in Tamil Nadu, and the colourful folk theatre of *Yakshagana* in Karnataka.
- **UNESCO Indian Heritage Sites:** *Great Living Chola Temples* artistry, *Hampi-Virupaksha Temple* and the *Vijaya Vittala Temple*, *Mahabalipuram*- a treasure trove of Pallava art, *Mysore Palace*-Indo-Saracenic architecture, *Periyar National Park*- Western

UNIT III: Tamil Nadu Folklores

- **Origins and Significance:** Historical background of Tamil Nadu folklore and its cultural significance.
- **Folk Dances:** Exploration of traditional Tamil folk dances like *Karakattam*, *Kolattam*, and *Kummi*.
- **Folk Music:** Overview of folk music traditions in Tamil Nadu, including *Parai Attam* and *Villu Paatu*.
- **Rituals and Festivals:** Understanding the role of folklore in Tamil Nadu's rituals and festivals- *Pongal* and *Jallikattu*.

Key Concepts: Karakattam, Kolattam, Parai Attam, Villu Paatu, Tamil folk tales, cultural rituals.

UNIT IV: Unveiling the Knowledge Systems

- **Cultural Landscape of India:** Overview of major cultural zones in India, with a focus on South India.
- **Yoga:** Exploring the various aspects of Yoga - its philosophy, Eight Limbs, practices (e.g., Asanas, Pranayama), and benefits for physical and mental well-being.
- **Ayurveda:** Understanding the core principles of Ayurveda - its focus on holistic health, diagnosis, and treatment methods.

Key Concepts: Yoga philosophy, Asanas, Pranayama, Tridosha theory (Ayurveda), Doshas (Vata, Pitta, Kapha), Panchakarma, herbal medicine, Ayurvedic lifestyle.

UNIT V: Siddha Tradition and Other Knowledge Systems

- **Siddha Tradition:** Origins, philosophy, medicinal practices, and spiritual aspects.
- **Other Important Knowledge Systems:** Jyotish Shastra (Indian astrology), Natya Shastra (Treatise on performing arts).

Key Concepts: Siddha literature, alchemy, and spirituality in Siddha tradition. Pancha Boothas (Siddha), herbal remedies, Planetary influences, elements of classical Indian dance and music, and aesthetics in Natya Shastra.

SELF- STUDY: CONTEMPORARY WORLD AND SUSTAINABLE DEVELOPMENT

PROGRAMME: All UG	BATCH: 2024-27
PART: V	COURSE COMPONENT: Self-Study
COURSE NAME:	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS: 2	TOTAL HOURS: Self-paced learning
QUESTION PATTERN: MCQ	
THEORY	

Course Objectives:

Delving into global dynamics, this course highlights Asia and India's pivotal role in achieving global sustainability objectives.

Course Outcomes:

1. Students will gain a comprehensive understanding of the key actors, institutions, and dynamics shaping the contemporary world order.
2. Students will acquire the ability to analyze the political, economic, and security challenges within major Asian regions, fostering informed perspectives on these critical issues.
3. Through the study of recent wars, students will develop critical thinking skills to assess the root causes, human costs, and potential solutions to contemporary conflicts.
4. Students will gain a deeper understanding of the principles and challenges of sustainable development, empowering them to advocate for responsible solutions at local, national, and international levels.
5. Students will be equipped to critically evaluate India's contributions to the SDGs, particularly through specific programs implemented in Tamil Nadu, and assess their effectiveness in achieving sustainable development goals.

UNIT I: Global Governance and Institutions

- **State & Non-State Actors:** Definition, types (nation-states, failed states), functions.

Key Actors: International states, Intergovernmental organizations (IGOs), nongovernmental organizations (NGOs), multinational corporations (MNCs).

- **United Nations (UN):** Structure, key organs (General Assembly, Security Council), functions, WB, & others.

Key Concepts: United Nations General Assembly, United Nations Security Council.

- **Regional Organizations:** European Union (EU), African Union (AU), North Atlantic Treaty Organization (NATO)

Key Concepts: European Union Commission, African Union Commission, North Atlantic Treaty Organization.

- **International Law and Treaties:** Significance, role in addressing global challenges.

Key Concepts: International Court of Justice, International Criminal Court, Geneva Conventions.

UNIT II: Contemporary Asia

Major Geographical Regions

- **Middle East:** Characterized by rich oil reserves, Complex political dynamics, and ongoing conflicts.

Key countries: Iran, Iraq, Israel, Saudi Arabia, Syria, Turkey

- **Southeast Asia:** Rapid economic growth, Challenges- maritime security and environmental degradation.

Key countries: Indonesia, Malaysia, Philippines, Singapore, Thailand, Vietnam

- **Far East:** Major economic powerhouses and Potential flashpoints.

Key countries: China, Japan, North Korea, South Korea

- **Rise of China:** Political-South China Sea, Territorial disputes and Competition for Resources. Economic- China's Belt and Road Initiative (BRI)
- **Major Economic Centers: Singapore-** Global financial hub, **Hong Kong-** Special Administrative Region of China, **United Arab Emirates (UAE)-** Diversified economy driven by oil and gas, tourism, and trade.

Regional Organizations:

- Association of Southeast Asian Nations (ASEAN)
- South Asian Association for Regional Cooperation (SAARC)
- Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)
- Asia-Pacific Economic Cooperation (APEC)
- Shanghai Cooperation Organization (SCO)

UNIT III: Recent Wars of the World

- **Syrian Civil War (2011-present):** Bashar al-Assad regime, Syrian opposition groups, ISIS.

Key Concepts: Origins of the conflict, humanitarian crisis, foreign intervention, refugee crisis.

- **Yemeni Civil War (2015-present):** Houthi rebels, Yemeni government, Saudi-led coalition.

Key Concepts: Proxy war dynamics, humanitarian crisis, role of Iran and Saudi Arabia, UN peace efforts.

- **Ukraine Conflict (2014-present):** Ukrainian government, Russian-backed separatists, Russia.

Key Concepts: Annexation of Crimea, Donbas region conflict, Minsk agreements, NATO-Russia tensions.

- **Ethiopia Civil War (2020-present):** Ethiopian government, Tigray People's Liberation Front (TPLF), Eritrean forces.

Key Concepts: Tigray conflict, humanitarian crisis, regional implications, efforts for ceasefire and peace talks.

- **Nagorno-Karabakh War (2020):** Armenia, Azerbaijan, Russia.

Key Concepts: Conflict over Nagorno-Karabakh region, ceasefire agreement, role of Turkey, peace negotiations.

- **Myanmar Civil War (2021-present):** Myanmar military (Tatmadaw), ethnic armed groups, and Civilian resistance.

Key Concepts: Coup aftermath, Rohingya crisis, ethnic conflicts, ASEAN mediation efforts.

UNIT IV: Sustainable Development Goals

- **Definition of Sustainable Development:** Balancing economic, social, and environmental needs.

Key Concepts: United Nations Development Programme (UNDP), World Wildlife Fund (WWF), Sustainable Development Solutions Network (SDSN).

- **UN Sustainable Development Goals (SDGs):** Overview, targets.

Key Concepts: United Nations, national governments, NGOs, private sector.

- **Challenges and Opportunities:** Achieving sustainability, global cooperation.

Key Concepts: United Nations, national governments, civil society organizations, multinational corporations.

UNIT V: India's Role in Achieving Sustainable Development Goals (SDGs) with Tamil Nadu Initiatives

Addressing Basic Needs:

- **Goal 1: No Poverty**
 - National Rural Employment Guarantee Act (NREGA)
 - Kalaingar Kanchi Thalaiyalar Scheme
 - Ungal Thozhil Udhayanam (UTOY)
- **Goal 2: Zero Hunger**
 - National Food Security Act (NFSA)
 - Nutritious Noon Meal Programme
 - Annadhanam Scheme
 - Amma Unavagam
- **Goal 3: Good Health and Well-being**
 - National Health Mission (NHM)
 - Health Insurance of Tamil Nadu
 - Chief Minister's Comprehensive Health Insurance Scheme
 - Maruthuva Mitri
 - Amma Mini Clinics

Ensuring Essential Services:

- **Goal 4: Quality Education**
 - Sarva Shiksha Abhiyan (SSA)
 - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
 - Namakkal District Library Scheme
 - Pudhumai Penn Scheme under Higher Education Assurance Scheme (HEAS)
 - Free Coaching for Competitive Exams
- **Goal 6: Clean Water and Sanitation**
 - Swachh Bharat Mission (Clean India Mission)
 - National Rural Drinking Water Programme (NRDWP)
 - Jal Jeevan Mission Tamil Nadu
 - Namakku Naathey Scheme
 - Kudimaramathu Scheme
- **Goal 7: Affordable and Clean Energy**
 - National Solar Mission
 - Tamil Nadu Solar Energy Policy
 - Green House Scheme

Building Sustainable Communities:

- **Goal 11: Sustainable Cities and Communities**
 - Smart Cities Mission
 - Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
 - Adi Dravidar Housing Scheme
- **Goal 13: Climate Action**
 - National Action Plan on Climate Change (NAPCC)
 - International Solar Alliance
 - Tamil Nadu Wind Energy Policy 2019
- **Goal 17: Partnerships for the Goals**
 - Development Assistance Programmes (DAPs)
 - International Development Cooperation (IDC)

SEMESTER IV

CORE PAPER-VII- AFRICAN- AMERICAN LITERATURE

PROGRAMME: B.A. ENGLISH	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE VII
COURSE NAME: African-American Literature	COURSE CODE:
SEMESTER: IV	MARKS:100
CREDITS: 04	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE: *The course aims to foster critical engagement with texts while providing insights into the historical, cultural, and political forces that have shaped African-American Literature.*

COURSE OUTCOMES:

On Completion of the course the learner will be able to

1. Understand the key themes, movements, and literary forms in African- American literature.
2. Explore the socio-historical contexts of African American literary production.
3. Examine the ways in which African American writers have responded to issues of race, identity, and social justice.
4. Analyze the diversity of voices within Afro-American literature, including perspectives from different time periods, regions, and social backgrounds.
5. Enhance the learner skills in investigative and extensive reading, critical analysis, and interpretation of Literary texts.

