

**SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV
COLLEGE FOR WOMEN (AUTONOMOUS)**

CHENNAI - 600044.

Re accredited with A+ Grade by NAAC

MASTER OF ENGLISH

(Shift – II)

Under the faculty of Arts/Science/Commerce

POST GRADUATE DEPARTMENT OF ENGLISH



**CHOICE BASED CREDIT SYSTEM (CBCS)
OUTCOME BASED EDUCATION (OBE)**

(Effective from the Academic Year 2020-21)

FRAMEWORK

DEPARTMENT OF M.A. ENGLISH

External Mark: 60

TOTAL CREDITS: 91

Internal Mark: 40

PART	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
I SEMESTER							
I	CORE THEORY I	Age of Chaucer and Elizabethan Age	20 PELCT1001	3	1	6	4
I	CORE THEORY II	Age of Puritanism And Restoration Age	20 PELCT1002	3	1	6	4
I	CORE THEORY III	Romantic and Victorian Age	20 PELCT1003	3	1	6	4
I	CORE THEORY IV	Indian Writings in English	20 PELCT1004	3	1	6	4
I	ELECTIVE I	Myths and their Modern Retellings	20PELET1001	2	1	6	3
II	SKILL BASED ELECTIVE	Teaching Skills					3
II SEMESTER							
I	CORE THEORY V	The Modern Age	20 PELCT2005	3	1	6	4
I	CORE THEORY VI	American Literature	20 PELCT2006	3	1	6	4
I	CORE THEORY VII	New Literatures	20 PELCT2007	3	1	6	4
I	CORE THEORY VIII	Linguistics	20 PELCT2008	3	1	6	4
I	ELECTIVE II	Regional Literatures in Translation	20PELET2002	2	1	6	3
II	SKILL BASED ELECTIVE	SWAYAM (MOOC)					4
III SEMESTER							
I	CORE THEORY IX	Shakespeare	20PELCT3009	3	1	6	4
I	CORE THEORY X	Literary Criticism	20PELCT3010	3	1	6	4
I	CORE THEORY XI	Research Methodology	20PELCT3011	3	1	6	4
I	ELECTIVE III	English Language Teaching	20PELET3003	2	1	6	3
I	ELECTIVE IV	Popular Culture Studies	20PELET3004	2	1	6	3
II	SKILL BASED ELECTIVE	Research Skills					3
		INTERNSHIP					2
IV SEMESTER							
I	CORE THEORY XII	Literary Theory	20PELCT4012	3	1	6	4
I	CORE THEORY XIII	Women's Writings	20PELCT4013	3	1	6	4
I	CORE THEORY XIV	Literature of the Marginalized	20PELCT4014	3	1	6	4
I	ELECTIVE V	Film Studies and Literature	20PELET4005	2	1	6	3
I	PROJECT	PROJECT –VIVA VOCE					4
II	SKILL BASED ELECTIVE	SWAYAM (MOOC)					4
		Total					91

L =LectureHrs; T =TutorialHrs; H = Hrsperweek; C =Credits

Subject Code: 20PELCT1001

TITLE OF THE PAPER- CHAUCER AND ELIZABETHAN AGE

Category: Core Paper I

Semester: I

Objectives:

- To familiarize students with English poetry starting from Chaucer up to Elizabethan age focusing on the evolution of poetic forms such as Sonnet, Ballad, Lyric, rise of Metaphysical poetry and also evolution of English Drama and prose.
- To sensitise students on the socio-cultural and political changes in England which saw a transition from the medieval values to the values of Renaissance and Reformation which reflected in the literature of the period.

Outcome:

CO1- Students can outline and examine the evolution of various forms and genres of poetry, drama and prose from 14th century to 17th century

CO2- Students can analyse the socio-cultural and political ethos of the era which are part of the texts and not mere background study.

CO3- Students can apply new critical theories and make insightful observations on the texts and the authors.

UNIT 1- Poetry

1. Geoffrey Chaucer-

From "*The Prologue*" to the *Canterbury Tales* (Detailed)

(i) *The Doctor of Physic*

(ii) *The Wife of Bath*

(iii) *The Pardoner*

(iv) *The Manciple*

(v) *The Prioress*

2. John Donne

- *Good-Morrow* (Detailed)

- *Death, Be Not proud* (Non-Detailed)

UNIT 2-Poetry

1. Edmund Spenser - *Epithalamion* (Detailed)

2. Thomas Wyatt - *The Long Love That in My Thought Doth Harbor* (Non-detail)

3. Surrey - *Love That Doth Reign and Live Within My Thought* (Non-detail)

4. Ballads (general) - *The Wife of Usher's Well* (Non-detail)

UNIT 3-Prose

- | | | | |
|-------------------------------------------|--------------------------------------|---|----------------|
| 1. Francis Bacon | - <i>Of Truth</i> | } | (Detailed) |
| | - <i>Of Marriage and Single Life</i> | | |
| 2. The Authorised Version
of the Bible | - <i>The Book of Job</i> | | (Non Detailed) |
| 3. Thomas More | - <i>Utopia (Book 2)</i> | | (Non-Detailed) |

UNIT 4 –Drama (Tragedy)

- | | | |
|------------------------|-------------------------|------------|
| 1. Christopher Marlowe | - <i>Doctor Faustus</i> | (Detailed) |
|------------------------|-------------------------|------------|

UNIT 5-Drama (Comedy)

- | | | |
|----------------|------------------------------|-----------------|
| 1. Thomas Kyd | - <i>The Spanish Tragedy</i> | (Non-Detailed) |
| 2. Ben Johnson | - <i>Bartholomew Fair</i> | (Non- Detailed) |

Recommended texts:

Oxford Anthology of English Literature, Vol.I. The Middle Ages Through the
18TH century. London: OUP, 1937. Print.

Standard editions of the texts.

Reference Books:

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

Bennet, H.S. *Chaucer and Fifteenth Century*. London: Clarendon Press, 1970.
Print.

George, A.G. *studies in Poetry*. London: Heinmann Education Books Ltd., 1971.
Print.

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

Corns, Thomas.N. *The Cambridge Companion to English Poetry: Donne and
Marvell*. Cambridge: Cambridge University Press, 1993 ed. Print.

Bradbrook, M.C. *The Growth and Structure and Elizabethan Comedy*. London, 1955.

Print.

Brown, John Russell and Bernard Harris, eds. *Elizabethan Theatre*. Stratford-upon-Avon Studies Vol.9. London: Edward Arnold. Print.

Bradbrook, M.C. *Themes and Conventions of Elizabethan Tragedy*. New Delhi: Vikas Publishing House Pvt. Ltd., 1979. Print.

Hathaway, Michael. *Elizabethan Popular Theatre: Plays in Performance*. London: Routledge, 1982. Print.

Web Sources:

Barnhouse, Lucy. “*The Canterbury Tales: Medieval Society and Culture*”. *Study.com*, <study.com/academy/lesson/the-canterbury-tales-medieval-society-feudalism-culture.html>

Vidya-mitra. “Elizabethan Sonneteers”. *Youtube*, 11 March 2016, <www.youtube.com/watch?v=r2cvm4yyFLs>

Naeem, Muhammed. “Ben Jonson’s Contribution to English Comedy”. *Neo*, 27 December 2019, <neoenglishsystem.blogspot.com/2010/12/ben-jonsons-contribution-to-english.html>

Engeman, Thomas. S. “Hythloday's Utopia and More's England: an Interpretation of Thomas More's *Utopia*”. *Unife*, <www.unife.it/lettere/lingue/lm.lingue/insegnamenti/letteratura>

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K2	K1	K2	K3
CO2	K3	K3	-	K3	K1	K2	K3
CO3	K3	K3	-	K2	K3	K1	K1
Average	3	3	-	2.6	1.6	1.6	2.3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class- discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers { approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

Subject Code: 20PELCT1002

TITLE OF THE PAPER- AGE OF PURITANISM AND RESTORATION AGE

Category: Core Paper II

Semester: I

Course objectives:

- To introduce the students to the political and religious upheavals that prevailed during the 17th Century England- .
- To acquaint them with the literary trends namely Neoclassicism, Restoration theatre, satire, epic and Fiction.
- To familiarise them with the class and gender differences of the century through the

texts. Course outcomes:

CO1- The students will be able to analyse the texts prescribed for them both from the purview of political aspects as well as literary aspects.

CO2- Helps them to draw inferences on the significance of religion and its various factions in the political and literary circle.

CO3- Helps them to evaluate the language employed in the texts thereby helping them to learn the literary devices and stylistics of language employed in epic, ode, satire, prose and drama.

CO4- Develops a critical bent of thought while reading the works of satirists which in turn helps them to understand the political tensions of the day as well as the rivalry amongst contemporary writers.

UNIT 1 Poetry (Detailed)

1. John Milton - *Paradise Lost* Book IX
2. Andrew Marvell - *To his Coy Mistress*
3. Abraham Cowley - *The Given Love* (from "The Mistress")
4. Richard Crashaw - *An Epitaph Upon Husband and Wife*
5. George Herbert - *Collar*

UNIT 2 Poetry (Non-detail)

1. Alexander Pope - *Epistle to Dr. Arbuthnot*
2. John Dryden - *Song for St. Cecilia's day*
3. Lovelace - *To Althea from Prison*

UNIT 3 Prose

1. Dr. Samuel Johnson - *On Addison* (from Lives of Poets)

2. Jonathan Swift - *Battle of the books*

UNIT 4 Drama

- | | | |
|---------------------|--------------------------------|---------------|
| 1. John Dryden | - <i>All for Love</i> | (Nondetailed) |
| 2. Richard Sheridan | - <i>Rivals</i> | (Nondetailed) |
| 3. Oliver Goldsmith | - <i>She Stoops to Conquer</i> | (Detailed) |

UNIT 5 Fiction

- | | |
|-------------------|-----------------------------|
| 1. Swift | - <i>Gulliver's Travels</i> |
| 2. Henry Fielding | - <i>Tom Jones</i> |

Recommended texts:

Standard editions of texts

Reference Books:

Booth, Wayne C. *The Rhetoric of Fiction*. London: Chicago University Press, 1962.

Print.

Leavis F.R. *The Great Tradition*. London: Chatto & Windus, 1973. Print.

Watt, Ian. *Rise of the English Novel*. London: Chatto & Windus, 1974. Print.

