



**ST.PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU**

*(AFFILIATED TO UNIVERSITY OF MYSORE)*

*REACCREDITED BY NAAC WITH A GRADE*

Three-year six semesters Choice Based Credit System (CBCS) with  
**Learning Outcome Based Curriculum framework (LOCF)**  
And Continuous Assessment & Grading Pattern (CAGP) Undergraduate  
Programme Under Autonomous Structure

**Programme: BA**

**The academic year 2018-19 onwards**

**OPTIONAL ENGLISH**

**DEPARTMENT OF ENGLISH**

## VISION:

The college is guided by the visionary zeal of providing value- based education to everyone irrespective of religion, caste, creed or sex by which the character is formed, intellect is explained and one can stand on his/her feet.

## MISSION:

To transform young men and women who come to learn not from books, but also from life and to share the experience of working and playing together, this inculcates life skills to become good citizens with integrity and discipline.

## Programme Educational Objective (PEO)

PEO-1	Graduates will be able to master and display competency and leadership to become successful professionals, employees and entrepreneurs or pursue higher education and research.
PEO-2	Graduates will be able to demonstrate the commitment towards professional ethics, gender sensitivity, preservation of environment and sustainable development
PEO-3	Graduates will continue to learn and advance their careers through activities such as participation in professional organizations, attainment of professional certification and seeking higher education

## Programme Outcomes (PO):BA

PO-1	<b>Disciplinary Knowledge:</b> The B.A. graduates will be acquainted with the social, science, ideological, philosophical, tradition and thinking.
PO-2	<b>Cognitive and Communicative skills:</b> Students learn two languages along with three major subjects. At the end of the programme, the students would have developed reading, writing, speaking, interpretive and composition skills. They would be able to communicate with others using appropriate media; confidently share one's views and express themselves
PO-3	<b>Research related skills:</b> The students would acquire skills required for research in social sciences.
PO-4	<b>Ethics:</b> Education in social sciences lay emphasis on human values and cultural diversity.
PO-5	<b>Problem Solving:</b> The B. A. programme enables the students to acquire the knowledge pertaining to solving various problems in life with courage and humanity.

PO-6	<b>Critical Thinking:</b> Demonstrate the ability to articulate an insightful response. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
PO-7	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in a group setting.
PO-8	<b>Environment and Sustainability:</b> Graduates will be able to understand the issues of environment and work towards sustainable development.
PO-9	<b>Employability:</b> After completing the programme, the graduates will have competency to be employed or to be an entrepreneur.
PO10	<b>Leadership Quality:</b> In the graduation programme students are inculcated moral and ethical values, managerial skills, adaptability, problem solving, taking initiative, decision making, risk taking to make them confident leaders.

## Programme Specific Outcome (PSO)- BA

PSO	After the completion of BA programme by studying EnFJ/EnSJ/EnHP/EnSC/EnSP/EnSPsy/EnHPsy/, the student will be able to	Cognitive level
PSO-1	Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and shape culture and society, both now and in the past.	apply
PSO-2	Develop their critical thinking that would enable them to present their views and opinions freely at all public platforms. Language proficiency will polish their soft skills essentially required in the contemporary scenario.	Analytical
PSO-3	Acquire functional knowledge of the underlying principles and recent emerging trends of the media industry. They will be able to embrace convergent media by shooting video, making photographs, and writing for and posting to the web.	Creativity
PSO-4	Develop the sociological knowledge and enable the students to think critically about social issues develop analytical ability to interpret different social scenario.	Analytical
PSO-5	Develop Research skills by analyzing, synthesizing and evaluating historical information and express their thoughts	Evaluate

	clearly and coherently.	
PSO-6	Understand the national and international issues, ideologies and working of world Constitutions.	Understand
PSO-7	Think critically by exercising the acquired knowledge of various religions and skilfully participate in Research Groups and exhibit religious ideologies	apply
PSO-8	Understand different dynamics of behaviour and mental processes of the self and others and apply scientific methods to study human behaviour and mental process systematically	understand

Mapping of Mission of the College with PEO			
Mission	PEO-1	PEO-2	PEO-3
Mission -1	✓	✓	✓

Mapping of PEOs with Programme Outcome(PO)											
PEO No.	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
PEO-1		✓	✓		✓					✓	✓
PEO-2	✓			✓					✓		
PEO-3						✓	✓	✓			