UNIT I- Introduction (15 HOURS)

1. Introduction to African-American Literature
2. Slave Narratives and Early African Narratives – An Overview
3. Harlem Renaissance, Civil Rights Era
4. Black Arts Movement
5. Negritude

UNIT II -Prose (15 HOURS)

1. Frederick Douglass's *Narrative of the Life of Fredrick Douglass, an American Slave.*

UNIT III-Poetry (15 HOURS)

1. Langston Hughes - *Harlem Dream Deferred*
2. Maya Angelou - *On the Pulse of Morning*
3. Rita Dove - *Testimonial*
4. Claude McKay - *If we must die*
5. Audre Lorde - *A Litany for Survival*

UNIT IV-Novel (15 HOURS)

1. Toni Morisson - *The Bluest Eyes*

UNIT V- Drama (15 HOURS)

1. Amiri Baraka - *Dutchman*

PRESCRIBED BOOKS:

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. Dover Publications, 1845.

Woodson, Carter G. *The Mis-Education of the Negro*. Associated Publishers, 1933.

Baraka, Amiri. *Dutchman*. William Morrow & Co, 1964.

Morrison, Toni. *The Bluest Eye*. Holt, Rinehart and Winston, 1970.

REFERENCE BOOKS:

Henry Louis Gates, "Literary Theory and the Black Tradition," *Figures in Black: Words, Signs and the "Racial" Self*. New York: Oxford University Press, 1987.

Smethurst, James Edward. "The Black Arts Movement." *A Companion to African American Literature*. Ed. Gene Andrew Jarrett. Blackwell-Wiley, 2013.

Tyson, Lois. "African American Criticism." *Critical Theory Today*. 2nd ed. New York: Routledge, 2006. Available at Dorigny.

E-LEARNING RESOURCES:

The Revolutionary Theatre: https://www.youtube.com/watch?v=OAYJtQY_6o

Digital Schomburg African American Women Writers of the 19th Century
https://digital.nypl.org/schomburg/writers_aa19/

Project Gutenberg: African American Literature
[https://www.gutenberg.org/wiki/African_American_Authors_\(Bookshelf\)](https://www.gutenberg.org/wiki/African_American_Authors_(Bookshelf))

Coursera <https://www.coursera.org/courses?query=african%20american%20literature>

The Norton Anthology of African American Literature Online Companion
<https://www.wwnorton.com/college/english/naaalit/welcome.htm>

Poetry Foundation: African American Poetry
<https://www.poetryfoundation.org/collections/101470/african-american-poetry>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

PO CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	3	2
CO 2	2	2	2	3	2
CO 3	2	2	2	3	2
CO 4	2	2	2	3	2
CO 5	2	2	2	3	2
Ave.	2	2	2	3	2

PSO-CO-QUESTION PAPER MAPPING

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand the key themes, movements, and literary forms in African- American literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Explore the socio-historical contexts of African American literary production.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K2
CO3	Examine the ways in which African American writers have responded to issues of race, identity, and social justice.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Analyze the diversity of voices within African - American literature, including perspectives from different time periods, regions, and social backgrounds.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Enhance the learner skills in investigative and extensive reading, critical analysis, and interpretation of Literary texts.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE-VIII- TRANSLATION STUDY AND PRACTICE

PROGRAMME: B.A. English	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE – VIII
COURSE NAME: Translation Study and Practice	COURSE CODE:
SEMESTER: IV	MARKS:100
CREDITS: 4	TOTAL HOURS: 75
THEORY	

Course Objective: *This course aims to provide an overview of the History, Theories, and contemporary practices of Translation.*

Course Outcome:

On Completion of the course the learners will be able to

1. Gain a comprehensive understanding of the Historical development of Translation practices, from the earliest translators to modern-day methodologies.
2. Understand the Translation of religious texts considering the linguistic and cultural implications of these Translations, particularly in the context of colonialism and regional language development.
3. Examine key theories of Translation, including the role of the translator, cultural considerations, and various Translation methods.
4. Explore the impact of technology on Translation practices, analyzing the role of computers in translation and various literary adaptations.
5. Reflect on the future of Translation in a globalized world, contemplating the possibilities of a continued relevance of Translation as a bridge between languages and cultures.

Unit 1

(15 HOURS)

1. Introduction to the practice of Translation
2. History of Translation practice.
3. Earliest translators and their strategies in evolution and formation of Translation
4. Basic concepts and terminology in Translation Studies.
5. Issues in Translation

Unit 2

(15 HOURS)

Translation of Religious Texts

1. Translation of The Bible and the foundation of the English language.
2. Translation of The Bible into the regional Indian languages and spread of colonialism.
3. Translations and Interpretations of The Ramayana, The Mahabharata and The Bhagavad Gita.
4. Translation of Guru Gobind Singh's Hymn (**Deh Shiva Bar Mohe Eha**)
5. Impact and Influence of Translation.

Unit 3**(15 HOURS)**

1. Theories of Translation
 - Sociolinguistic Approach
 - Communicative Approach
 - Hermeneutic Approach
 - Linguistic Approach
 - Literary Approach
 - Semiotic Approach
2. Role of the translator and Strategies of Translation.
3. Cultural turn and the status of language in Translation
4. Methods of Translation
 - a. Interlingual.
 - b. Intralingual.
 - c. Intersemiotic
5. Interpretation and Adaptation.

Unit 4**(15 HOURS)**

1. Computers and their role in translation
2. Advertisements.
3. Movies - Dubbing, Subtitling
4. Field of Sports.
5. Translation of Rules and Regulations of Universal Rules.

Unit 5**(15 HOURS)**

1. Translation Practice.
 - a. Ingredients & Recipe
 - b. Activities of day-to day Life
 - c. Self-Introduction

PRESCRIBED BOOKS:

- Boase-Beier, J., & Holman, M. (2016). *The practices of literary translation: Constraints and creativity*. Routledge.
- Candlin, C. N., & Bell, R. T. (1991, October 6). *Translation and translating: Theory and practice*. Routledge & CRC Press. Theory-and- Practice/Bell/p/book/9780582016484
- Venuti, L. (2018). *The translator's invisibility: A history of translation*. Routledge Taylor & Francis Group.
- Basnett, S. (2014). *Translation studies*. Routledge.

REFERENCE BOOKS:

Boase-Beier, J., & Holman, M. (2016). *The practices of literary translation: Constraints and creativity*. Routledge.

Candlin, C. N., & Bell, R. T. (1991, October 6). *Translation and translating: Theory and practice*. Routledge & CRC Press. <https://www.routledge.com/Translation-and-Translating-Theory-and-Practice/Bell/p/book/9780582016484>

Venuti, L. (2018). *The translator's invisibility: A history of translation*. Routledge Taylor & Francis Group.

E LEARNING RESOURCES:

https://elearn.daffodilvarsity.edu.bd/pluginfile.php/1648924/mod_resource/content/1/Translation-Susan%20Bassnett-3rd%20ed.pdf

<https://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/2year/MAEG2004TranslationTheoryandPractice.pdf>

https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1C79E321368587285264E5806E5FE65D/S2058631020000392a.pdf/teaching_translation_theory_and_practice.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
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C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THE THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12 SECTION B – 7 S SECTION C – 6			

PSO – CO Mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO CO QUESTION PAPER MAPPING

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Gain a comprehensive understanding of the historical development of Translation practices, from the earliest translators to modern-day methodologies	PSO-1,PSO-2 PSO-3,PSO-4, PSO-5	K1
CO2	Understand the Translation of religious texts considering the linguistic and cultural implications of these Translations, particularly in the context of colonialism and regional language development.	PSO-1,PSO-2,PSO-3,PSO-4, PSO-5	K1&K2
CO3	Examine key theories of Translation, including the role of the translator, cultural considerations, and various Translation methods.	PSO-1,PSO-2, PSO-3 PSO-4, PSO-5	K3
CO4	Explore the impact of technology on Translation practices, analyzing the role of computers in translation and various literary adaptations.	PSO-1, PSO-2, PSO-3 PSO-4, PSO-5	K4
CO5	Reflect on the future of Translation in a globalized world, contemplating the possibilities of a continued relevance of Translation as a bridge between languages and cultures.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED PAPER-IV-OCCUPATIONAL ENGLISH

PROGRAMME: B.A. ENGLISH	BATCH:2024-2027
PART: III	COURSE COMPONENT: ALLIED – IV
COURSE NAME: Occupational English	COURSE CODE:
SEMESTER: IV	MARKS:100
CREDITS:5	TOTAL HOURS: 90
THEORY	

Course Objective: *This course is designed to provide students with a comprehensive understanding and practical skills in various forms of academic and professional writing across different fields.*

Course Outcomes:

On Completion of the course the learners will be able to

1. Recall fundamental principles of writing and recognize different types of written content.
2. Understand the main characteristics and the purposes of academic, media, and advertisement.
3. Utilise knowledge of writing formats to produce engaging content tailored to specific audiences and purposes.
4. Analyse the impact of language choices, editing strategies, and ethical considerations on the quality of written content.
5. Evaluate the overall quality and effectiveness of written content in achieving its intended purpose.

