

**SEMESTER - I**

**AMERICAN LITERATURE I**

**1. Course Description**

**Programme: MA**

**Course Code: P26/ENG/DSC/104**

**Course Type: DSC**

**No. of credits: 4**


**Max. Hours: 60**

**Hours per week: 4 hrs/week**

**Max. Marks: 100**

**2. Course Objectives**

- To introduce learners to the range of literatures distinct in American writings, with a glimpse into the historical and cultural events that influenced the late 19 Century and early 20 Century works.
- To correlate the literary texts and acquaint the students with the diversity of genre and style in American literature, and critically analyze the influence of political trajectories on different ethnic communities.

  
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### 3. Course Outcomes


On completion of the course the student will be able to:


CO1: Recall the 20th century American historical movements and locate the relevance of texts in the literary age. (Remembering)

CO2 : Classify the establishment of American individualism in the poetic ethos of the texts assigned. (Analyzing)

CO3: Learners will analyze the human experiences reflected in the literary developments of each prescribed text. (Analyzing)

CO4:Learners will identify new patterns of the creation of American identity and nation, established through important intellectual thinkers. (Remembering)

  
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#### 4. Course Content

##### MODULE I: BACKGROUND (15 Hrs)

Antebellum and Puritanism; Transcendentalism; The American Romantics; American Frontier

##### MODULE II: POETRY (15 Hrs)

Edgar Allan Poe "River". "Dream Land"

Emily Dickinson "Because I could not stop for death",  
"I taste a liquor never brewed", "Hope" is the thing with feathers"

William Cullen Bryant "A Forest Hymn", "The Yellow Violet"

##### MODULE III: NOVEL (15 Hrs)

Nathaniel Hawthorne *The Scarlet Letter*

Mark Twain *The Adventures of Huckleberry Finn*

Herman Melville *Billy Bud*

##### MODULE IV: PROSE (15 Hrs)

Ralph Waldo Emerson "The American Scholar"

Henry David Thoreau "Civil Disobedience"

William Faulkner "Wealthy Jew"

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## 5. References

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7. Wenke, John. "Complicating Vere: Melville & #39;s Practice of Revision in *Billy Budd*." *Leviathan* 1.(1999): 83-88.
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9. Gray, Richard. *A History of American Literature*. Wiley-Blackwell, 2012.

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## 6. Syllabus Focus

### a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Connecting the texts with the human condition of oneself and around.
Regional	Understanding the dynamics of a region, of a community
National	Assessing poetry that communicates both individual and national sentiments
Global Development	Discussing the American situation and era in the context of the rest of the world

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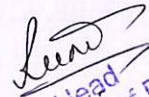
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**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	American Scholar	Group Discussion



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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture Method
2.	Experiential Learning	Interactive Activity
3.	Participative Learning	Audio Visual
4.	Participative Learning	Presentations
5.	Experiential Learning	Discussions

## 8. Course Assessment Plan

### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2- MCQs/ Presentations	Written Exam
CO2	CIA-2- MCQs/ Presentations	
CO3	CIA-1 - IA written exam	
CO4	CIA-1 - IA written exam	

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### b) Model Question Paper- End Semester Exam

## AMERICAN LITERATURE-I

SEMESTER - I

Code : P26/ENG/DSC/104

Max Marks: 60

Credits: 4

Time: 2.5 Hrs

## SECTION A

I. Note: Answer any four questions 4x10=40 marks

1. What are the features of American Romanticism? Cite examples from the poems by representative poets.

OR

2. Define 'Transcendentalism'. Write a brief note on the writers of the movement.

3. Compare Emily Dickinson's poems with the works of other poets of her time. What are some similarities in the use of symbols and language that you can assess?

OR

4. What role do symbolism and Gothic elements play in the poetic style of Edgar Allan Poe?
5. How does Hester Prynne's punishment become a challenge to the ideal of Puritanism at the end of *The Scarlet Letter*?

OR

6. Analyze the use of violence and humor in Mark Twain's *The Adventures of Huckleberry Finn*.

7. Explain the scholarly duties of an American scholar as propounded by Emerson? How is the idea of reading presented in this light?

OR


8. How does Thoreau describe and differentiate civil freedom and democratic government?


## Section B

II. Note: Answer any five of the following

(5x4=20 marks)

9. How did the ideas of Puritanism affect American society?
10. How does Emily Dickinson use unconventional punctuation in her poems?
11. What is the major conflict in Billy Budd?
12. Explain the formation of the modern American nation through the works of Emerson and Thoreau?
13. Identify any four writers of the Transcendentalist movement. List out the major works of the movement.
14. What does the Scarlet Letter eventually symbolise?
15. Describe the geography of Edgar Allen Poe's 'The Dream Land'
16. What are the major influences on American Scholar according to Emerson?

  
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## AMERICAN LITERATURE I

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	1 out of 2	10	5 out of 8	5x4=20
2	15	2	1 out of 2	10		
3	15	3	1 out of 2	10		
4	15	4	1 out of 2	10		

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remembering	15
2	2	Analysis	15
3	2	Analysis	15
4	1	Remembering	15

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## SEMESTER-END MODEL QUESTION PAPER TEMPLATE


SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Q. No	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	What are the features of American Romanticism? Cite examples from the poems by Poe.	CO 1	Level I
2	Module 1	Define 'Transcendentalism', with reference to the text prescribed.	CO 1	Level I
3	Module 2	Compare Emily Dickinson's poems with the works of other poets of her time. What are some similarities in the use of symbols and language that you can assess?	CO 2	Level II
4	Module 2	Classify Edgar Allan Poe's poetic characteristics using any two poems	CO 2	Level II
5	Module 3	Examine how the conventions of Puritanism were resisted? How does Hester Prynne's punishment become a challenge to the ideal at the end of the novel?	CO 3	Level IV
6	Module 3	With suitable examples, analyze the use of violence and humor in Mark Twain's The Adventures of Huckleberry Finn.	CO 3	Level V
7	Module 4	Define the scholarly duties of an American scholar? How is the idea of reading presented in this light?	CO 5	Level I

