

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN

THANJAVUR- 613007, TAMIL NADU, INDIA

(An Autonomous College affiliated to Bharathidasan University, Trichy)

Re-accredited by NAAC with 'B' Grade

DEPARTMENT OF ENGLISH



UNDERGRADUATE COURSE STRUCTURE AND SYLLABUS

BA ENGLISH LITERATURE

**(For the candidates admitted from the academic year 2022 onwards under
CBCS pattern)**

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN

(AUTONOMOUS) THANJAVUR- 613007

DEPARTMENT OF ENGLISH

I.VISION

To develop proficiency in the use of the English language.
To facilitate the learner in appreciation of the aesthetics of English Literature.

II.MISSION

To provide an excellent academic and moral ambience to facilitate the learners to become avid readers, active listeners, confident speakers, creative writers and ethical citizens.

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22

R. Ramapriya
25/5/2022

Dr.R.RAMAPRIYA, M.A., M.Phil., Ph. D.
Head & Assistant Professor,
PG & Research Department of English,
Kunthavai Naacchiyaar Govt. Arts
College for Women(Autonomous),
THANJAVUR-613 007.



KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN

(AUTONOMOUS) THANJAVUR- 613007

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME (UG)

Programme Outcome	Programme Outcome
PO 1	To learn and understand the origin of the English language, linguistics, literatures of the world, literary genres, movements and concepts.
PO 2	To develop the LSRW (Listening, Speaking, Reading, Writing) and phonic skills
PO 3	To critically read literary texts taking into cognizance themes, generic conventions, socio-political and historical contexts and stylistic techniques and innovations.
PO 4	To apply critical theories to evaluate the merits and demerits of literary texts.
PO 5	To develop the literary reading skills and metacognitive reading awareness.
PO 6	To develop the ability to comprehend and appreciate literatures of varied nations and languages.
PO 7	To use digital resources to analyze the existing scholarship in area of research and expand the knowledge base.
PO 8	To cultivate and interrogate one's moral/ ethical values implicit in literary texts that aids in literary judgement.
PO 9	To develop the ability to work independently in terms of reading literary and critical texts.
PO 10	To develop the ability to critically analyze literary texts, evaluate ideas and literary / narrative strategies.
PO 11	To cultivate the ability to evaluate literary texts implicated in the wider network of Glocal culture.
PO 12	To develop the ability to build on critical reading skills and transfer/ apply the same to one's life / work.

1. *A. S. S.* 25/5/2022

2. *R. S. S.* 26/5/22



R. Ramapriya
25/5/22

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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007
Department of English
Undergraduate Course Structure – BA English
(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)
Programme Structure

Sem	Part	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs	Marks		Total
								Int	Ext	
I	I	LC 1	22K1T1	செய்யுள்(இக்காலஇலக்கியம்), சிறுகதை, பயன்முறைத்தமிழ், தமிழ்இலக்கியவரலாறு	6	3	3	25	75	100
	II	ELC 1	22K1E1	English For Effective Communication -I	6	3	3	25	75	100
	III	CC 1	22K1E01	British Literature: Renaissance to Restoration	6	5	3	25	75	100
		CC 2	22K1E02	American Literature	6	5	3	25	75	100
	AC 1	22K1EAE1	Social History of England	4	3	3	25	75	100	
	IV	VE	22K1VE	Value Education	2	2	3	25	75	100
Total					30	21				600
II	I	LC 2	22K2T2	செய்யுள்(இடைக்காலஇலக்கியம்), புதினம், தமிழில் தொடரிலக்கணம், தமிழ்இலக்கியவரலாறு	6	3	3	25	75	100
	II	ELC 2	22K2E2	English For Effective Communication -II	6	3	3	25	75	100
	III	CC 3	22K2E03	British Literature : Neo- Classical Age	6	5	3	25	75	100
		CC 4	22K2E04	Indian Writing in English	6	5	3	25	75	100
	AC 2	22K2EAE2	History of English Literature - I	4	3	3	25	75	100	
	IV	ES	22K2ES	Environmental Studies	2	2	3	25	75	100
Total					30	21				600
III	I	LC 3	22K3T3	செய்யுள்(காப்பியங்கள்), உரைநடை, அலுவல்முறைமடல்கள், தமிழ்இலக்கியவரலாறு	6	3	3	25	75	100
	II	ELC 3	22K3E3	English For Effective Communication -III	6	3	3	25	75	100
	III	CC5	22K3E05	British Literature : Romantic and Victorian	6	5	3	25	75	100
		CC6	22K3E06	Shakespeare	6	5	3	25	75	100
	AC 3	22K3EAE3	History of English Literature - II	4	3	3	25	75	100	
	IV	NME 1	22K3EEL01	English for Enhanced Competence - I	2	2	3	25	75	100
	ECC1	22K3ECCE1:1	Literary Terms - I	-	3	3	-	-	100	100
		22K3ECCE1:2	MOOC	-	-	-	-	-	-	-
ECC2	22K3ECCE2	English and Soft Skills	-	4	-	-	-	-	-	
Total					30	21				700

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Sem	Part	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs	Marks		Total
								Int	Ext	
IV	I	LC 4	22K4T4	செய்யுள்(பண்டையஇலக்கியம்), நாடகம், பொதுக்கட்டுரை, தமிழ்இலக்கியவரலாறு	8	3	3	25	75	100
	II	ELC 4	22K4E4	English For Effective Communication -IV	6	3	3	25	75	100
	III	CC 7	22K4E07	British Literature: Twentieth Century	5	5	3	25	75	100
		CC 8	22K4E08	Literature and Environment	5	5	3	25	75	100
		AC 4	22K4EAE4	Language and Linguistics	4	3	3	25	75	100
	IV	NME 2	22K4EEL02	English for Enhanced Competence - II	2	2	3	25	75	100
		SBEC 1	22K4SBEC1	Life Skills	2	2	3	25	75	100
	ECC3	22K4ECCE3:1	Literary Terms – II	-	3	3	-	100	100	
		22K4ECCE3:2	MOOC	-	3	3	-	100	100	
	Total					30	23			
V	III	CC 9	22K5E09	Modern British Literature	5	5	3	25	75	100
	III	CC 10	22K5E10	Indian Literature in Translation	8	5	3	25	75	100
	III	CC 11	22K5E11	Women's Writing in English	6	5	3	25	75	100
		CC 12	22K5E12	Postcolonial Literature	5	5	3	25	75	100
		MBE 1	22K5EEL1:1	Literary Criticism	4	4	3	25	75	100
	22K5EEL1:2		Literary Theory							
	SBEC 2	22K5SBEC2:1	Introduction to Journalism	2	2	3	25	75	100	
		22K5SBEC2:2	Writing for the Web							
	IV	SBEC 3	22K5SBEC3:1	Translating a Literary Text (Short Story) : Skills & Techniques (Ext.Internship)	-	2	-	50	50	100
			22K5SBEC3:2	Int.Internship						
22K5SBEC3:3			Field Work							
SSD	22K5SSD	Soft Skills Development	2	2	3	25	75	100		
Total					30	30				800

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Department of English

Undergraduate Course Structure – BA English

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Programme Structure

Sem	Part	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs.	Marks		Total
								Int	Ext	
VI	III	CC 13	22K6E13	Literature of the Indian Diaspora	6	5	3	25	75	100
		CC 14	22K6E14	European Classics in Translation	6	5	3	25	75	100
		CC 15	22K6E15	Translation : Theory & Basics	6	5	3	25	75	100
		MBE 2	22K6EELE2 : 1	Contemporary British Literature	6	4	3	25	75	100
			22K6EELE2 : 2	Literature and Film						
		MBE 3	22K6EELE3 : 1	Science Fiction	5	3	3	25	75	100
	22K6EELE3 : 2		Travel Writing							
	V	GS	22K6GS	Gender Studies	1	1	3	25	75	100
		EX.AC	22K6EA	Extension and Extra Curricular Activities	-	1	-	-	-	-
	Total					30	24			
Grand Total					180	140				3900

COURSE STRUCTURE FOR EXTRA CREDIT COURSES

Sem	Course	Subject Code	Title of the Paper	Hrs	Credit	Exam Hrs	Marks		Total
							Int	Ext	
III	ECC 1	22K3ECCE1:1	Literary Terms – I	-	3	3	-	100	100
		22K3ECCE1:2	MOOC						
	ECC 2	22K3ECCE2	English and Soft Skills	-	4	-	-	-	
IV	ECC 3	22K4ECCE3:1	Literary Terms – II	-	3	3	-	100	100
		22K4ECCE3:2	MOOC						

R. Ramapriya
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Signature of the Head of the Department

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Department of English

Undergraduate Course Structure – BA English

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I. Core Courses

Sem	Course	Subject Code	Title of the Paper
I	CC 1	22K1E01	British Literature: Renaissance to Restoration
	CC 2	22K1E02	American Literature
II	CC 3	22K2E03	British Literature : Neo- Classical Age
	CC 4	22K2E04	Indian Writing in English
III	CC 5	22K3E05	British Literature : Romantics and Victorian
	CC 6	22K3E06	Shakespeare
IV	CC 7	22K4E07	British Literature: Twentieth Century
	CC 8	22K4E08	Literature and Environment
V	CC 9	22K5E09	Modern British Literature
	CC 10	22K5E10	Indian Literature in Translation
	CC 11	22K5E11	Women's Writing in English
	CC 12	22K5E12	Postcolonial Literature
VI	CC 13	22K6E13	Literature of the Indian Diaspora
	CC 14	22K6E14	European Classics in Translation
	CC 15	22K6E15	Translation : Theory & Basics

II. Allied Courses

Sem	Course	Subject Code	Title of the Paper
I	AC 1	22K1EAE1	Social History of England
II	AC 2	22K2EAE2	History of English Literature - I
III	AC 3	22K3EAE3	History of English Literature - II
IV	AC 4	22K4EAE4	Language and Linguistics

III. Major Based Electives

Sem	Course	Subject Code	Title of the Paper
V	MBE 1	22K5EELE1:1	Literary Criticism
		22K5EELE1:2	Literary Theory
VI	MBE 2	22K6EELE2 : 1	Contemporary British Literature
		22K6EELE2 : 2	Literature and Film
	MBE 3	22K6EELE3 : 1	Science Fiction
		22K6EELE3 : 2	Travel Writing

IV. Skill Based Electives

Sem	Course	Subject Code	Title of the Paper
IV	SBEC 1	22K4SBEC1	Life Skills
V	SBEC 2	22K5SBEC2 : 1	Introduction to Journalism
		22K5SBEC2 : 2	Writing for the Web
	SBEC 3	22K5SBEC3 : 1	Translating a Literary Text (Short Story) : Skills & Techniques (Ext. Internship)
		22K5SBEC3 : 2	Int. Internship
		22K5SBEC3 : 3	Field Work

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V. Non Major Electives

Sem	Course	Subject Code	Title of the Paper
III	NME 1	22K3EEL01	English for Enhanced Competence - I
IV	NME 2	22K4EEL02	English for Enhanced Competence - II

VI. Extra Credit Courses

Sem	Course	Subject Code	Title of the Paper
III	ECC 1	22K3ECCE1:1	Literary Terms – I
		22K3ECCE1:2	MOOC
	ECC 2	22K3ECCE2	English and Soft Skills
IV	ECC 3	22K4ECCE3:1	Literary Terms – II
		22K4ECCE3:2	MOOC

VII. Add – On Course

Sem	Course	Subject Code	Title of the Paper
III	ECC 2	22K3ECCE2	English and Soft Skills

VIII. Details of the number of Courses, Instruction Hours and Credits

Course	Course Title	No. of Courses	Instruction Hours	Credits
Part I	Tamil	4	24	12
Part II	English	4	24	12
Part III	Core Course	15	86	75
	Allied Course	4	16	12
	Major Based Elective	3	15	11
Part IV	Skill Based Elective	3	4	6
	Non Major Elective	2	4	4
	Value Education	1	2	2
	Environmental Studies	1	2	2
	Soft Skill Development	1	2	2
Part V	Gender Studies	1	1	1
	Extension Activities	-	-	1
	Total	39	180	140
	ECC 1,2,3	3	-	10

IX. Semester – Wise Course Structure

Semester	Course	Total Courses	Instruction Hours	Credits
I	LC 1, ELC 1, CC 1, CC2, AC 1, VE	6	30	4
II	LC 2, ELC 2, CC 3, CC4, AC 2, ES	6	30	4
III	LC 3, ELC 3, CC 5, CC 6, AC 3, NME 1	6	30	4
IV	LC 4, ELC 4, CC 7, CC 8, AC 4, NME 2, SBEC 1	7	30	3
V	CC 9, CC 10, CC 11, CC 12, MBE 1, SBEC 2, SBEC 3, SSD	8	30	3
VI	CC 13, CC 14, CC 15, MBE 2, MBE 3, GS, EX.AC	6	30	4
	TOTAL	39	180	10

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Continuous Internal Assessment System

	Maximum	Components			Passing Minimum
		Attendance	CIA	Seminar/ Assignment	
Int	25	5	15	5	10
Ext	75				30

QUESTION PATTERN FOR PART II ENGLISH - PAPERS TITLED ENGLISH FOR EFFECTIVE COMMUNICATION - I / II / III / IV FIRST / SECOND / THIRD / FOURTH SEMESTERS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO 16-20	Short Questions	5x1=5	
		Q.NO 21-25	True or False statements	5x1=5	
		Q.NO 26-30	Tense	5x1=5	
2.	B	Q. NO. 31A OR 31 B Q. NO. 32 A OR 32 B Q. NO. 33 A OR 33 B	Comprehension passages – Either/ Or pattern - only from Unit I, II, IV	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or pattern only from Unit V only.	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III and IV only)	2x10 = 20	20
				Total	75

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled English For Effective Communication - I / II / III / IV - FIRST / SECOND / THIRD / FOURTH SEMESTERS

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-8	I	Level I: Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Merge, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	-	-	
	C	36	IV / V	
II	A	9-15	I	
	B	31A or 31B	III / IV	
	C	37	IV / V	
III	A	16-22	I	
	B	32A or 32B	III / IV	
	C	38	IV / V	
IV	A	23-30	I	
	B	33A or 33B	III / IV	
	C	39	IV / V	
V	A	-	-	
	B	34 A or 34B 35A or 35B	III / IV	
	C	-	-	



EBL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	15	-	-	45	6%
II Understanding	15	10	5		
III Applying	-	5	5	10	13.3%
IV Analyzing	-	5	5	10	13.3%
V Evaluating	-	-	-	-	-
VI Creating	-	5	5	10	13.3%
Total Questions	30	25	20	75	16.6%

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QUESTION PATTERN FOR PAPERS TITLED SOCIAL HISTORY OF ENGLAND / HISTORY OF ENGLISH LITERATURE I & II / LANGUAGE AND LINGUISTICS / LITERARY CRITICISM / LITERARY THEORY / EUROPEAN CLASSICS IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled SOCIAL HISTORY OF ENGLAND / HISTORY OF ENGLISH LITERATURE I & II / LANGUAGE AND LINGUISTICS / LITERARY CRITICISM / LITERARY THEORY / EUROPEAN CLASSICS IN TRANSLATION

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-4	I	Level I: Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, imagine, Improve, Invert, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	21 A or 21B	II / III	
	C	26	IV / V / IV	
II	A	5-8	I	
	B	22 A or 22B	II / III	
	C	27	IV / V / VI	
III	A	9-12	I	
	B	23 A or 23B	II / III	
	C	28	IV / V / IV	
IV	A	13-16	I	
	B	24A or 24B	II / III	
	C	29	IV / V / IV	
V	A	17-20	I	
	B	25 A or 25B	II / III	
	C	30	IV / V / IV	

BL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	-	35	16.6%
II Understanding	10	5	10		
III Applying	-	5	5	10	13.3%
IV Analyzing	-	5	5	10	13.3%
V Evaluating	-	5	5	10	13.3%
VI Creating	-	5	5	10	13.3%
Total Questions	20	25	30	75	100%

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QUESTION PATTERN FOR THE PAPERS TITLED ENGLISH FOR ENHANCED COMPETENCE - I & II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	25
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements Questions from Unit I / II / III / IV only	5x1=5	
2.	B	Q. NO 26A OR 26B Q.NO 27A OR 27B	Comprehension passages – Either/ Or pattern - only from Unit I and II.	2x 5 = 10	30
		Q NO. 28A OR 28B Q.NO. 29 A OR 29B.	Complete the conversation based on the outline given – Either / Or pattern (only from Unit V)	2 x 5 = 10	
		Q.NO.30 A OR 30 B Q.NO.31 A OR 31B	Write notes on the passage given below – Either /Or pattern (Unit I and Unit II only)	2x5=10	
3	C	Q.NO 32 A OR 32B Q.NO. 33 A OR 33 B	Read the text given below and write a summary- Either /Or pattern ((Only From Unit I and Unit II)	2x5 = 10	20
		Q.NO.34A OR 34B Q.NO.35A OR 35 B.	Insert and rewrite the passage with appropriate punctuation marks- only from - (Unit I, II, IV only)	2x5=10	
				Total	75

1. *[Signature]* 25/5/2022

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled
ENGLISH FOR ENHANCED COMPETENCE – I & II

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-7	I / II	Level I : Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	26A or 26B 30A or 30B 31A or 31B	II / III	
	C	32A or 32B 34A or 34B 35A or 35B	IV / V	
II	A	8 - 13	I / II	
	B	27A or 27B 30A or 30B 31A or 31B	II / III	
	C	32A or 32B 33A or 33B 34A or 34B 35A or 35B	IV / V	
III	A	14 -19	I / II	
	B	-	-	
	C	-	-	
IV	A	20- 25	I / II	
	B	-	-	
	C	34A or 34B	IV / V	
V	A	-	-	
	B	28A or 28B 29A or 29B	II / III	
	C	-	-	