Karl, Fredrick R. *Reader's Guide to the Development of the English Novel till the 18th Century*. Southampton: The Camelott Press Ltd., 1977. Print.

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

Kinney, Arthur F. *A Companion to Renaissance Drama*. Oxford: Blackwell Publishing, 2004. Print.

Love, Harold, ed. *Restoration Literature: Critical Approaches*. London: Methuen & Co. Ltd, 1972. Print.

Watson G.J. *Drama: An Introduction*. Hong Kong: Macmillan, 1983. Print.

Martin, Banham. *The Cambridge Guide to Theatre*. Cambridge: Cambridge University Press, 1995. Print.

Web sources:

1. “The Neoclassical Period in English Literature: A Psychological Definition”.(Published by: The Johns Hopkins University Press)
www.jstor.org/stable/27537507
2. Lewis, CS . “A preface to Paradise Lost. www.books.google.com
Judkins, David C. “Recent Studies in the Cavalier Poets: Thomas Carew, Richard Lovelace, John Suckling, and Edmund Walle”.
www.journals.uchicago.edu/doi/abs

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K2	K1	K2	K3
CO2	K3	K3	-	K2	K2	K1	K2
CO3	K1	K2	K3	-	-	K3	K1
CO4	K3	K3	-	K2	K1	-	K3
Average	2.5	2.75	0.75	2	1.3	1	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

Subject Code: 20PELCT1003

TITLE OF THE PAPER- THE ROMANTIC AND VICTORIAN AGE

Category: Core Paper III

Semester: I

Course Objectives:

- To familiarize the students with the features of the literature of the Romantic and Victorian age in English Literature.
- To sensitize students regarding social and cultural concerns of the time as expressed in the literature.
- To help the students appreciate the literary techniques employed by the writers to achieve certain exclusive poetic and literary qualities.

Course Outcomes:

CO1: Will be able to examine and infer the literary features of the Romantic and Victorian age in English literature

CO2: Will be able to illustrate the various aspects and features of the philosophy of Romanticism and its impact on literature.

CO3: Will be able to determine the social and cultural concerns of the time as expressed through the literature.

CO4: Will be able to formulate the stylistics such as forms, figures and tropes employed by the writers of the period.

UNIT 1-Poetry (Detailed)

1. William Blake
 - (i) *The Clod and the Pebble* (Songs of Experience)
 - (ii) *London* (Songs of Experience)
 - (iii) *The Divine Image* (Songs of Innocence)
2. William Wordsworth
 - *Ode: Intimations of Immortality*
3. Coleridge
 - *The Rime of the Ancient Mariner*
4. Shelley
 - *Ode to the West Wind*
5. Keats
 - *Ode to a Nightingale*

UNIT 2- Poetry (Non-detail)

1. Robert Browning
 - *Porphyria's Lover*
2. D.G. Rossetti
 - *The Blessed Damozel*
3. Arnold
 - *Dover Beach*

4. Tennyson - *The Lady of Shalott*
5. Elizabeth Barrett Browning - *Sonnets from the Portuguese 14*

UNIT 3- Prose

1. Charles Lamb - *The Praise of Chimney sweepers*
(from *Essays of Elia*)
2. Hazlitt - *On Reading Old Books*
3. Carlyle - *The Hero as a poet*

UNIT 4- Drama

1. Oscar Wilde - *An Ideal Husband*

UNIT 5- Fiction

1. Jane Austen - *Persuasion*
2. Thomas Hardy - *Tess of the d'Urbervilles*
3. George Eliot - *Middlemarch*

Recommended texts:

Standard editions of texts

Reference Books:

1. Watt, Ian. *Rise of the English Novel*. London: Chatto & Windus, 1974. Print.
2. Karl, Fredrick R. *Reader's Guide to the Development of the English Novel till the 18th Century*. Southampton: The Camelott Press Ltd., 1977. Print.
3. Milligan, Ian. *The Novel in English: An Introduction*. Hong: Macmillan, 1983. Print.
4. Grant, Douglas. *New Oxford English Series*. Delhi: OUP, 1965. Print.
5. Kumar, Shiv K. *British Romantic Poets: Recent Revaluations*. London: University of London Press Ltd., 1968. Print.
6. Dyson A.E., ed. *Keats Odes*. London: Macmillan Publication Ltd., 1971. Print.
7. Hough, Graham. *The Romantic poets*. London: Hutchinson & Co., 1978. Print.
8. Daiches, David. *A Critical History and English Literature Vols.2 & 3*. London: Secker & Warburg., 1981. Print.

Web sources:

- 1) Golban, Petru. "The Romantic Critical Thinking: Theoretical Incoherence of a Unitary Movement". Researchgate, March 2012,
www.researchgate.net/publication/267863187_The_Romantic_Critical_Thinking_Theoretical_Incoherence_of_a_Unitary_Movement

- 2) “The Fundamental Tenets of Romanticism”. E-PG Pathshala, National Mission on Education through ICT (NME-ICT), 19th March 2014, www.epgp.inflibnet.ac.in/Home/ViewSubject?catid=13
- 3) “Victorian Novel”. Skuola.net, 23rd December 2010, www.skuola.net/letteratura-inglese-1800-1900/victorian-novel-2x.html
- 4) Redd, Stacy. “Introduction to Victorian Literature: Overview of Themes, Style, and Authors”. Study.com, 02nd April 2018, www.study.com/academy/lesson/introduction-to-victorian-literature-overview-of-themes-style-and-authors.html
- 5) Landow, George. P. “Literary Genre, Mode, and Style”. The Victorian Web, 10th March 2003, www.victorianweb.org/authors/rb/dm1.html

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K2	K3	-	K2	K1	K2	K3
CO2	K3	K3	-	K3	K1	K2	K3
CO3	K3	K3	-	K2	K3	K1	K1
CO4	K1	K2	K3	K1	K2	K3	K1
Average	2.3	3.5	-	2	1.75	2	2

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers { approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

Subject Code: 20PELCT1004

TITLE OF THE PAPER - INDIAN LITERATURE IN ENGLISH

Category: Core Paper IV

Semester: I

Course Objectives:

- To facilitate students to understand the evolution of Indian Writing in English with focus on the influence of Classical Indian tradition and the impact of the Western Literary traditions.
- To enable students to perceive and interpret the texts and the socio-cultural issues of India as revealed in them.
- To make students aware of the stylistics employed by the writers across various

genres. Course Outcomes:

CO1: Will be able to study and outline the evolution of Indian English literature through generations of writers.

CO2: Will be able to understand and judge the socio-cultural issues of India as revealed in the literature.

CO3: Will be able to analyse and interpret the politics behind caste and religion in India from the prose texts.

CO4: Will be able to compile and elaborate the stylistics adopted by the writers under the influence of Classical Indian and Western literary traditions.

UNIT 1- Poetry

1. Rabindranath Tagore - *Gitanjali* 35, 79, 92
2. Nissim Ezekiel - *Poet, Lover, Birdwatcher*
3. Arun Kolatkar - *The Priest Son & A Low Temple* (Jejuri)
4. Jayanta Mahapatra - *Epileptic, Hunger*
5. Imtiaz Dharker - *Purdah*
6. Dilip Chitre's - *Ambulance Ride*

UNIT 2-Prose

1. B. R. Ambedkar - *Annihilation of Caste* (Extracts 4,5&6)
2. Amartya Sen - *Understanding Secularism* (The Argumentative Indian)

UNIT 3- Drama

1. Girish Karnad - *Tughlaq*
2. Mahesh Dattani - *Tara*

UNIT 4- Fiction

1. Khushwant Singh - *Train to Pakistan*
2. Anita Desai - *Fire on the Mountain*

UNIT 5- Short Story

1. Jhumpa Lahiri - *Interpreter of Maladies*
2. Vikram Chandra's - *Love and Longing in Bombay*
3. Rohinton Mistry's - *Tales from Firozsha Baag.*

Recommended texts:

Standard editions of texts

Reference Books:

1. Iyengar, Srinivasa K.R. History of Indian Writing in English. New Delhi: Sterling Publishers, 1962. Print.
2. Gowen, Herbert H. A History of Indian Literature. New Delhi: Seema Publications, 1975. Print.
3. Walsh, William. Indian Literature in English. London: Longman, 1990. Print.
4. Satchidanandan K. Authors, Texts, Issues: Essays on Indian Literature. New Delhi: Pencraft International, 2003. Print.
5. Chandri, Amit. The Picador Book of Modern Indian Literature. London: Macmillan, 2001. Print.
6. Rajan, P.K. ed. Indian Literary Criticism in English: Critics, Texts, Issues. New Delhi: Rawat Publications, 2004. Print.
7. Khair, Tabish. Babu Fictions: Alienation in Contemporary Indian English Novels. OUP, 2001. Print.

Web sources:

1. "The Introduction To Indian Writing In English English Literature Essay." UKEssays.com, 11 2018, All Answers Ltd. 5th November 2019, www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing- in-english-english-literature-essay.php?vref=1.
2. "Introduction/Background/Evolution of Indian English Poetry (ENG)". YouTube, Vidya-Mitra, 11th April 2017, www.youtube.com/watch?v=ZTh5mM5kBQU
3. "Short Fiction in Indian Literature – Introduction". YouTube, NPTEL-NOC IITM, 1ST May 2018, www.youtube.com/watch?time_continue=4&v=zcRn83BOEJc.

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K2	K3	-	K3	K2	K3	K3
CO2	K3	K3	-	K2	K1	K2	K3
CO3	K3	K3	-	K3	K3	K2	K1
CO4	K3	K3	K1	K1	K2	K3	K1
Average	2.75	3	-	2.25	2	2.5	2

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN
 END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

Subject Code: 20PELET1001

TITLE OF THE PAPER - MYTHS AND THEIR MODERN RETELLINGS

Category: Elective Theory – I

Semester: I

Course Objectives:

- To make the students understand the relevance of myths in the modern times through a study of their retellings
- To sensitise the students on the power of perspective and make them explore new meanings and significances of new tellings of the ancient myths.

Course Outcome:

CO1-Students will be able to place the myths in contemporary context and can relate to them on various levels.

CO2-Through the deconstruction and subversion of myths in the retellings, students can analyse the idealisation, demonisation, polarisation, centralization and marginalization of characters in the ancient myths and understand the power politics and sexual politics behind them.