Unit 1

(18 HOURS)

1. Introduction- Academic Writing
2. Overview of Grammar, Vocabulary & Punctuations
Academic Writing
3. Writing Reports and Case Study
4. Survey language (Questionnaire, Design)
5. Practicum - Developing a Questionnaire for a Survey, conducting and analysing.

Unit 2

(18 HOURS)

1. Introduction - Media Writing
2. Types of Media Writing
3. Main Characteristics of Media Writing
4. Designing the Layout
5. Lead Writing, Writing for Advertisement, Jingles and Tag Lines.

Unit 3

(18 HOURS)

1. Introduction - Copy Writing and Editing
2. Types of Copies, Key Principles
3. Editing and Proofreading, Ethical Considerations
4. Best Practices and Practitioners
5. Psycho-Social Impacts.

Unit 4**(18 HOURS)**

1. Introduction - Writing for Web
2. Best Practices
3. Incorporating Images
4. Editing
5. Proof Reading.

Unit 5**(18 HOURS)**

Practicum- News Writing/Feature Writing/Column Writing/ Web Content Writing/ Sports Writing/ Editorial Writing/Crosswords

PRESCRIBED BOOKS:

Bailey, S., Bottomley, J., Paltridge, B., & Starfield, S. (2020). *A practical guide to academic writing for international students: A handbook for international students*. Routledge Free book.

Bailey, S. (2018). *Academic writing: A handbook for international students*. Routledge, Taylor & Francis Group.

Ceramella, Nick, and Elizabeth Lee. *Cambridge English for the Media: Student's Book with Audio CD*. Cambridge Univ. Press, 2010.

Butcher, Judith, et al. *Butcher's Copy-Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders*. Cambridge University Press, 2014.

Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. Langara College, 2018.

REFERENCE BOOKS:

Strunk, W. (2014). *The elements of style: A style guide for writers*. Pearson.

Bradbury, R. (1992). *Zen in the art of writing: Releasing the creative genius within you*. Bantam.

Goldberg, N. (2006). *Writing down the bones: Freeing the writer within ; expanded with a new*. Shambhala.

E-LEARNING RESOURCES:

<https://www.umaryland.edu/cpa/website-manual/prepare/web-writing/>

<https://www.peoi.org/Courses/Coursesen/mass/fram5.html>

https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-FINAL_VERSION_.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions(each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12 SECTION B – 7 SECTION C – 6			

PSO CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO CO -Question Paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Recall fundamental principles of writing and recognize different types of written content	PSO-1, PSO-3 PSO-4, PSO-5	K1
CO2	Understand the main characteristics and the purposes of academic, media, and advertisement.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1&K2
CO3	Utilize knowledge of writing formats to produce engaging content tailored to specific audiences and purposes.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Analyse the impact of language choices, editing strategies, and ethical considerations on the quality of written content.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Evaluate the overall quality and effectiveness of written content in achieving its intended purpose.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

SOFT SKILLS IV : FOUNDATIONS OF QUANTITATIVE APTITUDE

PROGRAMME: ALL UG	BATCH: 2024 – 27
PART: IV	COURSE COMPONENT: SOFT SKILL-IV
COURSE NAME: FOUNDATIONS OF QUANTITATIVE APTITUDE	COURSE CODE:
SEMESTER: IV	MARKS:100
CREDITS: 2	TOTAL HOURS: 30
THEORY AND PROBLEMS	

COURSE OBJECTIVE: *Develop learners' problem-solving skills and critical thinking abilities in the context of recruitment aptitude tests.*

COURSE OUTCOMES:

1. The learner will be able to recognize, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.
2. To learn about factors and multiples that numbers have in common with each other.
3. The student will analyse monthly profit and loss statements for a school store and calculate profit margin percentages.
4. Students learn what different types of interest are, where it occurs in real life and understand the concept of simple and compound interests.
5. The learner will draw, interpret and compare pie charts, bar charts and frequency diagrams.

UNIT I: Number system and Number series

6 Hrs

Numbers: Numbers and their classification, test for divisibility of numbers, General properties of divisibility, division and remainder, remainder rules.

Number Series: Number series, three steps to solve a problem on series, two-line number series, sum rules on natural numbers.

UNIT II: HCF and LCM of Numbers

6 Hrs

Factors, Multiples, Principal of Prime factorization, Highest Common Factor (HCF) and Least Common Multiple (LCM), Product of two numbers, Difference between HCF and LCM.

UNIT III: Percentage, Profit and Loss

6 Hrs

Percentage: Introduction, fraction to rate percent, rate percent to fraction, rate percent of a number, express a given quantity as a percentage of another given quantity, convert a percentage into decimals and convert a decimal into percentage.

Profit and Loss: Gain/Loss and % gain and % loss, relation among Cost price, Sale price, Gain/Loss and % gain and % loss.

UNIT IV: Simple Interest and Compound Interest**6 Hrs**

Simple Interest: Definition, effect of change of P , R and T on Simple Interest, amount.

Compound Interest: Introduction, conversion period, basic formula, to find the Principal/Rate/Time, Difference between Simple Interest and Compound Interest.

UNIT V: Data interpretation**6 Hrs**

Tabulation, Bar Graphs, Pie Charts, Line Graphs, average.

PRESCRIBED BOOK:

Quantitative Aptitude by R.S. Agarwal

REFERENCE BOOKS:

1. Quantitative Aptitude by Abhijit Guha, Fourth Edition.
2. Quantitative Aptitude by Ramandeep Singh.

E - LEARNING RESOURCES:

1. <https://byjus.com/maths/numeral-system/#:~:text=crore%20is%207.-,International%20Numeral%20System,8%20%E2%80%93%20Ones>
2. <https://byjus.com/maths/hcf-and-lcm/>
3. <https://byjus.com/maths/profit-loss-percentage/>
4. <https://www.vedantu.com/jee-main/maths-difference-between-simple-interest-and-compound-interest>
5. <https://sites.utexas.edu/sos/guided/descriptive/descriptivec/frequency/>

ENVIRONMENTAL STUDIES

PROGRAMME: For all UG Students	BATCH: 2024-27 onwards
PART: IV	COURSE COMPONENT: EVS
COURSE NAME: Environmental Studies	COURSE CODE:
SEMESTER: IV	MARKS: 100
CREDITS: 2	TOTAL HOURS: 30
THEORY	

COURSE OBJECTIVE:

Introduction to ecology and awareness to sustain natural life.

COURSE OUTCOME:

On completion of the course the students will be able

1. To define the scope and importance of environmental study
2. To list and classify the resources.
3. To explain biodiversity and conservation.
4. To define causes and prevention of pollution.
5. To plan disaster management.

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes that sustain life, and govern economy.
- ii. Predict the consequences of human actions on the web of life, global economy and quality of human life.

UNIT-1:

(4hrs)

The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness.

UNIT-2:

(4hrs)

Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams' benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. - Role of an individual in conservation of natural resources. - Equitable use of

resources for sustainable life styles.

UNIT-3: (4hrs)

Ecosystems - Concept of an ecosystem. - Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem.

-Ecological succession. - Food chains, food webs and ecological pyramids. - Introduction, types, characteristic features, structure and function of the following ecosystem:-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

UNIT-4: (4hrs)

Biodiversity and its Conservation

- Introduction-Definition: genetic, species and ecosystem diversity.
- Bio geographical classification of India.
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation.
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India.
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT-5: (4hrs)

Environmental Pollution: Definition - Causes, effects and control measures of: -

- a) Air pollution
- b) Water pollution
- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Thermal pollution
- g) Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution. - Pollution case studies.
- Disaster management: floods, earthquake, cyclone and land slides.

REFERENCE BOOKS

1. "Introduction to Environmental Engineering and Science" by Gilbert M Masters....
2. "The Biodiversity of India" by Bharucha Erach....
3. "Essentials of Ecology" by Townsend C and Michael Begon....

SEMESTER V

CORE PAPER IX - LATIN AMERICAN LITERATURE

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: CORE IX
COURSE NAME: Latin American Literature	COURSE CODE:
SEMESTER: V	MARKS:100
CREDITS: 4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: *The course aims to provide insight into central themes and questions on Latin American literature and culture, and aims to give the students the possibility to develop skills at analyzing the subject material and drawing their own conclusions.*

COURSE OUTCOMES:

On completion of the course the student will be able to

1. Identify the nations that comprise the political designation “Latin America,” and be able to recognize and discuss the major literary works, genres, movements, and ideological components of this category.
2. Recognize and discuss major themes of Latin American literature; and identify major tropes used by representative authors.
3. Apply appropriate and culturally relevant critical lenses to respond to, evaluate, analyze, and understand major works of Latin American literature.
4. Analyze academic texts and draw their own conclusions.
5. Understanding representative texts and films representing different genres and tendencies in modern Latin American literature and culture.