BL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	13	-	-	40	53.3%
II Understanding	12	10	5		
III Applying	-	5	5	10	13.3%
IV Analyzing	-	5	5	10	13.3%
V Evaluating	-	5	-	5	6.6%
VI Creating	-	5	5	10	13.3%
Total Questions	25	30	20	75	100%

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QUESTION PATTERN FOR THE PAPERS TITLED BRITISH LITERATURE: RENAISSANCE TO RESTORATION / AMERICAN LITERATURE / BRITISH LITERATURE: NEO-CLASSICAL AGE / INDIAN WRITING IN ENGLISH / BRITISH LITERATURE: ROMANTICS AND VICTORIAN / SHAKESPEARE / BRITISH LITERATURE: TWENTIETH CENTURY / LITERATURE AND ENVIRONMENT / MODERN BRITISH LITERATURE / INDIAN LITERATURE IN TRANSLATION / WOMEN'S WRITING IN ENGLISH / POSTCOLONIAL LITERATURE / LITERATURE OF THE INDIAN DIASPORA / CONTEMPORARY BRITISH LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled
BRITISH LITERATURE: RENAISSANCE TO RESTORATION / AMERICAN LITERATURE / BRITISH
LITERATURE: NEO-CLASSICAL AGE / INDIAN WRITING IN ENGLISH / BRITISH LITERATURE:
ROMANTICS AND VICTORIAN / SHAKESPEARE / BRITISH LITERATURE: TWENTIETH CENTURY /
LITERATURE AND ENVIRONMENT / MODERN BRITISH LITERATURE / INDIAN LITERATURE IN
TRANSLATION / WOMEN'S WRITING IN ENGLISH / POSTCOLONIAL LITERATURE / LITERATURE
OF THE INDIAN DIASPORA / CONTEMPORARY BRITISH LITERATURE

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-4	I	Level I: Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	21A or 21B 23A or 23B	II / III	
	C	26	IV / V	
II	A	5-8	I	
	B	24A or 24B	II / III	
	C	27	IV / V	
III	A	9-12	I	
	B	22A or 22B 23A or 23B	II / III	
	C	28	IV / V	
IV	A	13-16	I	
	B	24B	II / III	
	C	29	IV / V	
V	A	17-20	I	
	B	25A or 25B	II / III	
	C	30	IV / V	

BL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	-	35	46.5%
II Understanding	10	5	10		
III Applying	-	5	5	10	13.3%
IV Analyzing	-	5	5	10	13.3%
V Evaluating	-	5	5	10	13.3%
VI Creating	-	5	5	10	13.3%
Total Questions	20	25	30	75	100%

1. *[Signature]* 25/5/2022
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QUESTION PATTERN FOR INTRODUCTION TO JOURNALISM / WRITING FOR THE WEB /
TRANSLATION : THEORY AND PRACTICE / LITERATURE AND FILM / SCIENCE FICTION/ TRAVEL
WRITING / ENGLISH AND SOFT SKILLS.

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

1. *[Signature]* 25/5/2022

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled INTRODUCTION TO JOURNALISM / WRITING FOR THE WEB / TRANSLATION : THEORY AND PRACTICE / LITERATURE AND FILM/ SCIENCE FICTION / TRAVEL WRITING / ENGLISH AND SOFT SKILLS

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-2	I	Level I : Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	11A or 11B	II / III	
	C	16	IV / V	
II	A	3-4	I	
	B	12A or 12B	II / III	
	C	17	IV / V	
III	A	5-8	I	
	B	13A or 13B	II / III	
	C	18	IV / V	
IV	A	7-8	I	
	B	14 A or 14B	II / III	
	C	19	IV / V	
V	A	9-10	I	
	B	15A or 15B	II / III	
	C	20	IV / V	

BL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	10	-	-	35	4.6%
II Understanding	10	5	10		
III Applying	-	5	5	10	1.3%
IV Analyzing	-	5	5	10	1.3%
V Evaluating	-	5	5	10	1.3%
VI Creating	-	5	5	10	1.3%
Total Questions	20	25	30	75	10%

1. *[Signature]* 25/5/2022
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QUESTION PATTERN FOR LITERARY TERMS I / II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x3=30	30
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions (from all the Five Units).	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions (from all the Five Units).	3x15=45	45
				Total	100

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Question Allocation and Blooms Taxonomy for (Direct Assessment) papers titled LITERARY TERMS

I / II

Unit	Section & Marks	Question Number	Blooms Level	Action Verbs
I	A	1-2	I	Level I: Choose, Define, Find, How, Label, Match, Name, Select, Show, Tell, What, When, Where, Which, who, why. Level II Classify, compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarise, Translate. Level III Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organise, Select, Solve, Utilize. Level IV Analyse, Assume, Categorise, Discover, Dissect, distinguish, Divide, Examine, Function, Inference, Inspect, Motive, Relationship, Simplify, Survey, Take part in, Test, Theme. Level V Agree, Appraise, Assess, Award, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value. Level VI Adapt, Combine, Compile, compose, Construct, Create, Delete, Design, Develop, discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Product, Propose, Solution, Solve, suppose, Test, Theory.
	B	11A or 11B	II / III	
	C	16	IV / V	
II	A	3-4	I	
	B	12A or 12B	II / III	
	C	17	IV / V	
III	A	5-6	I	
	B	13A or 13B	II / III	
	C	18	IV / V	
IV	A	7-8	I	
	B	14A or 14B	II / III	
	C	19	IV / V	
V	A	9-10	I	
	B	15A or 15B	II / III	
	C	20	IV / V	

BL	No of Questions (Sections)			Total Marks	% of Marks
	A	B	C		
I Remembering	15	-	-	45	40%
II Understanding	15	5	10		
III Applying	-	5	10	15	20%
IV Analyzing	-	5	10	15	20%
V Evaluating	-	5	5	10	13.3%
VI Creating	-	5	10	15	20%
Total Questions	30	25	45	100	100%

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PART II ENGLISH

ENGLISH FOR EFFECTIVE COMMUNICATION - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	ELC 1	22K1E1	6	3	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques.
CO5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT – I

1. William Butler Yeats – An Irish Airman Foresees His Death.
2. W. H Auden – The Shield of Achilles.

UNIT – II

1. Ruskin Bond- The Thief.

UNIT – III

- 1 Alfred George Gardiner – A Fellow Traveller.

UNIT – IV

1. H.H. Munro – The Death trap.

UNIT V

1. Comprehension Passages/ questions from Unit II, III, IV
2. Conversation
 - A. Introducing yourself.
 - B. Starting and controlling a conversation.
 - C. Describing your College and Course offered.
 - D. Leaving a message in an answering machine.

UNIT VI (FOR INTERNAL ASSESSMENT ONLY)

1. Anton Chekhov- The Grasshopper.
2. R. K. Narayan – Naga.
3. Ambai – A Kitchen in the Corner of the House.



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Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

PART II ENGLISH

ENGLISH FOR EFFECTIVE COMMUNICATION – I

Prescribed Text

S.No	Title	Author	Publisher	Year
1.	English For Us: A Textbook of Language and Literature	Sumita Roy, P. Samata, K.V Ramana Chary	Orient Blackswan	2016

References

1. Ruskin Bond. *The Best of Ruskin Bond*. Penguin Books Limited, Delhi, 2016.
2. Pieter Koster. *Classic British Short Stories*. Compass Publishing, Korea, 2009.

QUESTION PATTERN FOR PART II ENGLISH PAPER TITLED ENGLISH FOR EFFECTIVE COMMUNICATION – I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements(From	5x1=5	
		Q.NO– 26-30	Tense (From Unit I – IV only)	5x1=5	
2.	B	Q. NO . 31A OR 31 B Q.NO. 32 A OR 32 B Q.NO. 33 A OR 33 B	Comprehension passages – Either/ Or pattern - only from Unit II, III, IV	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or pattern (Only from Unit V only)	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III and IV only)	2x10 = 20	20
				Total	75

CO / PO CORRELATION PROBABILITY

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	2

1-Low, 2-Moderate, 3- High Correlation

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Department of English

Undergraduate Course Structure – BA English

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PART II ENGLISH

ENGLISH FOR EFFECTIVE COMMUNICATION - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	ELC 1	22K1E1	6	3	3	25	75

DETAILS OF THE COMPONENT UNIT V IN THE BOOK TITLED ENGLISH FOR US-I

UNIT V

1. Comprehension Passages/ questions from Unit II, III, IV
2. Conversation
 - A. Introducing yourself- Page-15 of Unit –II Ruskin Bond- The Thief.
 - B. Starting and controlling a conversation-Page 32 of Unit – III- 1 Alfred George Gardiner – A Fellow Traveller
 - C. Describing your College and Course offered- Page 50, 51, 52 of Unit – I William Butler Yeats – An Irish Airman Foresees His Death.
 - D. Leaving a message in an answering machine- Page 72-73- H.H. Munro – The Death trap

1. *[Signature]* 25/5/2022
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BRITISH LITERATURE : RENAISSANCE TO RESTORATION

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC I	22K1E01	6	5	3	25	75

Course Objective

To introduce the students to some of the seminal texts of the Renaissance period

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame.

Course Outcome

CO 1	To understand the English literary tradition from Renaissance to Restoration.
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of Renaissance Humanism
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT I – POETRY (DETAILED)

1. John Donne – The Good- Morrow
2. Christopher Marlowe – The Passionate Shepherd to his Love
3. Edmund Spenser – Sonnet 75- "One day I Wrote his Name"

UNIT II – POETRY (NON-DETAILED)

1. Geoffrey Chaucer – The Love Unfeigned.
2. John Milton – Il Penseroso
3. Robert Southwell – The Burning Babe

UNIT III – PROSE

1. Francis Bacon – Of Studies
2. Roger Ascham – The School Book I Pages 88 to 116
3. Sir Philip Sidney – The Poet's Poetry and Three kinds of Poetry (Extract from The Defence of Poetry).

UNIT IV – DRAMA (DETAILED)

Ben Jonson – Volpone

UNIT V – FICTION

John Bunyan – Pilgrim's Progress

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Sir Thomas Wyatt – The Lovers Appeal.
2. William Shakespeare- Sonnet 116- " Let me Not to the Marriage of True Minds."
3. John Dryden- A Song For St. Cecilia's Day

1. *[Signature]* 25/5/2022
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BRITISH LITERATURE : RENAISSANCE TO RESTORATION

References

1. Francis Bacon. *Selected Essays*. Unique Publishers Edition, 2018.
2. Roger Ashcam. *The School Master*. Cornell University Press, 1967
3. Brock, D. Heyward Brock, *A Ben Jonson Companion*. Bloomington Indiana University Press, Sussex : The Harvester Press 1983.
4. John Bunyan. *The Pilgrim's Progress*. Philadelphia J.B Lippincott Company, 1939.
5. John Dryden. *Selected Poems*. Edt. Steven N. Zwicker and David Bywaters. Penguin Publisher, 2001.

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE : RENAISSANCE TO RESTORATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	2	3	-	-	-	-	-	3	-	-
CO4	2	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

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AMERICAN LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	CC2	22K1E02	6	5	3	25	75

Course Objective

To give an overview of American Literature through seminal texts.

To enable the students to appreciate and understand the origin and reception of American literature.

Course Outcome

CO 1	To understand the historical, religious and philosophical contexts of American literary spirit.
CO 2	To enable the students to distinguish American literary trends from that of other literatures.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To engage with the major genres and forms of American Literature.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT I – POETRY (DETAILED)

1. Emily Dickinson – A Narrow Fellow in the Grass
2. Robert Frost – Mending Wall
3. E. E. Cummings- Somewhere I Have Never Travelled gladly Beyond.

POETRY (NON-DETAILED)

4. William Carlos Williams – Spring and All
5. Robert Lowell – Man and Wife.

UNIT II – PROSE

1. Ralph Waldo Emerson – The Poet
2. Henry James – The Art of Fiction
3. Hardin B. Jones – Dangers of Drug Abuse

UNIT III – DRAMA (DETAILED)

1. Tennessee Williams – The Glass Menagerie

UNIT IV – SHORT STORIES

1. O. Henry – The Cop and the Anthem
2. Jack London – Trust
3. Ambrose Bierce – A Horseman in the Sky

UNIT V – FICTION

1. Ernest Hemingway – The Old Man and the Sea.

UNIT VI – (INTERNAL ASSESSMENT ONLY)

1. Edgar Allen Poe – The Tell – Tale Heart
2. Kate Chopin – The Story of an Hour
3. Jack London- The Law of Life.



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AMERICAN LITERATURE

References

1. Mohan Ramanan. *Four Centuries of American Poetry*. Macmillan India Press, 1996.
2. Ralph Waldo Emerson. *Essay by Ralph Waldo Emerson, First Second Series*, Read Books.2008.
3. Harper Lee. *To Kill a Mocking Bird*, J.B. Lippincott and Co., 1960.
4. Tennessee Williams. *The Glass Menagerie*. Penguin Books. 1999.
5. Walter Basant and Henry James. *The Art of Fiction*. Globalgreyebooks.com
6. David Lehman. *The Oxford Book of American Poetry*. Oxford University Press, 2006.
7. Terry O' Brien. *50 Greatest Short Stories*, Rupa Publications India Private. Ltd, 2015.
8. Lorrie Moore. *100 Years of the Best American Short Stories*. Houghton Mifflin Harcourt, 2015.

QUESTION PATTERN FOR THE PAPER TITLED AMERICAN LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-
CO3	-	-	3	2	-	-	-	-	-	3	-	-
CO4	2	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	3	2	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022
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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

SOCIAL HISTORY OF ENGLAND

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	AC 1	22K1EAE1	4	3	3	25	75

Course Objective

To offer an understanding of the socio-cultural-political movements that characterized British literature

To enable the students to understand the role played by the socio-cultural-political movements in influencing the writers of the time.

Course Outcome

CO 1	To analyze and interpret primary sources so as to use them as evidence to support historical arguments.
CO 2	To read primary and secondary historical sources critically, with an understanding of their context.
CO 3	To identify and describe the significance of major figures, ideas, and events of western civilization.
CO 4	To describe and analyze the context of major movements, trends, and developments of western civilization.
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts

UNIT-I

The Renaissance.
The Reformation and the Counter Reformation.
The Stuart Age.
The Puritanism.
Colonial Expansion.

UNIT-II

Restoration England (1660-1688) : Social Life.
The Age of Queen Anne (1702- 1714)
Hanoverian England.
The Industrial Revolution.
The Agrarian Revolution.

UNIT-III

The Rise of Methodism
Humanitarian Movements.
The American War of Independence (1775-1783)
The Effects of the French Revolution on British Life.
The England at the Beginning of the Nineteenth Century (1800-1837).

UNIT-IV

The Victorian Age (1837-1901)
The Reform Bills
The Development of Transport and Communication.
The Development of Education in the Nineteenth Century.

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SOCIAL HISTORY OF ENGLAND

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	AC 1	22K1EAE1	4	3	3	25	75

UNIT-V

The Dawn of the Twentieth Century
Life Between the Two World Wars (1919-1939)
The Effects of World War- II
The Social Security and the Welfare State.
The Effects of the Cold War.

UNIT-VI- (INTERNAL ASSESSMENT ONLY)

The Origin and Growth of Political Parties in England.
England in the Twenty-first century.

Prescribed Text

1.Padmaja Ashok. *The Social History of England*. Orient Blackswan Private Ltd,2011.

References

- 1.G.M.Trevelyn. *English Social History: A Survey of Six Centuries Character to Queen Victoria* Book Club Associates,1973.
- 2.A.G.Xavier. *An Introduction to the Social History of England*. S.Viswanathan Publishers Pvt Ltd,2009.
- 3.Simon Jenkins, *A Short History of England*. Profile Books Ltd,2012.
- 4.E.L. Woodward. *A History of England*. Books Way Textbook, 2014.
- 5.Kenneth O. Morgan. *The Oxford Illustrated History of Britain*. Oxford University Press,1984.

1. *[Signature]* 25/5/2022

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Department of English

Undergraduate Course Structure – BA English

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SOCIAL HISTORY OF ENGLAND

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
I	AC 1	22K1EAE1	4	3	3	25	75

QUESTION PATTERN FOR THE PAPER TITLED SOCIAL HISTORY OF ENGLAND

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

NOTE: CORRELATION TABLE

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-
CO3	-	-	3	1	-	-	-	-	-	-	-	-
CO4	-	-	2	2	1	-	-	-	-	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

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SEM I	VE	VALUE EDUCATION	22K1VE	Ins.Hrs.2	Credit:2
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CO	STATEMENT	
	After successful completion of the course, the students will be able to	
1	Know the value education by various religions.	K1
2	Learn and practice social value and responsibilities.	K2
3	Understand and start applying the essential steps to become good leaders.	K2
4	Analyse the personal value, mind culture value personal health.	K4
5	Collecting news details about value education and to encourage writing skills highlight moral value.	K5

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate;
K6 – Create

UNIT - I

1. Introduction: Definition of Value Education – Need for Value Education – Teachings of values by various religions like Hinduism, Buddhism, Christianity, Jainism, Islam etc.



UNIT - II

2 Living & Social Values

- 2.1 Living Values: Peace, respect, co-operation, freedom, happiness, honesty, humility, love, responsibility, simplicity, tolerance, optimism and positive thinking
- 2.2 Social values: Love and Compassion, Sharing and Generosity, Politeness and Courtesy, Gratitude, Duty and Responsibilities towards Society, Tolerance and Unity.