CO3- Students will be able to examine and discuss the subaltern, feminist, post-colonial, post-modernist and psychoanalytical perspectives on myths that are represented through their retellings.

UNIT 1 - Poetry

1. Carol Ann Duffy - *Delilah*
2. Edward Field - *Icarus*

UNIT 2-Drama (Detailed)

1. GirishKarnad - *Yayati*

UNIT 3- Drama (Non- Detailed)

1. T.P. Kailasam - *The Purpose*

UNIT 4 - Fiction

1. Madeline Miller - *The Song of Achilles*
2. Anand Neelakantan - *Asura: Tale of the Vanquished*

UNIT 5 - Short Stories

1. C.S. Lakshmi (Ambai) - *A Forest*
2. Volga - *Reunion*

Recommended Texts:

Sakthidharan, A.V. *Antigod's Own Country*. New Delhi: Navayana, 2019. Print.

Soyinka, Wole. *Myth, Literature and the African World*. London: Cambridge University Press, 1990. Print.

Ambai. *In a Forest, a Deer*. Translated by Lakshmi Holmstrom. USA: OUP, 2000. Print.

Volga. *The Liberation of Sita*. Translated by T. Vijaya Kumar and C. Vijayasree. India: Harper Perennial, 2016. Print.

Pattanaik, Devdutt. *Myth=Mithya: A Handbook of Hindu Mythology*. India: Penguin Books, 2006. Print.

Reference Texts:

The Encyclopedia of World Mythology

Valmiki Ramayana

Vyasa Mahabharata

The Encyclopedia of Greek and Roman

Mythology. Web Sources:

Perez, Gonzalez. Leticia. "Classical Tradition and Reception Studies in Contemporary Literature Written in English: *The Song of Achilles* by Madeline Miller". *W3.ual*, <w3.ual.es/revistas/PhilUr/pdf/PhilUr12.4.GonzalezPerez.pdf>

Naidu, Rajesh. "How Anand Neelakantan is giving a new spin to mythological tales". *Times of India*, 8 August 2017, <timesofindia.indiatimes.com/life-style/books/interviews/how-anand-neelakantan-is-giving-a-new-spin-to-mythological-articleshow/59966851.cms>

Naik, Veereshwar. "Myth and Folklore in Karnad's *Yayati*". *Literary Endeavour*, 3 July 2018, <www.literaryendeavour.org/files/itonhuakgcaqnn9vbrzi/2018-pdf>

Rayjhada, Dhara. "Deconstruction of Myth in *The Purpose*". *Slideshare*, 7 September 2018, <www.slideshare.net/DharabaRayjada/deconstruction-of-myth-in-the-purpose>

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K3	K2	-	K3
CO2	K3	K3	-	K3	K3	K2	K3
CO3	K1	K2	-	K3	K2	K2	K3
Average	2.3	2.6	-	3	2.3	0.02	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30		

<p>K3, K4</p> <p>(explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)</p>	<p>Section B</p> <p>5 Questions out of 7 questions</p> <p>*5 Marks</p>	<p>Short answers</p> <p>{ approx. 500 Words)</p>	<p>25</p>	<p>75</p>	
<p>K4, K5, K6</p> <p>(explain, illustrate, classify, compare, criticize, evaluate_</p>	<p>Section C</p> <p>1 out of 3 Questions</p> <p>*10 Marks</p> <p>+</p> <p>Compulsory Question</p> <p>10 Marks</p>	<p>Elaborate answers</p> <p>(approx. 1000 Words)</p>	<p>20</p>		

Subject Code: 20PELCT2005

TITLE OF THE PAPER - THE MODERN AGE

Category: Core Paper V

Semester: II

Course Objectives:

- To acquaint the students to the various aspects of twentieth century English Literature of the Modern age.
- To enable the students to understand and appreciate the important ideas, movements and systems of thought that epitomized the philosophy of Modernism.

Course Outcomes:

- CO1: Will be able to evaluate and explain the various literary and poetic characteristics of the Modern age.
- CO2: Will be able to relate to and understand the socio-political horrors of World Wars as revealed in the literature of the Modern age.
- CO3: Will be able to illustrate the history and evolution of the philosophy of modernism in Twentieth century Literature.
- CO4: Will be able to elaborate on the various important literary movements and systems of thought that are representative of the period.

UNIT 1-Poetry

1. T.S. Eliot - *The Wasteland* (Detailed)
2. W.B. Yeats - *Sailing to Byzantium* (Detailed)
3. W.H Auden - *An Unknown Citizen* (Non -Detailed)
4. Philip Larkin - *Whitsun Wedding* (Non -Detailed)
5. Dylan Thomas - *Light Breaks where no Sun Shines* (Detailed)

UNIT 2- Prose

1. Robert Lynd - *The Pleasures of Ignorance*
2. E.M. Forster - *What I Believe*

UNIT 3- Drama

1. G.B Shaw - *Saint Joan* (Non -Detailed)
2. John Osborne - *Look Back in Anger* (Detailed)
3. Samuel Beckett - *Endgame* (Detailed)

UNIT 4- Fiction

1. George Orwell - *1984*
2. Virginia Woolf - *Mrs. Dalloway*

UNIT 5- Short Story

1. James Joyce - *The Dead* (Dubliners)
2. O. Henry's - *After Twenty Years* and
3. Somerset Maugham - *The Verger*.

Recommended texts:

Standard editions of texts

Web sources:

- 1) "Modernism". Tate, London, www.tate.org.uk/art/art-terms/m/modernism Accessed 3rd November 2019.
- 2) "History of Modernism". Miami Dade College, www.mdc.edu/wolfson/academic/artsletters/art_philosophy/humanities/history_of_modernism.htm Accessed 3rd November 2019.
- 3) Loengard, John. "The Waste Land". T.S.Eliot Official Home, www.tseliot.com/ Accessed 3rd November 2019.
- 4) "Modernist drama". Drama Online, Bloomsbury Publishing Pic, www.dramaonlinelibrary.com/genres/modernist-drama-iid-21416 Accessed 3rd November 2019.
- 5) Mambrol, Nasrullah. "Modern Novels and Novelists". Literary Theory and Criticism, Literariness.org, 21st March 2019 www.literariness.org/2019/03/21/modern-novels-and-novelists/
- 6) Raj, Merin Simi. "Modernist Poetry". YouTube, History of English Language and Literature, 8th October 2017, www.youtube.com/watch?v=qEDBEdBns38

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K2	K2	K2	K3
CO2	K3	K3	-	K3	K2	K2	K3
CO3	K3	K3	-	K2	K2	K1	K3

CO4	K3	K2	-	K1	K3	K3	K3
Average	3	2.75	-	2	2.25	2	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers { approx. 500 Words)	25		

<p>K4, K5, K6</p> <p>(explain, illustrate, classify, compare, criticize, evaluate_</p>	<p>Section C</p> <p>1 out of 3 Questions</p> <p>*10 Marks</p> <p>+</p> <p>Compulsory Question</p> <p>10 Marks</p>	<p>Elaborate answers</p> <p>(approx. 1000 Words)</p>	<p>20</p>		
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Subject Code: 20PELCT2006

TITLE OF THE PAPER - AMERICAN LITERATURE

Category: Core Paper VI

Semester: II

Objectives:

- To familiarize students with the origin and development of American Literature from pre-colonial times to the post-modern.
- To give an overview of major authors in American Literature and the literary schools they belong to.
- To expose the students to the historical, socio-cultural and political changes that have a bearing on the texts and the authors.

Outcome:

CO1- Students will be able to demonstrate an awareness of the origin and the development of American literature from the pre-colonial times to the post-modern.

CO2- Students can evaluate a text based on the literary school, movement and the ideology that the author represents.

CO3- Students will be able to analyse the historical, socio-cultural and political elements which are part of the texts and not mere background information.

UNIT 1- Poetry (Detailed)

1. Walt Whitman - *When Lilacs Last in the Dooryard Bloomed*
2. Robert Frost - *Mending Wall*
3. Emily Dickinson - (i) *The Last Night that She Lived*
- (ii) *Fame is a Fickle Food*
4. Wallace Stevens - *Thirteen Ways of Looking at a Blackbird*
5. Robert Lowell - *Skunk Hour*
6. Joy Harjo - *The World as We Knew it Ended*

UNIT 2- Drama

1. Tennessee Williams - *The Glass Menagerie* (Non-Detailed)
2. August Wilson - *The Piano Lesson* (Non-Detailed)

UNIT 3- Fiction

1. William Faulkner - *As I Lay Dying*
2. Toni Morrison - *Beloved*

UNIT 4- Prose

1. Henry David Thoreau - 'House Warming' from *Walden* (Non-Detailed)
2. Rachel Carson - 'A Fable for Tomorrow' from *Silent Spring* (Detailed)

UNIT 5- Short Story

1. Nathaniel Hawthorne - *The Birthmark*
2. Raymond Carver - *Cathedral*
3. Edgar Allan Poe - *The Murders in the Rue Morgue*
4. Sherman Alexie - *Search Engine*

Recommended texts:

Oliver, Egbert S., ed. *An Anthology: American Literature 1890-1965*. New Delhi:

Eurasia Publishing House (Pvt) Ltd., Print.

Ramanan, Mohan. ed. *Four centuries of American Literature*. Chennai: Macmillan,

1996. Print.

Standard editions of texts.

Reference Books:

Brown, John Russell and Bernard Harris., ed. *American Theatre*. Edward Arnold,

1970. Print.

Hoffman, Daniel. *Harvard Guide to Contemporary American Writing*. New Delhi:

OUP, 1979. Print.

Thomas, Owen. *Walden and Civil Disobedience*. Norton Critical Edition. NewDelhi:

Prentice Hall, 1986. Print.

American Literature:

Prabhu, Vishnu.K.S. Dhwivedi Laxmi. "William Faulkner's Modern Vision and Postmodern Aestheticism". *Jiste*, jiste.org, <file:///C:/Users/abmin/Downloads/37530-40617-1-PB.pdf>

Ghosh, Nabarun. "Toni Morrison's *Beloved*: A Subaltern Study" *Researchgate*, <www.researchgate.net/publication/232322048_TONI_MORRISON'S_BELOVED_A_SUBALTERN_STUDY>

Di Laurea, Tesse. “The Sense of Blackness in August Wilson’s *The Piano Lesson*”. *dspace.unive*, <dspace.unive.it/bitstream/handle/10579/2858/831646-1157331.pdf;sequence=2>

Griswold, Eliza. “How *Silent Spring* ignited the Environmental Movement”. *The newyork times*, 21 September 2012, <www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmentalmovement>.