UNIT 1

(18 HOURS)

1. Introduction to Latin American Literature
2. Social, cultural, literary, and historical background to the Latin Americas
3. Major literary movements: Romanticism, Realism, Vanguardism, Post-Vanguardism
4. The Boom and the New Novel
5. Magical Realism

UNIT II - PROSE

(18 HOURS)

1. Mario Vargas Llosa - *Is Fiction the Art of Living?*
2. Jose Marti - *Our America*
3. Octavio Paz - *Mexican Masks*
4. Osvaldo Ferrari- *Jorge Luis Borges Conversations (Ethics and Culture)*
5. Osvaldo Ferrari- *Jorge Luis Borges Conversations (About Dialogues)*

UNIT III - Poetry

(15 HOURS)

1. Pablo Neruda -
 - a. *If you forget me*
 - b. *I Can Write the Saddest Lines Tonight*
2. Octavio Paz -
 - a. *No More Cliches*

3. Ana Castillo -
b. *As One Listens to the Rain*
a. *Zero makes me Hungry*

UNIT IV - Fiction

(15 HOURS)

1. Jorge Luis Borges -
a. *The Aleph*
b. *The Lottery in Babylon*
2. Julio Cortazar -
a. *Blow up*
b. *The House Taken Over.*
3. Gabriel Garcia Marquez - *One Hundred years of Solitude*

UNIT V - Drama

(15 HOURS)

1. Ariel Dorfman - *Death and the Maiden*

PRESCRIBED BOOKS:

Mario Vargas Llosa - *Is Fiction the Art of Living?*

<https://archive.nytimes.com/www.nytimes.com/books/98/06/28/specials/llosa-art.html>

Jose Marti - *Our America* <https://misiones.cubaminrex.cu/en/articulo/our-america-jose-marti>

Octavio Paz - *Mexican Masks* https://wedgeblade.net/files/archives_assets/13759.pdf

Gabriel Garcia Marquez - *One Hundred years of Solitude*

Castillo, A. (2000). *I ask the impossible: Poems*. Anchor Books.

Borges, J. L., Ferrari, O., & Wilson, J. (2016). *Conversations*. Seagull Books.

REFERENCE BOOKS:

Swanson, Philip *Latin American Fiction: A Short Introduction*

Eschevarria, Roberto Gonzalez *Modern Latin American Literature*

Hart, Stephen. M. *A Companion to Latin American Literature*

E-LEARNING RESOURCES:

1. <https://study.com/academy/lesson/sandra-cisneros-the-house-on-mango-street-summary-and-analysis.html>
2. In the Time of The Butterflies: Full Book Summary | SparkNotes
3. Dreaming in Cuban by Cristina García Plot Summary | LitCharts
4. The Brief Wondrous Life of Oscar Wao Book 1, Preface Summary & Analysis | LitCharts
5. Jose Marti's essay: Our America (historyofcuba.com)
6. Chapter-By-Chapter Summary and Discussion of "Borderlands/La Frontera: The New Mestiza" by Gloria Anzaldúa - Owlcation
7. Ars Poetica :: J. L. Borges – The Floating Library
8. <https://www.gradesaver.com/blood-wedding/study-guide/summary>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions(each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Identify the nations that comprise the political designation “Latin America,” and be able to recognize and discuss the major literary works, genres, movements, and ideological components of this category.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Recognize and discuss major themes of Latin American literature; and identify major tropes used by representative authors.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1&K2
CO3	Apply appropriate and culturally relevant critical lenses to respond to, evaluate, analyze, and understand major works of Latin American literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Analyze academic texts and draw their own conclusions.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Understanding representative texts and films representing different genres and tendencies in modern Latin American literature and culture.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE PAPER X - EUROPEAN LITERATURE

PROGRAMME: B.A. English	BATCH: 2024 -2027
PART: III	COURSE COMPONENT: CORE X
COURSE NAME: European Literature	COURSE CODE:
SEMESTER: V	MARKS:100
CREDITS: 4	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE: *The course aims to provide the learners with a rich and diverse literary heritage of Europe, while also fostering critical thinking, cultural awareness, and language skills.*

COURSE OUTCOMES:

On completion of the course the student will be able to

1. Acquaint the learner with the vast terrain and trajectory of pan European literary cultures right from nineteenth century Realism to late twentieth century Postmodernism.
2. Analyze the world of European literature through reading of canonical texts, with reference to historical contexts.
3. Exposure to different linguistic styles enhances language skills and cultural sensitivity
4. Inculcate the learner with the specific national literary traditions about Russia, Albania, Greece, France, Norway, Italy and Germany.
5. Evaluate the texts by relating them to their contexts.

UNIT 1 - Prose

(18 HOURS)

1. Boccaccio – *Decameron* (Prose Tales) – (First Day, 1st Story and 5th story)
2. Snorri Sturluson - *A survey of the Eddas (of Iceland)* (Lines 1 to 50)
3. Excerpts from The Book of Margery Kempe - *Her Pride and Attempts to Start a Business*
4. T. S. Eliot- *The Sacred Wood: Essays on Poetry and Criticism* (1920) *Hamlet and His Problems*
5. Jonnathan Swift - *The Battle of Books*

UNIT II - Poetry

(18 HOURS)

1. Rainer Maria Rilke – *The Waking*
2. Friedrich Schiller – *Ode to Joy*
3. Charles Baudelaire - *The Albatross* (*Translated by* William Aggeler)
4. Federico Garcia Lorca - *Dawn*
5. Dante Alighieri - *Sonnet: Beauty Of Her Face* (*Translated by* Dante Gabriel Rosetti)

UNIT III - Short Story**(18 HOURS)**

1. James Joyce – *A Painful Case* (short story from Dubliners)
2. Franz Kafka - *Eleven Sons*
3. Leo Tolstoy - *Promoting a Devil (Translated as The Imp and the Crust)*
4. Fyodor Dostoyevsky - *A Christmas Tree and a Wedding*
5. Albert Camus - *The Growing Stone*

UNIT IV - Novel**(18 HOURS)**

1. Orhan Pamouk - *My Name is Red*

UNIT V - Drama**(18 HOURS)**

1. Bertolt Brecht - *The Threepenny Opera*

PRESCRIBED BOOKS:

The Decameron First Day in Perspective: *Volume One of the Lectura Boccaccii. Ed. Elissa B. Weaver. Toronto: University of Toronto Press, 2004.*

\Kafka, F., & Glatzer, N. N. (2018). *The Complete Short Stories*. Vintage.

Pamuk, Orhan, 1952- and Erdağ M. Göknar, *My Name Is Red*. New York, Alfred A. Knopf, 2001.

A collection of short stories by Count Lev Nikolayevich Tolstoy (Leo Tolstoy - 1828-1910.)

Magarshack, David (2005). *Introduction. The Best Stories of Fyodor Dostoevsky*.

Lorca, Federico Garcia. *The Growing Stone*. New Directions, 1955.

Brecht, Bertolt. *The Threepenny Opera* Translated by Desmond Vesey, Methuen Drama, 1979.

T. S. Eliot- *The Sacred Wood: Essays on Poetry and Criticism* (1920) *Hamlet and His Problems*

Swift, J., & Swift, J. (n.d.). *A tale of a tub ; the Battle of Books ; and, other satires*. Dent.

REFERENCE BOOKS:

1. *A History of European Literature: The West and the World from Antiquity to the Present*
2. *One, No One and One Hundred Thousand* by Luigi Pirandello
2. Reader's Encyclopedia of Eastern European Literature. Pynsent, Robert B. with S.I. Kanikova. New York : Harper Collins Pub., 1993.

E-Reference Resources

<https://www.luminarium.org/medlit/kempe2.htm>

[The Albatross - poem by Charles Baudelaire |](#)

[PoetryVersehttp://famouspoetsandpoems.com/poets/rainer_maria_rilke/poems/16316](http://famouspoetsandpoems.com/poets/rainer_maria_rilke/poems/16316)

<https://allpoetry.com/Ode-an-die-Freude>

<https://study.com/academy/lesson/the-prose-edda-summary-authors.html>

<https://www.poetryverse.com/charles-baudelaire-poems/evening-harmony>

<https://emilypoetryblog.com/2013/10/04/albatross-by-charles-baudelaire/>

Ibsen, Henrik. (2011). Ghosts. Retrieved from <http://www.free-ebooks.net/ebook/Ghosts>.

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	1-12	3	30
B	<i>Answer any 5 out of 7 questions(each in 300 words)</i>	13-19	6	30
C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	1	1
II	3	2	1
III	2	2	2
IV	2	1	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Acquaint the learner with the vast terrain and trajectory of pan European literary cultures right from nineteenth century Realism to late twentieth century Postmodernism.	PSO1,PSO2,PSO4, PSO5	K1
CO2	Analyze the world of European literature through reading of canonical texts, with reference to historical contexts.	PSO1,PSO3,PSO4, PSO5	K1&K2
CO3	Exposure to different linguistic styles enhances language skills and cultural sensitivity.	PSO1,PSO3,PSO4, PSO5	K3
CO4	Inculcate the learner with the specific national literary traditions about Russia, Albania, Greece, France, Norway, Italy and Germany.	PSO1,PSO2,PSO4, PSO5	K4
CO5	Evaluate the texts by relating them to their contexts.	PSO1,PSO3,PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE PAPER XI - DIASPORIC LITERATURE

PROGRAMME: B.A. ENGLISH	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE – XI
COURSE NAME: DIASPORIC LITERATURE	COURSE CODE:
SEMESTER: V	MARKS:100
CREDITS:5	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: *The course aims to provide the learners to comprehend the historical, economic and political backdrop of Diasporic literature.*