**ST. PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU- 570015**

**Subject- OPTIONAL ENGLISH**

**Syllabus for B.A, Course under Semester Scheme(LOCF)**

**The Scheme of Teaching & Examination**

**FROM THE ACADEMIC YEAR – 2018 ONWARDS**

Semester Number	Title of the Paper	Course code	Teaching Scheme Hours per Week			Examination Scheme			
			Theory	Practical	No. Of Credits	Duration in Hours	Theory/ Practical Proper Max. Marks	I A Marks	Total Marks
I	Paper – I Poetry, Short Story & Prose	LA430	06	-	6	06	70	30	100
II	Paper – II Drama - I	LB430	04	-	4	04	70	30	100
III	Paper – III Fiction & Poetry – I	LC430	04	-	4	04	70	30	100
IV	Paper – IV Drama -II	LD430	04	-	4	04	70	30	100
V	Paper – V Literary Forms and Criticism	LE430	03	-	3	03	70	30	300
	Paper – VI Fiction and Poetry- II	LE432	03	-	3	03	70	30	
	Paper- VII Literary Forms II Drama – III	LE434	03	-	3	03	70	30	
VI	Paper – VIII Literary Forms III and Criticism -II	LF430	03	-	3	03	70	30	300
	Paper – IX Fiction & Poetry – III	LF432	03	-	3	03	70	30	
	Paper –X Growth of English Language & Characteristics of Modern English	LF434	3+1 =04	-	3	03	70	30	

### Discipline Specific Elective (DSE or Soft Core (SC))

SL.No	Title of the Paper	Course Code	TYPE	Semester	Examination Scheme				
					Theory	Exam Duration in Hours	Theory Max. Marks	I A Max Marks	Total Marks
1.	Selections from Charles Lamb's "Tales from Shakespeare"		DSE	I to IV	3	03	30	20	50
2.	Poems by Caribbean		DSE		3	03	30	20	50
3.	Short Stories by Russian and French Writers		DSE	IV	3	03	30	20	50
4.	One Act Plays		DSE		3	03	30	20	50
5.	R.K.Narayan's Selected Stories		DSE	V	3	03	30	20	50
6.	Literary Theories		DSE		3	03	30	20	50
7.	Greek Play		DSE		3	03	30	20	50
8.	Translations in English		DSE		3	03	30	20	50
9.	Minor Research Projects / Dissertation		DSE	VI	3	03	30	20	50

**Note: DSC or HC- Discipline Specific Core (DSC) or Hard Core (HC) & DSE or SC- Discipline Specific Elective (DSE or /Soft Core (SC))**

**I SEMESTER – OPTIONAL ENGLISH**  
**DSE Paper – 1**  
**TITLE -POETRY, PROSE AND SHORT STORY**  
**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16 weeks-6 Hrs/week = 96 Hrs.**

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**Course Objectives:**

1. The paper introduces to the students who have opted to study English as one of their major subjects, a few literary gems from various parts of the Globe. The selections are aimed at initiating students for a systematic study of literature. They read the poems, essays and short stories along with the succinct meanings of the literary texts. The paper also introduces some of the most delightful and instructive poems, essays and prose pieces in English to the students beginning their Undergraduate Course. The literary texts in the paper provide powerful context to understand human situation in our world and show how they are expressed in English Literature.
2. The three units taught in the class strengthens the student's critical ability and understanding of English. It also ensures that the students are learning well for their semester exams. It is also designed to evaluate textual understanding.

**Teaching methodology:**

- Lectures, classroom discussion and presentation.

**Course Learning Outcome (CO)**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Interpret fluently.	analyse
CO-02	Render consecutive interpretation	Understanding
CO-03	have a broader perspective on humanity	Remember

hrs

- 1.1 Geoffrey Chaucer- The Wife of Bath
- 1.2 William Shakespeare- Full Many a Glorious Mornings,  
Love is my sin
- 1.3 John Donne- The Dream
- 1.4 Richard Lovelace- To Althea, from Prison
- 1.5 John Milton- Lycidas

**Unit 2 Prose**

**34 hrs**

- 2.1 Francis Bacon- Of Studies
- 2.2 Oliver Goldsmith- Beau Tibbs at Home
- 2.3 Joseph Addison- Sir Roger at Church
- 2.4 A.G. Gardiner- All About a Dog
- 2.5 J.B.Priestley- Travel by Train