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K1	-	K2	K1	-	K3
CO2	K2	K3	-	K3	K3	K3	K3
CO3	K3	K3	K1	K3	K3	K1	K3
Average	2.6	2.3	0.3	2.6	2.3	1.3	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): **Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class- discuss the emerging trends in film making and world cinema.**

QUESTION PAPER PATTERN
END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any	
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75		
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers { approx. 500 Words)	25			
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20			

Subject Code: 20PELCT2007

TITLE OF THE PAPER - NEW LITERATURES

Category: Core Paper VII

Semester: II

Course Objectives:

- To introduce the voices of postcolonial world and subaltern narratives from various parts of the world.
- To emphasise the growing emotional and material needs of the international/ diasporic community across the world and correlates the problems of identity, existence, hybridity, rootlessness, and multiculturalism apart from that of survival.

Course Outcome:

CO1- The students will be able to understand the concepts of multiculturalism, diaspora, identity crisis and hybridity which are the key terms in the study of postcolonial theories.

CO2- The students will be able to identify the various multicultural communities spread around the globe and their roots.

CO3- Helps them to relate how culture and linguistics are central to the diasporic population in the expression of their absenteeism/ alienation in the society.

CO4- The course aids them to learn the politics of colonial policy- removal of the natives and indigenous people from the soil by the colonisers which leads to displacement and erosion of culture.

UNIT 1 Poetry (Detailed)

1. Jasmine Goonaratne (Srilanka) - *Big Match 1983*
2. Mahmoud Darwish (Palestine) - *Identity Card, Passport*
3. Les Murray (Australia) - *The Conquest*
4. Edwin Thumboo (Singapore) - *Ulysses by Merlion*
5. Al Purdy (Canada) - *Laments for the Dorsets*
6. Kofi Awoonor (Ghana) - *The Weaver Bird*

UNIT 2 Prose

1. Raja Rao (India) - *Preface to Kanthapura*
2. Jean Paul Sartre (France) - *Preface to Frantz Fanon's The Wretched of the Earth*

UNIT 3 Fiction

1. Chimamanda Ngozi Adichie (Nigeria) - *Half of a Yellow Sun*
2. Khaled Hosseini(Afghanistan) - *The Kite Runner*
3. Chinua Achebe (Nigeria) - *Things Fall Apart*
4. Bapsi Sidwa (Pakistan) - *Ice Candy Man*

UNIT 4 Short Story

1. V.S.Naipaul (Caribbean) - *One out of many* (from *In a Free state*)
2. Katherine Mansfield (New Zealand) - *The Life of Ma Parker*
3. M.G.Vassanji (Canada) - *In the quiet of a Sunday afternoon*
4. David Malouf (Australia) - *The Only Speaker of His Tongue*

UNIT 5 Drama

1. Jane Harrison (Australia) - *Stolen* (Non-Detailed)
2. Derek Walcott (West Indies) - *Dream on Monkey Mountain* (Non-Detailed)
3. Wole Soyinka (Nigeria) - *The Lion and the Jewel* (Detailed)

Recommended texts:

Standard editions of the text.

Reference Books:

Ashcroft, Bill et al. *Empire Writes Back*. New York: Routledge, 2010. Print.

Bill Ashcroft,Gareth Griffiths and Helen Tiffin. *Empire Writes Back* (Introduction)

Loomba, Ania. *Colonialism/Postcolonialism* . New Delhi: Routledge, 2016. Print.

Ramaswamy. S. *Commentaries in Commonwealth Fiction*. New Delhi: Prestige Books,1994. Print.

Narasimhaiah. C.D. *Essays in Commonwealth Literature*. New Delhi:
Pencraft International,1995. Print.

Narasimhaiah. C.D.Ed. *An Anthology of Commonwealth Poetry*. Chennai: Macmillan India
Limited, 1998. Print.

Shafaie, Naseem. *Neither A Shadow nor a Reflection*. Trans. Indu Kilam. New Delhi, Sahitya
Akademi, 2017. Print.

Web sources:

1. Gilligan's "Crisis of Connections": Contemporary Carribean Women Writers
www.search.proquest.com/openview
2. *Postcolonizing the Commonwealth: Studies in Literature and Culture* by Rowland & Smith
www.books.google.co.in/books
3. *First People: Aboriginal Australians-* Documentary Film by Arthur J. Garcia
www.youtube.com/watch
4. *Katherine Mansfield: The Question of Perspectives in Commonwealth Literature*
www.ro.uow.edu.au/kunapipi/vol6/iss2/11

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K1	K3	-	K3	K1	K2	K3
CO2	K1	K3	-	K3	K1	K2	K3
CO3	K3	K3	K2	K3	K2	K1	K3
CO4	K3	K3	-	K3	K3	K1	K3
Average	2	3	0.5	3	1.75	1.5	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN
END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

Subject Code: 20PELCT2008

TITLE OF THE PAPER - LANGUAGE AND LINGUISTICS

Category: Core Paper VIII

Semester: II

Course Objectives

- Aims to provide an introduction to the studies of language in modern times.
- Helps to develop an understanding of the nature of language study through a scientific and analytical approach.
- Familiarizes students with the ideology of communication and English language as a means of communication.
- Familiarizes students with the phonological, morphological and lexical system of the English language.
- Acquaints them with the main geographical, registral, and social varieties of

English. Course Outcomes

CO1-The students will be introduced to the basic tools essential for a systematic study of language.

CO2-The students will be engaged in illustrative discussion of the specific features of English language by which an awareness is created of the different varieties and aspects of English.

CO3-They will learn to focus on situational, contextual, social and cultural appropriateness besides grammatical correctness.

UNIT I

Language:- language and communication; properties of human language; the earlier study of language- historical, comparative approaches; a brief history of linguistics; branches of linguistics.

UNIT II

Sociolinguistics:- language varieties: standard and non- standard language, direct, register, slang, pidgin, creole; varieties of English: British, American; language change; language contact: code switching, codemixing, borrowing.

UNIT III

Phonology and Morphology:- phonemes, allophones; classification of English speech sounds, transcription, suprasegmental features: word stress, pitch, intonation, rhythm; syllable; morphemes, allomorphs, structure of words, types of word formation processes: inflection, derivation, compounding etc; word classes.

UNIT IV

Semantics and Syntax:- the terms 'semantics' and 'meaning', types of meaning; components and contrasts of meaning: synonymy, antonymy, hyponymy, prototypes; lexical relations: homonymy, homophony, polysemy, metonymy; syntactic rules, types of sentence structures.

UNIT V

Structures of language:- Ferdinand de Saussure and dichotomies: synchronic and diachronic approaches, langue and parole; sign, signifier, signified and semiology, syntagmatic and paradigmatic relations.

Recommended Texts:

Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press, 2008. Print. (chapter 1)

Akmajian, A.,R.A. Demers and R.M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass:MIT Press, 1984; Indian edition, Prentice Hall, 1991) (chapters 3 and 4)

de Saussure, Ferdinand. *Course in General Linguistics*. New York: McGraw Hill, 1996. Print.

Fromkin, Victoria ed. *Linguistics: An Introduction to Linguistic Theory*. Malden, MA: Blackwell, 2000. Print. (chapters 4,5)

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

Radford, A. *Linguistics: An Introduction*, Cambridge: Cambridge University Press, 1999. Print.

Roach, P. *English Phonetics and Phonology: A Practical Course*, Prentice Hall of India, 1995. Print.

Reference Texts:

Quirk, R.S. Greenbaum. *A University Grammar of English*, London: Longman, 1973. Print.

Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. New York: Holt, Rinehart and Winston, 1974. Print. (chapters3,6,7)

Pinker, Steven. *The Language Instinct*. Harmondsworth: Penguin, 1994. Print.

Gimson, A.C., *An Introduction to the Pronunciation of English*, London: Arnold, 1988. Print.

Web sources:

www.internationalphoneticassociation.org/

www.dialectsarchive.com/

www.encyclopedia.com/literature-and-arts/language-linguistics-and-literary-terms/language-and-linguistics/linguistics

www.academia.edu/40838893/Expanding-the-linguistic-landscape-Linguistic-diversity-multimodality-and-the-use-of-space-as-a-semiotic-resource

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K1	K2	K3	K1	K1	K3	-
CO2	K1	K3	K3	K2	K3	K3	-
CO3	K1	K1	K3	K2	K2	K3	-
Average	1	2	3	1.6	2	3	-

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class-discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN
END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any	
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75		
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25			
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20			

Subject Code: 20PELET2002

TITLE OF THE PAPER - REGIONAL LITERATURES IN TRANSLATION

Category: Elective Theory –II

Semester:II

Course Objectives:

- To enhance the knowledge of the students in the field of regional Indian literature and their growing popularity in the Indian subcontinent and around the globe.
- To analyse the various socio-cultural and linguistic practices of the regions/states through the study of the translated texts and reread the texts as sources of cultural symbols.

Course Outcomes:

- CO1- By the end of the course, students will be able to classify the various socio-cultural and linguistics individualities of various regions of India through the study of the texts.
- CO2- By comparing the original texts with their English translations, the students will be able to understand the importance of cultural and linguistic symbols that are central to translation.
- CO3- Helps them to acquire the knowledge of the regional cultures represented in the texts which helps in the cognisance of the region-specific cultures and linguistic elements.

