



# SACRED HEART COLLEGE (AUTONOMOUS)

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Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 \* Affiliated to Thiruvalluvar University, Vellore \* Autonomous since 1987

Accredited by NAAC (4<sup>th</sup> Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

## Restructured UG English Syllabus 2021-2022 **B.A. English**

### Structure of UG Syllabus – B.A. English (2021 onwards)

Se m	Part	Genre	Title of the Paper	Hr s	Cre	CIA	Sem	Total
<b>I</b>	I	Lang	Tamil – I	5	3	50	50	100
	II	GE	English – I	5	3	50	50	100
	II	GE	English – II	5	3	50	50	100
	II	GE	English – III	5	3	50	50	100
	II	GE	English – IV	6	3	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	ET/R E	Ethics/Religion	2	1			
	I	GE- CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>17+1</b>			
<b>II</b>	I	Lang	Tamil – II	5	3	50	50	100
	III	MC	Chaucer and Elizabethan Age	5	5	50	50	100
	III	MC	18 <sup>th</sup> Century English Literature	5	5	50	50	100
	III	MC	Literary Forms	5	5	50	50	100
	III	AR	Social History of England	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	ET/R E	Ethics/Religion	2	1			
	I	GE- CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>24+1</b>			
<b>III</b>	I	Lang	Tamil – III	5	3	50	50	100
	III	MC	Romantic Age	5	5	50	50	100
	III	MC	American Literature	5	5	50	50	100
	III	AR	History of English Literature-I(Pre Independence)	6	4	50	50	100
	III	AO	History of English Language	5	4	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	HR	Human Rights	2	1			
			DEEDS/SHELTERS		2			
<b>Total</b>				<b>30</b>	<b>25</b>			
<b>IV</b>	I	Lang	Tamil – IV	5	3	50	50	100
	III	MC	Major English Tragedies	5	5	50	50	100

	III	MC	History of English Literature –II	5	5	50	50	100	
	III	MC	Indian Writings in English-I	5	5	50	50	100	
	III	AO	Phonetics	6	4	50	50	100	
	IV	FC	Foundation Course	2	1			50	
	IV	EVS	Environmental Studies	2	1				
			DEEDS/SHELTERS		2				
			Internship*		2*				
	<b>Total</b>			<b>30</b>	<b>26 + 2*</b>				
<b>V</b>	III	MC	Victorian Age	5	5	50	50	100	
	III	MC	20 <sup>th</sup> Century English Literature	6	6	50	50	100	
	III	MC	Literary Criticism – I	6	6	50	50	100	
	III	MC	Indian Writings in English- II(Post Independence)	5	5	50	50	100	
	III	ME	Common Wealth Literature	6	4				100
			Literature and Film						
			Women’s Writing						
IV	NME	English for Career Examinations	2	1	100		100		
	<b>Total</b>			<b>30</b>	<b>27</b>				
<b>VI</b>	III	MC	Literary Criticism – II	6	6	50	50	100	
	III	MC	English Language Teaching	6	6	50	50	100	
	III	MC	Epics in English	6	6	50	50	100	
	III	SS	Translation : Theory and Practice	5	4	50	50	100	
	III	SS	Journalism/Project	5	4	100		100	
	IV	NME	Written Communication	2	1	100			
	<b>Total</b>			<b>30</b>	<b>27</b>				
				<b>180</b>	<b>148+ 2*</b>				

### English – I: Basic Communication

**Semester - I**

**Sub. Code:**

**Hour: 5**

**Credits: 3**

#### Course Objectives

To introduce students to the basics of communication in English

To learn a list of vocabularies like nouns that are commonly used in daily life

To introduce students to basic grammar

To be able to frame correct sentences both in spoken and written forms

To prepare the students to interact with others in English with apt body language

To enable students to appreciate literary pieces

#### Course Outcomes

At the end of the Course, the learners will be able to :

**CO1:**Converse in simple English using appropriate vocabulary at home, in the playground, at college, and while cooking and eating

**CO2:**Greet others, introduce oneself and others, invite and request someone, offer help-accept it and decline it, seek permission, ask for advice, and express gratitude

**CO3:**Exhibit adequate writing skill in English using nouns and verbs prescribed for study

**CO4:** Demonstrate practical knowledge of various parts of speech; past tense, present tense, and future tense; articles and prepositions

**CO5:** Discuss and analyse, themes and characters of short stories written by Jean Ure, Stephen Leacock, A. G. Gardiner, and Somerset Maugham and poems by Robert Frost and G. M. Hopkins; express appreciation of aesthetic aspects of literary works

### **English – II: Basic Communication**

**Semester - I**

**Hours: 5**

**Sub.Code:**

**Credits: 3**

#### **Course Objectives**

To help learners to build over the basic communication skills obtained in the previous semester in English

To be able to frame correct complex sentences both in spoken and written forms

To introduce students to idioms

To prepare the students to interact with others in English with apt body language

To enable students to appreciate literary pieces

#### **Course Outcomes**

At the end of the Course, the learners will be able to :

**CO1:**Converse in English using appropriate vocabulary in Hospital, while gardening, travel and professional environments; discuss about weather, seasons, universe, roads and traffic signals

**CO2:**Compliment and congratulate; persuade and remember someone; complain and apologize; make suggestions and warn someone; and ask about possibility

**CO3:**Exhibit adequate writing skill in English using nouns and verbs prescribed for study

**CO4:** Demonstrate practical knowledge of grammar related to subject verb agreement and punctuations; direct and indirect speech; conditional statements, questions, negation, command and request; active and passive voice and run-on sentences

**CO5:** Discuss and analyse, themes of essays/short stories written by Dr. APJ Abdul Kalam, O. Henry and Cedric Mount; poems by P. B. Shelley and Khalil Gibran; express appreciation of aesthetic aspects of literary works

### **English - III: Public Communication**

**Semester - I**

**Hour: 5**

**Sub. Code:**

**Credits: 3**

#### **Course Objectives**

To introduce students to the art of communication and public speaking in English

To train the minds to think in English

To narrate an incident or a story, share an experience, etc.