**Unit 3 Short Stories**

**28 hrs**

- 3.1 Somerset Maugham- The Man with the Scar
- 3.2 D.H. Lawrence- The Rocking Horse Winner
- 3.3 Katherine Anne Porter- Theft

**Suggested Reading:**

- 1. History of English Language-William J.Long

**BLUE PRINT**

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I		2 Annotations out of 4	2x5=10
UNIT-II	a.	2 Questions out of 4 (Poetry)	2x10=20
	b.	2 Questions out of 4 (Prose)	2x10=20
UNIT-III		2 Questions out of 3(Short story)	2x10=20

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**II - SEMESTER -OPTIONAL ENGLISH**

**DSE Paper – 2**

**TITLE- DRAMA- I**

**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16 weeks-4 Hrs/week = 64 Hrs.**

**Course Objectives:**

- 1. This paper introduces the students to one of the most thriving literary figures in English Literature today. The familiar milieus and the bold approaches by the authors make this paper all the more exciting. The students need to annotate from plays and answer critical



questions on the two prescribed plays. In this semester, the focus is on a very important era and on a very important form of Literature.

2. The paper offers a master piece of Elizabethan Drama; a tragedy by Christopher Marlowe and a Jacobean Comedy by Ben Jonson.

### Teaching methodology:

- To enable the students to perform the play.
- Lectures, critical arguments, enhance the students' speaking and reading skills.

### Course Learning Outcome (CO).

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	understand human nature	analyse
CO-02	understand dramas and their characters.	Understanding

### Unit 1 DRAMA

32 hrs

1.1 Christopher Marlowe - Dr. Faustus

### Unit 2 DRAMA

32 hrs

2.1 Ben Jonson - Volpone

### Suggested Reading

1. The Elizabethan World Picture by E M W Tillyard
2. A Short History of English Literature by Ifor Evans

### BLUE PRINT

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I		2 Annotations out of 4	2x5=10
UNIT-II	a.	3 Questions out of 5 (Dr. Faustus)	3x10=30
	b.	3 Questions out of 5 (Volpone)	3x10=30

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**III - SEMESTER – OPTIONAL ENGLISH**  
**DSC Paper – 3**  
**TITLE-FICTION AND POETRY - I**  
**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**  
**16 weeks-4hrs/week=64hrs**

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**Course Objectives:**

1. In this semester, the students move on to another significant age and study a new form of literature: the Victorian Age and the Novel Form. The Novel defines the Mores of the time. The novelist engages the question of morality, the Industrial Revolution and the Agrarian Crisis philosophically within the confines of the literary form. Besides the students study a number of exciting Romantic poems.

2. They also learn in this semester to write short notes on incidents, events, characters from the novel and to write essays on the critical issues raised in the works.

**Teaching methodology:**

- Classroom discussion, lectures using PPT
- Critical writing, research on social-milieu.

**Course Learning Outcome (CO).**

C O	After the completion of this course the student will be able to	Cognitive level
CO-01	to understand the society of the Victorian period	analyse
CO-02	appreciate poems of the Romantic period in accordance with the situations of society	Understanding

**Unit 1 Poetry**

**32 hrs**

- 1.1 William Wordsworth – Resolution and Independence
- 1.2 Samuel Taylor Coleridge- Rime of the Ancient Mariner
- 1.3 John Keats – On First Looking into Chapman's Homer
- 1.4 Percy Bysshe Shelley - To a Skylark

1.5	Robert Browning - The Laboratory	
1.6	Lord Byron - When we two parted	
<b>Unit 2</b>	<b>Fiction</b>	<b>32 hrs</b>
2.1	Charles Dickens - Great Expectations	

**Suggested Reading:**

1. The Romantic Imagination by C M Bowra
2. English Romantic Poets: Modern Essays in Criticism (Galaxy Books) by M. H. Abrams

**BLUE PRINT**

UNIT	QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a. 4 Annotations out of 6	4 x 5 = 20
	b. 2 Questions out of 4 (Poetry)	2 x 10 = 20
UNIT-II	3 Questions out of 5 (Great Expectations)	3 x 10 = 30

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**IV - SEMESTER – OPTIONAL ENGLISH**

**DSC Core Paper – 4**

**TITLE-DRAMA- II**

**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-4hrs/week=64hrs**

**Course Objectives:**

- In this semester, the focus is on both a very important era and a very important form of literature. The paper offers two Dramas of two different genres and eras- an Elizabethan play- Othello, a tragedy by Shakespeare and an Absurd Play, Waiting for Godot by Samuel Beckett.
- The students follow the actions in the plays, grasp the dominant ideas of the Renaissance and the significant aspects of the play.