UNIT - III

- 3.1 Role of Visionaries and Leaders in Social Reforms. Rajaram Mohan Roy, Mahatma Gandhi, Swami Vivekananda, EVR Periyar, Mother Theresa.



1.2 **Value Crisis:** Religious Fundamentalism and Terrorism – Corruption in Society- commerce without Ethics – Education without Character – Wealth without efforts

1.3 Time Management

UNIT - IV

4. **Yoga:** Teaching yoga – Manavalakkalai- by Qualified Yoga Teachers – The aim is to acquire Physical Health – Mental Acuteness- Strength of Life Forces and Wisdom – to achieve a holistic way of life- to take up and get involved in Social Welfare Activities – to learn their commitment to society.

UNIT - V

5.1 **Human Rights :** Child Labour – Womens Rights – Bonded Labour – Problems of Refuges.

5.2 **Role of State Public service Commission:** Constitution provisions and formation-methods of recruitment – rules and notification , syllabi for different exams – written and oral – placement.

Teaching Learning Process

1. Conventional chalk and board teaching.
2. Class interaction and discussions.
3. Power point presentations for important topics.



References

1. Radhakrishnaam, "Religion and Culture"(1968), Orient paperbacks, New delhi .
2. Das,M.S.&Guptha,V.K.(1995),"Social Values among Youth Adults: A Changing Scenario", New Delhi.
3. Venkataiah. M(ed.), (1998), "value Education New Delhi, A PH Publishing Corporation.



4. Sharma.O.P.,(1997), "value Education in Action" New Delhi, University Book House.
5. Chakraborti, Mohit.,(1997)"value Education:Changing Perspectives": New Delhi,kanishka Publishers, Distributors.
6. C.S.Devnoth(1996) "Adipodai manitha urimaigal" Narmadha Publishers.
7. D.Kulanthaiyaya "Evai manitha urimaigal " Narmadha Publishers.

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ENGLISH FOR EFFECTIVE COMMUNICATION - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	ELC2	22K2E2	4	3	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1 To develop the ability to speak and write lucidly in standard English.

CO 2 To develop the literary reading skills.

CO 3 To develop the ability to comprehend and appreciate literary texts.

CO4 To develop the ability to analyze literary texts and evaluate ideas and literary techniques.

CO5 To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT I

1. H.W Longfellow – A Psalm of Life.

2. P.B Shelley – Ozymandias of Egypt.

UNIT II

1. APJ Abdul Kalam- Work Brings Solace.

UNIT III

1. D. Henry – The Gift of the Magi.

UNIT IV

1. Comprehension Passages (only from Unit II & Unit III)

2. Conversation

A. Asking for Advice/ Information (UNIT III) (English for Us)

B. Making a Request (UNIT II)

C. Accepting or Refusing a Request (UNIT II)

D. Conducting a Meeting (UNIT I)

E. Seeking Opinion from team Members (UNIT I)

UNIT V (INTERNAL ASSESSMENT ONLY)

1. Rabindranath Tagore – Kabuliwallah

2. Ernest Hemingway – Soldier's Home.

3. Rudyard Kipling- Kings, Gods and Men.

1. *[Signature]*
23/03/2023
(A. S. ABYRUMISA)

2. *[Signature]*
23/3/23

Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007
Department of English
Undergraduate Course Structure – BA English
(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)
PART II ENGLISH

ENGLISH FOR EFFECTIVE COMMUNICATION- II

Prescribed Text

S.No	Title	Author	Publisher	Year
1.	English For Us: A Textbook of Language and Literature	Sumita Roy, P. Samata, K.V Ramana Chary	Orient Blackswan	2016

References

1. Ruskin Bond. *The Best of Ruskin Bond*. Penguin Books Limited, Delhi, 2016.
2. Pieter Koster. *Classic British Short Stories*. Compass Publishing, Korea, 2009.

QUESTION PATTERN FOR PART II ENGLISH PAPER TITLED ENGLISH FOR EFFECTIVE COMMUNICATION- II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		Q.NO- 26-30	Tense(From Unit I – III)	5x1=5	
2.	B	Q. NO – 31A OR 31 B Q.NO. 32 A OR 32 B Q.NO. 33 A OR 33 B	Comprehension passages – Either/ Or pattern- only from Unit II, III	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or pattern (Unit IV only)	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III only)	2x10 = 20	20
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	2

1-Low, 2-Moderate, 3- High Correlation

ENGLISH FOR EFFECTIVE COMMUNICATION - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	ELC2	22K2E2	6	3	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques.
CO5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT I

- 1.H.W Longfellow – A Psalm of Life.
2. P.B Shelley – Ozymandias of Egypt.

UNIT II

- 1.APJ Abdul Kalam- Work Brings Solace.

UNIT III

1. William Shakespeare - The Merchant of Venice Act IV Scene I.

UNIT IV

- 1.O.Henry – The Gift of the Magi.

UNIT V

- 1.Comprehension Passages (Only from Unit- II and Unit-IV)
2. Conversation
 - A. Asking for Advice / Information.
 - B. Making a Request.
 - C. Accepting or Refusing a Request.
 - D. Conducting a Meeting.
 - E. Seeking opinion from Team Members
 - F. Appearing for a Job Interview.
 - G. Conducting a Job Interview.

UNIT VI (INTERNAL ASSESSMENT ONLY)

- 1.Rabindranath Tagore – Kabuliwallah
- 2.Ernest Hemingway – Soldier's Home.
3. Rudyard Kipling- Kings, Gods and Men.



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PART II ENGLISH

ENGLISH FOR EFFECTIVE COMMUNICATION– II

Prescribed Text

S.No	Title	Author	Publisher	Year
1.	English For Us: A Textbook of Language and Literature	Sumita Roy, P. Samata, K.V Ramana Chary	Orient Blackswan	2016

References

1. Ruskin Bond. *The Best of Ruskin Bond*. Penguin Books Limited, Delhi, 2016.
2. Pieter Koster. *Classic British Short Stories*. Compass Publishing, Korea, 2009.

QUESTION PATTERN FOR PART II ENGLISH PAPER TITLED ENGLISH FOR EFFECTIVE COMMUNICATION– II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		Q.NO– 26-30	Tense(From Unit I – IV)	5x1=5	
2.	B	Q. NO – 31A OR 31 B Q.NO. 32 A OR 32 B Q.NO. 33 A OR 33 B	Comprehension passages – Either/ Or pattern- only from Unit II, IV	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or pattern (Unit V only)	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III and IV only)	2x10 = 20	20
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO'2
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	2

1-Low, 2-Moderate, 3- High Correlation

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ENGLISH FOR EFFECTIVE COMMUNICATION - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	ELC2	22K2E2	6	3	3	25	75

DETAILS OF THE COMPONENT UNIT V IN THE BOOK TITLED ENGLISH FOR US-I

UNIT V

1. Comprehension Passages (Only from Unit- II and Unit-IV)
2. Conversation
 - A. Asking for Advice / Information-Page 91-92 of O.Henry – The Gift of the Magi
 - B. Making a Request- Page 110,111, 112 of APJ Abdul Kalam- Work Brings Solace
 - C. Accepting or Refusing a Request- Page 110,111, 112 of APJ Abdul Kalam- Work Brings Solace
 - D. Conducting a Meeting- Page 128-131 of H.W Longfellow – A Psalm of Life.
 - E. Seeking opinion from Team Members - Page 128-131 of H.W Longfellow – A Psalm of Life.
 - F. Appearing for a Job Interview- Page 174-178 of William Shakespeare - The Merchant of Venice Act IV Scene I.
 - G. Conducting a Job Interview- Page 174-178 of William Shakespeare - The Merchant of Venice Act IV Scene I.

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BRITISH LITERATURE : NEOCLASSICAL AGE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC3	22K2E03	6	5	3	25	75

Course Objective	
To introduce the students to some of the seminal texts of the neoclassical age	
To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame	

Course Outcome	
CO 1	To understand the English literary tradition of Neoclassical Age.
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO 4	To develop a understanding of Satire, Restoration Comedy and Classicism.
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT – I POETRY - DETAILED

- Alexander Pope- Elegy to the Memory of an Unfortunate Lady.
- Aphra Behn – The Disappointment.
- Oliver Goldsmith- The Deserted Village.

POETRY - NON DETAILED

- Thomas Gray – Ode on a Distant Prospect of Eton College.
- William Cowper - The Task Book III - The Garden.

UNIT – II PROSE

- Joseph Addison - The Spectator No. 10.
- Richard Steele - The Spectator No. 11.
- Eliza Heywood – The Female Spectator – From Book IV P.54-60.

UNIT – III DRAMA-DETAILED

- Richard Brinsley Sheridan- The School for Scandal

UNIT IV SHORT STORIES

- Maria Edgeworth – The Purple Jar .
- John Newberry - The History of Little Goody Two Shoes.
- Henry Fielding - The History of the Adventures of Joseph Andrews and His Friend Mr. Abraham Adams Book I - Chapter II(5-8)

UNIT – V FICTION

- Daniel Defoe - Robinson Crusoe

UNIT – VI (INTERNAL ASSESSMENT ONLY)

- Jonathan Swift – A Description of the Morning.
- William Collins- Ode to Evening.
- John Dryden- To the Memory of Mr. Oldham.



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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

BRITISH LITERATURE : NEOCLASSICAL AGE

References

- 1.Eliza Haywood- Selections from *The Female Spectator*. Oxford University Press, 1999.
2. Joseph Black. *The Broadview Anthology of British Literature*. Broadview Press, 2006.
3. John Richetti. *A History of Eighteenth – Century British Literature*.Wiley Blackwell, 2017.
4. George Orwell. *George Orwell: Collected Essays*. Martin Secker & Warburg Ltd, 1961.
5. Babul Dey (ed). *A Companion to Eighteen Century British Literature*.Book Valley, 2018.

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE : NEOCLASSICAL AGE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	-	-	-	-	-	2	-	-
CO3	-	-	2	3	-	2	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	2	-	-
CO5	-	-	-	2	2	-	-	-	-	-	-	2

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 28/5/2022
2. *[Signature]* 28/5/22

R. Ramapriya
28/5/2022



R. RAMAPRIYA, M.A., M.Phil., Ph.D.
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INDIAN WRITING IN ENGLISH

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	CC4	22K2E04	6	5	3	25	75

Course Objective

- To introduce the students to some of seminal texts of the Indian Writing in English.
- To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1	To understand the Indian English literary tradition.
CO 2	To engage with the major genres and forms of Indian Writing in English.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO 4	To develop a understanding of socio-political movements that influenced Indian writers in English.
CO 5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT I – POETRY (DETAILED)

1. Kamala Das – The Old Playhouse
2. A.K. Ramanujan – Looking for a Cousin on a Swing
3. Jayanta Mahapatra – Ash

POETRY (NON-DETAILED)

4. Nissim Ezekiel – Enterprise
5. R. Parthasarthy – And So It Eventually Happened



UNIT II – PROSE

1. Jawaharlal Nehru – The Panorama of India's Past
2. C.V. Raman – Water – The Elixir of Life
3. Nirad C. Chaudhury – The Great City

UNIT III – DRAMA (DETAILED)

1. Rabindranath Tagore – Chandalika

UNIT IV – SHORT STORIES

1. Ruskin Bond – A Job Well Done
2. R.K. Narayan – Crime and Punishment
3. Shashi Desphande – Intrusion

UNIT V – FICTION

1. Anita Nair – Lessons in Forgetting

UNIT -VI (INTERNAL ASSESSMENT ONLY)

1. Raja Rao – Javni
2. Githa Hariharan – The Art of Dying.
3. Rabindranath Tagore- Little Master's Return.

1. *[Signature]* 25/5/2022
 2. *[Signature]* 26/5/22

[Signature]
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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007
Department of English
Undergraduate Course Structure – BA English
 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

INDIAN WRITING IN ENGLISH

References

1. T.K. Chakravarty(ed.), *Varieties of Modern English Prose*. S. Chand and Company Ltd. 1995
2. Gowri Desphande (ed.), *An Anthology of Indo- English Poetry*. Orient Paperback.1974.
3. R. Parthasarthy. *Ten Twentieth Century Indian Poets*.Oxford University Press. 1997.
4. Shashi Desphande. *Intrusion and Other Stories*.Penguin Books. 1993.
5. Rabindranath Tagore – *Three Plays: Mukta- Dhara, Natir Puja, Chandalika*. Oxford University Press, 1950.
6. Anita Nair. *Lessons In Forgetting*. Harper CollinsIndia. 2010.
7. Githa Hariharan. *The Art of Dying and Other Stories*.Penguin Books, 1993.

QUESTION PATTERN FOR THE PAPER TITLED INDIAN WRITING IN ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	2	-	-	-	-	-	-	-
CO3	-	-	-	3	2	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	3	2	-
CO5	-	-	2	-	-	-	-	-	-	3	2	2

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022
 2. *[Signature]* 25/5/22



R. Ramapriya
 25/5/2022

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HISTORY OF ENGLISH LITERATURE - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
II	AC2	22K2EAE2	4	3	3	25	75

Course Objective

To introduce the students to some of the major literary movements that influenced and characterized British literature

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1	To understand the English literary tradition.
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of the Literary movements.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I

- 1.The Age of Chaucer (1340-1400)
2. From Chaucer to Tottel's Miscellany (1400-1557)
3. The Development of the Drama.

UNIT-II

- 1.The Age of Shakespeare(1558-1625) – Verse.
2. The Age of Shakespeare - Drama.
3. The Age of Shakespeare – Prose.

UNIT-III

- 1.The Age of Milton (1625-1660)
2. The Age of Milton other Poets and Prose writers.

UNIT-IV

- 1.The Age of Dryden (1660-1700)- Verse.
2. The Age of Dryden - Prose and the Drama.

UNIT-V

- 1.The Age of Pope (1700-1745) – Verse.
2. The Age of Pope – Prose and Drama.

UNIT-VI (INTERNAL ASSESSMENT ONLY)

Critical Terms- Miracle plays, Beast Fable, Shakespearean Sonnet, Epic, Epic Similie, Blank verse, Satire.

1. Assessment 25/5/2022

2. \$ JRC 25/5/22



A. Ramapriya
25/5/22
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HISTORY OF ENGLISH LITERATURE – I

Prescribed Text

1. William Henry Hudson. *An Outline History of English Literature*. G. Bells & Sons Ltd, 1913

References

1. Harry Blamiers. *A Short History of English Literature*. Routledge, 1984.
2. Ronald Carter. *The Routledge History of English Literature*, Routledge, 1997.
3. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
4. Emile Legouis. *A Short History of English Literature*. Oxford University Press, 1998.
5. Pramod K. Nayar. *A Short History of English Literature*. Foundation Press, 2018.

QUESTION PATTERN FOR THE PAPER TITLED HISTORY OF ENGLISH LITERATURE - I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	2	-	-	-	-	-	-	-
CO3	-	-	3	2	2	-	-	-	-	-	-	-
CO4	-	-	-	2	2	-	-	-	-	-	-	-
CO5	-	-	-	2	2	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22



[Signature] 25/5/2022

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SEM II	ES	ENVIRONMENTAL STUDIES	22K2ES	Inst. Hrs 2	Credit 2
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CO	STATEMENT
1	To learn the concept and importance of Environmental Studies.
2	To create awareness about the essentials of the preservation of Natural Resources.
3	To explore India as a Land of Mega Bio-Diversity.
4	To study various Environmental Pollutions and to create awareness on reducing the Pollutions.
5	To understand the close connection between Pollution and Environment.

UNIT I

Definition, Scope and Importance – Need for Public Awareness.

UNIT II

Natural Resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.

UNIT III

Eco Systems remaining – Forest Eco system – Grassland Eco system – Desert Eco system – Aquatic Eco system – Bio Geographical classifications of India – Hot-spots of Bio Diversity.

UNIT IV

Environmental Pollution – Air Pollution – Creating Awareness on reducing the usage of Fireworks – Water Pollution – Soil Pollution – Noise Pollution – Thermal Pollution – Nuclear Hazards – Pollution case studies.

UNIT V

Human Population and Environment – Population Explosion – Family Welfare Programme – Environment and Human Health – Human Rights – HIV / AIDS – Women and Child Welfare.

UNIT VI

Multidisciplinary Nature of Environment – Mental Studies – Essentials of the Preservation of Natural Resources – Endangered Species of India – India as a Mega Biodiversity Nation.



Text Book:

- [1] K Kumaraswamy, A Alagappa Moses, M Vasanthi, "Environmental Studies", Bharathidasan University, Trichy - 620 024.
- [2] P Chandrasekaran, "சுற்றுச்சூழல் பயில்வுகள்", U.G.C Core Module Course in Environmental Studies, T k Publication, Pudukkottai.
- [3] N Arumugam, "Survey of the Environmental Studies".
- [4] V Kumaresan, "Plan Ecology and Phytogeography".
- [5] D Dharmaraj, "Environmental Science".

References:

- [1] N Arumugam, "Environmental Studies".
- [2] B Chandrasekaran, "Environmental Studies".
- [3] Purohit, "A Text Book of Environmental Sciences".
- [4] M P Mishra, "Our Environmental Pollution Control and Future Strategies".



Redhramathomas
1/3/22
HOD - History.



ENGLISH FOR EFFECTIVE COMMUNICATION- III

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	ELC3	22K3E3	6	3	3	25	75

Course Objective

- To develop the LSRW skills through literary texts.
- To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO 4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques
CO 5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT I

- 1.Sarojini Naidu – In the Bazaars of Hyderabad.
- 2.Toru Dutt – Our Casuarina Tree.