To enhance proficiency in Writing skills of the students focusing on vocabulary already learnt and acquiring new vocabulary

To express their opinion on various current issues related to social, political, etc.  
To understand and appreciate English prose passages and Poems

### **Course Outcomes**

At the end of the Course, the learners will be able to:

**CO1:** Introduce oneself, describe, narrate in informal situations; welcome, introduce a guest and thank in a formal gathering; face an interview in person or online; seek and give information over telephone in simple English

**CO2:** Prepare and present professional presentations; negotiate and involve in Group Discussions with a professional approach in English

**CO3:** Exhibit writing skill in English in writing short speeches, apply for jobs, prepare resumes, pen business letters and write professional reports

**CO4:** Demonstrate knowledge and use of phrasal verbs and idioms that are commonly used as well as job-related in real life situations

**CO5:** Discuss and analyse, themes and characters of short stories written by **Edward De Bono Kamala Das**, O. Henry, T.S Eliot. Stockton, , John Milton, express appreciation of aesthetic aspects of literary works

## **English - IV: Business Communication**

**Semester - I**

**Sub.Code:**

**Hour: 6**

**Credits: 3**

### **Course Objectives**

To Enhance the proficiency of Business Communication skills of the students focusing on the words, and expressions commonly used in the business environment

To develop the ability to communicate clearly, correctly and effectively in written English on matters having relevance to day-to-day business operations

To use appropriate words, proper construction of sentences, and coherent presentation conforming to widely accepted corporate practices

To create quality work force for the industry

### **Course Outcomes**

At the end of the Course, the learners will be able:

To prepare their resumes and write business-related letters

To face both face-to-face interview and tele-interviews

To write minutes of meeting and short reports

To follow telephone etiquette in asking for and giving information, and make, cancel and reschedule appointments

To write letters to express congratulations, sympathy, and condolences

To handle visitors and customers in a business environment with proper diction

To negotiate in business situations and participate in Group Discussions

## **Chaucer and Elizabethan Age**

**Semester - II**

**Sub code:**

**Hours: 5**

**Credits: 5**

### **Introduction**

This course explores the literature, culture, and society of England during the medieval and early modern periods. The course focuses on two important literary figures, Geoffrey Chaucer and William Shakespeare, who are considered as pioneers in English literature. It provides students with a deeper understanding of the literary, cultural, and historical developments that shaped England during the medieval and early modern periods. Students will also gain critical analysis skills and learn to appreciate the enduring significance of Chaucer and Shakespeare in the literary canon.

### Course Objectives:

1. To train the learners to get an overall perspective of the literature of Chaucerian Age
2. To make the learners to understand the poetic forms in Chaucer and Elizabethan Age
3. To expose the learners to the features of prose writings in Chaucer and Elizabethan Age
4. To enable the learners to appreciate the features of Chaucer and Elizabethan drama
5. To help the learners to understand the English Social life during Chaucer and Elizabethan Age

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Appreciate the features of Chaucer and Elizabethan poems, prose	K5
CO 2	Get an over view of the Chaucer and Elizabethan Age	K2
CO 3	They can understand the English Social life during Chaucer and Elizabethan Age	K2
CO 4	Categorise various genres in Chaucer & Elizabethan Age	K4
CO 5	Create the similar traditional forms of poetry as in the particular age	K6

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mea n S c o r e s o f C O s
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	
1	3	3	2	2	3	1	2	1	3	2	3	2	1	2.15
2	2	2	3	3	3	2	2	2	3	2	3	3	2	2.46
3	2	1	3	2	2	1	2	2	3	2	3	2	2	2.07
4	2	1	3	1	2	1	2	3	3	2	3	2	2	2.07
5	2	2	2	2	2	2	2	3	2	2	2	2	2	2.07
	Mean Overall Score													<b>2.16</b>

		Result	High
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## 18<sup>th</sup> Century English Literature

Semester - II

Hours: 5

Sub. Code:

Credits: 5

### Course Objectives:

- To give a broad introduction to the Literature and Culture of the Eighteenth Century England
- To explore the classical notion of Science and Literature, Nature and Imagination during the Eighteenth Century
- To give a taste of the eighteenth-century poetry and novel
- To enhance the students' knowledge of the literary accomplishments and an exposure to the eighteenth-century writers
- To familiarize the students with the concepts that evolved during that era.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Students will be able to Know and remember the various developmental stages of 18th century in the English literary field.	K1
CO 2	Students will be able to explain the classical notions of Science and literature, Nature and Imagination during the eighteenth - century	K1
CO 3	Students will be able to enrich student's mind with the taste of the eighteenth-century Poetry with the concepts of Eighteenth-century writers	K6
CO 4	Students will be able to describe, analyze, interpret and evaluate 18th century dramatic literature and theatrical productions.	K6
CO 5	Students will be able to understand the theoretical concepts and its development that could develop student's critical thinking.	K5

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PS O3	PS O4	PS O5	
1	3	2	2	2	3	1	3	2	3	3	2	3	2.9
2	3	2	3	2	2	2	2	2	3	3	3	3	3.0
3	3	2	3	3	2	2	3	3	3	3	3	3	3.3
4	3	3	3	2	2	2	3	3	3	3	3	3	3.3
5	3	3	3	3	3	2	3	3	3	3	3	3	3.5

Mean Overall Score	3.2
Result	High

## Literary Forms

**Semester - II**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### Introduction

This course is intended to give learners an overview of English Literature, its forms and genres. Such an introduction is especially critical for students who intend to specialise in this discipline, as it gives them the overall context and background information about English literature and its major literary forms such as poetry, prose and drama. It also has the secondary function of familiarizing students with the thematic diversity and aesthetic qualities of English literature.

### Course Objectives:

- To introduce students to the English literary background
- To inculcate in the beginners a proper understanding of all the literary forms
- To enable the students to understand each literary form in isolation and in relation to other forms
- To identify literary forms of given literary pieces and their characteristics
- To recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Know and relate the English literary background with the literary pieces	K1
CO 2	CO2: Analyse the literary forms with the literary piece.	K4
CO 3	CO3: Compare each literary forms in relation to other forms.	K4
CO 4	CO4: Identify literary forms of given literary pieces and their characteristics.	K5
CO 5	CO5: Recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.	K3

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)							Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS O1	PSO 2	PSO 3	PSO4	PSO 5	PS O6	
1	2	3	2	1	2	3	1	1	3	3	1	1	2	1.92
2	2	3	2	1	3	2	2	1	3	3	1	2	3	2.15
3	2	3	2	1	3	3	2	2	2	3	2	2	3	2.3

4	2	3	2	2	3	3	2	2	3	3	2	2	2	2.38
5	3	3	3	2	3	3	3	2	3	3	3	3	3	2.84
Mean Overall Score													<b>2.31</b>	
Result													<b>High</b>	

## Social History of England

**Semester - II**  
**Sub. Code:**

**Hours: 6**  
**Credit: 4**

**Course Objectives:**

- To enable the students to acquire some basic knowledge of the social history of England
- To help students to recognize English thought, culture and history reflected in the study of literature
- To facilitate students to understand the changing environment in the history of England and English Literature
- To train the students to see the social life of the people of an era mirrored in the literature of the corresponding era.