COURSE OUTCOME

On Completion of the course the student will be able to

1. Describe and discuss the manners of Diaspora towards transnationalism and globalization.
2. Explore various issues of identity, displacement, violence, gender nationalism and ethnicity.
3. Analyze the background of various diaspora`s such as Indo-Caribbean, the South Asian and African Diaspora.
4. Interpret the major terms associated with diaspora
5. Discuss the various themes in the writings

Unit-1 Introduction

(18 Hours)

1. Meanings and implications of Diaspora, Approaches to the study of Diaspora.
2. History of International Migration
3. Ethnicity and gender in International Migration
4. The Indian Diaspora in South East Asia, Africa, Australia, and the Caribbean.
5. Conflicts and Issues

Unit-2 Poetry

(18 Hours)

1. Krishantha Sri Bhaggiyadatta- *Winter 84* (Srilankan)
2. Gabriel Okara- *Once Upon a Time* (Nigerian)
3. Sujata Bhatt - *Go To Ahemedabhad* (Indian)
4. George Elliott Clarke – *Everything Is Free* (Canadian)
5. Kofi Awoonor- *Across a New Dawn* (Kenyan)

Unit-3 Short Stories**(18 Hours)**

1. Rohinton Mistry- Swimming Lessons
2. Shani Mootoo- Out on Main Street
3. Jhumpa Lahiri- A Temporary Matter
4. Anjana Appachana-Bahu
5. M.G. Vassanji- Refugee

Unit-4 Drama**(18 Hours)**

1. Uma Parameswaran- *Dear Deedi, My Sister*

Unit-5 Fiction**(20 Hours)**

1. Michael Ondaatje- *In the Skin of a Lion*

PRESCRIBED BOOKS:

1. Uma Parameswaran- *Dear Deedi, My Sister*
2. Michael Ondaatje- *In The Skin of a Lion*
3. Anjana Appachana- *Incantations and Other short stories*
4. M.G. Vassanji- *Uhuru Street*

REFERENCE BOOKS:

1. Brand, Dionne and Krisantha Sri Bhaggiyadatta. *Rivers have Sources, Trees Have Roots: Speaking of Racism*. Toronto, Cross Cultural Communication Centre, 1986.
2. Jain, Jasbir, *The Diaspora Writers Home: Subcontinental Narratives*. Singapore: Springer, 2017. Introduction to Diaspora- Robin Cohen
3. Anjali Sahay- *Indian Diaspora in the United States and Brain Gain*
4. *Introduction to Diaspora* - Robin Cohen
5. *Cultural Configuration of Diaspora in Kalra*, V. Kaur R and Hutynuk, j. 2005
6. *Diaspora and Hybridity*. London: Sage Publications
7. *Mootoo-Out on Main Street*[587].pdf

E LEARNING RESOURCES:

[Everything Is Free by George Elliott Clarke | Poetry Foundation](#)

[Winter '84 -- Krisantha Sri Bhaggiyadatta | The Wondering Minstrels](#)

<https://soracities.tumblr.com/post/665664843677859840/sujata-bhatt-go-to-ahmedabad-collected-poems>

https://www.researchgate.net/publication/360642071_Once_Upon_a_Time_by_Gabriel_Okara/lnk/6283407c7da61013d7484c0b/download?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

[Across A New Dawn by Kofi Awoonor | Poemist](#)

<https://www.bing.com/ck/a?!&&p=e2623a1d9319bbd1JmltdHM9MTcxMjM2MTYwMCZpZ3VpZD0yZjIwNjIzYS0zYTQ4LTZhOWItMGZiZS02ZDk2M2JINTZiMDEmaW5zaWQ9NTIzMg&pfn=3&ver=2&hsh=3&fclid=2f20623a-3a48-6a9b-0fbc-6d963be56b01&psq=a+temporary+matter+by+jhumpa+lahiri+pdf&u=a1aHR0cDovL2RqcmFiYjcyLndIZWJseS5jb20vdXBsb2Fkcy8yLzIvNi85LzIyNjk2Mzg4L2FfdGVtcG9yYXJ5X21hdHRlci5wZGY&ntb=1>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO-CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	3	2
CO 2	2	2	2	3	2
CO 3	2	2	2	3	2
CO 4	2	2	2	3	2
CO 5	2	2	2	3	2
Ave.	2	2	2	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Describe and discuss the manners of Diaspora towards transnationalism and globalization.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K1
CO2	Explore various issues of identity, displacement, violence, gender nationalism and ethnicity.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K1&K2
CO3	Analyze the background of various diaspora`s such as Indo-Caribbean, the South Asian and African Diaspora.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K3
CO4	Interpret the major terms associated with diaspora	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO5	Discuss the various themes in the writings	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE PAPER XII - ENGLISH LANGUAGE TEACHING

PROGRAMME: B.A. English	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE – XII
COURSE NAME: English Language Teaching	COURSE CODE:
SEMESTER: V	MARKS:100
CREDITS: 4	TOTAL HOURS: 90
THEORY	

Course Objective: *The course aims for the learners to integrate theories and practices from English Language Teaching (ELT) to facilitate meaningful language learning experiences, allowing students to apply their theoretical knowledge in practical teaching contexts.*

Course Outcome:

On completion of the course the student will be able to

1. Understand basic principles and methods of teaching English as a second language, demonstrating awareness of the psychology of learning.
2. Apply strategies for teaching grammar and vocabulary effectively, considering principles of second language acquisition.
3. Demonstrate proficiency in designing and implementing lessons for teaching listening, speaking, reading, and writing skills
4. Develop specialized knowledge in teaching English for specific purposes (ESP) and effectively manage a language classroom.
5. Design and evaluate comprehensive language syllabi, materials, and assessment tools, integrating theories and practices from ELT.

Unit 1

(18 Hours)

1. Basics of ELT
2. History of English Language Teaching in India
3. Psychology of Learning
4. Principles of ELT
5. Methods and Approaches

Unit 2

(18 Hours)

1. Second Language Acquisition
2. Teaching Grammar
3. Teaching Vocabulary
4. Teaching English as a Foreign Language and Second Language
5. Teaching English for Specific Purpose

Unit 3

(18 Hours)

1. Teaching Listening
2. Teaching Speaking
3. Teaching Reading
4. Teaching Writing
5. The Interdependence of LSRW

Unit 4**(18 Hours)**

1. Types of Learners
2. Classroom Management
3. Influence of Mother Tongue in ELT
3. Syllabus Design and Material Development
5. Testing and Evaluating

Unit 5**(18 Hours)**

1. Practicum of Syllabus Design and Material Development
2. Dissertation of Syllabus and Material.

PRESCRIBED BOOKS:

Harmer, J. (2015). *The practice of English language teaching*. Pearson/Longman.

Richards, J. C., & Rodgers, T. S. (2018). *Approaches and methods in language teaching*. Cambridge University Press.

UR, P. (n.d.). *Course in English language teaching*. Cambridge University Press.

REFERENCE BOOKS:

Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman.

Brown, Henry Douglas, & Lee, H. (2020). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.

Scrivener, J. (2011). *Learning teaching*.

E-LEARNING RESOURCES:

https://elt.oup.com/learning_resources/?cc=global&selLanguage=en

<https://www.teachingenglish.org.uk/resources>

<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/general-english-resources/>

<https://www.youtube.com/@CUPANZEducation>

<https://www.youtube.com/watch?v=5E3FCOpPP5g>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	1-12	3	30
B	<i>Answer any 5 out of 7 questions(each in 300 words)</i>	13-19	6	30
C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSE D	COGNITIVE LEVEL (K1 to K6)
CO1	Understand basic principles and methods of teaching English as a second language, demonstrating awareness of the psychology of learning.	PSO1,PSO3, PSO4,PSO5	K1
CO2	Apply strategies for teaching grammar and vocabulary effectively, considering principles of second language acquisition.	PSO1,PSO3, PSO4,PSO5	K1&K2
CO3	Demonstrate proficiency in designing and implementing lessons for teaching listening, speaking, reading, and writing skills	PSO1,PSO3, PSO4,PSO5	K3
CO4	Develop specialized knowledge in teaching English for specific purposes (ESP) and effectively manage a language classroom.	PSO1,PSO3, PSO4,PSO5	K4
CO5	Design and evaluate comprehensive language syllabi, materials, and assessment tools, integrating theories and practices from ELT.	PSO1,PSO3, PSO4,PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

INTERDISCIPLINARY ELECTIVE PAPER - 1
ENGLISH FOR COMPETITIVE AND INTERNATIONAL EXAMS

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: IV	COURSE COMPONENT: ELECTIVE
COURSE NAME: English for Competitive and International Exams	COURSE CODE:
SEMESTER: V	MARKS:100
CREDITS: 5	TOTAL HOURS: 75
	THEORY

Course Objective: *The course aims to make the learners proficient in the fundamental skills of language acquisition. To make learners competent in English to appear for the competitive examinations nationally and internationally.*

Course Outcome:

On completion of the course the student will be able to

1. Understand effective listening strategies including predicting, listening for gist, and extracting key information.
2. Apply appropriate vocabulary, pronunciation, stress, and intonation in spoken language.
3. Recall and identify fundamental reading techniques such as sensitizing, skimming, and scanning.
4. Analyze and utilize writing skills to compose short, purposeful texts, extended writing, and descriptions of graphs and procedures.
5. Evaluate language proficiency through comprehensive practice tests in language skills.