UNIT II

- 1.Nathaniel Hawthorne- Sir Issac Newton

UNIT III

- 1.Eugene O'Neill – Before Breakfast.

Unit IV

- 1.R.K.Narayan-An Astrologer's Day
- 2.M.K.Gandhi-Playing the English Gentlemen

Unit V

- 1.Comprehension passages only from Unit II and Unit IV
- 2.Conversation
 - A.Role Play.
 - B. Positive Attitude to life.
 - C. An Embarassing Experience.
 - D. Learning to open a Bank Account.
 - E. Discussing Hobbies.
 - F. Talking to Unexpected/ Unwelcome Guests.

UNIT VI (INTERNAL ASSESSMENT ONLY)

- 1 Rusk in Bond- The Kitemaker.
2. Lakshmi Kannan-Muniyakka
- 3.Rabindranath Tagore-Little Master's Return.



1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22

[Signature] 25/5/2022

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ENGLISH FOR EFFECTIVE COMMUNICATION -III

Prescribed Text

S.No	Title	Author	Publisher	Year
1.	English For Us: A Textbook of Language and Literature	Sumita Roy, P. Samata, K.V Ramana Chary	Orient Blackswan	2016

References

1. Ruskin Bond. *The Best of Ruskin Bond*. Penguin Books Limited, Delhi, 2016.
2. Pieter Koster. *Classic British Short Stories*. Compass Publishing, Korea, 2009.

QUESTION PATTERN FOR PART II ENGLISH PAPER TITLED ENGLISH FOR EFFECTIVE COMMUNICATION- III

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		Q.NO- 26-30	Tense	5x1=5	
2.	B	Q. NO – 31A OR 31 B Q.NO. 32 A OR 32 B Q.NO. 33 A OR 33 B	Comprehension passages – Either/ Or- only from Unit II, IV	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or- Unit V only	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III and IV only)	2x10 = 20	20
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	2

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22



R. Ramapriya
25/5/2022
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ENGLISH FOR EFFECTIVE COMMUNICATION- III

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	ELC3	22K3E3	6	3	3	25	75

DETAILS OF THE COMPONENT UNIT V IN THE BOOK TITLED ENGLISH FOR US-II

Unit V

1. Comprehension passages only from Unit II and Unit IV
2. Conversation
 - A. Role Play
 - B. Positive Attitude to life-Page 11-12 of Unit-IV R.K.Narayan-An Astrologer's Day
 - C. An Embarrassing Experience – Page 29-30 of M.K.Gandhi-Playing the English Gentlemen
 - D. Learning to open a Bank Account- Page 44-45 of Sarojini Naidu – In the Bazaars of Hyderabad
 - E. Discussing Hobbies- Page 64-65 of Eugene O'Neill – Before Breakfast.
 - F. Talking to Unexpected/ Unwelcome Guests – Page 84-85 of Nathaniel Hawthorne- Sir Issac Newton.

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22

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25/5/2022

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BRITISH LITERATURE : ROMANTICS AND VICTORIAN

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	CC5	22K3E05	6	5	3	25	75

Course Objective

To introduce the students to some of seminal texts of the Romantic and Victorian period

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1 To understand the English literary tradition of the Romantic and Victorian period.

CO 2 To engage with the major genres and forms of English Literature.

CO 3 To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.

CO 4 To develop a understanding of the main characteristics of Romanticism

CO 5 To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I POETRY (DETAILED)

1. William Wordsworth - The Leech Gatherer.
2. Samuel Taylor Coleridge - Aeolian Harp.
3. Alfred Lord Tennyson - Tithonus.



UNIT- I POETRY (NON-DETAILED)

4. Elizabeth Barrett Browning - A Musical Instrument.
6. John Keats - Ode On a Grecian Urn.

UNIT-II PROSE

1. Richard Price - From a Discourse on the Love of Our country (P. 194-197)
2. Thomas Paine - Being an Answer to Mr. Burke's Attack on the French Revolution (From Rights of Man).
3. John Ruskin - Of Queen's Garden (Extract from Sesame and Lillies)

UNIT-III DRAMA (DETAILED)

1. Percy Bysshe Shelley - The Cenci

UNIT-IV SHORT STORIES

1. Charles Lamb - New Year's Eve.
2. Anthony Trollope - The Journey to Panama.
3. Thomas Hardy - The Thief who couldn't stop sneezing.

UNIT V FICTION

1. Charles Dickens - Pickwick Papers.

UNIT - VI (INTERNAL ASSESSMENT ONLY)

1. Dorothy Wordsworth - Thoughts on my sick-bed.
2. Charlotte Smith - The Emigrants.
3. Robert Burns - To a Mouse.

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/2022

[Signature]
25/5/2022

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Kancharai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur
 Department of English
 Undergraduate Course Structure – BA English
 For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern

ENGLISH FOR ENHANCED COMPETENCE - I

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Mrinal Pande - Girls.
2. Rabindranath Tagore - Punishment.
3. Stephen Crane - The Open Boat.

Prescribed Text

1. Sumita Roy & A Karunakar. *English For Enhanced Competence*. Orient Blackswan Pvt. Limited Hyderabad.

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FOR ENHANCED COMPETENCE

S.No	Section	Questions	Type	Marks	
1	A	Q.NO 1- 15	MCQ Questions	15 x 1 = 15	
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		UNIT I, II, III, IV			
2	B	Q. NO – 26A OR 26 B	Comprehension passages – Either/ Or- only from Unit I and II.	2x 5 = 10	
		Q.NO27 A OR 27 B			
		Q NO. 28 A OR 28 B	Complete the conversation based on the outline given – Either / Or (Unit V)	2 x 5 = 10	
		Q.NO.29 A OR 29 B.			
		Q.NO.30 A OR 30 B	Write notes on the passage given below – Either /Or (Unit I and Unit II only)	2x5=10	
		Q.NO.31 A OR 31B			
3	C	Q.NO 32 A OR 32B	Read the text given below and write a summary- Either /Or (Only From Unit I and Unit II)	2x5 = 10	
		Q.NO. 33 A OR 33 B			
		Q.NO.34A OR 34B	Insert and rewrite the passage with appropriate punctuation marks(Unit I, II, IV only)	2x5=10	
Q.NO.35A OR 35 B.					
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	-	3	-	-	-	-	-	-	-	-	-	-
CO 2	-	-	3	3	3	-	-	-	-	-	-	-
CO 3	-	-	-	-	-	3	-	-	-	-	-	-
CO 4	-	-	3	3	-	-	-	-	-	-	-	-
CO 5	-	-	-	-	-	-	-	-	-	3	-	3

1-Low, 2-Moderate, 3-High Correlation

Handwritten signatures and dates:
 10/10/2022
 25/08/22



Handwritten signature: R. Ramapriya
 R. RAMAPRIYA
 Head & Assistant
 G & Research
 Kancharai
 Thanjavur

ENGLISH FOR ENHANCED COMPETENCE - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	NME 1	22K3EEL01	2	2	3	25	75

Course Objective

- To develop the LSRW skills through literary texts.
- To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO 4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques
CO 5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT I

1. Sarojini Naidu - Bangle Sellers

UNIT II

1. AP. J Abdul Kalam - Work Brings Solace.

UNIT III

1. Shakespeare - Venice: A Court of Justice.

UNIT IV

1. Ruskin Bond - The Eyes are Not Here

UNIT V

1. Comprehension Passages only from Unit II and IV only.

2. Conversation

A. Introducing oneself in formal or social context.

B. Starting a conversation.

C. Controlling a conversation.

D. Describing one's college/ course of Study.

E. Leaving a message on the answering machine.

F. Making an appointment on the Telephone.

3. Punctuation

A. Capitalization

B. Comma

C. Full stop

D. Question Mark

E. Exclamation.

Write a Summary

25/5/2022

Write Summary



R. Ramaprasad
 Controller of Examinations
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 Thanjavur - 613007

HISTORY OF ENGLISH LITERATURE - II

References

1. Harry Blamiers. *A Short History of English Literature*. Routledge, 1984.
2. Ronald Carter. *The Routledge History of English Literature*, Routledge, 1997.
3. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press, 2004
4. Pramod. K. Nayar. *A Short History of English Literature*. Foundation Books, 2011.
5. Emile Legouis. *A Short History of English Literature*, Oxford University Press, 1999

QUESTION PATTERN FOR THE PAPER TITLED HISTORY OF ENGLISH LITERATURE - II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 5	I. Choose the Best Answer	5x1=5	20
		Q.NO 6- 10	II. Fill in the Blanks	5x1=5	
		Q.NO 11- 15	III. Match the Following	5x1=5	
		Q.NO 15- 20	IV. Answer in One or Two Sentences	5x1=5	
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions - Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	2	-	-	-	-	-	-	-
CO3	-	-	3	2	2	-	-	-	-	-	-	-
CO4	-	-	-	2	2	-	-	-	-	-	-	-
CO5	-	-	-	2	2	-	-	-	-	-	-	-
				2	2	-	-	-	-	2	-	-

1-Low, 2-Moderate, 3- High Correlation

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HISTORY OF ENGLISH LITERATURE - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	AC3	22K3EAE3	4	3	3	25	75

Course Objective

- To introduce the students to some of the major literary movements that influenced and characterized British literature
- To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

- CO 1 To understand the English literary tradition.
- CO 2 To engage with the major genres and forms of English Literature.
- CO 3 To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
- CO 4 To develop an understanding of the Literary movements.
- CO 5 To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I

- 1.The Age of Johnson (1745-1798)-General Prose
- 2.The Age of Johnson- The Novel
- 3. The Age of Johnson-Verse

UNIT-II

- 1.The Age of Wordsworth (1798-1832)-The Older Poets
- 2.The Age of Wordsworth-The Younger Poets

UNIT-III

- 1.The Age of Wordsworth- General Prose
- 2.The Age of Wordsworth-The Novel

UNIT-IV

- 1.The Age of Tennyson(1832-1837)-Verse
- 2.The Age of Tennyson-General Prose
- 3.The Age of Tennyson-The Novel

UNIT-V

- 1.The Age of Hardy
- 2.The Present Age

UNIT - VI (INTERNAL ASSESSMENT ONLY)

Literature of the Modern Age

Prescribed Text

William Henry Hudson. *An Outline History of English Literature*. Bell & Sons Ltd, 1913



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 Head & Controller of Examinations
 PG & Research Department
 South Indian University
 Tirunelveli

SHAKESPEARE

References

1. Michael Dobson. *The Oxford Companion to Shakespeare*. Oxford University Press, 2011.
2. William Shakespeare. *The Complete Works of William Shakespeare*. Canterbury Classics Lea Edition, 2014.
3. Dobson, Stanley Wells, Will Sharpe. *The Oxford Companion to Shakespeare*. Oxford University Press, 2015.
4. David S. Kastan. *A Companion to Shakespeare*. Blackwell Publishers, 1999.
5. Richard Dutton, Jean E. Harvard. *A Companion to Shakespeare's Works*. Blackwell, 2011.
6. Joseph Rosenblum. *The Greenwood Companion to Shakespeare: A Comprehensive Guide for Students*. Westport Greenwood Press, 2005.

QUESTION PATTERN FOR THE PAPER TITLED SHAKESPEARE

S.No	Section	Questions	Type	Marks	Total Marks
1	A	Q.NO 1- 5	I. Choose the Best Answer	5x1=5	20
		Q.NO 6- 10	II. Fill in the Blanks	5x1=5	
		Q.NO 11- 15	III. Match the Following	5x1=5	
		Q.NO 16- 20	IV. Answer in One or Two Sentences	5x1=5	
2	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III - Drama detailed only - Either / Or pattern	3x5=15	35
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	3
				Total	100

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	2	-	-	-	-	-	-	-
CO3	-	-	-	3	2	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	-	-	-
CO5	-	-	3	-	-	-	-	-	-	3	2	-
										3	2	-

1-Low, 2-Moderate, 3- High Correlation

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SHAKESPEARE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	CC6	22K3E06	6	5	3	25	75

Course Objective

- To introduce the students to some of the seminal texts of Shakespeare.
- To enable the students to grasp the social and intellectual backgrounds relevant to the study of Shakespearean verse and drama within the relevant time-frame.

Course Outcome

- CO 1 To understand the Shakespearean literary tradition - influence and adaptation
- CO 2 To engage with the seminal texts of Shakespearean literary oeuvre.
- CO 3 To develop the basic skills prerequisite for close reading and critical appreciation of Shakespearean sonnets and dramas.
- CO 4 To develop a understanding of Shakespearean theatre and audience.
- CO 5 To develop the ability to appreciate and analyze the Shakespearean literary oeuvre through the lens of socio-political-religious contexts.

UNIT - I SHAKESPEAREAN SONNETS (DETAILED)

- Sonnet 22-My glass shall not persuade me I am not Old .
- Sonnet 30- When to the sessions of sweet silent thoughts.
- Sonnet 55-Not marble nor the gilded monuments.

UNIT - II SHAKESPEAREAN SONNETS (NON-DETAILED)

- Sonnet 18- Shall I Compare thee to a Summer's Day.
- Sonnet 27-Weary with toil, I haste me to my bed.
- Sonnet 65-Since brass not stone nor earth nor bound.

UNIT - III (DETAILED DRAMA)

- Shakespeare - Julius Caesar.

UNIT - IV (NON-DETAILED DRAMA)

- Shakespeare - The Winter's Tale

UNIT - V

- Shakespeare-Richard III

UNIT VI (INTERNAL ASSESSMENT ONLY)

- Shakespearean Theatre.
- Shakespearean Audience.
- Shakespearean Heroines.

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LITERARY TERMS - I

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	ECC1	22K3ECCE1;1	-	3	3	-	100

Course Objective

To introduce the students to some of the major literary movements that influenced and characterized literatures of the World

To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.

Course Outcome

CO 1	To understand the English literary tradition.
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of the Literary movements.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I

Affective Fallacy, Literature of the Absurd, Allegory, Fable, Parable, Exemplum, Alliteration Assonance, Consonance, Allusion, Ambiguity, Anti-hero, Antithesis.

UNIT-II

Ballad, Ballad stanza, Broadside Ballad, Literary Ballad, Bathos, Beat Writers, Black Arts Movement, Black Aesthetic, Blank verse, Carpe diem, Chivalric Romance, Comedy of Man ners.

UNIT-III

Farce, High Comedy, Low Comedy, Comedy of Humours, Comic Relief, Conceit, Confessional Poetry, Crime Fiction, Hard-boiled detective story, Logocentric, Phonocentric.

UNIT-IV

Trace, Difference, Transcendental signified, Binary oppositions, Deux ex Machina, Carnavalesque, Dissociation of Sensibility, Closet drama, Dramatic Monologue, Dramatic Lyric, Anthropocentric.

UNIT-V

Ecocentrism, Ecofeminism, Wilderness Romance, Elegy, Elegiac meter, Dirge, Threnody, Monody, Pastoral Elegy, Epic similie, Epigram, Apothegm, Aphorism, Epithalamion, Homer #c epith ets.

Prescribed Text

1.M.H. Abrams. A Glossary of Literary Terms. Eleventh Edition. Cengage Learning, United States, 2013.

2. *[Handwritten signature]* 25/5/2022

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LITERARY TERMS - I

QUESTION PATTERN FOR THE PAPER TITLED LITERARY TERMS-I

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x3=30	30
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions (from all the Five Units).	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions (from all the Five Units).	3x15=45	45
				Total	100

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	2	2	-	-	-	-	-	-	-
CO4	-	-	-	3	2	-	-	-	-	-	-	-
CO5	-	-	-	3	2	-	-	-	-	3	-	-

1-Low, 2-Moderate, 3- High Correlation

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ENGLISH AND SOFT SKILLS

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
III	ECC2	22K3ECCE2	-	4	-	-	-

Course Objective

- To develop the LSRW skills through literary texts.
- To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To acquire and practice soft skills.
CO 2	To learn and practice both language and soft skills.
CO 3	To develop the ability to learn soft skills through short stories
CO4	To enable the students to acquire vocabulary through short stories
CO5	Pair work, Group Discussion, Role Play, Presentation, Story telling, Writing and Exploring proverbs

UNIT-I

1. Listening Skills- Active Listening, Using words accurately, Expansion of proverbs related to listening skills, Real life experience related to listening, Presentation.

UNIT-II

1. Problem solving Skills- Prepositions, Phrasal Verbs, Fixed Expressions, Expansion of proverbs related problem-solving skills, Real life experience related to problem-solving skills, Presentation.

UNIT-III

1. Interview Skills- Conjunctions, Coordinating Conjunctions, Subordinating Conjunctions, Correlative Conjunctions, Job application- Covering Letter, Resume, Proverbs on Interview skills, Real life experience related to Interview Skills, Presentation.

UNIT-IV

Non-verbal Communication Skills- Wh and Yes or No Questions, Proverbs on non-verbal communication skills, Real life experience, Presentation.

UNIT-V

Written Communication Skills- Punctuation, Common Errors, Proverbs on written communication skills, Real life experience, Presentation.

Prescribed Text

1. Dr. S.P. Dhanavel. *English and Soft Skills*. Orient Blackswan Pvt Limited, Hyderabad, 2010.

References

1. Ajay R. Tengse. *Soft Skills : A Textbook For Undergraduates*. Orient Blackswan Pvt Limited, Hyderabad, 2015.

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 2. *[Signature]* 28/5/22



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ENGLISH FOR EFFECTIVE COMMUNICATION - IV

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	ELC 4	22K4E4	6	3	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques
CO5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT I

- 1.Rudyard Kipling - Values in Life.
- 2.G Herod- Mother Teresa.