**Teaching methodology:**

- Lectures, distributing characters inside the classroom and making them to read.
- Discussions and presentations.
- To prepare the students to write descriptive notes on the themes and characters.

**Course Learning Outcome (CO).**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Ability to understand the relevance of different genres in literature,	analyse
CO-02	Ability to understand and relate to instances in the plays.	Understanding

**Unit 1 Drama 32 hrs**

1.2 William Shakespeare - Othello

**Unit 2 Drama 32 hrs**

2.1 Samuel Beckett - Waiting for Godot

### **BLUE PRINT**

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I		4 Annotations out of 6	4 x 5 = 20
UNIT-II	a.	3 Questions out of 5 (Othello)	3x10=30
	b.	2 Questions out of 3 (Waiting for Godot)	3x10=30

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### **V - SEMESTER –OPTIONAL ENGLISH**

**Hard Core Paper – 5**

**TITLE-LITERARY FORMS AND CRITICISM -I**

**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-3hrs/week=48hrs**

### **Course Objectives:**

- One of the challenging forms of literature is literary criticism. Many believe it can only survive on creative writing and hence it is a parasitic form of writing. But it is not as simple as that. While literary criticism needs creative literature to come into life, it in turn gives a new life to literature, as illustrated by literary historians, it is in full display in this paper. The literary criticism essays on Drama, Poetry, Novel and Practical Criticism enlightens the students. Besides there are a couple of critical essays by important thinkers of the Modern times. The questions in the exams will test the students' understanding and different perspectives of the critics.

- The practical criticism component will assess the independent ability of the student to approach a poem critically.

### Teaching methodology:

- Lectures, quiz and presentations
- Practical criticism of different poetry passages

### Course Learning Outcome (CO).

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To enable the students to know the different literary styles as well as the figures of speech used in poetry.	analyse
CO-02	To know the art of literary criticism.	Understanding

### Unit 1 Literary Forms 20 hrs

- 1.1 Epic , Ballad, Ode, Elegy, Sonnet, Mock-Epic, Lyric, Dramatic Monologue, Metaphor, Alliteration, Metonymy ,Synecdoche, Personification, Simile, Hyperbole.

### Unit2 Criticism 16 hrs

- 2.1 W H Hudson – The Study of Poetry
- 2.2 Helen Gardner – The Sceptre and the Torch

### Unit 3 Practical Criticism 12 hrs

- 3.1 Practical Criticism (Unseen poetry passage)

### Suggested Reading:

1. How to read a poem : Terry Eagleton
2. Principles of Literary Criticism : I A Richards

### BLUE PRINT

UNIT	QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	6 literary terms out of 10	6 x 5 = 30
UNIT-II	3 Questions (2 from Hudson and 1 from Helen Gardner)	3x10=30
UNIT-III	1 Poetry passage	1x10=10

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**V - SEMESTER – OPTIONAL ENGLISH**  
**DSC -Paper – 6**  
**TITLE-FICTION AND POETRY- II**  
**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

16weeks-3hrs/week=48hrs

**Objectives:**

- In this semester, the students move on to another significant age and study a new form of literature: the 20<sup>th</sup> century literature. The poems defines the Mores of the time. The novelist engages the question of utopianism that comes under the genre of Science Fiction, philosophically within the confines of the literary form.
- They also learn in this semester to write short notes on incidents, events, characters from the novel and to write argumentative essays on the critical issues raised in the works.

**Teaching methodology:**

- Lectures, group discussion, continuous assessment

**Course Learning Outcome (CO).**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understanding the post-war society and politics.	analyse
CO-02	Understanding the importance of reading a novel.	Understanding

<b>Unit 1</b>	<b>Poetry</b>	<b>16 hrs</b>
1.1	Gerard Manley Hopkins – God’s Grandeur	
1.2	Thomas Hardy – The Darkling Thrush	
1.3	Robert Frost - Mending Wall	
1.4	Thomas Sterns Eliot - What the Thunder said (Waste Land)	
1.5	W. B. Yeats – Easter 1916	
1.6	Wystan Hugh Auden - Unknown Citizen	
<b>Unit 2</b>	<b>Fiction</b>	<b>16 hrs</b>
2.1	Aldous Huxley - Island	
<b>Unit 3</b>	<b>Fiction</b>	<b>16 hrs</b>
3.1	Thomas Hardy – Tess of the d’Urbervilles	