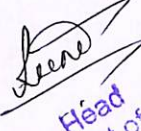
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8	Module 4	How does Thoreau describe and differentiate civil freedom and democratic government?	CO 5	Level I
<b>SECTION B - ANSWER ANY 5 OUT OF 8</b> <span style="float: right;"><b>5 Q X 2 M = 10 M</b></span> <b>( To compulsorily have ONE question from each module)</b>				
11	Module 1	How did the ideas of Puritanism affect American society?	CO 1	Level I
12	Module 2	How does Emily Dickinson use unconventional punctuation in her poems?	CO 2	Level III
13	Module 3	What is the major conflict in Billy Budd?	CO 3	Level IV
14	Module 4	Explain the formation of the modern American nation through the works of Emerson and Thoreau?	CO 4	Level II
15	Module 1	Identify any four writers of the Transcendentalist movement. List out the major works of the movement.	CO 1	Level I
16	Module 3	What does the Scarlet Letter eventually symbolise?	CO 3	Level I
17	Module 2	Describe the geography of Edgar Allen Poe's 'The Dream Land'	CO 2	Level I
18	Module 4	What are the major influences on American Scholar according to Emerson?	CO 4	Level II


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**SEMESTER - I****ENGLISH FOR PROFESSIONAL STUDIES****1. Course Description****Programme: MA****Course Code: P26/ENG/OE/101****Course Type: OE - 1****No. of credits:2****Max. Hours: 30****Hours per week:2****Max. Marks:50****2. Course Objectives**

- To equip learners with proficient LSRW skills and be industry ready.
- To train and prepare students for higher academic pursuits.

  
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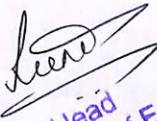
### 3. Course Outcomes

On completion of the course learners will be able to:

**CO1:** demonstrate effectively the various aspects of communication (Application).

**CO2:** synthesize with competence the requisite LSRW skills for the job market (Creative).

  
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#### 4. Course Content

##### MODULE I: COMMUNICATION SKILLS THEORY

(15 Hrs)


- Elements of Communication
- Johari Window
- Barriers to Listening
- Reading Comprehension

##### MODULE II: PROFESSIONAL SKILLS

(15 hrs)


- Business Proposal
- Information Transfer ( Note Making)
- Drafting CV
- Group Discussion/ Job Interview skills.


  
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## 5. References

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## 6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs


Local /Regional/National /Global Development Needs	Relevance
National	Facilitates competency in effective writing skills for the contemporary job market.
Global Development Needs	Helps gain proficiency in communication theory and LSRW skills to meet global standards .

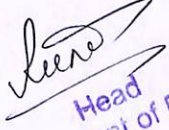
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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module 1	Regular assignments for successful interpersonal communication with emphasis on listening.
ED/EMP	Module 2	Regular mock sessions and assignments.

  
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## 7. Pedagogy

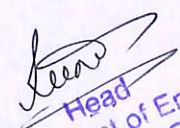
S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Oral Presentation and Assignments
2.	Participative Learning	Group Discussion, Role play

## 8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 - Written Exam	Written Exam
CO2	CIA - 1 - Skill Test	

  
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## b) Model Question Paper- End Semester Exam

## SEMESTER I

## Open Elective

## ENGLISH FOR PROFESSIONAL PURPOSES

Paper Code : P26/ENG/OE/101

Time: 1 hour

Total marks: 30

Answer any 6 of the following :

6x5=30 marks

## 1. Read the passage carefully and answer the following questions: (5 marks)

A tractor made in Bengal may help India shed bullocks from farms.

One of the world's smallest tractors, developed in a government laboratory in Durgapur and made especially for farmers with small landholdings, has passed field tests and is ready for production and roll out.

The tractor named Krishi Sakti, developed by engineers at the Central Mechanical Engineering Research Institute (CMERI), has just received certification under the Central Motor Vehicle Rules and will be produced by Howrah-based Singha Components, a private company.

The 12 horsepower mini-tractor will cost less and demand lower operating cost than standard tractors used in farms and will allow farmers with small patches of land to mechanize tilling and plowing operations', a CMERI scientist said.

Indian agricultural statistics suggest that 80 percent of the farming households across the country hold 36 percent of the cultivated land. The average landholding of an Indian farmer does not exceed the size of a soccer field.

Standard tractors used in Indian farms are larger at 18 horsepower or higher. These tractors cost about Rs 4 lakhs or higher and consume three to four liters of diesel per hour of

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operation. Krishi Sakti, on the other hand, is expected to be priced below Rs 2 lakhs and will work on less than two liters of diesel per hour.

The CMERI engineers say that the tractor could also be used to draw a trolley carrying up to 2500 kg of load. It was also reported that it took a 12-year research effort to develop the new tractor.

A. State whether the following sentences are True or False. (2X1=2)

1. The new tractor is developed by the scientists of CMERI.
2. The new tractor is more fuel consuming than the bigger tractors.

B. Answer each of the following questions in about 20 words: (3X1=3)

1. What is the name of the small tractor developed at CMERI? Who will be its producer?
  2. How much-cultivated land is held by 80% of the farmers? How big is the average landholding of an Indian farmer?
  3. What are the main advantages of employing the new tractor in the field?
2. How is listening different from hearing? List out the barriers to effective listening. (5 marks)
3. What are the elements of communication? (5 marks)
4. What are the implications of Johari Window? (5 marks)
5. As a Senior Manager of Ford Cars, India wrote a business proposal to Add Ads Company, Hyderabad to Launch a new advertising campaign on Ford Fiesta – New Car of the Year recognition. (5 marks)

6. Make suitable notes based on the reading of the passage. Use a standard format and give a suitable title: (5 marks)

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter-arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those

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parts of the message which do not readily fit with their own frame of reference. Finally, they react. They let personal feelings about the speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high!