UNIT II

- 1.Maxim Gorky- Mother of a Traitor

UNIT III

- 1.Serafea& Joaquin Alvarez Quintero - A Sunny Morning : A Comedy of Madrid in One Act.

UNIT IV

- 1.Rabindranath Tagore - The Heroes of Freedom.

UNIT V

- 1.Comprehension Passages from UNIT-II and UNIT-IV
- 2.Conversation
 - A. Sharing experience of visiting places during the vacation.
 - B. Members of Ecological Club Planning activities.
 - C. Sharing the experience of losing something precious.
 - D. Sharing one's Best moments.
 - E. Talking about the importance of English.

UNIT-VI (INTERNAL ASSESSMENT ONLY)

1. Somerset Maugham- The Man with the Scar.
2. William Faulkner-That will be Fine
3. Kamala Das -Neipayasam (Rice Pudding)



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ENGLISH FOR EFFECTIVE COMMUNICATION -IV

Prescribed Text

S.No	Title	Author	Publisher	Year
1.	English For Us: A Textbook of Language and Literature	Sumita Roy, P. Samata, K.V Ramana Chary	Orient Blackswan	2016

References

1. Ruskin Bond. *The Best of Ruskin Bond*. Penguin Books Limited, Delhi, 2016.
2. Pieter Koster. *Classic British Short Stories*. Compass Publishing, Korea, 2009.

QUESTION PATTERN FOR PART II ENGLISH PAPER TITLED ENGLISH FOR EFFECTIVE COMMUNICATION -IV

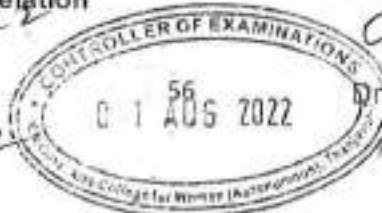
S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	30
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		Q.NO– 26-30	Tense	5x1=5	
2.	B	Q. NO – 31A OR 31 B Q.NO. 32 A OR 32 B Q.NO. 33 A OR 33 B	Comprehension passages – Either/ Or- only from Unit II, IV	3x 5 = 15	25
		Q NO. 34 A OR 34 B Q.NO 35 A OR 35 B	Complete the conversation based on the outline given – Either / Or Unit V only	2 x 5 = 10	
3	C	Q. NO 36-39	Two essay questions out of Four (Unit I, II, III and IV only)	2x10 = 20	20
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	2

1-Low, 2-Moderate, 3- High Correlation

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ENGLISH FOR EFFECTIVE COMMUNICATION - IV

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	ELC 4	22K4E4	6	3	3	25	75

DETAILS OF THE COMPONENT UNIT V IN THE BOOK TITLED ENGLISH FOR US-II

UNIT V

1. Comprehension Passages from UNIT-II and UNIT-IV
2. Conversation
 - A. Sharing experience of visiting places during the vacation- Page 104 of Maxim Gorky- Mother of a Traitor
 - B. Members of Ecological Club Planning activities – Page 118-119 Rudyard Kipling – Values in Life.
 - C. Sharing the experience of losing something precious- Page 132-133 of Rabindranath Tagore – The Heroes of Freedom.
 - D. Sharing one's Best moments- Page 155- 156 of Serafea & Joaquin Alvarez Quintero – A Sunny Morning : A Comedy of Madrid in One Act.
 - E. Talking about the importance of English- Page 174 of G Herod- Mother Teresa.

1. *AS* 25/5/2022

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BRITISH LITERATURE : TWENTIETH CENTURY

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	CC7	22K4E07	5	5	3	25	75

Course Objective

To introduce the students to some of the seminal texts of Twentieth century British Literature

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1	To understand the English literary tradition till 20 th Century
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of scientific temper and Industrial Revolution.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT – I - POETRY (DETAILED)

- 1.W.B.Yeats-A Prayer to My Daughter
2. T.S.Eliot-Four Quartets
- 3.Wilfred Owen-Anthem for Doomed Youth

POETRY NON-DETAILED

4. W.H.Auden-As I Walked out one Evening.
- 5.Dylan Thomas-Do Not Go Gentle into That Goodnight

UNIT-II PROSE

- 1.George Orwell-A Nice Cup of Tea
2. E.M.Forster-What I Believe
- 3.D.H.Lawrence-Why the Novel Matters



UNIT – III DRAMA – DETAILED

- 1.Tom Stoppard- Rosencrantz and Guildenstern are Dead

UNIT IV – SHORT STORIES

1. A.S.byatt – Rose-coloured tea cups.
- 2.Elizabeth Bowen-Flowers will Do
- 3.J.G.Ballard-The Air Disaster,

UNIT -V FICTION

- 1.James Joyce- A Portrait of the Artist as a Youngman

UNIT – VI (INTERNAL ASSESSMENT ONLY)

1. A.E.Housman – Loveliest of Trees.
2. Edward Thomas – The Owl.
- 3.Siegfried Sassoon – Memoirs of an Infantry Officer.

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BRITISH LITERATURE : TWENTIETH CENTURY

References

1. Allot Kenneth. *Matthew Arnold*. G. Bell and Sons, London, 1975.
2. Gerard Manley Hopkins. *Selected Poems*. Oxford University Press, 2005.
3. Thomas Carlyle. *On Heroes and Hero worship*. Chapman and Hall, London, 1869.
4. John Ruskin. *Sesame and Lilies*. Houghton, Mifflin and Company, Boston, 1900.
5. Emily Bronte. *Wuthering Heights*. Penguin books, 2003.
6. Fenn. *Teaching Nineteen Century Literature*. Routledge, 2019.

QUESTION PATTERN FOR THE PAPER TITLED BRITISH LITERATURE : TWENTIETH CENTURY

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	-	-
CO3	-	-	3	2	2	-	-	-	-	2	-	-
CO4	-	-	3	2	2	-	-	-	-	2	2	-
CO5	-	-	3	3	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22

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LITERATURE AND ENVIRONMENT

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	CC8	22K4E08	5	5	3	25	75

Course Objective

To enable the student to understand how the literary representations of the natural environment have affected cultural attitude towards the environment and the relationship between the human and the environment.

The texts lay emphasis on the humans impact of the physical environment and the indelible and catastrophic effect / affect of the environment on the human.

Course Outcome

CO 1 To develop a deep understanding of topics, issues, and themes as expressed in environmental literature.

CO 2 To expand the knowledge and understanding of the creative links between a variety of literary genres and art forms related to environmental literature.

CO 3 To demonstrate collaborative skills and comprehension of social learning as it relates to environmental literature

CO4 To creatively write about environmental literature at an advanced level of proficiency

CO5 To develop an ethical stance to minimize the despoliation of the environment.

UNIT I - POETRY (DETAILED)

1. Joshua Isham - Our Mother Earth
2. John Clare - Autumn.
3. John Keats - On the Grasshopper and Cricket.

POETRY (NON-DETAILED)

4. Celia Berrell - Below the Surface
5. Poorvi Anchalia - A Tree

UNIT II – PROSE

1. Annie Dillard - Heaven and Earth in Jest- Chapter 1 from *Pilgrim at Tinker Creek*
2. Ralph Waldo Emerson - Nature - Chapter I
3. Charles Darwin - Struggle for Existence-- Chapter 3. from *The Origin Of Species*

UNIT III - DRAMA (DETAILED)

1. D.M. Larson - Trinity Rises

UNIT IV - SHORT STORIES

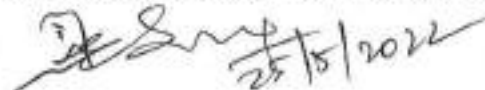
1. Pablo Sacristan - The Red Moon
2. Malini Venkataraman- The Future of the Present
3. Saki - The Music on the Hill

UNIT V - FICTION

1. Ranendra - Lords of the Global Village

UNIT -VI(INTERNAL ASSESSMENT ONLY)

1. Neal Shisterman-Dry
2. Anton Chekov-Read a Day in the Country
3. John Steinbeck - The Chrysanthemums

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2.  25/5/22




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LITERATURE AND ENVIRONMENT

References

1. Ranendra. Translated from Hindi by Rajesh Kumar *Lords of the Global Village*. Speaking Tiger Publishing Pvt Ltd .2017.
2. Gregory Orr. *A Primer for Poets & Readers of Poetry*. W.W. Norton & Company, 2018.
3. Timothy Clark. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2011.
4. Lorraine Anderson, Scott Slovic, John P. O'Grady. *Literature and Environment. A Reader on Nature and Culture*. Longman Publishing Group, 2014.
5. Henneth A. Hammond (Et.Al). *Source Book on the Environment: A Guide to the Literature*. University of Chicago Press, 1978.

QUESTION PATTERN FOR THE PAPER TITLED LITERATURE AND THE ENVIRONMENT

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	3	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	3	2	2	-	-	-	-	2	2
CO4	-	-	3	3	2	2	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	3	2	-	-	-

1-L ow, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022
2. *[Signature]* 20/8/22



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LANGUAGE AND LINGUISTICS

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	AC4	22K4EAE4	4	3	3	25	75

Course Objective

To offer an overview of the major linguistic influences on the English language

To enable the student to understand the linguistic processes that have contributed to the development of the English language

Course Outcome

CO 1	To develop an understanding of language as a communication system shaped by cognitive, biological, cultural, and social factors.
CO 2	To demonstrate an understanding of the concepts, theories, and methodologies used by linguists in analysis of linguistic structure
CO 3	To demonstrate an understanding of processes of language change and variation.
CO4	To demonstrate an understanding of the role of language in reflecting and constructing social identities
CO5	To enable the students acquire the technical vocabulary and theoretical tools in the discipline of linguistics.

Unit-I Introduction

The Origin of Language- the Descent of English Language-Indo-European Language-Characteristics of English Language.

Unit -II Phonetics

Organs of speech- English Consonants- English Vowels and Diphthongs.

Unit -III Phonology

Phonetics Vs Phonology, Concept of Phoneme, Phone and allophones, Principle of Phonemic analysis- Phonetic similarity.

Unit -IV Morphology

Concepts of morpheme-Types of morphemes- free and bound morphemes- derivational and inflectional morphemes, Morph-allomorph and Zero allomorph.

Unit V Syntax

Word Order-word formation - Parts of Speech - Basic sentence patterns-phrase and Clauses

UNIT VI SEMANTICS (INTERNAL ASSESSMENT ONLY)

Introduction to semantics -definition-meaning -words and meaning
Lexical relations- Synonymy-Antonymy- Hyponymy-Polysemy-Metonymy- Collocation

Prescribed Texts

1.F.T.Wood. An Outline History of English Language. Macmillan India Limited, 1941

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LANGUAGE AND LINGUISTICS

References

1. Ralph, W. Fasold. *An Introduction to Language and Linguistics*. Cambridge University Press, Cambridge, 2006.
2. John Saeed. *Semantics*. Basil Blackwell, Oxford, 2003.
3. Alen Cruse. *Meaning in Language*. Oxford University Press, 2000.
4. John Lyons. *Language and Linguistics*. Cambridge University Press, Cambridge, 2003.
5. T. Balasubramanian. *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, 1987
6. Jim Miller. *An Introduction to English Syntax*. Edinburgh University Press, Edinburgh, 2002.

QUESTION PATTERN FOR THE PAPER TITLED LANGUAGE AND LINGUISTICS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	3	-	-	-	-	-	-	-	-
CO2	3	-	2	2	-	-	-	-	-	-	-	-
CO3	3	-	2	2	-	-	-	-	-	-	-	-
CO4	3	-	2	2	-	-	-	-	-	-	-	-
CO5	3	-	2	2	-	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

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ENGLISH FOR ENHANCED COMPETENCE - II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	NME 2	22K4EEL02	2	2	3	25	75

Course Objective

To develop the LSRW skills through literary texts.

To enable the students to achieve linguistic competence in the use of the English language.

Course Outcome

CO 1	To develop the ability to speak and write lucidly in standard English.
CO 2	To develop the literary reading skills.
CO 3	To develop the ability to comprehend and appreciate literary texts.
CO4	To develop the ability to analyze literary texts and evaluate ideas and literary techniques
CO5	To develop the ability to communicate logical and persuasive line of conversation/ argument.

UNIT-I

- 1.Rudyard Kipling – If
- 2.John Keats –La Belle Dame Sans Merci

UNIT- II

- 1.Saki- The Open Window.

UNIT – III

- 1.J.M. Synge – Riders to the Sea.

UNIT –IV

- 1.Rabindranath Tagore – The Voice of Humanity

UNIT-V

- 1.Comprehension Passages only from Unit II and IV only

2. Conversation

- A. Asking for Advice.
- B.Asking for Information.
- C. Making Requests.
- D. Conducting a Meeting.
- E. Seeking opinion of the Team Members.
- F. Appearing for a Job Interview.
- G Conducting a Job Interview.

3.P unctuation

A.Semi-colon

B.Colon

C. Dash

D. Hyphen- Dash

E Inverted comma.

4.Write a Summary

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ENGLISH FOR ENHANCED COMPETENCE - II

UNIT -VI (INTERNAL ASSESSMENT ONLY)

1. Ashokamitran- Father and Son.
2. Mulk Raj Anand- The Breadth on the Mirror.
3. Anita Desai- Descent from the Rooftop.

Prescribed Text

1. Sumita Roy & A Karunakar. *English For Enhanced Competence*. Orient Blackswan Pvt Limited Hyderabad.

QUESTION PATTERN FOR THE PAPER TITLED ENGLISH FOR ENHANCED COMPETENCE - II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 15	MCQ Questions	15 x1 =15	25
		Q.NO-16-20	Short Questions	5x1=5	
		Q.NO -21-25	True or False statements	5x1=5	
		UNIT I, II, III, IV			
2.	B	Q. NO – 26A OR 26 B Q.NO27 A OR 27 B	Comprehension passages – Either/ Or- only from Unit II and IV only.	2x 5 = 10	30
		Q NO. 28 A OR 28 B Q.NO.29 A OR 29 B.	Complete the conversation based on the outline given – Either / Or (Unit V)	2 x 5 = 10	
		Q.NO.30 A OR 30 B Q.NO.31 A OR31B	Write notes on the passage given below – Either /Or (Unit II and Unit IV only)	2x5=10	
3	C	Q.NO 32 A OR 32B Q.NO. 33 A OR 33 B	Read the text given below and write a summary- Either /Or ((Only From Unit II and Unit III)	2x5 = 10	20
		Q.NO.34A OR 34B Q.NO.35A OR 35 B.	Insert and rewrite the passage with appropriate punctuation marks (Unit I, II, IV only)	2x5=10	
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C01	-	3	-	-	-	-	-	-	-	-	-	-
C02	-	-	3	3	3	-	-	-	-	-	-	-
C03	-	-	-	-	-	3	-	-	-	-	-	-
C04	-	-	3	3	-	-	-	-	-	-	-	-
C05	-	-	-	-	-	-	-	-	-	3	-	3

1-Low, 2-Moderate, 3- High Correlation

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Kunthavai Naacchiyaar Government Arts College for Women (Autonomous), Thanjavur – 613007
Department of English
Undergraduate Course Structure – BA English
(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

LIFE SKILLS

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	SBEC1	22K4SBEC1	2	2	3	25	75

Course Objective	
To cultivate and interrogate one's moral and ethical values.	
To develop the ability to imbibe and apply ethical values in life and work.	

Course Outcome	
CO 1	To understand other points of view and manage strong emotions and build stronger relationships with friends.
CO 2	To develop the ability to tolerate the distressing feelings, and be motivated to act or help others
CO 3	To learn the importance of patience and understanding
CO4	To cultivate compassion through training
CO5	To develop an increased sense of wellbeing

UNIT-I

Introduction, Words and Meaning of Love, Forms of love-for self, parents, family, friend spouse, community, nation, humanity and other beings, both for living and non-living.

UNIT -II

Love and Systems of Ethical Thought, Love and Compassion and inter relatedness.

UNIT-III

Love in Action at Work in the Business Community, Love in Action in Non-Governmental Organizations.

UNIT -IV

Compassion for oneself, cultivating compassion for others.

UNIT -V

Love ,compassion, empathy, sympathy and non-violence.

UNIT VI (FOR INTERNAL EXAMINATION ONLY)

Difference between Compassion and Friendship, Teaching Compassion in Education

References

1. Joshi Rokeach *The Nature of Human Values*, New York: The Free Press, 1973.
2. Shanikumar Ghosh. *Universal Values*, The Ramakrishna Mission, Kolkata
3. Dalai Lama, *Book of Love and Compassion*, Harper Collins, India.
4. Pandit Rajmani Tigunait, *Lighting the Flame of Compassion*. Himalayan Institute Press.

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LIFE SKILLS

QUESTION PATTERN FOR THE PAPER TITLED LIFE SKILLS
 QUESTIONS SHOULD BE CHOSEN FROM ALL THE CONSTITUENTS OF THE FIVE UNITS.

S. No	Section	Questions	Type	Marks	Total Marks
1	Section- A	1-8	Any Five Paragraph Questions out of Eight	5X5=25	25
2	Section - B	9-16	Any Five Essay Questions out of Eight	5x10 = 50	50
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	.	.	.	2
CO2	2	.	.	.	2
CO3	2	.	.	.	2
CO4	2	.	.	.	2
CO5	2	.	.	.	2

1-Low, 2-Moderate, 3- High Correlation

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LITERARY TERMS-II

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
IV	ECC3	22K4ECCE3:1	-	3	3	-	100

Course Objective

To introduce the students to some of the major literary movements that influenced and characterized literatures of the World

To enable the students to grasp the social and intellectual backgrounds relevant to the study of World literary tradition.

Course Outcome

CO 1 To understand the English literary tradition.

CO 2 To engage with the major genres and forms of English Literature.