### **Suggested Reading**

1. Twentieth Century Interpretations of W. B .Yeats, T. S. Eliot, Robert Frost
2. Methuen Notes on Thomas Hardy

### **BLUE PRINT**

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 Annotations out of 4	2 x 5= 10
	b.	2 Questions out of 4 (Poetry)	2x 10 = 20
UNIT-II		2 Questions out of 4 (Island)	2x 10 = 20
UNIT-III		2 Questions out of 4 (Tess of the d'Urbervilles)	2x10=20

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### **V - SEMESTER – OPTIONAL ENGLISH**

#### **DSC- Paper – 7**

#### **TITLE-LITERARY FORMS II AND DRAMA – III**

**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-3hrs/week=48hrs**

### **Course Objectives:**

1.In this paper, the students are introduced with various literary forms and Dramas which comes under the theories of ‘Absurdism’ and ‘Feminism’. They will be acquainted with different types of Dramas or Plays and the different literary forms of a Play- Soliloquy, Chorus and Aside. Through the incorporation of specific forms of Drama, the students will have a broader view of the societal gender and political platform that existed during the century.

### **Teaching methodology:**

- Lectures, classroom debate, discussion, reading characters.

### **Course Learning Outcome (CO).**

CO	After the completion of this course the student will be able to	Cognitive level

CO-01	Ability to understand different characters and their psyche.	analyse
CO-02	Ability to see the mood and tones of scenes in a play.	Understanding
CO-03	Ability to have a broader perspective on humanity	Remember

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- Unit 1 Drama**
- 1.1 Vijay Tendulkar – Silence ! The Court Is In Session **16 hrs**
- Unit 2 Drama**
- 2.1 The Cherry Orchard – Anton Chekhov **16 hrs**
- Unit 3 Literary Terms**
- 3.1 Comedy of Manners, Miracle Play, Mystery Play, Chorus, Theatre of the Absurd, Epic Theatre, Soliloquy, Aside, Sentimental Play. **16 hrs**

### **Suggested Reading**

1. An anatomy of Drama : Martin Esslin
2. A Glossary of Literary Terms : M. H. Abrams

### **BLUE PRINT**

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**VI - SEMESTER – OPTIONAL ENGLISH  
DSC PAPER – 8  
LITERARY FORMS III AND CRITICISM – II  
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-3hrs/week=48hrs**

### **Course Objectives:**

1.This paper introduces the students to the history and rise of English novels with detailed study on the different types of Novels. It aims to nurture the students' critical thinking in addition to Practical Criticism of Unseen Prose Passages. It focuses on Literary Theories which will be an aid in approaching any kind of novel.

### **Teaching methodology:**

- Classroom discussions and lectures.

### **Course Learning Outcome (CO).**



CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To enable them to shape their approach and outlook towards different kinds of novels.	analyse
CO-02	Innovation and excellence in teaching by incorporating critical thinking of the students.	Understanding

**Unit 1 Acquaintance with the following literary terms 16 hrs**

- 1.1 Romance , Picaresque Novel, Allegory ,Parable , Gothic Novel, Science Fiction, Epistolary Novel, Kunstler roman, Comic -Epic in prose

**Unit 2 Criticism 16 hrs**

- 2.1 R J Rees – Chapter on Novel  
2.2 D.H Lawrence – Why the Novel Matters

**Unit 3 Practical Criticism 16 hrs**

- 3.1 Practical Criticism (unseen prose passage)

**Suggested Reading:**

- |                                             |   |                 |
|---------------------------------------------|---|-----------------|
| 1. The Rise of the English Novel            | - | Walter Allen    |
| 2. Craft of Fiction                         | - | Percy Lubbock   |
| 3. An Introduction to English Novel (I &II) | - | Arnold Kettle   |
| 4. Literary Theory                          | - | An Introduction |
| 5. Basics of Literary Theory                | - | Hans Bertans    |
| 6. The Oxford Dictionary of Literary Terms  | - | Baldick Chris   |

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 Annotations out of 4	2 x 5 =
	b.	2 Questions out of 4	2 x 10 = 20

7. Oxford: OUP 2001  
8. 'A Glossary of Literary Terms' (11<sup>th</sup> Ed.) - M. H .Abrams

**Blue Print**

UNIT-II		2 Questions out of 4 (The	2 x 10 = 20
UNIT-III		2 Questions out of 4 (The Strange Case of Billy Biswas)	2 x 10 = 20