Unit 1

(15 Hours)

1. Introduction to Listening and Subskills
2. Effective Listening Strategies
3. Listening Exercise for
Predicting
Listening for Gist
Listening for factual information
4. Listening for inferencing.
5. Assessment

Unit 2

(15 Hours)

1. Introduction to Speaking and Subskills
2. Practise students in vocabulary and grammar functions.
3. Free Spoken Language Practise for
Appropriate Vocabulary
Pronunciation
4. Stress and Intonation
5. Assessment

Unit 3**(15 Hours)**

1. Introduction to Reading and Subskills
2. Reading Techniques
3. Reading Exercises for
Sensitizing
Skimming
Scanning
4. Improving Reading Speed
5. Assessment

Unit 4**(15 Hours)**

1. Introduction to Writing and Subskills
2. Writing Short Simple Text
3. Writing for a Purpose
4. Build extended writing
Describe Graphs and Procedures
5. Assessments

Unit 5**(15 Hours)**

Practise Test for
Listening
Speaking
Reading
Writing

Prescribed Books

1. Grellet, F. (1995). *Developing reading skills a practical guide to reading comprehension exercises*. Cambridge Univ. Press.
2. Wilson, J. J. (2008). *How to teach listening*. Pearson Longman.
3. Newton, J. M., & P., N. I. S. (2021). *Teaching ESL/EFL listening and speaking*. Routledge, Taylor & Francis Group.
4. Thornbury, S. (n.d.). *How to teach speaking*. Pearson.
5. Hedge, T. (2010). *Writing*. Oxford University Press.

Reference Books

1. Wilson, J. J. (2008). *How to teach listening*. Pearson Longman.
2. Newton, J. M., & P., N. I. S. (2021). *Teaching ESL/EFL listening and speaking*. Routledge, Taylor & Francis Group.
3. Thornbury, S. (n.d.). *How to teach speaking*. Pearson.

e-Learning Sources

<https://www.cambridgeenglish.org/blog/benefits-of-testing-the-four-skills/>

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=listening>

<https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/131/501readingcomprehensionquestions4thedition.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	2
CO 3	3	3	3	3	2
CO 4	3	3	3	3	2
CO 5	3	3	3	3	2
Average	3	3	3	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Understand effective listening strategies including predicting, listening for gist, and extracting key information.	PSO 1, PSO 3, PSO 4, PSO 5	K1
CO2	Apply appropriate vocabulary, pronunciation, stress, and intonation in spoken language.	PSO 1, PSO 3, PSO 4, PSO 5	K1&K2
CO3	Recall and identify fundamental reading techniques such as sensitizing, skimming, and scanning.	PSO 1, PSO 3, PSO 4, PSO 5	K3
CO4	Analyze and utilize writing skills to compose short, purposeful texts, extended writing, and descriptions of graphs and procedures.	PSO 1, PSO 3, PSO 4, PSO 5	K4
CO5	Evaluate language proficiency through comprehensive practice tests in language skills	PSO 1, PSO 3, PSO 4, PSO 5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

VALUE EDUCATION

PROGRAMME: For all UG Students	BATCH: 2024-27 onwards
PART: IV	COURSE COMPONENT: Value Education
COURSE NAME: Value Education	COURSE CODE:
SEMESTER: V	MARKS: 100
CREDITS: 2	TOTAL HOURS: 30
THEORY	

COURSE OBJECTIVE:

- *To teach and inculcate the importance of value-based living.*

COURSE OUTCOME:

On completion of the course the students will be able

1. To inculcate the value system in their real-life scenarios.
2. To implement the role of culture and civilization, roles and responsibilities in the society.
3. To effectively follow Salient values for life such as forgiveness, ability to sacrifice, self-esteem, teamwork and creative thinking.
4. To reflect the human rights, social values and welfare of the citizen.
5. To consider the relation between values and personal behavior affecting the achievement of a sustainable future.

UNIT 1: Education and Values.

(2hrs)

Definition, Concept, Classification, Theory, Criteria and Sources of values Aims and objectives of value education

Role and Need for value education in the contemporary society, Role of education in transformation of values insociety

Role of parents, teachers, society, peer group and mass media in fostering values

UNIT 2: Value Education and Personal Development.

(2 hrs)

Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life.

Character Formation towards Positive Personality

Modern challenges of adolescents: emotions andbehavior

Self-analysis and introspection: sensitization towards gender equality, differently abled, Respect for - age, experience, maturity, family members, neighbors, strangers, etc.

UNIT 3: Human Rights and Marginalized People.

(2 hrs)

Concept of Human Rights – Principles of human rights – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized People – like women, children, minorities, transgender, differently abled etc

Social Issues and Communal Harmony Social issues – causes and magnitude - alcoholism, drug addiction, poverty, unemployment – communal harmony –concept –religion and its place in public domain –secular civil society

UNIT4: Value Education towards National and Global Development

(2 hrs)

Constitutional Values:(Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity)

Social Values: (Pity and Probity, Self-Control, Universal Brotherhood).
Professional Values:(Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith). Religious and Moral Values: (Tolerance, Wisdom, character).
Aesthetic Values: (Love and Appreciation of literature, fine arts)
Environmental Ethical Values
National Integration and international understanding.
Need of Humanistic value for espousing peace in society. Conflict of cross-cultural influences, cross-border education.

UNIT 5:

(2 hrs)

Guru Nanak Devji's Teachings
Relevance of Guru Nanak Devji's teachings' relevance to Modern Society
The Guru Granth sahib
The five Ks
Values and beliefs
Rights and freedom (Right of equality, Right to Education, Right to Justice, Rights of women, Freedom of religion, Freedom of culture, Freedom of assembly, Freedom of speech)
Empowerment of women
Concept of Langar
Eminent Sikh personalities.

REFERENCEBOOKS:

1. Dr.AbdulKalam. My Journey-Transforming Dreams into Actions. Rupa Publications,2013.
2. Steven R Covey, 8th Habit of Effective People (From Effectiveness to Greatness), Free Press, NewYork,2005. Prem Singh, G.J. (2004). 'Towards Value Based Education', University News. Vol. 42 (45): P.11-12.
3. V.R. Krishna Iyer.Dialectics&Dynamics of Human Rights in India (Tagore Law Lectures) The Yesterday, Today and Tomorrow, Eastern Law House (1999, Reprint 2018)
4. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

SEMESTER VI

CORE PAPER XIII - INTRODUCTION TO LITERARY THEORY AND CRITICISM

PROGRAMME: B.A. English	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE XIII
COURSE NAME: Introduction to Literary Theory and Criticism	COURSE CODE:
SEMESTER: VI	MARKS:100
CREDITS: 4	TOTAL HOURS: 90

COURSE OBJECTIVE: *The course aims to introduce the learners to the foundational principles and key concepts of Literary Theory and Criticism and facilitate the learners to explore various theoretical approaches to understanding literature through close reading.*

COURSE OUTCOMES:

On Completion of the course the learners will be able to

1. Familiarize with major Literary Theories and Critical Approaches.
2. Enable to apply Theoretical Frameworks to the analysis of literary texts.
3. Develop ability to critically evaluate different interpretations of literature.
4. Cultivate awareness of the relationship between literature and its socio-cultural contexts.
5. Enhance skills in written and oral communication through analytical essays and class discussions.

UNIT 1: Formalism and New Criticism (20 HOURS)

1. Close reading and analysis
2. Key concepts: Text, Context, and Form
3. Understanding the intrinsic elements of a literary work
4. Cleanth Brooks's *Language of Paradox*
5. Victor Shlovsky's *Art as Technique*

UNIT II: Structuralism, Post-Structuralism and Deconstruction (20 HOURS)

1. Basic principles of structuralist thought
2. Sign, Signifier, and Signified
3. Applying semiotic analysis to literature
4. Roland Barthe's - *Death of the Author*
5. Jean Baudrillard's *Simulcra and Simulations*

UNIT III Psychoanalytic Criticism and Marxism (20 HOURS)

1. Freudian and Lacanian approaches to literature
2. Unconscious desires and symbols in literary texts
3. Historical materialism and ideology, Class struggle and literary production
4. Fredric Jameson – *The Politics of Theory: Ideological Positions in the Postmodernism Debate*
5. Freud's Concept of Id, Ego and Superego, Oedipus and Electra Complex

UNIT IV : Feminist Theory and Post-Colonial Theory**(20 HOURS)**

1. Gender, identity, and representation
2. Critiquing patriarchal norms in literature
3. Colonial discourse and resistance, Decolonizing the literary canon
4. Gayatri Spivak – *Feminism and Critical Theory*
5. Stuart Hall – *Cultural Identity and Diaspora*

UNIT V: Contemporary Approaches**(15 HOURS)**

1. Ecocriticism
2. Digital Humanities
3. Cultural Studies
4. Queer Studies
5. Memory Studies

PRESCRIBED BOOKS:

Brazier, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. London: Blackwell, 2003.

Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: Oxford University Press, 1962.

Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader* (Second edition). New Delhi: Pearson, 1988.

REFERENCE BOOKS:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008

Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.

Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.

Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989.

Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.