It may need determination. Some speakers are difficult to follow either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness but also positioning of the body, the limbs, and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note taking, by trying to capture the critical headings and subheadings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes, the patterns of eye contact when the note taker looks up can be very positive; and the speaker's timing is aided he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backward and slouches. An upright posture helps a listener's concentration. At the same time, it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

7. You have applied for the post of a Lecturer in English, at Mount Carmel College, Bangalore. They require a candidate with MA (English) - minimum 60%; with basic technical skills to carry out blended learning; one who can take up added responsibility of organizing events in the campus. Draft a CV for the same. (5marks)
8. What are the aspects of an effective Group Discussion? (5marks)

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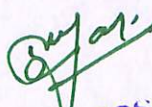
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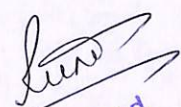
## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	No. of Questions	Total Marks
1	15	CO1	3	15
2	15	CO2	3	15

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	PO1	Application	10 hrs
2	PO3	Creative	10 hrs

  
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## SEMESTER I OE - ENGLISH FOR PROFESSIONAL STUDIES.


## SEMESTER-END MODEL QUESTION PAPER TEMPLATE

Answer any 6 out of 8		6Q X 5M = 30M		
Question Number	Question	Question	CO	BTL
1	Module 1	Read the passage carefully and answer the following questions:	CO 1	Level III
2	Module 1	How is listening different from hearing? List out the barriers to effective listening.	CO 1	Level III
3	Module 1	What are the elements of communication?	CO 1	Level III
4	Module 1	What are the implications of Johari Window?	CO 1	Level III
5	Module 2	As a Senior Manager of Ford Cars, India, write a business proposal to Add Ads Company, Hyderabad to Launch a new advertising campaign on Ford Fiesta – New Car of the Year recognition.	CO 2	Level VI
6	Module 2	Make suitable notes based on the reading of the passage. Use a standard format and give a suitable title:	CO 2	Level VI
7	Module 2	You have applied for the post of a Lecturer in English, at Mount Carmel College, Bangalore. They require a candidate with MA (English) - minimum 60% with basic technical skills to carry out blended learning; one who can take up added responsibility of organizing events in the campus. Draft a CV for the same.	CO 2	Level VI

8	Module 2	What are the aspects of an effective Group Discussion?	CO 2	Level VI
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## SEMESTER - I

## ENGLISH POETRY

## 1. Course Description

Programme: M.A.

Max. Hours: 75 Hours

Course Code: P26/ENG/DSC/102

Hours per week: 5 Hours


Course Type: DSC

Max. Marks: 100

No. of credits: 5

## 2. Course Objectives:

- To familiarize learners with various movements that led to a better understanding of British Poetry from Chaucer to the Modern Period.
- To develop amongst the learners the ability to read, analyze, and appreciate poetry with a “Modern” sensibility.

  
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### 3. Course Outcomes:

On completion of the course the student will be able to:


**CO1:** Learners gain a perspective to relevant literary movements/ concepts, prevalent from Chaucer to the Modern Period. Learners demonstrate an in-depth understanding of the terms Renaissance-Reformation, Neoclassicism, Romanticism, Pre-Raphaelites, War Poetry, and Modernism. (Understand)

**CO2:** Learners gain insight into reading and analyzing poetry from the 14th - 17th Century. (Analyze)

**CO3:** Learners can distinguish and appreciate the Romantic Poets as major contributors to the literary trend of Romanticism. Learners are able to appreciate and express in their own words the themes and nuances of Romantic poetry. (Create)

**CO4:** Learners identify the emergence of poetry by women as a significant shift from an all-male British literary canon prevalent in the earlier centuries. (Analyze)

**CO5:** Learners can critique modernist poetry and are able to access their relevance during the times they were written. Learners can recognize and differentiate modern poets of British Literature. Learners gain the ability to analyze poetry of the 20th Century Modern(ist) Period/Era. (Understand)

  
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#### 4. Course Content (Syllabus)

##### MODULE I: BACKGROUND (15 Hours)

Neoclassicism, Romanticism, Renaissance-Reformation, Pre-Raphaelites, War Poetry, Modernism

##### MODULE II: FOURTEENTH CENTURY TO SEVENTEENTH CENTURY (15 Hours)

Geoffrey Chaucer "The General Prologue" to The Canterbury Tales (Tran. Nevill Coghill)

lines 1- 4 ("When in April ... I therefore will begin")

John Milton *Paradise Lost (Bk I)*

John Donne "A Valediction", "The Canonization"

##### MODULE III: EIGHTEENTH CENTURY (15 Hours)

William Wordsworth "Tintern Abbey", "Anecdote for Fathers"

P. B. Shelley "Ode to the West Wind", "To a Skylark"

John Keats "Ode on a Grecian Urn", "Ode to a Nightingale"

##### MODULE IV: NINETEENTH CENTURY (15 Hours)

Elizabeth Barrett Browning Sonnets from the Portuguese 14 ("If thou must love me...") 43  
("How do I love thee ...")

Alfred Lord Tennyson "Ulysses", "The Sailor Boy"

Robert Browning "My Last Duchess", "The Lost Leader"

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**MODULE V: TWENTIETH CENTURY (15 Hours)**

T. S. Eliot                    “The Waste Land”

Phillip Larkin              “Best Society”, “Churchgoing”

Seamus Heaney            “Digging”, “Alphabets”



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## 6. Syllabus Focus

### a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional Development Needs	Learners are able to relate poetic themes to regional cultures and social experiences, encouraging critical engagement with local literary traditions and perspectives.
Global Development Needs	Learners are able to explore English poetry within a global literary framework, fostering cross-cultural awareness and the ability to engage with international literary scholarship.




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**b) Components on Skill Development/Entrepreneurship****Development/Employability**


SD/ED/EMP	Syllabus Content	Description of Activity
ED	Module IV, V	<p>Students are assigned to critically analyze the poems prescribed in the syllabus and encourage them to write their own poems.</p> <p>This activity will enhance their writing skill and creativity.</p>

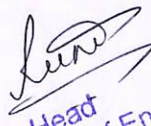
  
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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Presentation
4.	Participative Learning	Chalk and Talk

  
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## 8. Course Assessment Plan

### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2- MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-2- MCQs/ Presentations	
CO4	CIA-2- MCQs/ Presentations	
CO5	CIA-1 - IA written exam	

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**b) Model Question Paper- End Semester Exam****ENGLISH POETRY****SEMESTER - II****Code: P26/ENG/DSC/102****Max Marks:60****Credits: 5****Time :2.5 Hrs****Section A****Note: Answer any five questions****5x10=50 Marks**

1. Identify and examine the main characteristics of Renaissance.

OR

2. What are the features of Romanticism? Elaborate with examples.

3. Discuss the Prologue to the Canterbury Tales as a mirror of 14th Century English society.

OR

4. Making use of effective examples from Milton's Paradise Lost (Book I) demonstrate how Satan is depicted as an inspiring leader.