CO 3 To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.

CO4 To develop a understanding of the Literary movements.

CO5 To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I

Gynocriticism, Phallogocentric, Ecriture Feminine, Similie, Metaphor, Implicit Metaphor, Mixed Metaphor, Dead Metaphor, Metonymy, Synecdoche.

UNIT-II

Personification, Prosopopoeia, Formalism, Russian formalism, Prague Linguistic Circle, Ecocriticism, Literariness, Foregrounding, Defamiliarize, New Formalism.

UNIT-III

Free Verse, Gothic Novel, Gothic Romance, Graphic Narrative, Graveyard poets, Heroic couplet, Heroic drama, Hyperbole, Imagism, Intentional Fallacy, Irony, Sarcasm.

UNIT-IV

Limeric, Phonology, Morphology, Langue, Parole, Morpheme, Intonation, Malapropism, Masque, Anti-masque, Metaphysical poets, Negative Capability, Epistolary Novel.

UNIT-V

Magic Realism, Metafiction, Horatian ode, Pindaric ode, Onomatopoeia, Palindrome, Pathetic fallacy, Poetic justice, Pre-Raphaelites, Horatian Satire, Soliloquy, Stream of Consciousness.

Prescribed Text

1.M.H. Abrams. *A Glossary of Literary Terms*. Eleventh Edition. Cengage Learning, United States, 2013

1. *[Signature]* 25/5/2022

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LITERARY TERMS-II

QUESTION PATTERN FOR THE PAPER TITLED LITERARY TERMS- II

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x3=30	30
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions (from all the Five Units).	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions (from all the Five Units).	3x15=45	45
				Total	100

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	-	-	-
CO3	-	-	3	2	2	-	-	-	-	-	-	-
CO4	-	-	-	3	2	-	-	-	-	-	-	-
CO5	-	-	-	3	2	-	-	-	-	3	-	-

1-Low, 2-Moderate, 3- High Correlation

1. *As per 25/5/2022*

2. *JK 25/5/22*

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MODERN BRITISH LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	CC9	22K5E09	5	5	3	25	75

Course Objective

To introduce the students to some of the seminal texts of the Modern British Literature.

To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1	To understand the English literary tradition of Modern British Literature
CO 2	To engage with the major genres and forms of English Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop a understanding of Modernism and War Literature
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT-I POETRY DETAILED

- 1.Robert Bridges-Nightingales
- 2.R.L.Stevenson-Winter –Time
- 3.Francis Thompson- To Olivia

NON-DETAILED POETRY

4. W. B Yeats – Among School Children.
- 5.D.H.Lawrence -Piano



UNIT-II PROSE

- 1.Raymond Williams-Metropolitan Perceptions and the Emergence of Modernism
- 2.Frederic Jameson-Modernism and Imperialism
3. T.S. Eliot- The Metaphysical Poets.

UNIT-III- DRAMA DETAILED

- 1.J.M.Synge-Riders to the Sea

UNIT-IV SHORT STORIES

1. Dorris Lessing – The Old Chief Mshlanga.
2. Joseph Conrad – The Ship Wreck.
3. Elizabeth Gaskell – Therasa come Home.

UNIT-V FICTION

- 1.Virginia Woolf – To The Lighthouse,

UNIT-VI (INTERNAL ASSESSMENT ONLY)

1. Ed ith Sitwell - Still Falls The Rain.
2. Philip Larkin - Church Going.
3. Louis Macneice – The Sunlight in the Garden.

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MODERN BRITISH LITERATURE



References

1. G.K Chesterton. *On Running After One's Hat and Other Whimsies*. Dodd Mead & Company, 1933
2. M.L. Rosenthal. *The Modern Poets: A Critical Introduction*. Oxford University Press, 1960.
3. T.S. Eliot. *The Use of Poetry and the Use of Criticism*. Faber & Faber, 1949.
4. Malcom Brabery. *The Modern World Ten Great Writers*. Kalya Publishers, 1989.
5. Cleanth Brooks. *Modern Poetry and Tradition*. Oxford University Press, 1939.

QUESTION PATTERN FOR THE PAPER TITLED MODERN BRITISH LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	2	2	-	-	-	-	2	2	-
CO5	-	-	3	2	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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INDIAN LITERATURE IN TRANSLATION

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	CC10	22K5E10	6	5	3	25	75

Course Objective

To introduce the students to a rich, challenging and spirited literature of Indian literary tradition

To introduce the reader to major genres of Indian literary genre

Course Outcome

CO 1	To understand the Indian literary tradition of varied regions.
CO 2	To engage with the major genres and forms of Indian literature in Translation
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop an understanding of an Indian literary tradition in terms of its origin, growth and contemporary relevance.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT- I POETRY (DETAILED)

1. Ragavan Atholi- Kandathi
2. Ashok Vajpeyi – The Other Name For Awakening.
3. Shrikant Verma – The People of Magadh.



POETRY (NON-DETAILED)

4. Sukirtharani- A Time For Birdsong.
5. Mamang Dai – An Obscure Place

UNIT-II PROSE

1. Pudumaipithan-Consequences of a Misdeed: Deliverance from the Curse
2. K. B. Sreedevi- Ahalya Later: Woman of Stone
3. A. K. Ramanujan- Some Thoughts on 'Non-Western' Classics: With Indian Examples

UNIT-III DRAMA (DETAILED)

1. S. Radhakrishnan- Aravaan.

UNIT-IV- SHORT STORIES

1. Imayam- Manabaaram (Translated by Thillainayagam Sankaralingam.)
2. Shivani- Dadi (Grandmother)
3. Ambai – The Squirrel

UNIT-V FICTION

1. C.S. Chellappa- Vaadivaasal

UNIT-VI (INTERNAL ASSESSMENT ONLY).

1. Bama- Ponnuthayi.
2. Chudamani Raghavan- The Fourth Ashram.
3. O.V. Vijayan- After the Hanging

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INDIAN LITERATURE IN TRANSLATION

References

1. Paula Richman. *Ramayana Stories in Modern South India: An Anthology*. Indiana University Press Bloomington, 2008.
2. Vinay Dharwadkar - *The Collected Essays of A.K. Ramanujan*. Oxford University Press, New York, 1999.
3. K. Satyanarayana & Susie Tharu- *No alphabet in Sign : New Dalit Writing from South India*. Penguin Books, New Delhi 2011.
4. Susie Tharu and K. Latha. *Women Writing in India : Volume II The Twentieth Century*. Oxford University Press, 1993.
5. Ambai. *In a Forest, A Deer*. Translated by Lakshmi Holmstrom. Oxford University Press, 2006
6. K.Latha. *Four Tamil Plays*. Padma V.Mckertich & Tanya C Lawrence, Orient Blackswan, 2014

QUESTION PATTERN FOR THE PAPER TITLED INDIAN LITERATURE IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	3	3	-
CO3	-	-	3	3	3	-	-	-	-	3	3	-
CO4	-	-	3	3	2	-	-	-	-	2	2	-
CO5	-	-	3	3	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022
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WOMEN'S WRITING IN ENGLISH

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	CC11	22K5E11	6	5	3	25	75

Course Objective

To introduce the students to literature written by Women.

To enable the students to learn about the formal features of women's writing, namely the ways women adopt, adapt, and challenge mainstream literary traditions.

Course Outcome

CO 1	To understand and interpret literary works by women.
CO 2	To demonstrate the ability to define women's literature and appreciate its place in the canon.
CO 3	To demonstrate understanding of concepts and themes such as place, landscape, identity, silence etc.
CO4	To explain and participate in critical and theoretical debates related to women's writing
CO5	To explain cultural, intercultural, and transhistorical concerns relating to women's writing

UNIT- I POETRY (DETAILED)

1. Adrienne Rich - Aunt Jennifer's Tigers
2. Toru Dutt - Sita
3. Judith Wright - Clock and Heart

POETRY (NON-DETAILED)

4. Maya Angelou - Phenomenal Women
5. Carol Ann Duffy - Originally

UNIT- II PROSE

1. Virginia Woolf - Professions for women
2. Margaret Atwood - "Survival" Chapter 1
3. Monique Wittig - One is not Born a Woman

UNIT- III DRAMA (DETAILED)

1. Lorraine Hansberry - A Raisin in the Sun

UNIT-IV SHORT STORIES

1. Anita Desai - The Devoted Son
2. Katherine Mansfield - The Garden party
3. Jhumpa Lahiri - A Temporary matter

UNIT- V FICTION

1. Meena Alexander - Nampally Road

UNIT- VI (INTERNAL ASSESSMENT ONLY)

1. Sujatha Bhatt - What is Worth Knowing.
2. Rita Dove - Vacation.
3. Elizabeth Jennings - The Elements.

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2- 25/5/2022

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WOMEN'S WRITING IN ENGLISH

References

1. Margaret Ferguson. *The Norton Anthology of English Poetry*. Norton Publishers, New York, 1967.
2. Monica Das (ed). *Her story so far tales of the girls from India* Delhi. Penguin, 2003.
3. Katherine Mansfield. *Norton Anthology of English Literature Vol 2*. Norton and Co, 2000.
4. Fiona Robertson. *Women's Writing, 1778-1338: An Anthology*. Oxford University Press, 2002.
5. Mary E. John. *Women's Studies in India*. Penguin India, 2008.

QUESTION PATTERN FOR THE PAPER TITLED WOMEN'S WRITING IN ENGLISH

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	3	3	-
CO3	-	-	3	2	2	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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POSTCOLONIAL LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	CC12	22K5E12	5	5	3	25	75

Course Objective

- To introduce the students to recent theoretical approaches to understand the concept of postcoloniality.
- To explore literary genres within the context of local histories, politics and cultural patterns, and their relations and reactions to colonial and neocolonial forces.

Course Outcome

CO 1	To identify the key questions, authors, and literary forms in postcolonial literature.
CO 2	To think critically about these texts prescribed in relation to postcolonial theory.
CO 3	To situate the texts prescribed in their larger cultural contexts.
CO4	To develop interpretative skills of close reading of literary texts.
CO5	To develop nuanced interpretations, articulate coherent arguments, and develop research skills.

UNIT – I POETRY DETAILED

1. Jean Arasanayagam- Ahimsa Sutra.
2. Seamus Heaney- Funeral Rites.
3. Oodgeroo Noonuccal- The Dispossessed

NON-DETAILED POETRY

4. Dennis Brutus- Letter to Martha 17
5. Vera Bell - Ancestor on the Auction Block



UNIT- II PROSE

1. Chinua Achebe - The Novelist as Teacher
2. Frantz Fanon – Concerning Violence (From the Wretched of the Earth).
3. Ashcraft, Griffiths, and Tiffin – An Introduction (From The Empire Writes Back).

UNIT- III DRAMA DETAILED

1. Manjula Padmanabhan- Harvest.

UNIT-IV SHORT STORIES

1. Rohinton Mistry - One Sunday
2. Grace Ogot - 'The Green Leaves'
3. Abdulrazak Gurnah- Bossy.

UNIT V- FICTION

1. Ama Ata Aidoo – The Girl Who Can.

UNIT- VI (INTERNAL ASSESSMENT ONLY)

1. Nadine Gordimer -The Bridegroom
2. Ngugi wa Thiong'o – Minutes of Glory
3. Sussanna Moodie-The Walk to Drummer

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 (For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

POSTCOLONIAL LITERATURE

References

1. Chinua Achebe & C.L. Innes. *African Short Stories*. Heinemann Education Publishers, Oxford, 1985.
2. Helen Gilbert. *Postcolonial Plays : An Anthology*. Routledge, London, 2007.
3. C.L. Innes *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge University Press, Cambridge, 2007.
4. Hari Mohan Prasad. *Indian Poetry in English*. Sterling Publishers, 1985.
5. Ngugi wa Thiong'o. *Decolonising the Mind :The Politics of Language in African Literature*. Zimbabwe Publishing House, Zimbabwe, 1981.

QUESTION PATTERN FOR THE PAPER TITLED POSTCOLONIAL LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	2	-	-	-	-	2	2	-
CO5	-	-	3	2	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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LITERARY CRITICISM

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	MBE1	22K5EELE1 :1	4	4	3	25	75

Course Objective	
To offer a survey of major figures in the development of a critical theory of literature.	
To facilitate a reading of primary theoretical texts with attention to historical and social contexts	

Course Outcome	
CO 1	To demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, schools and movements.
CO 2	To demonstrate an understanding of key concepts in literary theory
CO 3	To explain to the meaning, significance and value of specific literary theoretical works.
CO4	To use the literary theoretical concepts to develop one's own interpretations of literary texts.
CO5	To think critically about a range of literary theories.

UNIT I

- 1.Aristotle - On Poetics. (Extract: Ramasamy and Sethuraman Vol: II Pg.No.686-696)
- 2.Longinus - On the Sublime (Extract: Ramasamy and Sethuraman Vol: II Pg.No.706-708)

UNIT II

- 1.Dryden - Preface to the Fables
- 2.Dr. Johnson - Preface to Shakespeare.

UNIT III

- 1.Wordsworth - Preface to the Lyrical Ballads.
- 2.Shelley - A Defense of Poetry.

UNIT IV

- 1.T. S. Eliot - Tradition and the Individual talent.
- 2.Cleanth Brooks - The Language of Paradox

UNIT V

- 1.Elaine Showalter - Towards a Feminist Poetics.
- 2.I.A.Richards - The Four Kinds of Meaning

UNIT-VI (INTERNAL ASSESSMENT ONLY)

- 1.Mathew Arnold- A Study of Poetry
2. Northrop Frye – The Archetypes of Literature.

Prescribed Text

- 1.D.J Enright & Chickera. *English Critical Texts : Sixteenth Century to Twentieth Century*. Oxford University Press, 1962.

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LITERARY CRITICISM

References

1. David Lodge. *Twentieth Century Literary Criticism : A Reader*. Longman, 1972
2. V.S. Sethuraman & Ramasamy. *The English Critical Tradition- Vol.I&II*. Macmillan Publishers India Ltd, 1977.
3. D.A. Russell. *Classical Literary Criticism*. Oxford University Press, 2015.
4. B. Prasad. *An Introduction to Literary Criticism*. Laxmi Publication, 2014.
5. M.A.R. Habib. *A History of Literary Criticism and Theory*. Wiley – Blackwell Publishers, 2007.

QUESTION PATTERN FOR THE PAPER TITLED LITERARY CRITICISM

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3.	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO 12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	3	3	-
CO3	-	-	3	3	3	-	-	-	-	3	3	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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LITERARY THEORY

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	MBE1	22K5EELE1 :2	4	4	3	25	75

Course Objective
To offer a survey of major figures in the development of a critical theory of literature.
To facilitate a reading of primary theoretical texts with attention to historical and social contexts

Course Outcome
CO 1 To identify and understand theoretical concepts associated with Literary theorists.
CO 2 To demonstrate an understanding of major literary theories.
CO 3 To apply various theoretical frameworks and concepts to literary and cultural texts.
CO4 To analyze the strengths and limitations of various literary theories in evaluating literary texts.
CO5 To develop critical interpretive skills for research.

UNIT I

1. Structuralism.
2. Post-structuralism and Deconstruction

UNIT – II

1. Postmodernism
2. Psychoanalytic Criticism

UNIT- III

1. Feminist Criticism
2. New Historicism and Cultural Materialism.

UNIT IV

1. Postcolonial Criticism
2. Ecocriticism.

UNIT-V

1. Narratology.
2. Stylistics.

UNIT VI(INTERNAL ASSESSMENT ONLY)

1. Marxist Criticism.
2. New Aesthetics.

Prescribed Text

1. Peter Barry. *Beginning Theory: An Introduction to Literature And Cultural Theory*. Manchester University Press, Manchester, 2002.

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LITERARY THEORY

References

1. Jeffrey R. Di Leo. *The Bloomsbury Handbook of Literary and Cultural Theory*. Bloomsbury Academic, New York, 2018
2. Peter Brooker. *A Glossary of Literary and Cultural Theory*. Routledge, London, 2017.
3. Irena R. Makaryk. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars and Terms*. University of Toronto Press, Toronto, 1993.
4. Mary Klages. *Literary Theory : A Complete Guide*. Bloomsbury Academic, Bloomsbury, 2017.
5. Julian Wolfreys. *Key Concepts in Literary Theory*. Edinburgh University Press, 2002.

QUESTION PATTERN FOR THE PAPER TITLED LITERARY THEORY

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	-	-	-	-	-	3	2	-
CO2	3	-	-	3	-	3	-	-	-	2	2	-
CO3	-	-	3	3	-	3	-	-	-	2	2	-
CO4	-	-	3	3	-	3	-	-	-	2	2	-
CO5	-	-	3	3	-	3	-	-	-	-	2	-

1-Low, 2-Moderate, 3- High Correlation

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INTRODUCTION TO JOURNALISM

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	SBEC2	22K5SBEC2:1	2	2	3	25	75

Course Objective

To introduce the students to different forms of media and its role in communicating information.

To introduce the students to the different phases of journalism.

Course Outcome

CO 1	To understand the concepts in communication.
CO 2	To understand the different phases of print and broadcast journalism
CO 3	To identify news values and comprehend the news process
CO4	To identify the use of media in providing meaningful information
CO5	To display editing skills including proof reading and headline writing

UNIT-I

Definition --Role of Journalism-,Principles of Journalism, Nature, Scope and Significance.

UNIT-II

News: Definition- News values- Sources of news-news agencies-Principles of news writing-writing a news story, Brief history of Radio and TV Journalism-various types of Media.

UNIT-III

Reporting techniques-Quality of Reporters, Kinds of Reporting with special reference to Court, Crime, Election, Sports, Investigative Reporting.