UNIT 1 (South India)

1. Kurunthogai (Tamil Sangam Poetry
(Translated by A.K. Ramanujam) -Song Nos. 3, 7, 40, 47, 378
2. Imayam (Tamil) -*The Binding Vow* (Short story)
3. Joopaka Subhadra (Telugu) - *No God at My Bosom* (poem)
4. Masti Venkateswara Iyer(Kannada) - *The Curd seller* (Short story)
5. Benyamin (Malayalam) - *Goat Days* (Fiction)
6. Jeyakanthan (Tamil) -*Once an Actress* (Fiction)

UNIT 2 (North India)

- 1 . Premchand - *The Gift of a Cow* (Fiction)
2. Ismat Chughtai - *The Quilt* (Short story)
3. Naseem Shafaie (Kashmiri) - *I Could Never Understand* (Poem)
4. Saadat Hasan Munto -*Toba Tek Singh* (Short Story)

UNIT 3 (West India)

1. Waman Nimbalkar (Marathi) - *Mother* (poem)
2. Damodar Mauzo (Konkani) - *Coinsav's Cattle* (Shortstory)

3. Sitan Shuya Shash Chandra

- *Orpheus* (poem)

UNIT 4 (East India)

1. Indira Goswami (Assamese)

- *The Offspring* (Short Story)

2. Ashapura Debi (Bengali)

- *Matchbox* (Short story)

3. Gopinath Mohanty

- *Tadpa* (short story)

UNIT 5 (Folktales)

1. *The Kurumba in the Parrot's Body* (Kota- pg no-367))

2. *Grateful Animals, Ungrateful man* (Kumaoni, pg no-316)

3. *The Serpent Mother* (Gujarati pg no. 254)

(from Folktales from India by A.K. Ramanujan)

Standard editions of texts.

Recommended texts:

Bassnett, Susan. *Approaches to Translation Studies New Accents*. Psychology Press, 2002. print.

Changing the Terms: Translating in the Postcolonial Era. Edited by Sherry Simon, Paul St-Pierre, Paul St. Canada: University of Ottawa Press, 2000. Print.

Laera, Margherita. *Theatre and Translation*. United Kingdom: Macmillan, 2019. Print.

Interdisciplinary Alternatives in Comparative Literature. Edited by E.T.V.

Ramakrishnan et al. new Delhi: Sage Publications, 2013. Print.

Perspectives on Literature and Translation: Creation, Circulation, Reception.

Edited by Brian Nelson, Brigid Maher. New York : Routledge, 2013. Print.

Web sources:

Isenburg, Artur. "Modern Indian Literature: Regional Private Limited or Wealth of a Nation?" *Indian Literature*. Vol. 6, No. 1 (1963), pp. 51-65 Published by: Sahitya Akademi. www.jstor.org/stable/23329391

Sawant, Datta G. "Translation literature in India". Research Gate, 1st January 2012, www.researchgate.net/publication/230814146_Translation_Literature_in_India

Asaduddin. M. "Translation and Indian Literature". ntm.org, www.ntm.org.in/download-. Accessed on 3rd November 2019.

Deepak, Kashyap. "Translation and its role in Indian Literature". Literarism, 15th July 2013, www.litarism.blogspot.com/2013/07/translation-and-its-role-in-indian.html?m=1

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K1	K3	K1	K2	K1	K2	K3
CO2	K3	K3	K1	K3	K1	K2	K3
CO3	K3	K3	K1	K2	K2	K2	K3
Average	2.3	3	1	2.3	1.3	2	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class- discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30		

<p>K3, K4</p> <p>(explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)</p>	<p>Section B</p> <p>5 Questions out of 7 questions</p> <p>*5 Marks</p>	<p>Short answers</p> <p>{ approx. 500 Words)</p>	<p>25</p>	<p>75</p>	
<p>K4, K5, K6</p> <p>(explain, illustrate, classify, compare, criticize, evaluate_</p>	<p>Section C</p> <p>1 out of 3 Questions</p> <p>*10 Marks</p> <p>+</p> <p>Compulsory Question</p> <p>10 Marks</p>	<p>Elaborate answers</p> <p>(approx. 1000 Words)</p>	<p>20</p>		

SEMESTER: III
PAPER IX – SHAKESPEARE

TOTALHOURS: 90
CREDIT:4

SUB CODE: 20PELCT3009

COURSE OBJECTIVES:

- To familiarize the students with the characteristics of Elizabethan theatre in particular reference to Shakespearean drama.
- To sensitize students regarding social and cultural concerns as connoted in the drama of Shakespeare.
- To help the students appreciate the literary and rhetorical techniques employed by Shakespeare to achieve certain exclusive poetic and literary qualities.
- To make the students acquainted with the various types of critical approaches to Shakespeare across ages.

COURSE OUTCOMES:

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

CO No.	CO Statement
CO1	study and explain the development of Shakespeare and his craft with a contextual understanding of the literature of Elizabethan age
CO2	compile and assess the dramatic, linguistic and poetic characteristics of Shakespearean sonnets and drama.
CO3	analyse and interpret the politics behind socio-cultural issues as revealed through a few representative plays of Shakespeare.
CO4	apply and discuss the emerging critical approaches and current perspectives of Shakespeare in popular media and in the contemporary world.

Unit 1(Detailed)

15 Hours

Tragedy –Hamlet

Unit 2(Non-Detail)

15 Hours

Romantic comedy – As You Like It

Romance -Tempest

Unit 3 (Non- Detail)

15 Hours

History play – Richard III

Unit 4 (Non-Detail)

15 Hours

Sonnets - Sonnets 12, 65, 86, 130

Unit 5

15 Hours

Introduction to approaches to Shakespeare: Mythical or Archetypal, political, psychoanalytical, feminism, postcolonial, new historicism, racism, Oedipus Complex

1. Macbeth and the Metaphysic of Evil - Wilson Knight
2. Shakespearean Tragedy by A.C. Bradley (Chapter V & VI)
3. Henry IV (Chapter 5) – Harold Bloom (From *Shakespeare: The Invention of the Human*)

TEXT BOOKS:

Standard editions of texts

BOOKS FOR REFERENCE:

1. Spurgeon. *Shakespeare's Imagery and what It Tells us*. Cambridge: Cambridge University Press, 1935. Print.
2. Tillyard, E.M.W. *Elizabethan World Picture*. London: Chatto & Windus, 1943. Print.
3. Knight G.W. *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*. London: OUP, 1947. Print.
4. Harrison, G.B. *Shakespeare's Tragedies*. London: Routledge, 1951. Print.
5. Campbell, Oscar James, ed. *A Shakespeare Encyclopedia*. London: Methuen & Co., 1966. Print.
6. Loomba, Ania. *Gender, Race, Renaissance Drama*. Manchester: MUP, 1989. Print.
7. Dollimore, Jonathan and Alan Sinfield, eds. *Political Shakespeare*. Manchester: MUP, 1994. Print.
8. Greenblatt, Stephen. *Shakespearean Negotiations*. London: OUP, 1988. Print.

E-LEARNING RESOURCES:

<https://www.youtube.com/user/ShakespearesGlobe>
<https://www.shakespeare.org.uk/>
<https://www.open.edu/openlearn/history-the-arts/shakespeare-critical-analysis>
<http://www.shakespeare-online.com/playanalysis/>
<https://www.nosweatshakespeare.com/>
<https://shakespeare.berkeley.edu/essays/dramatic-criticism-in-shakespeares-time>

Mapping CO with PSOs:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K2	K3	K1	K3
CO2	K2	K2	K3	-	K3	K1	K3
CO3	K2	K1	K2	K3	K1	K3	K3
CO4	K3	K3	K3	K3	K3	K2	K3
Average	2.5	3	2	2	2.5	1.75	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words}	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate)	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER III

CORE PAPER X -LITERARY CRITICISM

TOTALHOURS: 90

SUB CODE: 20PELCT3010

CREDIT: 4

L-T-P: 5-1-6

COURSE OBJECTIVES:

1. To familiarize students with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. To provide an understanding of key concepts in literary theory and criticism and use these theoretical concepts to develop their own interpretations of literary texts.
3. To enhance critical thinking about a range of literary theories and analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.

COURSE OUTCOMES:

CO No.	CO Statement
CO1	Specialize in the literary traditions ranging from classical, neoclassical, Romantic and an introduction to the modern theories
CO2	Analyze the emergence of criticism as the basic function of art, to interpret texts and literary canons in the light of inclusiveness, rational thought to suit the contemporaneity of ideas through the study of past.
CO3	Acquire a critical approach about the concepts of various writers and critics towards different genres of literature across continents
CO4	Outline the evolution and development of literary criticism to perceive the paradigm shifts through the critical texts from Aristotelian criticism to New criticism

UNIT -1 Introduction to Classical Literary Criticism

15 Hours

1. Aristotle's concept of tragedy, Longinus's concept of Sublimity, Plato and Horace
(From *An Introduction to English Criticism*- B. Prasad)
2. Philip Sidney - Apologie for Poetrie (44-50, 63-78, excerpts from Sethuraman)

UNIT- 2 Neo Classical

15 Hours

1. John Dryden -An Essay of Dramatick Poesie (selected excerpts from

- Sethuraman on Crites' Defence of the Ancients, Eugenius' Superiority of the Moderns, Neander's views of the Modern Ancient Drama & Rhyme versus Blank verse)
2. Dr. Johnson -Preface to Shakespeare selected excerpts from Sethuraman on 'The Faults of Shakespeare', 'Shakespeare and the Unities' and 'Shakespeare's Originality'. P254-271)

UNIT- 3 Romantic

15 Hours

1. William Wordsworth -Preface to Lyrical Ballads
2. William Coleridge -Biographia Literaria (chapters 13&14)

UNIT- 4 Victorian &Early Moderns

15 Hours

1. Mathew Arnold -The Study of a Poetry
2. T.S.Eliot -Tradition and Individual Talent

UNIT- 5 New Criticism & Archetypal

15 Hours

1. Cleanth Brookes -Language of Paradox
2. Northrop Frye -The Archetypes of Literature

TEXT BOOKS

Dorsch, T.S. Trans. *Classical Literary Criticism* (Chapters 1 to 3, 6 to 12 and 14). Penguin Books, 1965. Print.

Lodge, David, ed. *Twentieth Century Literary Criticism*. London: Longman, 1972.

Print.Ramaswamy S. and V.S. Sethuraman. *English Critical Tradition*. Chennai: Macmillan, 1979. Print.

Lodge, David, ed. *Modern Literary Theory*. London: Longman, 1989. Print.

Prasad. B. *An Introduction to English Criticism*. Print.

BOOKS FOR REFERENCE

Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.

Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River,

N.J. : Prentice- Hall, 1996.

Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.

Keesey, Donald. *Contexts for Criticism*. 4th Ed. Boston: McGraw Hill, 2003. Latimer, Dan.

Contemporary Critical Theory. San Diego: Harcourt, 1989.

Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.

Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad:

Orient Longman, 2006.

Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

E-LEARNING RESOURCES

<https://libguides.bgsu.edu/litstudies/litcrit>

<https://cla.purdue.edu/academic/english/theory/>

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html

<https://researchguides.uic.edu/literature/litcrit>

Mapping of CO with PSO

CO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	K3	K3	K2	-	K2	K1	K3
CO2	K2	K3	-	K3	K2	K3	K3
CO3	K2	K3	K1	K3	K2	K2	K3
CO4	K3	K3	K2	K1	K3	K3	K3
Average	2.5	3	1.25	1.75	2.25	2.25	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER III

CORE PAPER XI- RESEARCH METHODOLOGY

TOTAL HOURS: 90

SUB CODE: 20PELCT3011

CREDIT: 4

L-T-P: 5-1-6

COURSE OBJECTIVES:

- To sensitize students to the research ethics and art of writing research papers
- To help students conform to the standard research format prescribed by the Modern Language Association (MLA)
- To enable students to identify the research topics as well as systematically carry out ethical research

COURSE OUTCOME:

CO No.	CO Statement
CO1	The students will be sensitised to the significance of research by a systematic exposure to the key issues in the contemporary arts and literature.
CO2	- The students will equipped to carry out an epistemological study in the respective fields of study fields of their study by exercising appropriate research ethics, strategies and methods.
CO3	Demonstrate knowledge in locating the research problem, formulate the research design, applications, methods, patterns of analysis, to arrive at a logical, empirical, philosophical, rational solution

Unit 1

15 Hours

Research and Writing

- Research paper as a form of exploration and communication
- Conducting research
- Taking notes- outlining- writing drafts

Unit 2

15 Hours

Plagiarism and Academic Integrity

- Definition and consequences of plagiarism
- Forms of plagiarism
- Reusing a research paper
- Copyright infringement

UNIT 3

15 Hours

- Mechanics of writing
 - Format of a research paper
- Editing and Proofreading
- Capitalization, Punctuation, Abbreviations
 - Spelling
 - Grammar – Subject Verb Agreement, Tense, Voice.
 - Ambiguous sentences, irrelevant, redundant sentences, fragmented and complete sentences. Simple, Compound, Complex sentences.

Unit 4

15 Hours

Documentation: Preparing list of works cited

- Placement of the List of works cited
- Arrangement of entries
- Two or more works by the same author
- From an Anthology, translated or edited text
- An article in a scholarly journal
- An article in a newspaper, magazine, review, editorial, letter to the editor
- Anonymous article
- A special issue
- Published proceedings of a conference
- Published and unpublished dissertation

Unit 5

15 Hours

Documentation and citation of Web sources

- Scholarly journal
- Journal article from online database
- Article or page on a website

Citing additional common sources

- Television or radio broadcast
- Film or video recording
- A work of visual art
- An interview
- Tweets from Twitter, pages on facebook
- Map/ chart, cartoon, advertisement
- Lecture, speech, an address/ reading
- Letter, memo, E-mail message
- Digital file

Reference texts: MLA Handbook, Eighth edition.

Mapping of COs and PSOs

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	2	3	3	1	3	1	3
CO2	3	3	3	3	3	-	3
CO3	2	3	3	1	3	3	3
Average	3.5	3	3	1.6	3	1.3	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY):

Teaching through Lecture method,

Refer various research tools and involve students in writing quality articles in the classroom

Give a practical knowledge regarding the application of various theories and approaches to texts

QUESTION PAPER PATTERN

END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER III

ELECTIVE PAPER III - ENGLISH LANGUAGE TEACHING

TOTAL HOURS: 90

SUB CODE: 20PELET3003

CREDIT: 4

L-T-P: 4-2-6

Course Objectives:

1. To give the learners a comprehensive overview of the origin of English language teaching in India with a specific focus on the challenges of ELT in the Indian context.
2. To familiarize the learners with the theoretical foundations of English language teaching and learning approaches, methods and procedures.
3. To enable the learners to understand the fundamentals of English language teaching curriculum, syllabus, teaching and learning materials and the principles of assessments.

Course Outcomes:

CO No.	CO Statement
CO1	The students will be acquainted with different theoretical, practical aspects and components of language teaching.
CO2	The students will acquire knowledge of the historical and current theories in ELT and be sensitized to the major issues in ELT in Indian context.
CO3	The students will be able to assess critically the implications of the various approaches, methods and techniques of language teaching.
CO4	The students will have developed the ability to critically evaluate syllabi, teaching materials, and evaluation procedures.

Unit I - An Overview of ELT & Theoretical Perspectives on Language Acquisition and Language Teaching 15 Hours

History of ELT in India - Some important landmarks - a) Critique of Macaulay's Minute; b) Landmarks of English Education in India after Independence – Key concepts in ELT - Acquisition/ Learning; Teaching/ Learning; Bilingualism/ Multilingualism; Teacher-oriented/ Learner-oriented - significance of ESL and EFL – explanation and comparison of L1 and L2 acquisition – Interlanguage – ESP (English for Specific Purpose)

Unit II - Major Approaches and Methods to Language Teaching **15 Hours**

Oral Approach, Situational Approach, Structural approach, Communicative Approach --- Oral Method, Traditional methods - Use of the Grammar Translation method, Direct method, Bilingual Method, Audio-Lingual Method, TPR, Silent Way - Community Language Learning – comparison of different methodological perspectives and approaches - CLT - linguistic competence and communicative competence - Krashen’s Monitor Model (Natural method) - Task based Teaching - Critical Pedagogy

Unit III– Theories of Language Learning **15 Hours**

Behaviourist theories - S-R theories of learning - Conditioned learning – (Classical – Pavlov, Operant – B. F. Skinner), Trial and Error learning – (Thorndike’s laws of learning) Cognitive theories Vs Behaviourist theories – Field theories - Cognitive learning theories (Insight learning – Gestalt, Gagne) Humanistic theories - Theories of Motivation – (Maslow, McClelland, Carl Rogers)

Unit IV - Language Teaching Materials **15 Hours**

Teaching Aids - ICT in Language teaching, including multimedia, computer- based and online materials (CALL, MALL) - authentic materials - appropriate and practical uses of traditional materials and e-resources - Classroom Management

Unit V – Curriculum and Evaluation **15 Hours**

Bloom’s taxonomy of educational objectives - Micro teaching – Macro teaching - Purposes of assessment - criteria of good test - concepts of validity, reliability, objectivity and practicality - critical evaluation of types of assessment - continuous assessment and external assessment - Types of tests: Diagnostic, Proficiency, Achievement, Aptitude tests - Tools of evaluation - Question paper design, different types of questions and their uses – summative and formative tests.

Recommended Texts

Larsen Freeman, D and M.H.Long. *An Introduction to Second Language Acquisition Research*. Longman, 1991.

Richards, J.C. and T.S Rodgers. *Approaches and Methods in Language Teaching*. Cambridge, 1986.

Saraswathi, V *English Language Teaching – Principles and Practice*. Orient Longman, 2004

Vallabi. J.E. *Teaching of English– Principles and Practices*. Neelkamal, 2011.

Reference Books

Brumfit, C. *Communicative Methodology in Language Teaching*. Cambridge, 1984.

Crystal, David. *English as a Global Language*. Cambridge, 2003.

Ellis, R. *Understanding Second Language Acquisition*. Oxford, 1991.

Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. E-book.
 Brumfit and Johnson. *The Communicative Approach to Language Teaching*. OUP,1983.
 Print.

Krishnamurthy, N. and T. Sriraman. *English Teaching in India*. T.R.Publications Print.

Mitchell, R. and F. Myles. *Second Language Learning Theories*. London: Arnold, 1998. Print.

Nunan, D. *Second Language Teaching and Learning*. Boston: Heinle & Heinle, 1999. Print.

Prabhu, N.S. *Second Language Pedagogy*. London: OUP, 1987. Print.

Sterne, H.H. *Fundamental Concepts of Language Teaching*. London: OUP, 1983. Print.

Web Sources

<https://eltexperiences.com/teaching-primary-learners-top-ten-tips/>

<https://www.englishpage.com/>

<https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/>

<http://www.developingteachers.com/>

<http://www.teachingenglish.org.uk/>

Mapping of CO with PSO

CO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	0	K1	K3	0	K3	K2	K3
CO2	K1	K2	K2	K1	K2	K2	K3
CO3	0	K1	K3	K1	K3	K3	K3
CO4	K2	K1	K1	K1	K3	K3	K3
Average	0.75	1.25	2.25	0.75	2.75	2.5	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN END**SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER III

ELECTIVE PAPER IV – POPULAR CULTURE STUDIES

TOTAL HOURS: 90 hours
CREDIT : 3

SUBJECT CODE: 20PELET3004
L-T-H: 4-2-6

Course Objectives:

- To expose the students to the narratives of counter culture/sub cultural literatures, movements and concepts.
- To introduce the theoretical concepts concerning the politics as well as conflicts between the capitalist and the proletarian structures.
- To train the students to identify the various subversive concepts embedded in literature, arts, music, media and popular writings.

Course Outcomes:

CO No.	CO Statement
CO1	The students will be sensitized to the emergence of the popular culture and its difference with culture through a discursive study of the texts, concepts, movements, politics, discourses, narratives, literatures from classical to postmodernism era.
CO2	will be able to identify the key areas as well as issues in the texts, social media, advertisements, literature, films, arts and performing arts pertaining to the marginalized cultures like the working classes, black popular culture and subcultural groups.
CO3	will develop the potential to carry out a critical study of various texts and genres to arrive at rational as well as theoretical solutions , interpret man-made culture and traditions to study power relations in the society
CO4	The students will develop a cognizance of the shift in trends in the areas of language, , literature, art, music and media culture and its influence on the masses in the global market.