E-LEARNING RESOURCES:

1. Internet Encyclopedia of Philosophy: <https://iep.utm.edu/literary/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B – 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	2	3	3	2
CO 2	3	2	3	3	2
CO 3	3	2	3	3	2
CO 4	3	2	3	3	2
CO 5	3	2	3	3	2
Ave.	3	2	3	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Familiarize with major Literary Theories and Critical Approaches.	PSO 1, PSO 2, PSO3, PSO4, PSO5	K1
CO2	Enable to apply Theoretical Frameworks to the analysis of literary texts.	PSO 1, PSO 2, PSO3, PSO4, PSO5	K1&K2
CO3	Develop ability to critically evaluate different interpretations of literature.	PSO 1, PSO 2, PSO3, PSO4, PSO5	K3
CO4	Cultivate awareness of the relationship between literature and its socio-cultural contexts.	PSO 1, PSO 2, PSO3, PSO4, PSO5	K4
CO5	Enhance skills in written and oral communication through analytical essays and class discussions.	PSO 1, PSO 2, PSO3, PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE PAPER XIV - WOMEN'S WRITING

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: CORE XIV
COURSE NAME: Women's Writing	COURSE CODE:
SEMESTER: VI	MARKS:100
CREDITS: 4	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE: *The course aims to create an awareness in learners about the long-standing history of Women's writings and equip the learners to examine and appreciate the literary works produced by women.*

COURSE OUTCOME:

On Completion of the course the student will be able to

1. Describe and discuss the concepts like women's liberty, empowerment, feminism.
2. Analyze various literary selections of Fiction, Drama and Poetry that focus on women's life.
3. Explain the development, themes and narrative perspectives of various works of Women's Writings.
4. Understand and analyze the representation of female/ feminist experience in Literature.
5. Describe the role played by socio-cultural-economic contexts in defining women.

Unit-1 Prose

(18 HOURS)

1. Virginia Woolf - *Shakespeare's Sister*
2. Sojourner Truth's - *Ain't I a Woman?*
3. Betty Friedan - *The Problem That Has No Name*
4. Mary Wollstonecraft - *A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects (Restricted to Chapter 13)*
5. Elaine Showalter - *Towards a Feminist Poetics*

Unit-2 Poetry

(18 HOURS)

1. Maya Angelou- *Phenomenal Woman*
2. Margaret Atwood-*Spelling*
3. Kishwar Naheed-*I Am Not That Woman*
4. Kamala Das -*The Old Play House*
5. Sylvia Plath- *Lady Lazarus*

Unit-3 Short Stories

(18 HOURS)

1. Mahasweta Devi - *Statue*
2. Ambai - *My Mother Her Crime*
3. Charlotte Perkins Gilmer-*The Yellow Wallpaper*
4. Willa Cather- *A Wagner Matinee*
5. Isabella Allende- *And of the Clay We Created*

Unit-4 Fiction

(18 HOURS)

1. Amy Tan - *The Joy Luck Club*

Unit-5 Drama

(18 HOURS)

1. Lorraine Hansberry- *A Raisin in the Sun*

PRESCRIBED BOOKS:

1. Tan, Amy ,*The Joy Luck Club*,Penguin Books,2006.
2. Hansberry,Lorraine ,*A Raisin in the Sun*,Bloomsbury Publishing,2011.
3. McKissack, Pat, *Sojourner Truth : Ain't I a Woman?*
4. Lakshmi.C.S, *A Purple Sea* ,Short Stories by Ambai, *Affiliated East-West Press*, 1992 New York :Scholastic..

REFERENCE BOOKS

1. Bhum, Kamala Understanding Gender. New Delhi: Kali For Women,2005.
2. Tharu, Susie and K. Lalitha, eds.,*Women Writing in India: 600 B.C to the Present. Volume 1: 600 B.C to the Early Twentieth Century.* New York: Feminist Press, 1991.
3. Walter, Margaret. *Feminism: A Very Short Introduction.* London: Oxford, UP.2001.

E- LEARNING RESOURCES

1. https://blog.bookstellyouwhy.com/the-history-and-importance-of-womens-literature#google_vignette
2. <https://blogs.bodleian.ox.ac.uk/english/2023/03/14/womens-history-month-2023-brief-history-womens-writing/>
3. <https://egyankosh.ac.in/bitstream/123456789/83770/1/Unit-1.pdf>
4. <https://booksbywomen.org/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
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C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

PSO-CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	3	2
CO 2	2	2	2	3	2
CO 3	2	2	2	3	2
CO 4	2	2	2	3	2
CO 5	2	2	2	3	2
Ave.	2	2	2	3	2

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
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V	2	1	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Describe and discuss the concepts like women`s liberty, empowerment, feminism.	PSO1,PSO2,PSO 3,PSO4, PSO5	K1
CO2	Analyze various literary selections of Fiction, Drama and Poetry that focus on women`s life.	PSO1,PSO2,PSO 3,PSO4, PSO5	K1&K2
CO3	Explain the development, themes and narrative perspectives of various works of Women's Writings.	PSO1,PSO2,PSO 3,PSO4, PSO5	K3
CO4	Explain the development, themes and narrative perspectives of various works of Women's Writings.	PSO1,PSO2,PSO 3,PSO4, PSO5	K4
CO5	Describe the role played by socio-cultural-economic contexts in defining women.	PSO1,PSO2,PSO 3,PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

CORE PAPER XV - SUBALTERN WRITING

PROGRAMME: B.A. ENGLISH	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE XV
COURSE NAME: Subaltern Writing	COURSE CODE:
SEMESTER: VI	MARKS:100
CREDITS: 4	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE: *This course aims to offer an in-depth exploration of Subaltern Studies in literature, focusing on marginalized voices, narratives of resistance, and postcolonial perspectives.*

COURSE OUTCOMES:

On Completion of the course the student will be able to

1. Familiarize with the concept of Subaltern Studies and its significance in literary discourse.
2. Explore the diverse narratives and voices of marginalized communities in literature.
3. Critically analyze the portrayal of power dynamics, resistance, and agency within subaltern literature.
4. Examine the intersectionality of identities such as race, class, gender, and ethnicity in subaltern narratives.
5. Understand the historical and theoretical foundations of Subaltern Studies and its relevance to contemporary literary studies.

UNIT 1 - Prose

(18 HOURS)

1. Introduction to Subaltern Studies
2. Paulo Freire - *Introduction* from *Pedagogy of the Oppressed*
3. Antonio Gramsci - *History of Subaltern Classes: Methodological Criteria*

UNIT II - Prose

(18 HOURS)

1. Dipesh Chakrabarty - *Subaltern Studies and Postcolonial Historiography*
2. Ranajit Guha - *Preface* to *Subaltern Studies*
3. Gayatri Chakravorty Spivak - *Can the Subaltern Speak?*

UNIT III - Poem

(18 HOURS)

1. S. Sukirtharani - *A Faint Smell of Meat*
2. Derek Walcott - *A Far Cry from Africa*
3. Namdeo Dhasal - *Cruelty*
4. Siegfried Sassoon - *A Subaltern*
5. Mahmoud Darwish - *If I were Another*

UNIT IV - Short

(18 HOURS)

1. Mahasweta Devi - *Draupadi*
2. Rabindranath Tagore - *Living or Dead*
3. Munshi Premchand - *The Shroud*

4. Nadine Gordimer - *Six Feet of the Country*
5. Perumal Murugan – *The Last Cloth*

UNIT V

(18 HOURS)

1. Jean Rhys's *Wide Sargasso Sea*

PRESCRIBED BOOKS:

Rhys, Jean. *Wide Sargasso Sea*. W. W. Norton & Company, 1966.

Devi, Mahasweta. *Draupadi*. Seagull Books, 1985.

REFERENCE BOOKS:

Chakrabarty, Dipesh. *Subaltern Studies and Postcolonial Historiography*. Nepantla: Views from South, vol. 1, no. 1, 2000, pp. 9–32.

Gramsci, Antonio. *Selections from the Prison Notebooks*. International Publishers, 1992.

Guha, Ranajit. *On Some Aspects of the Historiography of Colonial India*.

Postcolonialisms: An Anthology of Cultural Theory and Criticism, 1982, pp. 403-409.

Ludden, David E. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, 2001.

Thompson, E. P. *History from Below*, Times Literary Supplement, 1966, pp. 279-80

Premchand, Munshi.. *The Shroud: Kafan (Short Stories by Premchand)*. Kindle edition. 2021.

E-LEARNING RESOURCES:

Cultural Anthropology <https://journal.culanth.org/index.php/ca/catalog/category/subaltern-studies>

Journal of Global Post-Colonial Studies <https://journals.upress.ufl.edu/jgps>

Journal of Historical Sociology <https://www.wiley.com/enus/Journal+of+Historical+Sociology-p-9780JRNL62378>

Cultural Critique <https://www.upress.umn.edu/journal-division/journals/cultural-critique>

South Asia: Journal of South Asian Studies <https://www.tandfonline.com/journals/csas20>

<https://www.fulltextarchive.com/book/The-Hungry-Stones-And-Other-Stories/3/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions(each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions(each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions(each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	2
CO 3	3	3	3	3	2
CO 4	3	3	3	3	2
CO 5	3	3	3	3	2
Ave.	3	3	3	3	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Familiarize with the concept of Subaltern Studies and its significance in literary discourse.	PSO1,PSO2,PSO3,PSO4	K1
CO2	Explore the diverse narratives and voices of marginalized communities in literature.	PSO1,PSO2,PSO3,PSO4	K2
CO3	Critically analyze the portrayal of power dynamics, resistance, and agency within subaltern literature.	PSO1,PSO2,PSO3,PSO4	K3
CO4	Examine the intersectionality of identities such as race, class, gender, and ethnicity in subaltern narratives	PSO1,PSO2,PSO3,PSO4	K4
CO5	Understand the historical and theoretical foundations of Subaltern Studies and its relevance to contemporary literary studies.	PSO1,PSO2,PSO3,PSO4	K5& K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ELECTIVE-II-- CONTEMPORARY LITERATURE