5. Describe the child's world as captured by William Wordsworth in the poem "Anecdote for Fathers."

OR

6. Discuss the significance of nature in P. B. Shelley's "To a Skylark."

7. Construct a critical essay on Elizabeth Barret Browning's poetry.

OR

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8. Evaluate the aspects of nostalgia and adventure in Tennyson's poem "Ulysses."
9. How does "The Waste Land" reflect war poetry? Illustrate using examples from the text.

OR


10. Compare and contrast the images of labour between the speaker, his father, and his grandfather in the poem "Digging."

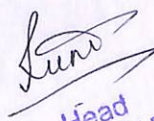
### Section B

**Note: Answer the following five questions**

**5x2 = 10 Marks**

11. List any two key features of Modernism.
12. Write a short note on the significance of the title "The Canonization."
13. Explain briefly the importance of the image of the Grecian Urn in John Keats's poem.
14. Discuss the character of the speaker in "My Last Duchess."
15. Explain the significance of the title "How do I love Thee..."
16. What is the message of the poem "Churchgoing?" Justify your answer with reference to the poem.
17. Analyze briefly two themes that are central to the poem "Alphabets"

  
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## ENGLISH POETRY

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15 hrs	CO1	1 out of 2	10	5 out of 8	5 x 2 = 10M
2	15 hrs	CO2	1 out of 2	10		
3	15 hrs	CO3	1 out of 2	10		
4	15 hrs	CO4	1 out of 2	10		
5	15 hrs	CO5	1 out of 2	10		

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	PO1	Understand	15 hrs
2	PO1	Analyze	15 hrs
3	PO3	Analyze	15 hrs
4	PO3	Evaluate	15 hrs
5	PO3	Understand	15 hrs

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## SEMESTER II - ENGLISH POETRY

SECTION A - INTERNAL CHOICE				
5 Q X 10 M = 50 M				
Q. No	Question	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Identify and examine the main characteristics of Renaissance.	CO 1	LEVEL II
2	Module 1	What are the features of Romanticism? Elaborate with examples.	CO 1	LEVEL II
3	Module 2	Discuss the Prologue to the Canterbury Tales as a mirror of 14th Century English society.	CO 2	LEVEL V
4	Module 2	Making use of effective examples from Milton's Paradise Lost (Book I) demonstrate how Satan is depicted as an inspiring leader.	CO 2	LEVEL IV

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5	Module 3	Describe the child's world as captured by William Wordsworth in the poem "Anecdote for Fathers."	CO 3	LEVEL V
6	Module 3	Discuss the significance of nature in P. B. Shelley's "To a Skylark."	CO 3	LEVEL II
7	Module 4	Construct a critical essay on Elizabeth Barret Browning's poetry.	CO 4	LEVEL II
8	Module 4	Evaluate the aspects of nostalgia and adventure in Tennyson's poem "Ulysses."	CO 4	LEVEL III
9	Module 5	How does "The Waste Land" reflect war poetry? Illustrate using examples from the text.	CO 5	LEVEL V
10	Module 5	Compare and contrast the images of labour between the speaker, his father, and his grandfather in the poem "Digging."	CO 5	LEVEL II
<p style="text-align: center;"><b>SECTION B - ANSWER ANY 5 OUT OF 8</b> 5 Q X 2 M = 10 M</p> <p style="text-align: center;">( To compulsorily have ONE question from each module)</p>				




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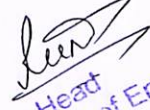
11	Module 1	List any two key features of Modernism.	CO 1	LEVEL I
12	Module 2	Write a short note on the significance of the title "The Canonization."	CO 2	LEVEL I
13	Module 3	Explain briefly the importance of the image of the Grecian Urn in John Keats's poem.	CO 3	LEVEL IV
14	Module 4	Discuss the character of the speaker in "My Last Duchess."	CO 4	LEVEL I
15	Module 5	Explain the significance of the title "How do I love Thee..."	CO 5	LEVEL II
16	Any Module	What is the message of the poem "Churchgoing?" Justify your answer with reference to the poem	CO4	LEVEL I
17	Any Module	Analyze briefly two themes that are central to the poem "Alphabets"	CO5	LEVEL VI
18	Any Module	What is an epic simile?	CO 2	LEVEL II

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## SEMESTER - I

## GENDER STUDIES AND WOMEN'S WRITING

## 1. Course Description

Programme: M.A.

Max. Hours: 60 Hours

Course Code: P26/ENG/DSC/105

Hours per week: 4 Hours


Course Type: DSC


Max. Marks: 100

No. of credits: 4

## 2. Course Objectives:

- To introduce learners to the concepts, principles and movements essential to understanding women's writing as a distinct genre and study.
- To analyze and apply the works of gender theorists who have developed methodologies on discussing the fluidities of gender identities through the extensive history of queer studies and literature.