**Course Outcomes:**

By the end of this course, students will be able to:

- Develop an ability to read texts in relation to their historical and cultural context
- Gain a richer understanding of both text and context
- Become aware of themselves as situated historically and culturally
- Think critically and creatively and develop detailed methods of analysis and response

## English – I: Basic Communication

**Semester - I**  
**Sub. Code:**

**Hour: 5**

**Credits: 3**

**Course Objectives**

- To introduce students to the basics of communication in English
- To learn a list of vocabularies like nouns that are commonly used in daily life
- To introduce students to basic grammar
- To be able to frame correct sentences both in spoken and written forms
- To prepare the students to interact with others in English with apt body language
- To enable students to appreciate literary pieces

**Course Outcomes**



At the end of the Course, the learners will be able:

To use right words in right situations especially, in daily conversations

To have simple conversations in English in different situations

To make grammatically correct sentences both in spoken and written communication

To automatically exhibit apt body language when interacting with others

To read and comprehend the underlying message and appreciate literary texts

### Unit - I

- Listening** : Introduction and Lesson 1 – The Airport  
**Speaking** : Greeting People and Dialogues at Home from Dawn to Dusk  
**Reading** : EFL Reading Cards – Level I  
**Writing** :  
**A. Vocabulary** : **Nouns** – Various Parts of a House/Room,  
Various Parts of the Body  
**Verbs**– From Dawn to Dusk  
**B. Writing** : Using the Nouns and Verbs Taught in the Unit  
**C. Grammar** : An Introduction to Parts of Speech  
**Short Story** : **The Land Where There Were No Old Men** by **Jean Ure**

### Unit - II

- Listening** : Lesson 2 – Football  
**Speaking** : Introducing Oneself and Others – Dialogues at Play  
**Reading** : EFL Reading Cards – Level II  
**Writing** :  
**A. Vocabulary** : **Nouns**–Games and Sports  
**Verbs**– At Play  
**B. Writing** : Using the Nouns and Verbs Taught in the Unit  
**C. Grammar** : Word Order  
**Short Story**: **My Lost Dollar** by **Stephen Leacock**

### Unit - III

- Listening** : Lesson 3 – Our Rooms  
**Speaking** : Inviting, Requesting – Dialogues at College  
**Reading** : EFL Reading Cards – Level II  
**Writing** :  
**A. Vocabulary** : **Nouns** –College/Classroom  
**Verbs**– At Study  
**B. Writing** : Using the Nouns and Verbs Taught in the Unit  
**C. Grammar** : Nouns, Pronouns, Determiners and Adjectives  
**Prose** : **'A Fellow Traveller'** by **A.G. Gardener**

### Unit - IV

- Listening** : Lesson 4 – Food  
**Speaking** : Offering Help, Accepting it and Declining it – Dialogues Related to  
Cooking and Eating  
**Reading** : EFL Reading Cards – Level III  
**Writing** :  
**A. Vocabulary** : **Nouns**– Kitchen, Spices, Pulses, Grains and Vegetables  
**Verbs**– Related to Cooking and Eating  
**B. Writing** : Using the Nouns and Verbs Taught in the Unit  
**C. Grammar** : Verb, Verb Tenses and Adverbs

**Poems : Mending Wall by Robert Frost**  
**The Windhover (To Christ Our Lord) by G.M. Hopkins**

**Unit - V**

- Listening** : Lesson 5 – The Newsagent's  
**Speaking** : Seeking Permission, Asking for Advice, Expressing Gratitude and Related Dialogues  
**Reading** : EFL Reading Cards – Level III  
**Writing** :  
**A. Vocabulary** : **Nouns** – Dressing room, Bedroom, Bathroom  
**Idioms** – of Daily Chores and Household Activities  
**B. Writing** : Using the Nouns and Idioms Taught in the Unit  
**C. Grammar** : Prepositions, Conjunctions and Interjections  
**Short story: The Verger by Somerset Maugham**

**Reference Books**

1. English for Basic Communication - 1, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd. 1992.
3. D Victor and associates, ENGLISH READER, Book XII, Tamil Nadu Textbook Corporation, 2003.
4. Dr. Xavier Alphonse SJ, Walking the Extra Mile, MCRDCE Publication, Chennai, 2005.
5. Ed. Dr. M S Nagarajan, SPECTRUM – AN ANTHOLOGY OF MODERN PROSE, AnuChithra Publications, Chennai, 1988.
6. Ed. Mary T. David and V S Muthiah, DRUMBEATS – AN ANTHOLOGY OF PROSE BY NOBEL LAUREATES, B I Publications Pvt. Ltd. 1992.
7. Eds. Dr. Robert Ilson, Prof. David Crystal, READER'S DIGEST UNIVERSAL DICTIONARY, Reader's Digest, 1993.
8. G Radhakrishna Pillai, K Rajeevan, SPOKEN ENGLISH FOR YOU, Emerald Publishers, Chennai, 2002.
9. J E Metcalfe, THE RIGHT WAY TO IMPROVE YOUR ENGLISH, Jaico Publishing House, 1998.
10. M L Tickoo & Paul Gunashekar, READING FOR MEANING, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, STRENGTHEN YOUR ENGLISH, Oxford University Press, 1983.
12. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY
13. P C Wren, MA and H Martin, MA, HIGHSCHOOL GRAMMAR AND COMPOSITION, Chand & Company, New Delhi, 2004.
14. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
15. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
16. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English, LOYOLA COLLEGE, Chennai.
17. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.

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## English – II: Basic Communication

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**Semester - I**

**Hours: 5**

**Sub.Code:**

**Credits: 3**

### Course Objectives

To help learners to build over the basic communication skills obtained in the previous semester in English

To be able to frame correct complex sentences both in spoken and written forms

To introduce students to idioms

To prepare the students to interact with others in English with apt body language

To enable students to appreciate literary pieces

### Course Outcomes

At the end of the Course, the learners will be able:

To use appropriate vocabulary in daily conversations and in academic situations

To have simple and lengthy conversations in English in different situations

To employ idioms both in spoken and written communication

To automatically exhibit apt body language when interacting with others

To read and comprehend the underlying message and appreciate literary texts

### Unit - I

**Listening** : Lesson 6 – The Beardsley Hotel

**Speaking** : Remembering Someone, Persuading Someone – Dialogues in Hospital

**Reading** : EFL Reading Cards – Level VI

**Writing:**

**A. Vocabulary:**

**Nouns:**Sickness/Disease

**Verbs:**Verbs used in Hospital

**Idioms** :of Sickness and Health

**B. Grammar:**Subject Verb Agreement, Punctuation

**C. Exercises:** Using Subject Verb Agreement and Punctuation taught in the Unit

**Prose: Autobiography: *Wings of fire* Chapter 16 “Leaders” by A.P.J. Abdul Kalam**

### Unit - II

**Listening** : Lesson 6 – The Beardsley Hotel

**Speaking** : Complimenting and Congratulating, Expressing Sympathy, Dialogues at Work

**Reading** : EFL Reading Cards – Level VI

**Writing:**

**A. Vocabulary:**

**Nouns:**Various Trees and Plants

**Verbs:**Gardening and Farming

**Idioms** :of Trees and Plants

**B. Grammar:** Direct and Indirect Speech, Verb Complements

**C. Exercises:** Using Direct and Indirect Speech, Verb Complements taught in the Unit

**Prose: Manners and Etiquettes - Anonymous**

### Unit - III

**Listening** : Lesson 7 – A Journey Part I

**Speaking** : Complaining, Apologising – Dialogues related to Transportation, Professions

**Reading** :EFL Reading Cards – Level VII

**Writing :**

**A. Vocabulary :**

**Nouns:** Vehicles and their parts, Professions

**Verbs :** Related to Transportation and Professions

**Idioms :** Love related Idioms

**B. Grammar:** Conditional Statements

**C. Exercises :** Using Conditional statements taught in the Unit

**Short Story:** *After Twenty Years* by **O. Henry**

**Unit - IV**

**Listening :** Lesson 7 – A Journey Part II

**Speaking :** Making suggestions, Warning someone, Dialogues related to weather, season, etc.

**Reading :** EFL Reading Cards – Level VII

**Writing :**

**A. Vocabulary :**

**Nouns:** Earth, Weather, Climate, Seasons and Natural Calamities

**Verbs:** Related to weather, climate, seasons and natural calamities

**Idioms :** of earth, weather, climate and seasons

**B. Grammar:** Questions, Negation, Command and Request

**C. Exercises :** Using the Questions, Negation, Command and Request taught in the Unit

**Poem :** *Ode to the West Wind* by **P.B. Shelley**

*On Children* by **Khalil Gibran**

**Unit - V**

**Listening :** Lesson 7 – A Journey Part III

**Speaking :** Asking about possibility, asking if someone is sure and Related Dialogues on Universe, Roads and Traffic Signals

**Reading :** EFL Reading Cards – Level VII

**Writing :**

**A. Vocabulary :**

**Nouns:** Universe, Roads and Traffic Signals

**Verbs :** 995 Most Frequently Used Verbs

**Idioms :** Universe, Roads and Transportation

**B. Grammar :** Active and Passive Voice, Run-on Sentences

**C. Exercises :** Using Active and Passive Voice, avoiding Run-on Sentences

**Drama:** *Never Never Nest* by **Cedric Mount**

### **Reference Books**

1. English for Basic Communication - 2, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd.1992.
3. Dr. Xavier Alphonse SJ, Walking the Extra Mile, MCRDCE Publication, Chennai, 2005.
4. G Radhakrishna Pillai, K Rajeevan, SPOKEN ENGLISH FOR YOU, Emerald Publishers, Chennai, 2002.
5. J E Metcalfe, THE RIGHT WAY TO IMPROVE YOUR ENGLISH, Jaico Publishing House, 1998.
6. M L Tickoo & Paul Gunashekar, READING FOR MEANING, S Chand & Company Ltd, New Delhi.
7. M P Bhaskaran and D Horsburg, STRENGTHEN YOUR ENGLISH, Oxford University Press, 1983.
8. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY

9. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
10. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
11. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English LOYOLA COLLEGE, Chennai.
12. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.
13. V KoothaNainar, SPECTRUM ENGLISH COURSE, Book IV, Samba Publishing Co. Pvt. Ltd, 2000.

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## English - III: Public Communication

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**Semester - I**  
**Sub. Code:**

**Hour: 5**  
**Credits: 3**

### Course Objectives

- To introduce students to the art of communication and public speaking in English
- To train the minds to think in English
- To enhance proficiency in Writing skills of the students focusing on vocabulary already learnt and acquiring new vocabulary
- To understand and appreciate English prose passages and Poems

### Course Outcomes

At the end of the Course, the learners will be able:

- To introduce themselves in English in informal and formal settings
- To narrate an incident or a story, share an experience, etc.
- To welcome, introduce and thank guests and audience in formal functions
- To prepare presentations and present them before an audience
- To express their opinion on various current issues related to social, political, etc.
- To read and comprehend the underlying message and appreciate literary texts

### Unit - I

**Speaking:** Introduce oneself to the gathering - Describe one's village - Speak about one's family - Narrate a story/incident

**Writing:**

**Prose** : 'Six Thinking Hats' by Edward De Bono

**Poem** : 'Punishment in Kindergarten' by Kamala Das

**Phrasal Verbs:** Starting with A, B and C

### Unit - II

**Speaking:** Welcome the gathering – Introduce a guest to the audience - Thank the gathering and the organizers of an event

**Writing:** Writing Short Speeches

**Prose:** 'The Gift of the Magi' by O. Henry

**Poem :** 'Journey of the Magi' by T. S. Eliot

**Phrasal Verbs:** Starting with D, E and F

### Unit - III

**Speaking:** Give his/her opinion on any current national issue - Support / oppose a given idea / concept / opinion - analyse and report on the advantages/disadvantages of any social issue

**Writing:**

**Short Story** : 'The Lady, or the Tiger?' by Frank T. Stockton

**Poem** : 'Satan's Speech' by John Milton

**Phrasal Verbs:** Starting with G, H and I

### Unit - IV

**Speaking: Prose (Speeches) – Podcast and Text**

: Quit India by Mahatma Gandhi

: Gettysburg Address by Abraham Lincoln (Concluding part)

: Swami Vivekananda's speech at the World Parliament of Religions

: Making presentations and presenting

## Writing:

A Project - Preparing a Project Presentation

Effective Communication in Business Contexts – some principles and samples and preparing presentations

**Short Story :A Case of Suspicion by Ed Wallace**

**Phrasal Verbs:**Starting with J, K and L

## Unit - V

**Speaking** : Preparing news items of local events and speak about them

**Writing** :Read newspapers and magazines and write to the Editor and/or comment

on it.

**Play: Drama– ‘Chandalika’by Rabindranath Tagore**

**Phrasal Verbs:** Starting with M, N and O.

## Reference Books

1. English for Public Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Charles K. Atkin, *Public Communication Campaigns*, 4th Ed., Thousand Oaks, CA: Sage.1981.
3. **Stephen E. Lucas, *The Art of Public Speaking, 10<sup>th</sup> Ed., McGraw-Hill, 2008.***
4. **Mike Acker, *Speak With No Fear: Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter, Advance, Coaching and Consulting, 2019.***
5. William E. Lee, Daxton Stewart and Jonathan Peters, *The Law of Public Communication*, 11th Edition by Routledge, USA, 2020.
6. Dr. Xavier Alphonse SJ, *Walking the Extra Mile*, MCRDCE Publication, Chennai, 2005.
7. Ed. Dr. M S Nagarajan, *SPECTRUM – AN ANTHOLOGY OF MODERN PROSE*, AnuChithra Publications, Chennai, 1988.
8. Eds. Dr. Robert Ilson, Prof. David Crystal, *READER’S DIGEST UNIVERSAL DICTIONARY*, Reader’s Digest, 1993.
9. J E Metcalfe, *THE RIGHT WAY TO IMPOROVE YOUR ENGLISH*, Jaico Publishing House, 1998.
10. M L Tickoo& Paul Gunashekar, *READING FOR MEANING*, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, *STRENGHEN YOUR ENGLISH*, Oxford University Press, 1983.
12. Mary K McCaskill, *A HAND BOOK FOR TECHNICAL WRITERS AND EDITORS*, Langley Research Centre, Hampton, Virginia.
13. Sarah Freeman, *WRITTEN COMMUNICATION IN ENGLISH*, Orient Longman, 1994.