PROGRAMME: B.A. English	BATCH: 2024 – 2027
PART: III	COURSE COMPONENT: Elective II
COURSE NAME: Contemporary Literature	COURSE CODE:
SEMESTER: VI	MARKS:100
CREDITS:5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE: *To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after.*

COURSE OUTCOMES:

On Completion of the course the learner will be able to

1. Enhance the understanding of the learners in the thematic and formal innovations of Contemporary Literature.
2. Inculcate interests to focus on worried Contemporary Literature
3. Understand the structure of Contemporary Literature by emulating literary models.
4. Examine the learner critical thinking skills in analyzing and interpreting literature.
5. Recognize the knowledge of contemporary world culture through literature

Unit- 1 -Prose

(18 HOURS)

1. Zadie Smith - *Changing My Mind: Occasional Essays*
2. Paul Theroux - *The Joys and Dangers of Exploring Africa on the Back of an Elephant*
3. John Berger - *Why We Look at Animals*
4. Titis Basino – *Her*
5. Xue Mo – *Old Man Xingjang*

Unit-2-Poetry

(18 HOURS)

1. Michael Donaghy - *Black Ice and Rain*
2. Don Paterson - *Unicorn*
3. Peter Porter- *Your Attention Please*
4. Kamala Wijertane- *To a Student*
5. Imtiaz Dharker – *A century later*

Unit-3 -Short Story

(18 HOURS)

1. Annie Proulx - *Brokeback Mountain*
2. Samuel Beckett -*Dante and the Lobster*
3. Ken Liu-*Paper Menagerie*
4. Morley Callaghan- *The Snob*
5. Alan Paton -*Ha''Penny*

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Unit- 4-Novel

(18 HOURS)

1.Kazuo Ishiguro - *Never Let Me Go*

UNIT V-DRAMA

(18 HOURS)

1.Tom Stoppard - *Jumpers*

PRESCRIBED BOOKS:

Ishiguro, Kazuo. *Never Let Me Go*. Faber and Faber, 2010.

Stoppard, Tom , *Jumpers* , Faber and Faber,1986.

Beckett, Samuel, *Dante and the Lobster*, Faber and Faber,2019.

REFERENCE BOOKS:

Chandra, J., & Antony, S. K. S. (2010). *Classical to contemporary literary theory: A demystified approach*. Atlantic Publishers & Distributors.

Reddy, V. K., & Reddy, B. P. (2018). *Aspects of contemporary world literature*. Atlantic Publishers & Distributors (P) Ltd.

Yu, T. (2021). *The cambridge companion to twenty-first-century American poetry*. Cambridge University Press.

E-LEARNING RESOURCES:

1. <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-5558778/>
2. <https://www.gutenberg.org/files/3011/3011-h/3011-h.htm>
3. [The-Paper-Menagerie-Liu-Ken.pdf \(jerrywbrown.com\)](#)
4. [Her: An Indonesian Short Story - Association for Asian Studies](#)
5. [Old Man Xinjiang by Xue Mo, translated by Nicky Harman | Fiction | The Guardian](#)
6. [A century later – The Poetry Society](#)
7. [filedownload.ashx \(oneida-boces.org\)](#)
8. [The-Snob-PDF-19i59pl.pdf \(cpb-ca-c1.wpmucdn.com\)](#)
9. [SOLUTION: To a student poem by kamala wijeratne - Studypool](#)
10. [Peter Porter – Your Attention Please | Genius](#)
11. [Unicorn · Poem by Don Paterson on OZoFe.Com](#)

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	1-12	3	30
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C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C – 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	2	2	2	2	2
CO 2	2	2	2	2	2
CO 3	2	2	2	2	2
CO 4	2	2	2	2	2
CO 5	2	2	2	2	2
Ave.	2	2	2	2	2

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Enhance the understanding of the learners in the thematic and formal innovations of Contemporary Literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1
CO2	Inculcate interests to focus on worried contemporary literature	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K1&K2
CO3	Understand the structure of Contemporary Literature by emulating literary models.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K3
CO4	Examine critical thinking skills in analyzing and interpreting literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K4
CO5	Recognize the knowledge of contemporary world culture through literature.	PSO-1, PSO-2 PSO-3 PSO-4, PSO-5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create

ELECTIVE III: PROJECT

PROGRAMME: B.A. ENGLISH	BATCH: 2024-2027
PART: III	COURSE COMPONENT: ELECTIVE III
COURSE NAME: PROJECT	COURSE CODE:
SEMESTER: VI	MARKS:100
CREDITS: 5	TOTAL HOURS: 90
THEORY	

Course Objective:

The course aims to provide hands-on experience on research writing.

Course Outcomes:

On completion of the course, the learners will be able to

1. Cultivate the ability to conduct independent research, including defining research questions, conducting literature reviews, and employing appropriate research methodologies.
2. Enable to think critically and logically with the most realistic approach to accomplish their identity in research.
3. Enhance written and oral communication skills by effectively presenting research findings, methodologies, and conclusions in a clear, concise, and coherent manner..
4. Develop project management skills by planning, organizing, and executing the research project within specified timelines and resource constraints.
5. Equip with the necessary skills, knowledge, and experience to pursue further academic studies or enter the workforce, demonstrating their ability to engage in independent research and scholarly inquiry.

GUIDELINES FOR PROJECT/DISSERTATION:

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department. The work of supervising the Projects should be distributed equally among all the faculty members of the department.
2. The teaching hours allotted in the sixth semester for the Project/Dissertation is to be used to make the students familiar with Research Methodology and Project writing.
3. Individual students will work and submit their project as a [single] copy for the group. Subsequently the student will submit a project/dissertation and face the viva individually.
4. Students will finalize their topics in consultation with the supervising teacher or the Faculty Advisor of the class as the case may be. The student will then work on the topic selected.
5. Credit will be given to original contributions. So, students are advised not to copy from other projects.
6. There will be an external evaluation of the project by an External examiner appointed by the office of the Controller of Examinations. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the students will have to be present for the viva voce. The grades obtained

[for external evaluation and viva voce] will be the grade for the project/dissertation for each student.

7. The Project/Dissertation must be between 20 to 25 pages. The maximum and minimum limits are to be strictly observed.
8. A Works Cited page must be submitted at the end of the Project/Dissertation.
9. There should be a one-page Abstract attached in the front page of the Project/Dissertation.
10. Two copies have to be submitted at the department by each student. One copy will be forwarded to the office of the Controller of Examinations for valuation and the second copy is to be retained at the department.

B. General guidelines for the preparation of the Project:

Paper must be of A4 size only. • One side Laser Printing. • Line Spacing: double. • Printing Margin: 1.5-inch left margin and 1-inch margin on the remaining three sides. • 48 Font: Times New Roman only. • Font size: Main title -14/15 BOLD• & matter - 12 normal. The project need be spiral bound only • Paragraphs and line spacing: double space between lines [MLA format] • Double space between paragraphs. No additional space between paragraphs• Start a new Chapter on a new page. • Chapter headings (bold/centered) must be identical as shown: • Chapter One
Introduction Sequence of pages in the Project/Dissertation: • i. Cover Page. ii. First Page. iii. Acknowledgement, with name & signature of student. iv. Certificate (to be signed by the Head of the Department and the Supervising Teacher). v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers. Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges. • Chapter divisions: Total three chapters. • Preface Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited [Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner]

C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project
2. Details like Name of the Candidate, Course Code, Title of Programme, Name of College, Title of Dissertation, etc should be furnished on the first page.
3. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
4. The Abstract should come immediately before the Introductory Chapter and must be included in all the copies.
5. Selection of Topics: Students are permitted to choose from any areas/topics within Literature and its genres.
6. Selection of topics/areas-have to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

Details of Course Contents:

The following areas are to be made familiar to the students during the instructional hours/week set aside for the same in the sixth semester:

- 1 (a) Academic writing **(18 HOURS)**
- 2.(a) Selecting a Topic **(18 HOURS)**
(b) Compiling a Working Bibliography
- 3.(a) Writing Drafts **(18 HOURS)**
(b) Plagiarism and Academic Integrity
- 4.(a) Mechanics of Writing: pages [Spelling & Punctuation] **(18 HOURS)**
- 6. (a) Methods of quoting texts **(18 HOURS)**
(b) Format of the Research Paper.

Reference text:

- 1. M.L.A. Handbook 9th edition.
- 2. Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

PSO-CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	2	3
CO 2	3	3	3	2	3
CO 3	3	3	3	2	3
CO 4	3	3	3	2	3
CO 5	3	3	3	2	3
Ave.	3	3	3	2	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESS ED	COGNITIVE LEVEL (K1 to K6)
CO1	Cultivate the ability to conduct independent research, including defining research questions, conducting literature reviews, and employing appropriate research methodologies.	PSO1,PSO2, PSO3,PSO4, PSO5	K1
CO2	Enable to think critically and logically with the most realistic approach to accomplish their identity in research.	PSO1,PSO2, PSO3,PSO4, PSO5	K1&K2
CO3	Enhance written and oral communication skills by effectively presenting research findings, methodologies, and conclusions in a clear, concise, and coherent manner.	PSO1,PSO2, PSO3,PSO4, PSO5	K3
CO4	Develop project management skills by planning, organizing, and executing the research project within specified timelines and resource constraints.	PSO1,PSO2, PSO3,PSO4, PSO5	K4
CO5	Equip with the necessary skills, knowledge, and experience to pursue further academic studies or enter the workforce, demonstrating their ability to engage in independent research and scholarly inquiry.	PSO1,PSO2, PSO3,PSO4, PSO5	K5&K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6= Create