  
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**3. Course Outcomes:**

**CO1:** Learners effectively gather a holistic understanding of women's writing; they are aware of the different movements and waves of feminism, several feminist theories, and have the ability to apply them to the prescribed texts and beyond. (Understand)

**CO2:** Learners possess the ability to appreciate prominent poetic voices, have the ability to recognise concepts such as internalization, literary critiques such as Gynocriticism. (Evaluate)

**CO3:** Learners are able to analyze the varied and fractal nature of women's writing as a genre and study distinct from other forms of literature. (Analyze)

**CO4:** Learners comprehend the theories and concepts related to a new genre 'Gender Studies' and how it assimilated into mainstream literature. (Understand)

  
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**4. Course Content/ Syllabus:****MODULE I: BACKGROUND (15 Hours)**

Sex and Gender; Feminisms; Gynocriticism, The Body Theory; Queer Theory

**MODULE II: POETRY (15 Hours)**


Aemilia Lanyer "Eve"s Apology in Defense of Women"  
 Sylvia Plath "Lady Lazarus", "The Applicant", "Daddy"  
 Luci Tapahonso "Blue Horses Rush In", "Leda and the Cowboy", "Raisin Eyes"

**MODULE III: PROSE (15 Hours)**

Michel Foucault *The History of Sexuality Part One - We "Other Victorians"*  
 Eve Kosofsky Sedgwick *The Epistemology of the Closet –Chapter 1*  
 Jose Esteban Munoz *Disidentification - Introduction*

**MODULE IV: SHORT STORIES (15 Hours)**


Ismat Chughtai "The Quilt"  
 Mahasweta Devi "Draupadi"  
 Nilanjana S. Roy "Star light, Star bright"

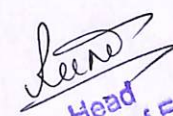
  
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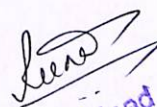
## 6. Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National development needs.	Learners learn to examine women's writing contextually and acquire gender sensitivity.
Global development needs.	Learners are able to understand and analyze the various intricacies of gender roles and address global concerns.



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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I	Students are able to use gender neutral vocabulary.
ED	Module I to IV	Students are able to come up with entrepreneurship ideas that cater to the needs of all genders in society.
EMP	Module I to IV	Students are able to adapt to a gender inclusive working environment.

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type /Description of Activity
1.	Participative Learning	Lecture method, Audio Visual
2.	Experiential Learning	Interactive activity, Discussions

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	CIA (40%)	End Semester Examinations (60%)
CO1	CIA-2 -MCQs/ Presentation	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2- MCQs/ Presentation	

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## GENDER STUDIES AND WOMEN'S WRITING

SEMESTER - I

Code: P26/ENG/DSE/105

Max Marks: 60

Credits: 4

Time: 2.5 Hrs

## SECTION – A

I. Answer the following (250 words)

4 x 10 = 40 Marks

1. Define and elaborate on Gynocriticism in relation to Elaine Showalter.

OR

2. Elaborate in detail the three Waves of Feminism.

3. Critically analyze Layner's defense in "Eve's Apology in Defense of Women".

OR

4. Identify and contrast the themes used by Sylvia Plath in the poems prescribed for your study.

5. Critically Estimate Foucault's work and its explanation of Sexuality in the "Power structure"

OR

6. Discuss Kosofsky's contribution to the 'closet memoir' literary form.

7. Elaborate on the significance of the narrative perspective in *The Quilt*.

OR

8. Assess the major themes in Nilanjana S. Roy's short story "Star Light, Star Bright".

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## Section B

Note: Answer any four of the following

4x5 = 20 marks

9. List out any four main features of Second Wave Feminism.
10. Justify the title "Raisin Eyes" in a paragraph.
11. Define the term 'Disidentification' related to Jose Esteban Munoz's work.
12. Explain the significance of the title "Draupadi".
13. What is Body theory?
14. Discuss the metaphors in 'Daddy'.
15. Write a brief note on Queer Theory.
16. What is 'repressive hypothesis'?

  
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## GENDER STUDIES AND WOMEN'S WRITING

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	5 out of 8	5*4M=20M
2	15	CO-2	1 out of 2	10		
3	15	CO-3	1 out of 2	10		
4	15	CO-4	1 out of 2	10		

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Analyze	15
3	3	Evaluate	15
4	3	Evaluate	15

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## SEMESTER I - GENDER STUDIES AND WOMEN'S WRITING




## SEMESTER-END MODEL QUESTION PAPER TEMPLATE


SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Q No.	Question	Question	CO	BTL
1	Module 1	Define and elaborate on Gynocriticism in relation to Elaine Showalter.	CO 1	LEVEL I
2	Module 1	Elaborate in detail the three Waves of Feminism.	CO 1	LEVEL V
3	Module 2	Critically analyze Layner's defense in "Eve's Apology in Defense of Women".	CO 2	LEVEL IV
4	Module 2	Identify and contrast the themes used by Sylvia Plath in the poems prescribed for your study.	CO 2	LEVEL III
5	Module 3	Critically estimate Foucault's work and its explanation of Sexuality in the "Power structure"	CO 4	LEVEL V
6	Module 3	Discuss Kosofsky's contribution to the 'closet memoir' literary form.	CO 4	LEVEL III

7	Module 4	Elaborate on the significance of the narrative perspective in <i>The Quilt</i> .	CO 5	LEVEL VI
8	Module 4	Assess the major themes in Nilanja S. Roy's short story "Star Light, Star Bright".	CO 5	LEVEL V
<p><b>SECTION B - ANSWER ANY 5 OUT OF 8</b></p> <p><b>4Q X 5 M = 20 M</b></p> <p>( To compulsorily have <b>ONE</b> question from <b>each</b> module)</p>				
11	Module 1	List out any four main features of Second Wave Feminism.	CO 1	LEVEL I
12	Module 2	Justify the title "Raisin Eyes" in a paragraph.	CO 2	LEVEL V
13	Module 4	Define the term 'Disidentification' related to Jose Esteban Munoz's work.	CO 4	LEVEL I
14	Module 5	Explain the significance of the title "Draupadi".	CO 5	LEVEL V
15	Any Module	What is Body theory?	CO 1	LEVEL I
16	Any Module	Discuss the metaphors in 'Daddy'.	CO 2	LEVEL II
17	Any Module	Write a brief note on Queer Theory.	CO 1	LEVEL I
18	Any Module	What is 'repressive hypothesis'?	CO 4	LEVEL II

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## SEMESTER - I

## INDIAN WRITING IN ENGLISH - I

## 1. Course Description

Programme: M.A

Course Code: P26/ENG/DSC/103

Course Type: DSC

No. of credits: 5


Max. Hours:75


Hours per week:5 hrs

Max. Marks: 100

## 2. Course Objectives

- To understand the history and societal conditions of 19th century India and to study the impact of culture and gender that played a prominent role in 19th century India.
- To focus and examine the burning issues of the contemporary period that served as the major themes of Indian writing in English; to study the patriarchal societal system existing in the country and to assess the changes made in post- independent India.