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## English - IV: Business Communication

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**Semester - I**  
**Sub.Code:**

**Hour: 6**  
**Credits: 3**

### Course Objectives

- To Enhance the proficiency of Business Communication skills of the students focusing on the words, and expressions commonly used in the business environment
- To develop the ability to communicate clearly, correctly and effectively in written English on matters having relevance to day-to-day business operations
- To use appropriate words, proper construction of sentences, and coherent presentation conforming to widely accepted corporate practices
- To create quality work force for the industry

### Course Outcomes

At the end of the Course, the learners will be able:

- To prepare their resumes and write business-related letters
- To face both face-to-face interview and tele-interviews
- To write minutes of meeting and short reports
- To follow telephone etiquette in asking for and giving information, and make, cancel and reschedule appointments
- To write letters to express congratulations, sympathy, and condolences
- To handle visitors and customers in a business environment with proper diction
- To negotiate in business situations and participate in Group Discussions

### Unit - I

**Speaking:** Facing an interview, Tele-interviews

**Writing:**

Applying for Jobs, Preparing Resumes, Standard Business Letters

**Prose: The Four Brothers** by **Walter De La Mare**

**Poem: The Lamb** by **William Blake**

**The Tiger** by **William Blake**

**Phrasal Verbs:** Starting with P, Q and R

### Unit - II

**Speaking:** Telephone manners, Asking for information and giving information, Making Appointment, canceling and rescheduling Appointments

**Writing:**

Writing minutes of a meeting, writing short reports

**Short Story : Kabuliwalaby Tagore**

**Poem : Telephone Conversation** by **Wole Soyinka**

**Phrasal Verbs:** Starting with S, T and U.

### Unit - III

**Speaking:** Handling customers/clients, receiving visitors

**Writing:**

Thanking letters, congratulatory letters, letters of sympathy, condolence letters

**Prose : The Necklace** by **Guy de Maupassant**

**Poem : Night of the Scorpion** by **Nissim Ezekiel**

**Phrasal Verbs:** Starting with V, W, X, Y and Z

### Unit – IV

**Speaking:** Negotiation



**Writing:**

A Case study – involving negotiation and submitting a written report

**Prose** : **X = X + 1 Syndrome** by **R. K. Narayan**

**Poem** : **The River** by **A.K. Ramanujan**

**Idioms** : Spirituality related

**Unit - V**

**Speaking:** Group Discussion

**Writing:**

A Case study : involving group discussion and submitting a written report

**Play** : **The Trial of Billy Scott** by **Mazie Hall**

**Idioms** : Job/Profession related

**Reference Books**

1. English for Business Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Written Communication in English- Sarah Freeman. Pub: Orient Longman.
3. Business Communication Process and Product; 6<sup>th</sup> ed
4. Communication Matters, Porter, et al
5. Examine your English: Margaret M. Maison(Orient Longman)
6. English for Practical Purposes by Patil, Valke, Thorat& Merchant (Macmillan)
7. Macmillan Foundation English By R.K. Dwivedi& A. Kumar (Macmillan)
7. Mable Chan, *English for Business Communication*, Routledge, USA, 2020.
8. Simon Sweeney, *Communicating in Business - Student's Book*, Cambridge University Press, 2004.
9. Raymond V. Lesikar, *Lesikar's Basic Business Communication*, McGraw-Hill, 1999.

**The following Marks Distribution is only for the above 4 General English Papers****Overall Marks Distribution: Theory (100)**

Continuous Internal Assessment - 50

Term End Examinations - 50

**Continuous Internal Assessment Details: 50**

CA Test 1 - 12.5

CA Test 2 - 12.5

Attendance - 5

MCQ Tests - 5

Homework - 5

Teaching English Video - 5

Language Card - 5

**Overall Marks Distribution:Practicals (100)**

Continuous Internal Assessment - 50

Term End Examinations	- 50
<b><u>Continuous Internal Assessment Details: 50</u></b>	
Dialogues in the classroom (5units x 3 marks)	- 15
Video recording outdoor (5units x 3 marks)	- 15
Listening skill	- 10
Reading skill	- 10

**Question Pattern for Semester Examinations – Total Marks - 100**

Part - A = 10 X 1 = 10 (Verbs)
Part - B = 10 X 1 = 10 (Idioms and Phrasal Verbs)
Part - C = 05 X 4 = 20 (Grammar)
Part - D = 05 X 6 = 30 (100 words)
Part - E = 03 X 10 = 30 (250 words)

**Question Pattern for CA Examinations – Total Marks - 50**

Part - A = 15 X 1 = 15
Part - B = 5 X 3 = 15
Part - C = 2 X 10 = 20

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**Chaucer and Elizabethan Age**

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<b>Semester - II</b>	<b>Hours: 5</b>
<b>Sub code:</b>	<b>Credits: 5</b>

**Course Objectives:**

6. To train the learners to get an overall perspective of the literature of Chaucerian Age
7. To make the learners to understand the poetic forms in Chaucer and Elizabethan Age
8. To expose the learners to the features of prose writings in Chaucer and Elizabethan Age
9. To enable the learners to appreciate the features of Chaucer and Elizabethan drama
10. To help the learners to understand the English Social life during Chaucer and Elizabethan Age

**Course Outcomes:**

- After learning this paper, the learners will be able to appreciate the features of Chaucer and Elizabethan poems, prose
- The students will get an over view of the Chaucer and Elizabethan Age
- They can understand the English Social life during Chaucer and Elizabethan Age

**Unit – I (Poetry)**

Introduction to Chaucer and Elizabethan age

Geoffrey Chaucer	‘The Wife of Bath’s Prologue’(Detailed)
Edmund Spenser	Selection from Amoretti: Sonnets XXXIV ‘Epithalamion’(Non-Detailed)

**Unit – II (Poetry)**

George Herbert	The Pulley, The Collar(Detailed)
John Donne	The Sun Rising, The Canonization (Detailed)
Philip Sidney	Selection from <i>Astrophel and Stella</i> (Detailed) Sonnets 1, 15, 27 (Non-Detailed)

**Unit – III (Drama)**

Shakespeare	As You Like It (Detailed)
Thomas Kyd	Spanish Tragedy (Non-Detailed)

**Unit – IV (Prose)**

Philip Sidney  
Thomas More

An Apology for Poetry (Detailed)  
Utopia – Book I (Non-Detailed)

**Unit- V (Prose)**

Francis Bacon

Of Truth, Of Studies, (Detailed)  
Of Marriage and Single Life (Non-Detailed)  
The Countess of Pembroke's Arcadia (Book-I)  
(Non-Detailed)

Philip Sidney

**Reference Books:**

1. Abrams M H. *A Glossary of Literary Terms*. New Delhi: Macmillan, 1978.
2. Edward Alfred's *History of English Literature*, University Express, 2000.
3. Prasad B. *A Background to the Study Of English Literature*. Chennai: Macmillan, 1999.
4. Baldick, Chris. *Concise Dictionary Of Literary Terms*. Oxford University Press, 1990.
5. Coyle, Martin. *Literary- Literary Terms and Criticism*. London: Macmillan, 1984.
6. Abrams M H. *A Glossary of Literary Terms* 11<sup>th</sup> Edition, 2014

## 18<sup>th</sup> Century English Literature

**Semester - II**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### Course Objectives:

- To give a broad introduction to the Literature and Culture of the Eighteenth Century England
- To explore the classical notion of Science and Literature, Nature and Imagination during the Eighteenth Century
- To give a taste of the eighteenth-century poetry and novel
- To enhance the students' knowledge of the literary accomplishments and an exposure to the eighteenth-century writers
- To familiarize the students with the concepts that evolved during that era.