**VI - SEMESTER -OPTIONAL ENGLISH**  
**DSC Paper – 9**  
**TITLE-LITERARY FORMS III AND CRITICISM – II**  
**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-3 Hrs/week = 48Hrs**

**Course Objectives:**

- 1.This paper is designed to enlighten the students in Indian Writing in English - Novels and Poetry of some of the most influential literary figures of India. It is included to uplift and appreciate the prosperous Indian Literatures of different time and period. It seeks to provide a comprehensive study on the importance of learning historical events and facts through the works of fiction.
- 2.Appreciation of the genuine works of Indian Writers.
- 3.Acknowledging the rich Indian heritage and culture.

**Course Learning Outcome (CO).**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Appreciation of the genuine works of Indian Writers.	analyse
CO-02	Acknowledging the rich Indian heritage and culture.	Understanding

**Unit 1 Poetry**

**20 hrs**

- 1.1 Toru Dutt – The Lotus
- 1.2 Sarojini Naidu – The Village Song
- 1.3 Nissim Ezekiel – The Enterprise

- 1.4 Arun Kolatkar – An Old Woman
- 1.5 A K Ramanujan – Obituary
- 1.6 Rabindranath Tagore – Go not to the temple
- 1.7 Polanki Ramamurthy – Wife
- 1.8 Sri Aurobindo – The Stone Goddess

**Unit 2 Fiction**

**14 hrs**

- 2.1 Amitav Ghosh – The Shadow Lines

**Unit 3 Fiction**

**14 hrs**

- 3.1 Arun Joshi – The Strange Case of Billy Biswas

**Suggested Readings :**

1. Methuen Notes
2. Articles and Research papers

**BLUE PRINT**

**VI - SEMESTER – OPTIONAL ENGLISH**

**DSC Paper – 10**

**TITLE-GROWTH OF THE ENGLISH LANGUAGE AND**

**CHARACTERISTICS OF MODERN ENGLISH**

**MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

**16weeks-3 Hrs/week = 48 Hrs**

**Course Objectives:**

1.This paper constitutes the history, growth and features of English Language. It facilitates the students to have a broader exposure towards literature and to get a glimpse of the history and social milieu of the Old English.

**Teaching Methodology:**

- Lectures, enlightening students with the epistemology of words and discussing the contemporary influences on the language.

**Course Learning Outcomes(CO)**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Enhance the students to trace the origin of words.	analyse
CO-02	Facilitate the students to inculcate the history, growth, features and contemporary influences on the English Language.	Understanding

<b>Unit 1</b>	<b>Origin and Nature of Language</b>	<b>10 hrs</b>
1.1	Origin of Language	
1.2	The Nature and functions of language	
<b>Unit 2</b>	<b>Growth of English Language</b>	<b>26 hrs</b>
2.1	The Indo-European Family of Languages	
2.2	English as a part of the Germanic Family	
2.3	Characteristics of old English	
2.4	Effects of the Norman Conquest on the English Language	
2.5	Latin, Greek and French influences on the English Language	
2.6	The influence of the Bible and Shakespeare	
<b>Unit 3</b>	<b>Influence on English Language</b>	<b>12 hrs</b>

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	10 Words out of 15	1x 10 = 10
	b.	1 Question out of 2	1 x 10 = 10
UNIT-II		3 Questions out of 5	3 x 10 = 30
UNIT-III		2 Questions out of 3	2 x 10 = 20

- 3.1 Standard English
- 3.2 Contemporary influences on the language
- 3.3 English as a world language

### **Suggested Reading**

1. A C Baugh: History of the English Language
2. C.L. Wrenn: The English Language

### **BLUE PRINT**

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#### **I-IV - SEMESTERS – OPTIONAL ENGLISH**

#### **DSE**

#### **PAPER I**

**Title . 1 Selections from Charles Lamb’s “Tales from Shakespeare”**

**16weeks-3 Hrs/week = 48 Hrs**

### **Course Objectives:**

- 1.To enable the students to familiarize with the greatest poet and dramatist of all times- William Shakespeare.
- 2.To familiarize with his plays in which he has given to mankind timeless and illuminating insights.
- 3.To enable the students to read his works in which he has captured human psyche in all its different moods through his immortal characters.