  
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### 3. Course Outcomes

On completion of the course the student will be able to:


CO1: Understand the status of women in 19th century Indian society; learners are able to understand and relate to the major themes of early Indian poetry like nature, human thought process, and lifestyle in Early Independent India. (Understanding)

CO2: Analyze the rise of the Indian Novel in English, the consequences that paved a way for it; learners can examine and compare the status of women and the Patriarchal society depicted in the works of Early Indian writings in English. (Analyzing)

CO3: Assess the major themes portrayed especially by the women writers of India; learners can imagine and construct a portrait of Indian society especially during the freedom struggle. (Evaluate)

CO4: Critique issues like caste system and culture in India through the major works of that time period; learners are able to assess the impact of colonization upon the middle-class society through the literary works. (Evaluate)

CO5: Interpret the literary works by reading and understanding Indian mythology; learners are capable of analyzing the changes in the depiction of women over a period of time from pre to post independent India. (Understanding)

  
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## 4. Course Content

**MODULE I: BACKGROUND (15 Hrs)**

19th Century Reform Movements in India; The Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman

**MODULE II: POETRY (15 Hrs)**

Toru Dutt	“Sita”, “Our Casuarina Tree”, “My Vocation”
Sri Aurobindo	“Silence is all”, “Is this the end?”, “The Dual Being”
Sarojini Naidu	“The Pardah Nashin”, “Ghanshyam”, “The Gift of India”

**MODULE III: FICTION (15 Hrs)**

Bankim Chandra Chatterjee	<i>Rajmohan's Wife</i>
Krupabai Satthianadhan	<i>Kamala: A Story of Hindu Life</i>
Rabindranath Tagore	<i>Choker Bali / A Grain of Sand</i>

**MODULE IV: FICTION (15 Hrs)**

Mulk Raj Anand	<i>Untouchable</i>
Raja Rao	<i>Kanthapura</i>
R K Narayan	<i>The Man-Eater of Malgudi</i>

**MODULE V: PROSE (15 Hrs)**

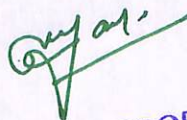
B R Ambedkar	“The Annihilation of Caste”
Jawaharlal Nehru	“The Quest” (Chapter 3; The Republic of India)
Arundhati Roy	“The Ladies Have Feelings, So... Shall We Leave It to the Experts?”

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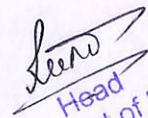
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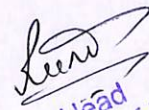
## 6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	Learners develop an appreciation of Indian writing in English from different regions of India
National	Learners are able to appreciate Indian Writing in English and analyse them, adding to patriotism and national cohesion
Global	Learners are able to understand and analyse Indian diasporic literature



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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module I, II	Organize classroom activity where students can share and discuss literature from different parts of India. Students can read aloud excerpts from their favorite works and discuss them with their peers.
Entrepreneurship Development	Module III.	Students brainstorm and design innovative concepts for a bookstore that specializes in Indian Writing in English. They can consider layout, marketing strategies, and unique selling points. This project promotes creativity and entrepreneurial thinking in the context of the literary market.
Employability	Module IV, V	Provide an editing and proofreading workshop using excerpts from Indian English literature. This activity enhances attention to detail, editing skills, and the ability to refine written content – crucial skills in various professional fields.

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Interactive activity
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2- MCQs/ Presentations	End Semester Written Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2- MCQs/ Presentations	
CO5	CIA-2- MCQs/ Presentations	

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## b) Model Question Paper- End Semester Exam

## DISCIPLINE SPECIFIC CORE

## INDIAN WRITING IN ENGLISH - I

Code : P26/ENG/DSC/103

Max Marks: 60

Credits: 5

Time :2.5 Hrs

## Section A

Answer any five questions

(5x10=50 marks)

1. Elaborate on the Indian national movement and its depiction through literature with an example.

OR

2. Describe in detail about 'The rise of Indian Novels in English'.

3. Analyze the element of personification in the poem 'The Gift of India' and what does it say?

OR

4. Analyze and interpret 'Sita' by Toru Dutt. Compare the element of mythology advocated in the poem.

5. Critically appreciate the character of Matangini in 'Rajmohan's Wife'.

OR

6. Compare and contrast the characters of Ganesh and Ramchandra in Bankim Chandra's work 'Kamala'.

7. Analyze the issue of caste and its significance through the title in 'Untouchable'.

OR

8. Elaborate on the mythological perspective used by R.K. Narayan in his work 'Man eater of Malgudi'.

9. Elucidate on the views of Ambedkar in his work 'Annihilation of Caste'.

OR


10. What are the ill effects of globalization and power politics that Arundhati Roy ponders over in her work 'The ladies have feelings...?'

**Section B****Answer any five of the following****(5x2 = 10 marks)**

11. Make a short analysis of the depiction of new Indian women through literature.
12. Identify the figures of speech used in the poem 'Our Casuarina Tree'.
13. Comment on the views of life presented by Aurobindo in the poem 'Is this the end?'
14. 'Her life is a revolving dream'. What does the poet mean through these words?
15. Draw a short character sketch of Natraj from 'The Man-Eater of Malgudi'.
16. Describe in a paragraph about the beauty and glory of the Indian civilization that Nehru puts forth in 'The Quest'.
17. Depict in short about the character of Asha from 'Chokher Bali'.
18. Explain briefly the relevance of the myth of Bhasmasura with reference to the ending of the novel "The Man-Eater of Malgudi".