### Course Outcome:

- Students will be able to know and remember the various developmental stages of 18th century in the English literary field.
- Students will be able to explain the classical notions of Science and literature, Nature and Imagination during the eighteenth - century
- Students will be able to enrich student's mind with the taste of the eighteenth-century Poetry with the concepts of Eighteenth-century writers.
- Students will be able to describe, analyze, interpret and evaluate 18th century dramatic literature and theatrical productions.
- Students will be able to understand the theoretical concepts and its development that could develop student's critical thinking.

### Unit - I

- |                    |                                 |
|--------------------|---------------------------------|
| 1. James Tomson    | The Seasons (Winter) (Detailed) |
| 2. Robert Burns    | A Red, Red Rose (Detailed)      |
| 3. William Collins | Ode to Evening (Detailed)       |
| 4. William Cowper  | The Rose (Detailed)             |

### Unit - II

- |                     |   |
|---------------------|---|
| 1. Samuel Johnson   | The Vanity of Human Wishes (Detailed)                         |
| 2. Oliver Goldsmith | Selections from The Deserted Village<br>Lines 35-84, 195-238, |

### Unit – III

- |                             |   |
|-----------------------------|---|
| 1. Mary Wollstonecraft      | <i>A Vindication of the Rights of Woman</i> , chapter 2 (Penguin, 1975), pp. 100-5, 106-9, 111-113) (on Milton's Adam and Eve, Rousseau, and Fathers of daughters). |
| 2. Sir Roger at the Theatre | Coverley Papers.  |

### Unit - IV

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. Richard Brinsley Sheridan    | School for Scandal (Detailed) |
| 2. <a href="#">George Lillo</a> | The London Merchant           |

### Unit – V

1. Jonathan Swift
2. Daniel Defoe

Gulliver's Travels (Detailed)  
Moll Flanders (Non – Detailed)

**Reference Books:**

1. B. Prasad: A Background to the Study of English Literature, Macmillan
2. Sanders, Andrew. Short Oxford History of English Literature. OUP, 2004
3. Rogers, Pat. (ed.) An Outline of English Literature. Oxford University Press, 1998
4. Richard Brinsley Sheridan: School for Scandal, Bloomsbury, 2015
5. Lillo, George: The London Merchant. Edward Arnold, 1965

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**Literary Forms**

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**Semester - II**

**Sub. Code:**

**Hours: 5**

**Credits: 5**

**Course Objectives:**

- To introduce students to the English literary background
- To inculcate in the beginners a proper understanding of all the literary forms
- To enable the students to understand each literary form in isolation and in relation to other forms
- To identify literary forms of given literary pieces and their characteristics
- To recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.

**Course Outcomes:**

- Students will be able to learn the English literary background.
- They will be able to understand all the literary forms.
- They will be able to understand each literary forms in isolation and in relation to other forms.
- They will be able to identify literary forms of given literary pieces and their characteristics.
- They will be able to recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.

**Unit – I****Prose and Non Fiction**

The Essay and the types of Essays, The Short Story, Biography, Autobiography and Travelogue, Memoir, Criticism, Anecdote and Twitterature

**Unit – II****Poetry**

The Lyrics, The Sonnet, The Elegy, The Ode, The Ballad, The Folk, The Legend, The Epic, Haiku Stanza, Limerick.

**Unit – III****Poetry Forms**

The Heroic Couplet, The Blank Verse, The Spenserian stanza, Terza Rhyma and The Ottava Rhyma and Free verse.

**Unit – IV****Drama**

The Origin of English Theater, The Miracle and Mystery Plays, Comedy, Tragedy, Tragic-Comedy.

The Dramatic Monologue, Soliloquy and Aside, The Absurd Drama, The One Act Play

**Unit - V****Fiction**

The Detective Novel, The Stream of Consciousness Novel, The Realistic Novel, Bildungsroman, Fantasy Fiction.

**Reference Books**

M.H. Abrams: *A Glossary of Literary Terms*, Macmillan

Baldick, Chris. *Concise Dictionary Of Literary Terms*. Oxford University Press, 1990.

Coyle, Martin. *Literary- Literary Terms and Criticism*. London: Macmillan, 1984.

B. Prasad: *A Background to the Study of English Literature*, Macmillan.

An introduction to English literature / R.J. Rees. Author. Rees, R. J..Edition. 2nd ed.

Published.London : Macmillan, 1968.

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## Social History of England

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**Semester - II**

**Hours: 6**

**Sub. Code:**

**Credit: 4**

**Course Objectives:**

- To enable the students to acquire some basic knowledge of the social history of England
- To help students to recognize English thought, culture and history reflected in the study of literature
- To facilitate students to understand the changing environment in the history of England and English Literature
- To train the students to see the social life of the people of an era mirrored in the literature of the corresponding era.

**Course Outcomes:**

By the end of this course, students will be able to:

- Develop an ability to read texts in relation to their historical and cultural context
- Gain a richer understanding of both text and context
- Become aware of themselves as situated historically and culturally
- Think critically and creatively and develop detailed methods of analysis and response

**Unit - I: The 16<sup>th</sup> Century**

1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries
4. The Tudor Navy and the Spanish Armada

**Unit - II: The 17<sup>th</sup> Century**

1. English Colonial Expansion
2. The Puritan Revolution
3. The Restoration England
4. Coffee- House Life

**Unit - III: The 18<sup>th</sup> Century**

1. Causes and Effects of Agrarian Revolution
2. Causes and Effects of Industrial Revolution
3. The French Revolution and its Impact on Society
4. The Methodist Movement

**Unit - IV: The 19<sup>th</sup> Century**

1. The Victorian Age

2. The Influence of Science on Victorian England
3. Humanitarian Movements
4. The Reform Bills

**Unit - V: The 20<sup>th</sup> Century**

1. Means of Transport and Communication)
2. The World Wars and Social Security
3. Poor Laws
4. Education in the 20<sup>th</sup> Century

**Reference Books:**

1. G.M. Trevelyan: *The English Social History*, London.
2. A.G. Xavier: *An Introduction to the Social History of England*
3. Padmaja Ashok: *The Social History of England*, Orient Black swan
4. Albert CrollBaugh.*A Literary History of England*.Appleton-Century-Crofts, 1967.
5. Asa Briggs. *A Social History of England*, Penguin books, 1986.