UNIT -IV

Broadcast Journalism – Newspaper Journalism.

UNIT-V

Adversarial Journalism, Ambient News, Bad News, Columnist, Fifth Estate, Fourth Estate, Free Newspaper, Freelance, Hard News, News Agency, News Bunny.

UNIT VI

Magazine Journalism (From The Language of Journalism : A Multi Genre Perspective by Angela Smith and Michael Higgins).

References

1. Angela Smith & Michael Higgins. *The Language of Journalism*. Bloomsbury Publications, 2013.
2. B.N. Ahuja and S.S. Chabra. *Editing*. Surjeet Publications, 2009.
3. TJS George. *Editing – A Handbook for the Journalist*. IIMC, 1989.
4. M.V. Kamath. *Professional Journalism*. S. Chand, 2018.
5. K.M. Shrivastava. *News Reporting and Editing*. Sterling Publishers, 2015.

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INTRODUCTION TO JOURNALISM

QUESTION PATTERN FOR THE PAPER TITLED JOURNALISM AND COMMUNICATION SKILLS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	3	3	-
CO2	3	-	-	-	-	-	-	-	-	3	3	-
CO3	3	-	-	-	-	-	-	-	-	2	2	-
CO4	3	-	-	-	-	-	-	-	-	2	2	-
CO5	3	-	-	-	-	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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WRITING FOR THE WEB

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
V	SBEC2	22K5SBEC2:2	2	2	3	25	75

Course Objective

To focus on the production of texts for the Web.

To critically evaluate the Web texts

Course Outcome

CO 1 To understand the language and rhetoric used in designing web texts

CO 2 To develop a critical eye on the written texts in the Web

CO 3 To evaluate the content and design of Web texts.

CO4 To identify the patterns and strategies to write impressive web content.

CO5 To create one's own web sites

UNIT – I BEST PRACTICES FOR WRITING FOR THE WEB

Write succinctly, use a conversational style, use plain terms, keep sentences short, Patterns and Strategies.

UNIT II WRITING INSTRUCTION

Know your audience, Begin with an introduction, Write Straightforward, End with a positive note, Patterns and Strategies.

UNIT-III WRITING BLOGS

What essentially is a Blog, Choosing topics and themes, Composing a succession of stories, Patterns and Strategies.

UNIT-IV RHETORICAL MODES

Rhetorical modes, Rhetoric in ancient Greece, Making web content credible, Rhetoric for Web content, Patterns and Strategies.

UNIT V WRITING PRACTICE

Freewriting, Collaborative Freewriting, Patterns and Strategies.

Prescribed Text

1. Lynda Felder. *Writing For the Web :Writing Compelling Web Content using Words, Pictures and Sound*. New Riders, Berkeley, 2012.

References

1. Jack Dougherty. *Web Writing : Why and How for Liberal Arts Teaching and Learning*. UOF M DIGT Cult Books, 2015
2. Sharon Hurley Hall. *Writing for the Web : A Beginner's Guide*. Sharon Hurley Hall, 2019.
3. James Lowery. *Writing for the Web*. Createspace Independent Pub. 2015
4. Robert Ashton. *Writing for the Web : Teach Yourself*. Teach Yourself, 2013.
5. Armandina Gazo. *Writing For The Web: Golden Rules Of Writing Content For Your Website Writing Your Own Website*, Kindle Edtn, 2021.

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Department of English
Undergraduate Course Structure – BA English
(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

WRITING FOR THE WEB

QUESTION PATTERN FOR THE PAPER TITLED WRITING FOR THE WEB

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	3	3	-
CO3	3	-	-	-	-	-	-	-	-	2	2	-
CO4	2	-	-	-	-	-	-	-	-	2	2	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-

1-Low, 2-Moderate, 3- High Correlation

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SEM V	SSD	SOFT SKILLS DEVELOPMENT	22K5SSD	Ins.Hrs:2	Credit: 2
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COURSE OBJECTIVES:

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

Course Outcomes

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

- CO1 - Help the students to understand themselves
- CO2 - Identify the ways to improve relationships
- CO3 - Have an introduction to art of speaking and listening
- CO4 - Develop Confidence with correct body language
- CO5 - Manage stress.

UNIT I

Know Thyself/ Understanding Self

Importance of soft skills. How to Practice soft skill? Self discovery- Importance of knowing yourself. Process of knowing yourself. SWOT Analysis. Benefits of positive attitude. Ways to help you develop positive attitude. Steps to overcome negative attitude.

UNIT II

Interpersonal Skills/ Understanding Others

Skills needed for teamwork. Characteristics of effective team. Role of a team leader. Nine persons a successful team should have. Groups - Definition, Why are groups formed? Types of group, Stages of group development. Group cohesiveness -Definition, factors influencing group cohesiveness.

UNIT III

Communication Skills / Communication with others:

Art of speaking: Tips for effective communication, Conversation TIPS, Points to be kept in mind while communicating with others. Barriers to communication.

Art of listening: Meaning of Listening, Benefits/ advantages of active listening, Kinds of listening. Poor Listening habits.

UNIT IV

Corporate Skills / Working with Others:



Benefits of etiquette. Tips to Develop Confidence with correct body language. Tips for professional etiquette. Manners to be followed in order to get respect from others. Mobile phone etiquettes to be followed. Annoying office habits.

UNIT V

Selling Self

Tips for writing a CV. Do's and Don'ts in Writing a resume. Do's and Don'ts while attending an Interview. Essentials elements of a Group Discussion. Etiquettes to be followed in Group discussion. Tips for managing stress.

TEXT BOOKS:

Alex K. (2012) Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi- 110 055.
Mobile No : 94425 14814 (Dr.K.Alex)

REFERENCE BOOKS:

- (i) Developing the leader within you John c Maxwell
- (ii) Good to Great by Jim Collins
- (iii) The seven habits of highly effective people Stephen Covey
- (iv) Emotional Intelligence Daniel Goleman
- (v) You can win Shiv Khera
- (vi) Principle centred leadership Stephen Covey



PO-CO MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	0	0	3	3
CO 2	3	3	3	3	3	3	0	0	3	3
CO 3	3	3	3	3	3	3	0	0	3	3
CO 4	3	3	3	3	3	3	0	0	3	3
CO 5	3	3	3	3	3	3	0	0	3	3

1-Low, 2-Moderate, 3-High Correlation

LITERATURE OF THE INDIAN DIASPORA

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	CC13	22K6E13	6	5	3	25	75

Course Objective

To introduce the students to some of the seminal texts of Indian Diaspora

To enable the students to grasp the social and intellectual backgrounds relevant to the study of Diasporic literature irrespective of geographical boundaries

Course Outcome

CO 1	To understand the concept of Diaspora and its varied cultural ramifications.
CO 2	To engage with the major genres and forms of Diasporic literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop an understanding of the concepts of Diaspora consciousness, Hybridity, Liminality and Identity.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political- cultural- religious contexts.

UNIT I – POETRY (DETAILED)

1. Meena Alexander – Her Garden.
2. Sujatha Bhatt – A Different History
3. Reethika Vazirani – Independence.

POETRY (NON-DETAILED)

4. Irtiaz Dharkar – Living Space.
5. Bhanu Kapil – Collude.



UNIT II – PROSE

1. Amitav Ghosh – The Diaspora in Indian Culture
2. Vijay Mishra – The Law of the Hyphen & the Postcolonial Condition : Theorizing diasporic Imaginary (From the Literature of the Indian Diaspora).
3. Mala Pandurang – Diasporic Subjectivity : Of Loss, Memory, Being and Becoming (From Routledge Hand Book of Indian Diaspora by Radha Sarama Hegde)

UNIT III – DRAMA (DETAILED)

1. Mahesh Dattani – Where There's a Will.

UNIT IV – SHORT STORIES

1. Jhumpa Lahiri – Interpreter of Maladies.
2. Chitra Banerjee Divakaruni – Mrs. Dutt Writes a Letter (from *Unknown Errors of Lives* - short story collection.)
3. Bharathi Mukherjee – A Wife's Story.

UNIT V FICTION

1. Kiran Desai – The Inheritance Of Loss

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LITERATURE OF THE INDIAN DIASPORA

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Shani Mootoo – Out on Main Street.
2. Salman Rushdie – Haroun and the Sea of Stories.
3. Rohinton Mistry – Lend me your Light (From Tales Firozsha Baag).



References

1. Sujatha Bhatt. *Collected Poems*. Carcanet Press, 2013.
2. Amitav Ghosh. *A Critical Companion*. Permanent Black, 2003.
3. Jhumpa Lahiri. *Interpreter of Maladies*. Fourth Estate Publications, 2014.
4. Mamta Kalia. *Tribute to Papa*. Writers Workshop, 1970.
5. Mahesh Dattani. *Where There's a Will*. Penguin Petit, 2013.

QUESTION PATTERN FOR THE PAPER TITLED LITERATURE OF THE INDIAN DIASPORA

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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Department of English

Undergraduate Course Structure – BA English

(For the candidates admitted from the academic year 2022 – 2023 onwards under CBCS pattern)

EUROPEAN CLASSICS IN TRANSLATION

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	CC14	22K6E14	6	5	3	25	75

Course Objective

To offer a basic exposition to some of the best poetry, prose and drama of European classical literature.

To gain a better understanding of modern literature and other art forms through a reading of masterpieces in classical literature.

Course Outcome

CO 1	To define and understand the salient features of what constitutes classical literature.
CO 2	To understand and appreciate classical texts from Europe- with particular focus on ancient Greek and Roman literature.
CO 3	To observe and understand how literature is a practice that is embedded in a socio-political, economic and cultural context.
CO4	To define and understand the literary terms and concepts related to classics.
CO5	To understand the role played by the texts prescribed in influencing and shaping of Western culture and literary tradition

UNIT – I

Homer: Odyssey- Book IX

UNIT II

Horace: Ars Poetica- On Unity and Harmony

UNIT III DRAMA

Ibsen – The Doll's House

UNIT-IV SHORT STORIES

1. Anton Chekov – In the Cart.
2. Gustave Flaubert – A Simple Heart.
3. Frantz Kafka – In the Penal Colony.

UNIT V

1.Hermann Hesse - Siddhartha

UNIT VI (INTERNAL ASSESSMENT ONLY)

- 1.Leo Tolstoy – How much Land Does a Man Need.
2. Honore De Balzac – The Message.
3. Guy De Maupassant – The Necklace

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EUROPEAN CLASSICS IN TRANSLATION

References

1. Richard Rutherford. *Classical Literature : A Concise History*. Blackwell Publishers, Oxford, 2005.
2. Sophocles. *Oedipus the King*. Tr Robert Fagles in Sophocles : The Three Theban Plays. Penguin, Harmondsworth, 1984.
3. Homer. *Odyssey*. Trans. Peter V. Jones. Penguin Books, London, 2003.
4. Horace. *Select Epodes and Ars Poetica of Horace*. Ed. H.A. Dalton. Bibliobazaar LLC, Charleston, 2010.
5. *Odes of Pindar*. Trans. Richmond Lattimore. Chicago University Press, Chicago, 1947

QUESTION PATTERN FOR THE PAPER TITLED EUROPEAN CLASSICS IN TRANSLATION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions (From all the Five Units- Four from each Unit)	20x1=20	20
2.	B	Q.NO 21A OR 21B Q.NO 22A OR 22B Q.NO 23A OR 23B Q.NO 24A OR 24B Q.NO 25A OR 25 B	Paragraph Questions - Either Or Pattern - Questions From All The Five Units	5x5=25	25
3	C	Q.NO 26-30	Essay questions – Three out of Five- Questions from all the Five Units	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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TRANSLATION : THEORY & BASICS

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	CC15	22K6E15	6	5	3	25	75

Course Objective

- To introduce the students to the field of Translation studies.
- To familiarize the students with the techniques of translation in the target language.

Course Outcome

CO 1	To understand the theories and approaches in the discipline of translation and interpretation.
CO 2	To understand the cultural, ethical, and epistemological aspects of translation and interpreting practices.
CO 3	To understand and appreciate the role of language used as a cultural practice in translation. cultural practice
CO4	To acquire the ability to master the technical tools used in translation or interpretation.
CO5	To demonstrate the skill in creation and production of translated texts.

UNIT I

Introduction – Language and Culture – Types of Translation – Decoding and Recoding- Problems of equivalence – Un-Translatability.

UNIT-II History of Translation Theory

Problems of period study – the Romans –Bible translation- Education and the Vernacular – Early Theorists – Renaissance – Seventeenth century – eighteenth century – Romanticism – Post-Romanticism – The Victorian – Twentieth Century.

UNIT-III Problems of Literary Translation

Poetry and Translation – Translating prose – Translating dramatic texts.

UNIT-IV

1. Michael Henry Hein – Varieties of English for the Literary Translator.
2. Peter Corner –Reading Literature in Translation.

UNIT-V

1. Peter Flynn & Yves Gambier – Methodology in Translation Studies.
2. Francis R. Jones – Poetry Translation.

UNIT VI (INTERNAL ASSESSMENT ONLY)

1. Gyde Hansen – Translation 'errors'.
2. Deborah Folaron – Translation tools.
3. Luise von Flotow – Gender in Translation.

Prescribed Text

1. Susan Bassnett. *Translation Studies*. Third Edtn. Routledge: London & newyork, 2002.

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TRANSLATION : THEORY & BASICS

References

1. Jeremy Munday. *The Routledge Companion To Translation Studies*, Routledge, 2009.
2. Yves Gambier. *Handbook of Translation Studies*. John Benjamins Publishing Company, Amsterdam, 2010.
3. Susan Bassnett. *Translation Studies*. Routledge, London, 1991.
4. Kristen Malmkjaer and Kevin Windle (ed). *The Oxford Handbook of Translation Studies*. Oxford University Press, 2011.
5. Lawrence Venuti. *The Translation Studies Reader*. Routledge, 2000.

QUESTION PATTERN FOR THE PAPER TITLED TRANSLATION : THEORY & BASICS

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	2	2	-
CO3	-	-	-	-	-	-	-	-	-	2	2	-
CO4	-	-	-	-	-	-	-	-	-	2	2	-
CO5	-	-	-	-	-	-	-	-	-	2	2	-

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CONTEMPORARY BRITISH LITERATURE

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	MBE 2	22K6EELE2:1	6	4	3	25	75

Course Objective

- To introduce the students to some of the seminal texts of the Contemporary British Literature
- To enable the students to grasp the social and intellectual backgrounds relevant to the study of British verse and drama within the relevant time-frame

Course Outcome

CO 1	To understand the salient features of Contemporary British Literature
CO 2	To engage with the major genres and forms of Contemporary British Literature.
CO 3	To develop the basic skills prerequisite for close reading and critical appreciation of literary texts.
CO4	To develop an understanding of the relevance of Contemporary British Literature and the reflections of the same in literary sensibility.
CO5	To develop the ability to appreciate and analyze the literary texts through the lens of socio-political-religious contexts.

UNIT I POETRY DETAILED

1. Phillip Larkin - Church going.
2. Dylan Thomas - Fern Hill.
3. Ted Hughes - Hawk roosting.

POETRY (NON-DETAILED)

4. Sir John Betjeman - Christmas
5. Carol Ann Duffy - Mrs Icarus

UNIT-II (PROSE)

1. D. Kieth Peacock - Black British Drama & Politics of Identity.
2. Julian Barnes - Year of Mize.
3. Stephen Spender - The Young Writer, Present, Past and Future.

UNIT-III DRAMA DETAILED

1. Caryl Churchill - Owners.

UNIT-IV (SHORT-STORIES)

1. Angela Carter - Wolf-Alice.
2. Graham Swift - Seraglio (From Learning to Swim).
3. Doris Lessing - To Room Nineteen.

UNIT-V (FICTION)

- Monica Ali - Bricklane.

UNIT -VII (INTERNAL ASSESSMENT ONLY)

1. Seamus Heaney - Digging.
2. George Parker - January Jumps About.
3. Thom Gunn - Still Life.

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CONTEMPORARY BRITISH LITERATURE

References

1. Mathew Whittle. *Post – War British Literature and the "End of Empire"*. Palgrave Macmillan, 2016.
2. Philip Larkin. *Collected Poems*. Faber & Faber, 2003.
3. Dylan Thomas. *The Poems of Dylan Poems*. New Directions Publishing Corporation, 1971.
4. R.S. Thomas. *Collected Poems (1945 – 1990)*. Orion Publishers Co., 2000.
5. M.G. Nayar (ed). *A Galaxy of English Essayists*. Laxmi Publishers, 2002.

QUESTION PATTERN FOR THE PAPER TITLED CONTEMPORARY BRITISH LITERATURE

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 20	MCQ Questions	20x1=20	20
2.	B	Q.NO. 21A OR 21 B Q.NO 22A OR 22B Q.NO 23A OR 23B	Annotations from Detailed Section- Unit -I Poetry Detailed and Unit- III – Drama detailed only – Either / Or pattern	3x5=15	25
		Q.NO 24A OR 24B Q.NO 25A OR 25B	Paragraph questions from all the Five Units.	2x5=10	
3	C	Q.NO 26- Q.NO 30	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75



CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	3	3	3	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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LITERATURE AND FILM

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	MBE 2	22K6EELE2:2	6	4	3	25	75

Course Objective

To explore the complex interplay between film and literature.

To facilitate an understanding of the possibilities and problems involved in the transposition of literature into film.