Unit 1

15 Hours

Popular culture- the difference between pop culture, canonical and mass culture- counterculture/sub culture- culture of other people- Hippies- Black Pop Culture - chief icons of pop culture

Unit 2

15 Hours

The Unit focuses on the Schools of Popular Culture (from John Storey's Popular Culture Studies Reader- Eighth Edition)

- 1) Antonio Gramsci's concept of Cultural hegemony

- 2) Mathew Arnold's concept of Culture and Anarchy
- 3) Leavisism
- 4) Richard Hoggart's key ideas in *The Uses of Literacy*
- 5) E.P.Thomson's key ideas in *The Making of the English Working class*

Unit 3

15 Hours

- 1) Classical Marxism & The Frankfurt School (from John Storey's Popular Culture Studies Reader- Eighth Edition)
- 2) Jean François Lyotard - *Defining the Postmodern* (from Simon During's
- 3) Raymond Willaims- *Advertising : The Magic System* *Popular Culture Studies*)

Unit 4 Popular Literature

15 Hours

- Poem: (i) Allen Ginsberg – *Howl*
- Fiction: (i) Dan Brown – *Inferno*
(ii)Michael Crichton - *Timeline*

UNIT 5 (Popular Arts & Media)

Rise of Fanfiction- Dracula Fandom- Barbie Fandom- James Bond -Harry Potter Fandom
Rise of Rock, Pop, Jazz and Street Music
Influence of Social and Mass media on the populace

STANDARD EDITIONS OF THE TEXT:

BOOKS FOR REFERENCE:

- 1.Popular Culture: A Reader. Edited by Raiford Guins& Omayara Zaragoza Cruz. Sage Publications: London, 2005. Print.
2. Storey, John. Cultural Theory and Popular Culture- An Introduction. 5th Edition. Pearson Longman: United Kingdom. Print.
- 3.Castells, Manuel “The Network Society and Organizational Change.” Conversations with History; Institute of International Studies, UC Berkeley, 2001.
- 4.--- “Identity in the Network Society.” Conversations with History; Institute of International Studies, UC Berkeley, 2001.
- 5.Giroux, Henry, David Shumway, Paul Smith, and James Sosnoski, “The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres”
- 6.Howells, Richard. *Visual Culture*. Cambridge: Polity, 2003.

E-LEARNING RESOURCES:

Cracken, Grant Mc. “Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods” *Journal of Consumer Research* Vol. 13, No. 1 (Jun., 1986), pp. 71-84 (14 pages). Published By: Oxford University Press. <https://www.jstor.org/stable/2489287>

Cvetkovich, Ann. “ Histories of Mass Culture: From Literary to Visual Culture” *Victorian Literature and Culture* Vol. 27, No. 2 (1999), pp. 495- 499 (5 pages) Published By: Cambridge University Press. <https://www.jstor.org/stable/25058470>

Eric J. Arnould and Craig J. Thompson. “Consumer Culture Theory (CCT): Twenty Years of Research” *Journal of Consumer Research*. Vol. 31, No. 4 (March 2005), pp. 868-882 (15 pages) Published by: Oxford University Press. <https://doi.org/10.1086/426626>.

Cultures, and Countercultures: Crash Course Sociology
<https://www.youtube.com/>

Stuart Hall’s Representation Theory Explained! Media Studies revision
<https://www.youtube.com/>

Mukerji, Chandra and Michael Schudson. Popular Culture .
<https://www.annualreviews.org/>

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K2	K3	K2	K3
CO2	K3	K3	K1	K3	K3	K3	K3
CO3	K1	K3	-	K3	K2	K3	K3
CO4	K1	K1	K3	K3	K1	K2	K3
Average	2	2.5	2	2.75	2.25	2.5	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions, debates, quizzes etc.

QUESTION PAPER PATTERN
END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER: IV
PAPER XII- LITERARY THEORY

TOTAL HOURS: 90
CREDIT: 4

SUB CODE: 20PELCT4012
L-T-P: 5-1-6

COURSE OBJECTIVES:

- To promote a clear knowledge of the key concepts in postmodern critical approaches and the ways to practically correlate them to literary texts.
- To enable the students deconstruct deeper levels of significance from literary, social and cultural discourses using the various critical theories.
- To facilitate students to apply postmodern critical theories and make insightful observations in the fields of language, linguistics, literature, gender, psychology, racial, postcolonial and ecological narratives.

COURSE OUTCOMES:

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

CO No.	CO Statement
CO1	Read and evaluate modern and postmodern critical texts and theory in order to analyse, interpret and discuss the postmodern accounts.
CO2	Develop a critical perspective and lateral thought through a study of various texts/discourses/speech/lectures.
CO3	Analyse the dichotomies of power and power relations- suppression & protest, conquest and liberation, voice & voiceless in the fields of language, linguistics, literature, gender, psychology, postcolonial and ecological narratives.
CO4	apply and utilise critical thinking and interpret the machinations behind literary and non-literary discourses

Unit 1 Structuralism & Post Structuralism

15 Hours

1. Gerard Genette - *Structuralism and Literary Criticism*
2. Roland Barthes - *From Work to Text*

Unit 2 Feminism & Psychoanalysis**15 Hours**

3. Elaine Showalter - *Towards a Feminist Poetics*
4. Sigmund Freud - *Creative writers and Day Dreaming*

Unit 3 Postcolonial**15 Hours**

5. Edward Said - *Orientalism* (Extract from *Postcolonial Studies Reader*)
6. Ngugi wa Thiong'o - *Decolonizing the Mind* (Chapter I)

Unit 4 Race Critical Theory**15 Hours**

7. Robert S. Chang - Critiquing "Race" and its uses (from *Crossroads, Directions and a New Critical Race Theory*)

Unit 5 Ecostudies**15 Hours**

8. Gloria Feman Orenstein- *Artists as Healers: Envisioning Life-Giving Culture*
9. Richard Grove - 'Green Imperialism' (from *Postcolonial studies reader*)

TEXT BOOKS:

Standard editions of texts

BOOKS FOR REFERENCE:

- Ashcrot, Griffith & Tiffin, eds. *Post-Colonial Studies Reader*. London: Routledge, 1995. Print.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*.
Cuddon, J.A. *Dictionary of Literary Terms and Theory*. England: Penguin Books, 1999. Print.
- Connors, Clare. *Literary Theory: A Beginner's Guide*, One world Publications, 2011. Print.
- Habib, M.A.R. *Modern Literary Criticism and Theory*. United Kingdom: Blackwell Publishing, 2008. Print.
- Lodge, David, ed. *Twentieth Century Literary Criticism*. London: Longman, 1972. Print.
- Lodge, David, ed. *Modern Literary Theory*. London: Longman, 1989. Print
- McLeod, John. *Beginning Postcolonialism*. Manchester: Manchester University Press, 2011. Print.
- Nagarajan M.S. *English Literary Criticism and Theory: An Introduction History*. Hyderabad: Orient Blackswan Pvt. Ltd., 2014. Print.
- Seldan, Raman et.al. *A Reader's Guide to Contemporary Literary Theory*. Fifth edition. India: Dorling Kindersley (India) Pvt. Ltd., 2006. Print.

E-LEARNING RESOURCES:

- <https://www.gale.com/c/twentieth-century-literature-criticism>
<https://libguides.bgsu.edu/litstudies/litcrit>
<https://cla.purdue.edu/academic/english/theory/>
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html

Mapping CO with PSOs:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K3	-	K3	K2	K3	K3
CO2			K3	K2	K3	K2	K3
CO3	K2	K3	-	K3	K2	K3	K3
CO4	K1	K3	K1	K2	K3	K2	K3
Average	2.25	3	1	2.5	2.5	2.5	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN END

SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER IV

CORE PAPER XIII - WOMEN'S WRITINGS

TOTALHOURS: 90

SUBCODE: 20PELCT4013

CREDIT: 4

L-T-P: 5-1-6

COURSE OBJECTIVES:

- To introduce students to the different genres and literary themes presented by women writers from across the world.
- To enable students to understand some of the social, political, cultural or historical conditions out of which women's writing arises, and to which it responds.
- To create an appreciation of the range of the particular experiences and issues as reflected in women's writing, such as the impact and intersections of gender, sexuality, race and class in women's lives.

COURSE OUTCOMES:

CO No.	CO Statement
CO1	Students will be able to demonstrate a wide awareness and understanding of women's writings across the world and of their varied voices reflected in varied modes of expression.
CO2	Students will be able to analyse and reflect on women's victimization, resistance and emancipation against patriarchy, racism, capitalization, casteism and cultural hegemony.
CO3	Students will be able to apply feminist theories and evaluate texts.
CO4	Students will be able to compare and contrast gyno texts and andro texts based on the mode of representation of female experiences in writings.

Unit 1- Poetry

Elizabeth Barrett Browning

- A Man's Requirements

15 Hours

Sylvia Plath	- Ariel
Carol Ann Duffy	- (i) Standing Female Nude (ii) Penelope
Maya Angelou	- A Brave and Startling Truth
Jeanette Armstrong	- Indian Woman
Adrienne Rich	- Snapshots of a Daughter-in-Law
Nellie Wong	- When I was Growing up
Salma	- Contract

Unit 2 - Prose

15 Hours

Helen Cixous	- <i>The Laugh of the Medusa</i>
Germaine Greer	- "Beauty", "Manmade Woman", "Womb", "Breasts", "Food" (From <i>Whole Woman</i>)
Vandhana Shiva & Maria Mies	- "Masculanization of Motherhood" (From <i>Ecofeminism</i>)
Chimamanda Ngozi Adichie	- "We Should all be Feminists" (Transcript of Ted Talk 2014)

Unit 3 - Short Stories

15 Hours

Kate Chopin	- The Story of an Hour
Alice Walker	- Everyday Use
Mahaswetha Devi	- Draupadi
Lakshmi Kannan	- Muniyakka

Unit 4 – Drama

15 Hours

Caryl Churchill	- <i>Top Girls</i>
Adrienne Kennedy	- <i>Funny House of a Negro</i>

Unit 5 – Fiction

15 Hours

Margaret Atwood	- <i>The Handmaid's Tale</i>
Arundhathi Roy	- <i>The God of Small Things</i>

TEXT BOOKS

Standard editions of texts

BOOKS FOR REFERENCE

Gilbert, Sandra M. and Susan Gubar, eds. *The Norton Anthology of Literature by Women*. New York, 1985. Print.

Tuttle, Lisa. *Encyclopedia of Feminism*. New York: Facts on File Publications, 1986. Print.

Belsey, Catherine and Jane Moore, eds. *The Feminist Reader*. Second Edition. London: Macmillan, 1977. Print.

Wilson, Kathy J. *Encyclopedia of Feminist Literature*. Westport: Greenwood Press, 2004. Print.