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## INDIAN WRITING IN ENGLISH I

## c) Question Paper Blueprint


Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15 hrs	CO1	1 out of 2	10	5 out of 8	5 x 2 = 10M
2	15 hrs	CO2	1 out of 2	10		
3	15 hrs	CO3	1 out of 2	10		
4	15 hrs	CO4	1 out of 2	10		
5	15 hrs	CO5	1 out of 2	10		

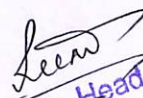
  
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## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	PO1	Understand	15 hrs
2	PO1	Analyze	15 hrs'
3	PO3	Analyze	15 hrs
4	PO3	Evaluate	15 hrs
5	PO3	Understand	15 hrs

  
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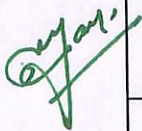
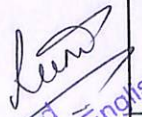
  
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## SEMESTER - I

## INDIAN WRITING IN ENGLISH I

## SEMESTER-END MODEL QUESTION PAPER TEMPLATE

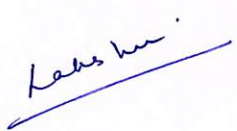


SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Q. No	Question	Question	CO	BTL(Bloom s Taxonomy Level)
1	Module 1	Elaborate on the Indian national movement and its depiction through literature with an example.	CO 1	Level II
2	Module 1	Describe in detail about 'The rise of Indian Novels in English'.	CO 1	Level II
3	Module 2	Analyse the element of personification in the poem 'The Gift of India' and what does it say?	CO 2	Level IV
4	Module 2	Analyse and interpret 'Sita' by Toru Dutt. Compare the element of mythology advocated in the poem.	CO 2	Level IV
5	Module 3	Critically appreciate the character of Matangini in 'Rajmohan's Wife'.	CO 3	Level II
6	Module 3	Compare and contrast the characters of Ganesh and Ramchandra in Bankim Chandra's work 'Kamala'.	CO 3	Level II
7	Module 4	Analyse the issue of caste and its significance through the title in 'Untouchable'.	CO 4	Level IV
8	Module 4	Elaborate on the mythological perspective used by R.K. Narayan in his work 'Man eater of Malgudi'.	CO 4	Level IV
9	Module 5	Elucidate on the views of Ambedkar in his work 'Annihilation of Caste'.	CO 5	Level V
10	Module 5	What are the ill effects of globalisation and power politics that Arundhati Roy ponders	CO 5	Level V

  
  
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		over in her work 'The ladies have feelings...		
<b>SECTION B - ANSWER ANY 5 OUT OF 8</b> <b>5 Q X 2 M = 10 M</b> <b>( To compulsorily have ONE question from each module)</b>				
11	Module 1	Make a short analysis of the depiction of new Indian women through literature.	CO 1	Level II
12	Module 2	Identify the figures of speech used in the poem 'Our Casuarina Tree'.	CO 2	Level II
13	Module 3	Comment on the views of life presented by Aurobindo in the poem 'Is this the end?'.	CO 3	Level II
14	Module 4	Her life is a revolving dream'. What does the poet mean through these words?	CO 4	Level II
15	Module 5	Draw a short character sketch of Natraj from 'The Man-Eater of Malgudi'.	CO 5	Level IV
16	Any Module	Describe in a paragraph about the beauty and glory of the Indian civilization that Nehru puts forth in 'The Quest'.	Applicable CO	Level I
17	Any Module	Depict in short about the character of Asha from 'Choker Bali'.	Applicable CO	Level IV
18	Any Module	Explain briefly the relevance of the myth of Bhasmasura with reference to the ending of the novel "The Man-Eater of Malgudi".	Applicable CO	Level II

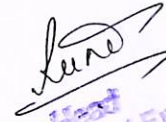
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Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
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## SEMESTER - I

## THE ENGLISH LANGUAGE: HISTORY, STRUCTURE AND DESCRIPTION

## 1. Course Description

Programme: M.A.

Course Code: P26/ENG/DSC/101

Course Type: DSC

No. of credits: 5


Max. Hours: 75

Hours per week: 5 Hrs

Max. Marks: 100

## 2. Course Objectives

- To acquaint learners with the theories around the origin and the emergence of English.
- To allow learners to explore the varieties in the English Language such as dialects, forms, etc., and General American and Received Pronunciation standard accent introductions.

  
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### 3. Course Outcomes:

On completion of the course,


CO1: Learners will be able to recall the emergence and evolution of English and its varieties from the Anglo-Saxon period to the late 15th Century.

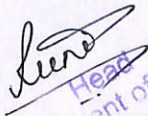
CO2: Learners will outline an idea about the conquests and their influence on the English language, vocabulary, and pronunciation.

CO3: Learners will be able to acquaint and apply the processes of word formation and change of meaning.

CO4: Learners will be able to analyse the different processes of evolution of standard English, as well as examine and interpret simple structures.

CO5: Learners will be capable of assessing different pronunciations, dialects, forms, etc., and estimate various accents of English employed across the world.

  
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#### 4. Course Content

##### MODULE I (15 Hrs)

- a. The Origin of Language: The Bow-wow theory, the Ding-dong theory, the Pooh-pooh theory, the Gesture theory
- b. Descent of English: Indo-European Family of Languages and its Branches; Grimm's Law
- c. The Old English (Anglo-Saxon) Period: Important Features of Old English

##### MODULE II (15 Hrs)

- a. The Middle English Period: the Norman conquest; Major Changes in the English Language during Middle English Period: Changes in Pronunciation, Spelling, and Vocabulary
- b. General Characteristics of the Modern English
- c. Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English Language

##### MODULE III (15 Hrs)

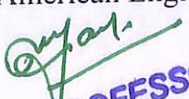
- a. Word Formation - Different Processes
- b. Change of Meaning - Different Processes
- c. The Evolution of "Standard English"


##### MODULE IV (15 Hrs)

- a. Structure of the English Noun Phrase
- b. Structure of the English Verb Phrase
- c. The Simple Sentence - its types, constituents, and organisation; Coordination and Subordination - their semantic implications

##### MODULE V (15 Hrs)


- a. Varieties of Language: Dialect, Idiolect, Style
- b. Register, Jargon, Slang, Pidgin
- c. British English and American English: Major Differences

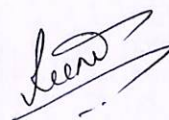
  
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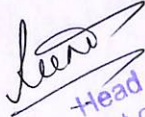