## II UG PO and CO

<b>III</b>	<b>I</b>	<b>Lang</b>	<b>Tamil – III</b>	<b>5</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>MC</b>	<b>Romantic Age</b>	<b>5</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>MC</b>	<b>American Literature</b>	<b>5</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>AR</b>	<b>History of English Literature-I</b>	<b>6</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>AO</b>	<b>History of English Language</b>	<b>5</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>IV</b>	<b>FC</b>	<b>Foundation Course</b>	<b>2</b>	<b>1</b>			
	<b>IV</b>	<b>HR</b>	<b>Human Rights</b>	<b>2</b>	<b>1</b>			
			<b>DEEDS/SHELTERS</b>		<b>2</b>			
			<b>Total</b>	<b>30</b>	<b>25</b>			
<b>IV</b>	<b>I</b>	<b>Lang</b>	<b>Tamil – IV</b>	<b>5</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>MC</b>	<b>Major English Tragedies</b>	<b>5</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>MC</b>	<b>History of English Literature –II</b>	<b>5</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>MC</b>	<b>Indian Writings in English-I</b>	<b>5</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>III</b>	<b>AO</b>	<b>Phonetics</b>	<b>6</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>IV</b>	<b>FC</b>	<b>Foundation Course</b>	<b>2</b>	<b>1</b>			<b>50</b>
	<b>IV</b>	<b>EVS</b>	<b>Environmental Studies</b>	<b>2</b>	<b>1</b>			
				<b>DEEDS/SHELTERS</b>		<b>2</b>		
			<b>Internship*</b>		<b>2*</b>			
			<b>Total</b>	<b>30</b>	<b>26 + 2*</b>			

### Romantic Age

**Semester: III**

**Sub. Code:**

**Hours: 5**

**Credits: 5**

#### **Introduction**

This course aims to introduce the students to the most significant authors in literature in English language from the Romantic period (1785-1830) and the historical, cultural, political and aesthetic contexts in which they worked and which they markedly influenced. The students will have an opportunity to read, analyse and discuss selected texts individually and in small groups during in-class activities through which they will form their own opinion about the authors and ideological or aesthetic implications of their works in this literary period.

#### **Course Objectives:**

- To make students read and understand the age of romanticism in the light of recent approaches
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context
- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity
- To enable students to demonstrate knowledge and understanding of a range of fictional, Poetic and other texts often described as ‘Romantic’
- To find the interrelationship between the literary production and its wider historical context.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	<b>CO1:</b> Know and remember the various developmental stages of Romantic age in English literary field	K1
CO 2	<b>CO2:</b> Demonstrate an understanding of Poetical production during Romantic Era in English literary world	K2
CO 3	<b>CO3:</b> Able to apply and test knowledge on variety of Poetical and literary productions	K3
CO 4	<b>CO4:</b> Able to describe, analyze, interpret and evaluate the concepts of Romantic age	K1
CO 5	<b>CO5:</b> Able to evaluate poems, Novels, and the dramas of Romantic era and use critical analysis in writing analytical articles	K5

## Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	
1	2	2	1	2	3	3	2	1	3	2	1	2	1	1.92
2	3	2	1	3	3	3	3	2	3	2	2	2	1	2.31
3	3	2	1	3	3	3	2	1	3	2	3	2	1	2.23
4	3	3	1	3	3	3	2	1	3	3	3	3	1	2.46
5	2	2	1	3	3	3	3	2	3	2	3	2	2	2.38
Mean Overall Score													2.26	
Result													High	

## History of English Literature -I

**Semester - III**

**Sub. Code:**

**Hours: 6**

**Credits: 4**

### Introduction

The course is a combination of English Studies, Literary Studies, and History. Students will learn about the history of English literature but also about the texts, works, writers, ideas, themes, and basic concepts of English writing.

### Course Objectives:

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	<b>CO1:</b> Gain knowledge of the History of Literature and great authors of English.	K1
CO 2	<b>CO2:</b> Interconnect the history, biography of the author and the works.	K2
CO 3	<b>CO3:</b> Analyse the growth of literary genres of specific periods.	K4
CO 4	<b>CO4:</b> Evaluate the role of literary movements and their impact on the literary works.	K5
CO 5	<b>CO5:</b> Help the learners to identify great authors and their ages.	K1

## Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
1	3	2	2	1	3	1	3	2	3	2	3	1	1	2.07
2	2	2	1	1	3	1	3	1	3	2	3	3	1	2
3	2	3	1	3	3	3	3	1	3	3	3	3	1	2.4
4	3	2	1	3	3	3	3	1	3	2	3	3	1	2.58
5	2	3	1	1	3	2	3	1	3	2	2	3	1	2.07
Mean Overall Score													<b>2.22</b>	
Result													<b>High</b>	

### History of English Language

**Semester - III**  
**Sub. Code:**

**Hours: 5**  
**Credits: 4**

**Course Objectives:**

- To comprehend the mechanisms of Language change and an acceptance of the inevitable nature of Language change
- To acquire knowledge of the Origins of English and its place in respect to other languages of the world
- To recognize the major stages in the Language and important changes in the development of English from a Synthetic to an Analytic language
- To understand, how the current state of the language has resulted from historical change
- To develop a knowledge of the English Language from its Indo-European past to the present day

**Course Outcomes**

- An understanding of the history of English language from the old

English Period to Modern day Influence

- Distinguish between language varieties.
- Students will understand origin and development of the language
- Apprehend the growth of vocabulary for ages.

## Major English Tragedies

**Semester - IV**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### Course Objectives

- To enable the students to appreciate tragedy as an enduring literary term and relate with the tragic themes
- To enable the students to understand the works of various writers that embody truths and transcend time and all cultures
- To make the students gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the
- To help the students to study Major English Tragedies which are abound with ideas that are still relevant today protagonist.

### Course Outcomes:

- The students will be able to appreciate tragedy as an enduring literary term and can relate with the tragic themes
- The students will be able to understand the works of various writers that embody truths and transcend time and all cultures
- The students can gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the plays
- The students will be able to understand the Major English Tragedies which are abound with ideas that are still relevant to today's protagonist.

## History of English Literature – II

**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

### Introduction

The course is a combination of English Studies, Literary Studies, and History. Students will learn about the history of English literature but also about the texts, works, writers, ideas, themes, and basic concepts of English writing.