#### Teaching methodology:

- A response based approach to literature where students are made as pro active whose personal experience affects their interpretation of literary texts.
- Students as readers and writers will participate in the constructive reading /writing process.
- Seminars and open forums will accompany the discussion of texts.

#### Course Learning Outcome(CO):

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To enable the students to read and relish the works of the greatest poet and playwright of the 16 <sup>th</sup> century.	analyse
CO-02	To develop the students ability towards characters,actions and the relevance of the play.	Understanding

<b>Unit 1</b>	<b>Drama</b>	<b>3 hrs/week</b>
1.1	William Shakespeare- The Tempest	
1.2	William Shakespeare- A Midsummer Night's Dream	
1.3	William Shakespeare-Winter's Tale	

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#### I-IV - SEMESTERS – OPTIONAL ENGLISH

##### DSE

##### PAPER 2

Title - Poems by Caribbean Writers

16weeks-3 Hrs/week = 48 Hrs

#### Course Objectives:

- 1.To enable the students to understand different cultures and eras.
- 2.To enable the students to develop and understand the consequences of social exclusion and discrimination of economic growth and poverty ,health, political participation and on the well-being of the marginalized social groups.

#### Teaching methodology:

- Tutorial, presentation, class discussion and performance.

### Course Learning Outcome.

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To demonstrate an ability to trace the inequality of opportunities to the people among the marginalized groups.	analyse

<b>Unit 1</b>	<b>Poetry</b>	<b>3 hrs/week</b>
1.1	Derek Walcott- A Far Cry from Africa	
1.2.	Wole Soyinka- Telephone Conversation	
1.3	Pablo Neruda- Don't Go Far Off	
1.4	Maya Angelou- Still I Rise	
1.5	Kamau Brathwaite-Bread	

### BLUE PRINT

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 Annotations out of five to be answered	2 x 5=10
	b.	2 out of five to be answered (poetry )	2 x10 =20

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**I-IV - SEMESTERS – OPTIONAL ENGLISH**  
**DSE**  
**PAPER 3**  
**Title- Short Stories by Russian and French Writers**

**16weeks-3 Hrs/week = 48 Hrs**

### Course Objectives:

1. Analyse the merits and demerits of the book.
2. To encourage the students to read a variety of instances and experiences from the texts to make them aware of the reality of life.

### Teaching methodology:

- Lectures , group discussion and conducting quiz.

### Course Learning Outcome.

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Create a new work of one's own inspired by the study of these texts	Analyse
CO-02	The students are able to understand the society and learn life skills and to find their place in life.	Understanding

<b>Unit 1</b>	<b>Short Stories</b>	<b>3 hrs/week</b>
1.1	Nikolai Gogol—The Overcoat	
1.2	Fyodor Dostoevsky- An Honest Thief	
1.3	Guy de Maupassant- Necklace	

### BLUE PRINT

UNIT	QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a. 2 out of three to be answered (short answers)	2 x 5=10
	b. 2 out of three to be answered (long answers)	2 x10 =20

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## I-IV - SEMESTERS – OPTIONAL ENGLISH DSE-PAPER 4 Title- One Act Plays

**16weeks-3 Hrs/week = 48 Hrs**

### Course Objectives:

- To enable to students to understand the texts in their diverse ethnic socio-political context.
- Knowledge about the existence, fact, truth and superstitious beliefs of people.

### **Teaching methodology:**

- To enable the students to perform the play.
- Lectures, critical arguments , enhance the speaking skills.

### Course Learning Outcome (CO).

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	interpret fluently.	Analyse
CO-02	render consecutive interpretation.	Understanding
CO-03	have a broader perspective on humanity.	

#### Unit-1 Drama

3 hrs/week

- 1.1 Edmund John Millington Synge- Riders to the Sea
- 1.2 Hamilton- The Man Upstairs

### BLUE PRINT

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 annotations out of four to be answered	2 x 5=10
	b.	2 out of two to be answered (short	2 x10 =20

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### V SEMESTER OPTIONAL ENGLISH

DSE

PAPER I

Title R.K.Narayan's Selected Stories

16weeks-3 Hrs/week = 48 Hrs

### Objectives:

- Ability to read and understand the Indian context .
- Foster the legacy of ancient ideas , ethics and ideologies by promoting an appreciation of their impact on society .
- Stimulate critical reflection .

### Teaching methodology:

- Presentation, using ICT , debates.