## 6. Syllabus Focus

## a) Relevance to Local, Regional, National, and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Studying the history of English helps to comprehend how English has spread across the globe and the implications of its role in cultural identity, international business and diplomacy.
Regional	The study of English language opens up a world of linguistic exploration, providing a deeper understanding of the language you use every day and its connection to human culture

  
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## b) Components on Skill Development/Entrepreneurship

## Development/Employability


SD/ED/EMP	Syllabus Content	Description of Activity
EMP	III	Recording key information about the word's history, root elements, and any interesting facts related to its development and noting how the word might have been borrowed from other languages or undergone changes in meaning.
ED	V	Facilitating discussions on the similarities and differences between the language varieties and discussing how these variations are influenced by geographical, historical, or social factors.
SD	IV	Inviting participants to share their paragraphs with the group and discussing how the use of different sentence types contributes to the overall tone and style of the writing.

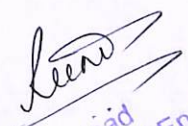
  
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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity-based
3.	Participative Learning	Audio Visual
4	Participative Learning	Chalk and Talk
5	Experiential Learning	Discussions

  
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## 8. Course Assessment Plan

### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2 MCQs/ Presentations	End Semester Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1- IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

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## b) Model Question Paper- End Semester Exam

## THE ENGLISH LANGUAGE: HISTORY, STRUCTURE, AND DESCRIPTION

Code: P26/ENG/DSC/101

Max Marks:60

Credits: 5

Time:2.5 Hrs

## Section A

Note: Answer any five questions

5x10=50 marks

1. Discuss in detail about the salient features of the Old English (Anglo-Saxon) period.

OR

2. Classify the Indo-European languages and discuss their characteristics with examples.

3. Summarise the characteristics of Modern English.

OR

4. Analyse the impact of the Norman Conquest on the English Language during the Middle English period. Explain with examples.

5. Elucidate in detail the processes involved in Word formation in the English Language.

OR

6. Elaborate on the standardisation process of the English language.

7. Explain the structures of noun phrases with two examples

OR

8. Draw a comparison between Coordination and Subordination with suitable examples.


9. Compare the differences between American and British English with examples

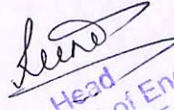
OR

10. Discuss the concepts, Dialect, style, and Idiolect with examples.

**Section B****Note: Answer any five of the following questions****5x2=10 marks**

11. Define Grimm's law about the descent of the English language.
12. State the changes in spelling and pronunciation during the Middle English period.
13. Identify the influence of Greek and Latin on the English language.
14. Describe the Change of meaning in English.
15. What are the types of simple sentences? Give two examples.
16. Define verb phrases with an example.
17. Write a short note on Creole and Pidgin.
18. What are the differences between British and American English?

  
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## THE ENGLISH LANGUAGE: HISTORY, STRUCTURE, AND DESCRIPTION

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	5 out of 8	5*2M=10 M
2	15	CO-2	1 out of 2	10		
3	15	CO-3	1 out of 2	10		
4	15	CO-4	1 out of 2	10		
5	15	CO-5	1 out of 2	10		

## 9. CO PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Analyse	15
3	1	Analyse	15
4	3	Evaluate	15
5	3	Evaluate	15

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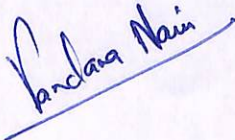


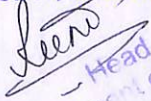
**SEMESTER- I THE ENGLISH LANGUAGE: HISTORY, STRUCTURE, AND  
DESCRIPTION**

**SEMESTER-END MODEL QUESTION PAPER TEMPLATE**

<b>SECTION A - INTERNAL CHOICE</b>				
<b>5 Q X 10 M = 50 M</b>				
<b>Q. No</b>	<b>Question</b>	<b>Question</b>	<b>CO</b>	<b>BTL(Bloom' s Taxonomy Level)</b>
1	Module 1	Discuss in detail about the salient features of the Old English (Anglo-Saxon) period.	CO 1	LEVEL II
2	Module 1	Classify the Indo-European languages and discuss their characteristics with examples.	CO 1	LEVEL II
3	Module 2	Summarise the characteristics of Modern English.	CO 2	LEVEL V
4	Module 2	Analyse the impact of the Norman Conquest on the English Language during the Middle English period. Explain with examples.	CO 2	LEVEL IV

5	Module 3	Elucidate in detail the processes involved in Word formation in the English Language	CO 3	LEVEL V
6	Module 3	Elaborate on the standardisation process of the English language.	CO 3	LEVEL II
7	Module 4	Explain the structures of noun phrases with two examples	CO 4	LEVEL II
8	Module 4	Draw a comparison between Coordination and Subordination with suitable examples.	CO 4	LEVEL III
9	Module 5	Compare the differences between American and British English with examples	CO 5	LEVEL V
10	Module 5	Discuss the concepts, Dialect, style, and Idiolect with examples.	CO 5	LEVEL II
<p><b>SECTION B - ANSWER ANY 5 OUT OF 8</b></p> <p><b>5 Q X 2 M = 10 M</b></p> <p><b>Compulsorily have ONE question from each module)</b></p>				
11	Module 1	Define Grimm's law about the descent of the English language.	CO 1	LEVEL I

12	Module 2	State the changes in spelling and pronunciation during the Middle English period.	CO 2	LEVEL I
13	Module 3	Identify the influence of Greek and Latin on the English language.	CO 3	LEVEL IV
14	Module 5	What are the types of simple sentences? Give two examples.	CO 5	LEVEL II
15	Module	Define verb phrases with an example.	CO4	LEVEL I
16	Module	Write a short note on Creole and Pidgin.	CO5	LEVEL I
17	Module 4	Describe the Change of meaning in English.	CO 4	LEVEL I
18	Module 5	What are the differences between British and American English?	CO 5	LEVEL 1

Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
		 Principal St. Francis College for Women Begumpet, Hyderabad - 16.  - Head Department of English St. Francis College For Women Begumpet, Hyderabad - 16