Sunder Rajan, Rajeswari. *Life After Rape: Narrative, Rape and Feminism, Real and Imagined Women: Gender, Culture and Postcolonialism*. London: Routledge, 1993. Print

E-LEARNING RESOURCES

<https://academic.oup.com/journals/>

<https://guides.kirkwood.edu/womenstudies/womensliterature>

<https://www.questia.com/library/literature/literature-of-specific-groups/women-s-literature-and-women-writers/famous-women-writers>

<http://bailiwick.lib.uiowa.edu/wstudies/literature.html>

<https://www.cambridge.org/core/books/history-of-feminist-literary-criticism/history-of-womens-writing/>

Mapping of CO with PSO:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	K3	K3	K1	K3	K3	K3	K3
CO2	K3	K3	-	K3	K3	K3	K3
CO3	K3	K3	-	K3	K3	K3	K3
CO4	K3	K3	K2	K3	K3	K3	K3
Average	3	3	0.75	3	3	3	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN END

SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER IV

CORE PAPER XIV – LITERATURE OF THE MARGINALISED

TOTAL HOURS: 90

SUBCODE: 20PELCT4014

CREDIT: 4

L-T-P: 5-1-6

COURSE OBJECTIVES

- To make the students empathize with the works of the ‘voiceless’ people and enable them to cultivate an understanding of the politics of oppression.
- To provide curriculum recognition to the experience, art, and knowledge of marginalized writers and communities.
- To familiarize the students with the building up of a counter- canon in the modern literary context.

COURSE OUTCOMES:

CO No.	CO Statement
CO1	Students will be able to demonstrate a wide awareness and understanding of the varied voices of the marginalized communities across the world articulated in varied modes of literary expression.
CO2	Students will be able to study, analyse and reflect on the history of marginalization based on caste, class, race, religion, region, geographical boundaries, sexual orientations and physical disabilities.
CO3	Students will be able to compare and contrast the mainstream literature and the literature of the marginalized by identifying the alternative poetics and techniques employed in the marginalized literature as a mark of resistance against domination and hegemony
CO4	Students will be able to demonstrate sensitivity towards the marginalised thus contributing to unity in diversity.

Unit 1 – Poetry

15 Hours

Gogu Shyamala	- Beef, Our Life (Dalit)
R. Cheran	- I Could Forget All This (Srilankan Tamil)
Gwendolyn Brooks	- Kitchenette Building (Afro American)
Oodgero Noonucal	- We are Going (Australian Aboriginal)
Sherman Alexie	- Eulogy (Native American)
Warsan Shire	- Home (Somali refugee)

Deanna Quietwater Noriega - See Me, Open Your Eyes and Really Look (disability)

Unit 2 - Memoirs

15 Hours

C. K. Janu

- Excerpts from *Mother Forest* (Tribal)

A. Revathi

- Excerpts from *The Truth About Me*
(Transgender)

Baby Kamle

- Excerpts from *The Prison We Broke* (Dalit)

Unit 3 - Essays

15 Hours

Dr. B.R. Ambedkar

- *Castes in India: Their Mechanism, Genesis
and Development*

Report to Planning Commission,

document on Govt. of India(2008) *Development Challenges in Extremist Affected Areas*

- "Chapter 1- Context" (From the govt.

Unit 4 – Drama

15 Hours

Tomson Highway

- *Rez Sisters* (Canadian First Nations)

K. A. Gunasekaran

- *Touch* (Dalit)

Unit 5 – Fiction

15 Hours

Narayan

- *Kocharethi : The Araya Woman* (Tribal)

Shobha Sakthi

- *Traitor* (Srilankan Tamil refugee)

Khaled Hosseini

- *Sea Prayer* (Syrian Refugee)

Imayam

- *Beasts of Burden* (Dalit)

TEXT BOOKS

Standard Editions of Texts

BOOKS FOR REFERENCE

Ahmad, Aijaz, *In theory : Classes, Nations, Literatures*. Delhi: Oxford University Press,1994. Print.

Harbir Singh Randhawa (ed.) *Dalit Literature : Contexts, Trends and Concerns*. New Delhi : Sarup Book Publishers Pvt. Ltd, 2010. Print

N.M. Aston (ed.) *Literature of Marginality :Dalit Literature and African – American Literature*. New Delhi : Prestige Books, 2001. Print

Ravikumar, Azhagarasan.A (ed.) *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: OUP, 2012. Print

Vanita, Ruth and Saleem Kidwai, eds. *Same- Sex Love in India: A Literary History*. Penguin, 2000. Print.

E-LEARNING RESOURCES:

<https://tribal.nic.in/writereaddata/AnnualReport/DevelopmentChallengesinExtremistAffectedAreas.pdf>

<https://www.mea.gov.in/books-writings-of-ambekar.htm>

<https://countercurrents.org/2018/06/a-critical-discourse-on-dalit-literature-and-literary-theory>

<https://www.eng-literature.com/2016/08/what-is-marginality-literature-examples.html>

https://www.researchgate.net/publication/318740802_Review_of_the_Transgender_Literature_Where_Do_We_Go_from_Here

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	K3	K3	-	K3	K3	K3	K3
CO2	K3	K3	-	K3	K3	K3	K3
CO3	K3	K3	K2	K3	K3	K3	K3
CO4	K3	K3	-	K3	K3	K3	K3
Average	3	3	0.5	3	3	3	3

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Seminars, Group discussions etc.

QUESTION PAPER PATTERN END**SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers { approx. 500 Words)	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER -IV

PAPER XVI- FILM STUDIES AND LITERATURE

TOTAL HOURS: 90

SUB CODE: 20PELET4005

CREDIT: 3

L-T-P: 4-2-6

Course objectives:

- To introduce the basics of film making and various genres of films
- To train the students to understand various symbols and signifiers involved in the process of film making that create visual representations of meaning .
- To help students connect movies and literature, understand their inter-connectivity and apply theoretical concepts to the films.

Course Outcomes:

The students will be able to/ will be:

CO No.	CO Statement
CO1	Analyse and discuss the key terms in film analysis and understand the technical aspects of filmmaking
CO2	Outline the history and evolution of Indian and world cinema
CO3	Compare the literary texts and their movie adaptations and analyse the challenges and methods detected in the adaptations
CO4	Apply critical theories to films that will enable a study of the dimensions of film appreciation to analyse the socio-cultural impact of films and write a critical review

Unit 1

15 Hours

Key terms in film studies- Ambiguity, Art cinema, Black cinema (US), censorship, class narrative / classical cinema, codes and conventions, counter cinema, deconstruction, depth of focus, framing, Imaginary/ symbolic, Intertextuality, independent cinema, method acting, narrative/narration (selections from Susan Hayward's *Cinema studies-Key Concepts*)

Unit 2

15 Hours

History of Indian Cinema- three important phases of Indian Cinema (Silent, Emergence of the talkies, Golden era of Indian Cinema)- Major landmarks of Indian cinema- Icons of Indian Cinema

History of films and World cinema- kinds of films (Documentary, Historical, Thrillers, Patriotic, Film Noir, Avante Garde)- Mainstream and Independent Films- Third world cinema

Unit 3**15 Hours**

Art of Film Making and Language of film analysis

- Mise-en-scene
- Cinematography-Lighting, shots, angles, camera movement
- Editing,& Sound

Direction, Scriptwriting

Auteur theory

(All these components can be analysed with specific reading of Orson Welle's *Citizen Kane*)Suggested text: *Film Studies – The Basics* by Amy Villajero**Unit 4****15 Hours**

Film and Literature- the problems of adaptation

*Godfather**Hamlet and Haider**Eternal Sunshine of the Spotless Mind (Visualising memories and thinking)***Unit 5 Critical Essays****15 Hours**

Umberto Eco

- Casa Blanca or Cliches are having a ball

Satyajit Ray

- Some Aspects of my craft (From *Our Films and their films*)**Assignment :**

Film review

Recommended Texts:Corrigan, Timothy. A short writing about film writing. 5th edition. New York: Pearson Longman. Print.

Manjrekar, Prahalad. Dictionary of Movies and Films. New Delhi: Authorpress Global Network, 2007. Print.

Nichols, Bill, ed. *Movies and Methods*. Vol I. Calcutta: Edition Seagull Books, 1993. Print.Nichols, Bill, ed. *Movies and Methods*. Vol II. Calcutta: Edition Seagull Books, 1993. Print.Hayward, Susan. *Key Concepts in Cinema Studies*. London: Routledge, 2004. Print.Villarejo, Amy. *Film Studies: The Basics*. New York: Routledge, 2007. Print.Zatlin, Phyllis. *Theatrical Translation and Film adaptation: A Practitioner's view*. Cleveland: Multilingual Matters Ltd. 2005. Print.**Reference Books:**Giannetti, Louis. *Understanding Movies*. New Jersey: Prentice Hall, 1972. Print.Vasudevan S., ed. *Making Meaning in Indian Cinema*. New Delhi: OUP, 2000. Print.**Web sources:**<http://filmref.com/><https://researchguides.dartmouth.edu/filmstudies/criticism><http://www.movingimagesource.us/><https://www.youtube.com/watch?v=aWOFxyQI9D8> The Evolution Of Cinema (1878 - 2017)

Published date: 16/10/ 2017

Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7
CO1	K3	K1	-	K2	K1	K3	K3
CO2	K3	K1	-	K1	K1	K3	K2
CO3	K3	K2	-	K1	K1	K2	K3
CO4	K3	K3	-	K3	K3	K2	K3
Average	3	1.75	-	1.75	1.5	2.5	2.75

KEY:

PEDAGOGY (TEACHING METHODOLOGY): Teaching through Lecture method, Integrated instructional methods involving Smart classroom, Movie Reviews, screen landmark films in class- discuss the emerging trends in film making and world cinema.

QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 (choose, find, identify, indicate, match, name)	Multiple Choice Questions	Correct choice	30	75	
K3, K4 (explain, show, sketch, illustrate, interpret, describe, apply, classify, distinguish)	Section B 5 Questions out of 7 questions *5 Marks	Short answers {approx. 500 Words}	25		
K4, K5, K6 (explain, illustrate, classify, compare, criticize, evaluate_	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	Elaborate answers (approx. 1000 Words)	20		

SEMESTER -IV

PROJECT

15 Hours

The students are allowed to chose any topic/ theory/ author/ genre pertaining to the study of literature and literary studies and write a project.

The evaluation includes both internal and external components duly evaluated by the internal examiner (Project Supervisor) after the submission of the project and by the External Examiner during the VIVA VOCE Examination.

TEXT RECOMMENDED:

The entire project is formatted following the MLA Handbook – Eighth Edition