### Course Learning Outcome (CO).



CO	After the completion of this course the student will be able to	Cognitive level
CO-01	<ul style="list-style-type: none"> <li>• Cultivate cross-cultural fluency by study of the language, literature and material culture.</li> <li>• Apply close reading and contextual analysis of the text..</li> </ul>	analyse

### Option 1

#### R.K.Narayan's Selected Stories

Unit- **R.K. Narayan's Selected Stories**

**3hrs/week**

1

1.1 Gateman's Gift

1.2 The Blind Dog

1.3 The Missing Mail

### BLUE PRINT

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 out of three to be answered (short	2 x 5=10
	b.	2 out of three to be answered (long	2 x10 =20

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### V SEMESTER OPTIONAL ENGLISH

DSE

PAPER 2

Title - Literary Theories

**16weeks-3 Hrs/week = 48 Hrs**

#### Course Objectives:

- 1.Critical thinking and research skills
- 2.Utilize a strong understanding of the contexts of literature on the basis of literary inquiry.
- 3.Comprehension of literary traditions and conventions.

#### **Teaching Methodology:**

Classroom discussions and lectures , to enable them to shape their approach and outlook towards different kinds of literary theories.

## Course Learning Outcome (CO).

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Innovation and excellence in teaching by incorporating critical faculty of the students	analyse

## Paper II- Literary Theories

Unit-1	<b>Literary Theories</b>	<b>3hrs/week</b>
1.1	Deconstruction	
1.2	Post Modernism	
1.3	Feminism	

## BLUE PRINT

UNIT	QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a. 2 out of three to be answered (short	2 x 5=10
	b. 2 out of three to be answered (long	2 x10 =20

## V SEMESTER OPTIONAL ENGLISH

### DSE

### PAPER 3

### Title- Greek Play

**16week-3 hrs/week=48hrs**

## Course Objectives:

- 1.To introduce the students towards one of the ancient Greek tragedy.
- 2.To introduce the students towards the elements of tragedy.

Course Objectives

## Course Learning Outcome.

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Ability to understand ancient Greek social milieu.	analyse

## Teaching methodology:

- Presentation, initiating an acting of the play by distributing different characters.

### **Paper III- Greek Play**

**Greek Play**  
Medea- Euripides

#### **BLUE PRINT**

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	2 annotations out of four to be answered	2 x 5=10
	b.	2 out of two to be answered (long	2 x10 =20

### **V SEMESTER OPTIONAL ENGLISH**

#### **DSE**

#### **PAPER 4**

#### **Title- Translations in English**

**16weeks-3 hrs/week=48**

#### **Course Objectives:**

1. To acknowledge the students on the abundance of translated works in English by Indian authors
- 2.To encourage the students translate published works or their own works to English language.
- 3.To appreciate bi-lingual poets in India.

#### **Teaching methodology:**

- Lectures, group discussion, continuous assessment.

#### **Course Learning Outcome(CO)**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To enable the students to learn the art of translation.	analyse

### **Translations in English**

Unit-I Rabindranath Tagore- Where the Mind is Without Fear

Unit-II Vaikom Mohammad Basheer- The Rightful Inheritors of the Earth

Unit-III Masti Venkatesha Iyengar- The Curd Seller

#### **BLUE PRINT**

UNIT		QUESTION DISTRIBUTION	MARKS DISTRIBUTION
UNIT-I	a.	1 annotation out of two to be answered (Where the Mind is Without Fear)	1 x 5=5
	b.	1 out of two to be answered (short answer)	1x5=5
UNIT-II		1 out of two to be answered (long	1 x10 =10
UNIT-III		1 out of two to be answered (long	1 x10 =10

**VI SEMESTER OPTIONAL ENGLISH**  
**DSE**  
**PAPER 1**  
**Title-Minor Research Projects / Dissertation**

16weeks-3 hrs/week=48hrs

**Course Objectives:**

1. To educate the students in the aesthetic principles and literary styles of diverse eras and cultures toward the further development of their own sensibilities.
2. To teach students how to read critically as writers and to understand other writers' craft, purpose and aesthetic choices .
3. To offer the students with the opportunity for frequent and the extensive writings , guided by teacher , supported by classmates, to provide an apprenticeship in the art.

**Course Learning Outcome(CO)**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	To enable the students to focus on research and its methodology.	analyse

**Teaching methodology:**

- Tutorial ,presentation, class discussion and dissertation.
- Understand ,analyse and effectively use the conventions of the English language.
- Create one's own creative piece of writing.