Course Outcome

CO 1	To enhance the ability to understand, appreciate, and discuss works of literature adapted to film.
CO 2	To analyse works of fiction for plot structure, setting, characterization, theme, and narrative point of view
CO 3	To develop an understanding of critical analysis of film through careful examination of cinematic adaptations of literary texts, focusing on character development, dramatic structure, and performance.
CO4	To learn and utilize the terminology of film analysis.
CO5	To demonstrate an understanding of the possibilities and problems involved in the transposition of literature to film

UNIT-I

Kamilla Elliott- Novels, Films, and the Word/Image Wars

UNIT-II

Francesco Casetti – Adaptation and Mis-adaptations : Film, Literature and Social Discourse

UNIT-III

Francois Jost – The Look : From Film to Novel : An Essay in Comparative narratology.

UNIT-IV

James M. Welch – “ What is a Shakespeare Film” Anyway?(Adaptation of Shakespeare’s Othello)

UNIT-V Key Concepts in Film

Field of Vision, Frame, Framing, Misce-scene, Visual Plane, Pro-filmic space, Shot, Deep Focus, Zoom, Montage, Reverse Angle, Shot, Diegesis, Sequence, Classical Realism, Expressionism, Film Noir, Realism

UNIT- VI (INTERNAL ASSESSMENT ONLY)

1.Sarah Cardwell – Adaptation Studies : Revisited, Purpose and Perspectives

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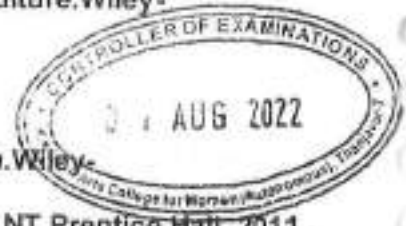
LITERATURE AND FILM

Prescribed Texts

1. Robert Stam & Alessandra Raengo. *A Companion to Literature and Film*. Blackwell Publishing, London, 2004
2. Michael Ryan. *An Introduction to Criticism, Literature, Film and Culture*. Wiley-Blackwell, United Kingdom, 2011.

References

1. Deborah Cartmell. *A Companion to Literature, Film and Adaptation*. Wiley-Blackwell, Oxford, 2012.
2. Timothy Corrigan. *Film and Literature: An Introduction and Reader* NT Prentice Hall, 2011.
3. Mary H Snyder. *Analyzing Literature to Film Adaptation : A Novelists Exploration and Guide*. Continuum International Publishing, London, 2011.
4. James M Welch. *The Literature/ Film Reader : Issues of Adaptation*. The Scarecrow Press Inc, Toronto, 2007



QUESTION PATTERN FOR THE PAPER TITLED LITERATURE AND FILM

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	3	3	-	-	-	-	2	2	-
CO3	-	-	3	3	3	-	-	-	-	2	2	-
CO4	-	-	3	3	3	-	-	-	-	2	2	-
CO5	-	-	-	-	-	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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SCIENCE FICTION

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	MBE 3	22K6EELE3:1	5	3	3	25	75

Course Objective

To explore the literary, social, and genre importance of science fiction in the twentieth century.

To understand the various trends / approaches involved in the development of the genre of science fiction.

Course Outcome

CO 1	To understand the saliences of science fiction- its history and contemporary relevance.
CO 2	To understand the role of technology in literature
CO 3	To understand the relation between technology and human behaviour.
CO4	To analyse individual texts in the genre of science fiction in terms of key concepts.
CO5	To write critically about science fiction.

UNIT-I History of Science Fiction

1. Farah Mendlesohn- Introduction : Reading Science Fiction.
2. John Clute – Science Fiction from 1980 to the Present.

UNIT-II Critical Approaches to Science Fiction

1. Veronica Hollinger – Feminist Theory and Science Fiction.
2. Andrew M Butler- Postmodernism and Science Fiction.

UNIT-III Sub-genres/ Themes in Science Fiction

1. Gwyneth Jones – The Icons of Science Fiction.
2. Edward James – Utopias and Anti-utopias.

UNIT-IV Short Stories/ Fiction

1. Issac Asimov – Exile to Hell
2. Joanna Russ – When It Changed
3. Les Johnson – Spreading the Seed.

UNIT-V Key Concepts in Science Fiction

Cognitive Estrangement, Cyberpunk, Cyborg, Extrapolation, Hard Science Fiction, Mega text, Novum, Posthumanism, Sense of Wonder, Slipstream, Subjunctivity.

UNIT-VI(INTERNAL ASSESSMENT ONLY)

1. Jennifer Rohn- The Tree of Life
2. J.M Sidorova – The Gatherer of Sorrows
3. Ken Wharton- Down and Out.
4. Les Johnson- Spreading the Seed.

Prescribed Texts

1. Edward James & Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge University Press, Cambridge, 2003.
2. David Seed. *Science Fiction : A very Short Introduction*. Oxford University Press, Oxford, 2011.
3. Nick Hubble & Avis Mousaoutzanis. *The Science Fiction: Handbook*. Bloomsbury Academic, 2013.

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SCIENCE FICTION

References

1. Gerald Alva Miller. *Exploring the Limits of the Human Through Science Fiction*. Palgrave Macmillan, USA, 2012.
2. Michael Brotherton. *Science Fiction by Scientists : An Anthology of Short Stories*. Springer International Publishing, Switzerland, 2017.

QUESTION PATTERN FOR THE PAPER TITLED SCIENCE FICTION

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY



CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	2	-	-	-	-	2	2	-
CO3	-	-	3	2	2	-	-	-	-	2	2	-
CO4	-	-	3	2	2	-	-	-	-	2	2	-
CO5	-	-	3	2	2	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

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TRAVEL WRITING

Semester	Course	Subject Code	Hours	Credits	Exam Hours	Marks	
						Int	Ext
VI	MBE 3	22K6EELE3:2	5	3	3	25	75

Course Objective

- To map the socio-historical- political contexts of Travel writing
- To explain the origin and reception of Travel writing

Course Outcome

- CO 1 To understand and analyze the relation of Travel writing to that of Colonialism.
- CO 2 To identify the link between travel writing and nature writing.
- CO 3 To analyse travel writing in relation to colonial and postcolonial positions.
- CO 4 To understand the role of travel in shaping selfhood and otherness
- CO 5 To understand the concept of 'place' in travel writing.

UNIT – I

Defining the Genre- Travel Writing through the Ages : An overview.

UNIT – II

William W. Stowe- Property in the Horizon: Landscape in American Travel Writing.

UNIT- III

Sidonie Smith – The Logic of Travel and Technologies of Motion.

UNIT -IV

Justin D Edwards & Rune Graulund- Introduction : Reading Postcolonial Travel Writing.

UNIT- V SHORT STORIES

- 1.Mathangi Subramanian- Frangipani
- 2.Swami Babu- The House on KVR.Swamy Road.
3. Jill K Robinson- Tracking a Ghost

UNIT – VI (INTERNAL ASSESSMENT ONLY)

- 1.Paul Salopek- Walking with Migrants
2. Kyle Chayka – My Own Private Iceland.
- 3.Eva Holland- A Strange Ambition
4. Peggy Orenstein- When I took my Daughter to Auschwitz.

Prescribed Texts

- 1.Carl Thompson. *Travel Writing*. Routledge, London, 2011.
- 2.Sidonie Smith. *Moving Lives : Twentieth Century Women's Travel Writing*. University of Minnesota Press, London, 2001.
- 3.Alfred Bendixen & Judith Hamera. *The Cambridge Companion to Travel Writing*. Cambridge University Press, Cambridge, 2009.

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TRAVEL WRITING

References

1. Justin D Edwards. *Postcolonial Travel Writing : Critical Explorations*. Palgrave Macmillan, UK, 2011.
2. Robert Macfarlane. *The Best American Travel Writing*. Houghton Mifflin Harcourt Publishing Company, 2020.
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QUESTION PATTERN FOR THE PAPER TITLED TRAVEL WRITING

S.No	Section	Questions	Type	Marks	Total Marks
1.	A	Q.NO 1- 10	Short Questions (From all the Five Units- Two from each Unit)	10x2=20	20
2.	B	Q.NO. 11A OR 11 B Q.NO 12A OR 12B Q.NO 13A OR 13B Q.NO 14A OR 14B Q.NO 15A OR 15B	Paragraph questions from all the Five Units.	5x5=25	25
3	C	Q.NO 16- Q.NO 20	Three out of Five Essay questions from all the Five Units.	3x10=30	30
				Total	75

CO / PO CORRELATION PROBABILITY

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	2	-	-	-	-	-	2	-
CO3	-	-	3	2	2	-	-	-	-	2	2	-
CO4	-	-	3	2	2	-	-	-	-	-	-	-
CO5	-	-	-	3	-	-	-	-	-	2	2	-

1-Low, 2-Moderate, 3- High Correlation

1. *[Signature]* 25/5/2022

2. *[Signature]* 25/5/22



[Signature] 25/5/2022

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பாலினக்கல்வி (Gender Studies)



படிவம் - VI கற்பித்தல் : 1 தரப்பள்ளி : 1 பாடகுறியீட்டு எண் :

நோக்கம் : சங்க இலக்கியங்களின் சிறப்பையும், பொருளமையும் உணர்தல். நாடக இலக்கியங்களின் இயல்பு, சிறப்பு உத்திகள் பற்றி அறிதல்

பயர்கள் : இலக்கியம் பற்றிய சிறந்த அறிவையும், நாடகப் படைப்பாற்றலையும் பெறச்செய்தல்

அலகு 1 : பாலியல் பாலின உடற்கூறு தியாக நிர்ணயித்தல் -ஆணாதிகம்-பெண்ணியம்-பாலினபாகுபாடு-வேலைப்பாடு-பாலினஒருபடித்தவைகள்-பாலினஉணர்வுட்டல். பாலின சமவாய்ப்பு-பாலின சமத்துவம்-பாலினமைய நிரோட்டமாக்கல் அதிகாரப்படுத்துதல்.

அலகு 2 : பாலின சமத்துவக் கல்வி-பல்கலைக் கழகமானிய குழுவின் வழிகாட்டுதல்கள்-ஏழாவது ஐந்தாண்டு திட்டம் முதல் பதினோராவது ஐந்தாண்டுத் திட்டம்-பாலின சமத்துவக்கல்வி, பெய்ஜிங் மாநாடு மற்றும் பெண்களுக்கு எதிரான அனைத்துவரன் முறைகளையும் ஒழிப்பதற்கான சர்வதேச உடன்படிக்கை-இணைத்தல்-உட்படுத்தல்-ஒதுக்கல்.

அலகு 3 : பாலியல் பாகுபாட்டிற்கான தளங்கள் குடும்பம்-பாலினவி கிதடிச்சாரம்-கல்வி ஆரோக்கியம்-ஆளுமை, மதம்வேலைvs வேலைவாய்ப்பு-சந்தைஊடகங்கள்-அரசியல்-சட்டம்-குடும்பவன்முறை-பாலியல்துன்புறுத்தல்-அரககொள்கைகள் மற்றும் திட்டங்கள்.

அலகு 4 : பெண்கள் மேம்பாடு மற்றும் பாலின சமத்துவ மேம்பாடு-முயற்சிகள்-சர்வதேச பெண்களுக்கான சகாப்தம்-சர்வதேசபெண்கள்ஆண்டு-பெண்களின் மேம்பாட்டிற்கான தேசியகொள்கை-பெண்கள்அதிகா ஆண்டு 2001-சர்வதேச கொள்கைகளை மைய நிரோட்டமாக்கல்.

அலகு 5 : பெண்கள் இயக்கங்கள் மற்றும் பாதுகாப்பு நிறுவன ஏற்பாடுகள்-தேசியமற்றும் மாநிலமகளிர் ஆணையம்-அனைத்து மகளிர் காவல் நிலையங்கள்-குடும்பநீதிமன்றங்கள்-குடும்பவன் முறையிலிருந்து பெண்களைப் பாதுகாக்கும் சட்டம் 2005 பணியிடங்களில் பெண்கள் மீதான பாலியல் துன்புறுத்தல்களை தடுப்பதற்கான உச்சநீதி மன்ற வழிகாட்டுதல்கள்-தாய்சேய் சேமநலசட்டம்-பெண்கிசிக்களை கருவிலேயே கண்டறியும் தொழில் நுட்பம் முறைப்படுத்தல் மற்றும் தவறாகப் பயன்படுத்தலை தடைசெய் திருச்சட்டம்-எவடிசிங் (பெண்களைத் தொல்லை செய்தல்) தடுப்பச்சட்டம்-சுயஉதவிக்குழுக்கள்-பஞ்சாயத்து அமைப்புகளுக்கான73வது மற்றும்74வது சட்ட சீர்திருத்தம்)

அலகு 6 : பாலின உடற்கூறுகள் பற்றி புரியச்செய்தல்-பாலின சமத்துவக்கல்வி-பெண்மேம்பாட்டுத்திட்டம் யாது எனகண்டறிதல்-ஊடகங்களின் வழிவிழிப்புணர்வை ஏற்பட செய்தல்-வன்கொடுமைக்கு எதிரானசட்டங்களை தெரிந்து பயன்படுத்தும்.



3123/2022
113/2022



புள்ளிகள்:

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7. குடும்பவன் முறையிலிருந்து பெண்களைப் பாதுகாக்கும்சட்டம் - 2015
8. ஜி.ஆர்.ரவீந்திரநாத்ராகிங் ஒழிப்போம், ஈவ்ஊசிங் ஒழிப்போம், I.D.P.D. வெளியீடு, சென்னை.



வினாக்கள் :

1. பாலினக்கல்வியை உடற்கூறுரீதியாக வகைப்பாடு செய்து புதியதெளிந்த சிந்தனையோடு உருவாக்குதல்.
2. பாலினக் கல்வியுடன் உட்கூறுகளை மானியக்குழு வழிகாட்டுதலின்படி நுண்ணோக்குடன் பயிற்றுவித்து மாணவர்களை உயர்த்துதல்.
3. பாலினப்பாடு பாட்டிற்கான இயங்குதளங்களை தொடர்புபடுத்துவதுடன் பாலினமரபின் ஆக்கத்தை மதிப்பீட்டை வளர்த்தல்.
4. பெண்களுக்கான தரமேம்பாட்டையும் சிறப்புக்கூறுகளையும் உருவாக்கி பிரபஞ்ச அறிவில்மேம்படச் செய்தல்.
5. பாலினமரவசார்ந்த சமூக சீர்திருத்தங்களை வடிவமைத்து மேம்படுத்தும் இயக்கங்கள் நிறுவனங்களை உயர்த்துதல்.

CO	KEY ATTRIBUTES(K)	STATEMENTS
	வகைப்பாடு தெளிந்தசிந்தனை உருவாக்குதல்	பாலினக்கல்வியை உடற்கூறுரீதியான வகைப்பாடு செய்துபுதிய தெளிந்த சிந்தனையோடு உருவாக்குதல்
	உட்கூறுகள் நுண்ணோக்கி உயர்த்துதல்	பாலினக் கல்வியின் உட்கூறுகளை மானியக்குழு வழிகாட்டுதலின்படி நுண்ணோக்குடன் பயிற்றுவித்து மாணவர்களை உயர்த்துதல்
	இயங்குதளம் தொடர்புபடுத்தல் ஆக்கம்	பாலினப் பாடு பாட்டிற்கான இயங்கு தளங்களை தொடர்புபடுத்துவதுடன் பாலின மரபின் ஆக்கத்தை மதிப்பீட்டை வளர்த்தல்
	தரமேம்பாடு சிறப்புக்கூறுகள் பிரபஞ்ச அறிவு	பெண்களுக்கான தரமேம்பாட்டையும் சிறப்புக் கூறுகளையும் உருவாக்கி பிரபஞ்ச அறிவில் மேம்படச் செய்தல்
	அமைப்பு வடிவமைப்பு உயர்த்துதல்	பாலின மரவசார்ந்த சமூக சீர்திருத்தங்களை வடிவமைத்து மேம்படுத்தும் இயக்கங்கள், நிறுவனங்களை உயர்த்துதல்.





JUSTIFICATION/ LEVEL OF CORRELATION

CoK1	po(F)
வகைபாடு	பாகுபாடு
தேனித்திரிந்தனை	சிந்தனைத்தளம்
உருவாக்குதல்	படைப்புத்திறன்

Probability of co1 to po8= $p(k2)+p(k8)+p(k2)=(1+1+1)/3$ so correlation is =3

CoK2	po(F)
உட்கூறுகள்	பாடுபொருள்
நுண்ணோக்கு	நுட்பம்
உயர்த்துதல்	மேம்படுத்துதல்

Probability of co2 to po6= $p(k1)+p(k6)+p(k5)=(1+1+1)/3$ so correlation is =3

Co3	po(F)
இயங்குதளம்	இயங்கும்ஆற்றல்
தொடர்புபடுத்துதல்	ஒப்பீடு
ஆக்கம்	ஆற்றல்

Probability of co3 to po11= $p(k5)+p(k11)+p(k8)=(1+1+1)/3$ so correlation is =3

Co4	po(k)
தரமேம்பாடு	தரம்
சிறப்புக்கூறு	புதியசிந்தனைத்தளம்
பிரபஞ்சஅறிவு	உலகியல்அறிவு

Probability of co4 to po11 = $p(k11)+p(k8)+p(k6)=(1+1+1)/3$ so correlation is =3

Co5	po(k)
பாலிமைரபு	இனமரபுமுன்னோடி
வடிவமைப்பு	கட்டமைப்பு
உயர்த்துதல்	மேம்படுத்துதல்

Probability of co5 to po12 = $p(k1)+p(k12)+p(k5)=(1+1+1)/3$ so correlation is 3

Co/po correlation probability: பாலினக்கல்வி (Gender Studies)

Co/po	1	2	3	4	5	6	7	8	9	10	11	12
1								1				
2	1				1	1						
3					1			1			1	
4						1		1			1	
5					1							1