### Course Objectives:

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Gain knowledge of the History of Literature and great authors of English.	K1
CO 2	CO2: Interconnect the history, biography of the author and the works.	K2
CO 3	CO3: Analyse the growth of literary genres of specific periods.	K4
CO 4	CO4: Evaluate the role of literary movements and their impact on the literary works.	K5
CO 5	CO5: Help the learners to identify great authors and their ages.	K1

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
1	3	2	2	1	3	1	3	2	3	2	3	1	1	2.07
2	2	2	1	1	3	1	3	1	3	2	3	3	1	2
3	2	3	1	3	3	3	3	1	3	3	3	3	1	2.4
4	3	2	1	3	3	3	3	1	3	2	3	3	1	2.58
5	2	3	1	1	3	2	3	1	3	2	2	3	1	2.07
Mean Overall Score														2.22
Result														High

### Indian Writing in English – I (Pre- Independence Era)

Semester: IV

Sub code:

Hours: 5

Credits: 5

### Course Objectives

- To inspire the learners to approach and appreciate Indian literature in English
- To provide an overview of the various phases of the evolution of Indian writing in English
- To explore its uniqueness and its place among the literature in English
- To motivate the learners for a critical and comparative study of Indian literature

### Course Outcomes

- Identify the major writers of Indian literature in the Pre-Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

### Phonetics

**Semester: IV**

**Sub. Code:**

**Hours: 6**

**Credits: 4**

### Introduction

It will provide a detailed overview of phonetic properties, articulatory and acoustic descriptions and International Phonetic Alphabet (IPA) transcription of the sounds in the languages of the world. It also deals with phonological theory and covers many aspects of phonemics, phonological representations.

### Course Objectives

1. To help the students to understand all the sounds of English and the organs of Speech
2. To provide students an overview of vowels, Consonants, and word Accent, intonation.
3. To acquire an understanding of speech as the international phonetic transcription
4. To give a systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.

### Course Outcomes

CO. No.	CO- Statement	Cognitive Level
CO 1	<b>CO1:</b> Decipher phonetics symbol with sounds	K2
CO 2	<b>CO2:</b> Use right accent, intonation and rhythm in speaking	K3
CO 3	<b>CO3:</b> Analyse the syllable and accent	K4
CO 4	<b>CO4:</b> Classify the speech sound	K2
CO 5	<b>CO5:</b> Transcribe into phonetic language	K6

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### Romantic Age

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**Semester: III**  
**Sub. Code:**

**Hours: 5**  
**Credits: 5**

**Course Objectives:**

- To make students read and understand the age of romanticism in the light of recent approaches
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context
- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity
- To enable students to demonstrate knowledge and understanding of a range of fictional, Poetic and other texts often described as 'Romantic'
- To find the interrelationship between the literary production and its wider historical context.

**Course Outcomes:**

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

- Know and remember the various developmental stages of Romantic age in English literary field.
- Demonstrate an understanding of Poetical production during Romantic Era in English literary world.
- Able to apply and test knowledge on variety of Poetical and literary productions.
- Able to describe, analyze, interpret and evaluate the concepts of Romantic age.
- Able to evaluate poems, Novels, and the dramas of Romantic era and use critical analysis in writing analytical articles.

**Unit - I**

1. Introduction to Romanticism
2. William Blake  
The Lamb, (Detailed)  
The Chimney Sweeper (Detailed)  
The Little Black Boy (*The Songs of Innocence*) (Detailed)  
The Tyger (*The Songs of Experience*) (Detailed)  
Lochinvar (Detailed)
3. Walter Scott  
Lochinvar (Detailed)
4. Thomas Gray  
Elegy Written in a Country Churchyard (Detailed)

**Unit - II**

1. William Wordsworth  
Ode: Intimations of Immortality, (Detailed)  
Lines Composed upon Westminster Bridge (Non – Detailed).
2. Samuel Taylor Coleridge  
Kubla Khan, (Detailed)  
Dejection: An Ode (Non – Detailed)

**Unit - III**

1. Percy Bysshe Shelley  
Ode to the West Wind (Detailed),  
Ode to Liberty, (Non – Detailed)
2. John Keats  
Ode to a Nightingale, (Detailed)  
La Belle Dame Sans Merci (Non – Detailed)
3. Lord Byron  
English Bards and Scotch Reviewers (Detailed)

**Unit - IV**



- |                 |                                |
|-----------------|--------------------------------|
| 1. Jane Austen  | Pride and Prejudice (Detailed) |
| 2. Walter Scott | Ivanhoe (Non – Detailed)       |

**Unit - V**

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Percy Bysshe Shelley | The Cenci (Detailed)          |
| 2. Mary Shelley         | Frankenstein (Non – Detailed) |

**Reference Books:**

1. C.N. Ramachandran Ed. Five Centuries of Poetry (Macmillan)
2. Addison, Paul. The Road to 1945: British Politics and the Second World War, rev.edn. London, 1994
3. Dominic Head. The Cambridge Introduction to Modern British Fiction, 1950-2000. Cambridge University Press, 2000.
3. Marwick, Arthur. British Society since 1945, London, 1989
4. Rogers, Pat. (ed) An Outline of English Literature. Oxford University Press, 1998
5. Sanders, Andrew. Short Oxford History of English Literature. Oxford University Press, 2004
6. Waugh, Patricia. Harvest of the Sixties: English Literature and its Background 1960-1990, Oxford, 1995
7. Albert, Edward. *History of English Literature*. Kolkata: Oxford University Press, 2000.
8. Jones, John. *The egotistical sublime: A History of Wordsworth Imagination*. Chatto and windus, 1964.
9. Punter, David. *William Blake - Songs of Innocence and of Experience*. London: york press, 2001.
10. Rawson, Claude. *The Cambridge Companion to English Poets* . Cambridge: Cambridge University Press, 2011.
11. Vine, Steve. *William Blake*. Delhi: Atlantic, 2010.
12. Nayar, K Pramod. *The English Romantic Poets: An Anthology*. Orient Blackswan Private Limited. 2013.
13. Adams, Charles L. "The Structure of the Cenci." *Drama Survey*, 4,2 (Summer, 1965)
14. Sir Walter Scott, *Talisman*, ed. by Dwight Holbrook, Boston: published by gin and company, 1886.
15. Ode to a Nightingale - I <https://www.youtube.com/watch?v=gKRMbiQ8>

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**American Literature**

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**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

**Course Objectives**

- To remember, understand and evaluate the poetry of American writers.
- To understand about the absurdity of war in the prose.
- To analyse the class difference in the Drama and its impact on the society.
- To comprehend and evaluate the Short Stories in terms of plot, character, themes, symbols and settings.

- To understand about the struggle for life and determination from the Novel

**Course Outcomes:**

- They will be able to recall and relate the various themes in the American poems.
- They will be able to recall describe the impact and consequences of war.
- They will be able to recall compare and contrast the social variations portrayed by the Playwrights.
- They will be able to recall critically appraise the story focusing on the symbolic and thematic representation.
- They will be able to recall analyze the survival issues in the fiction.

**UNIT I**

Introduction: Richard Gray: A History of American Literature

**Poetry**

**Detailed**

Robert Frost	Mending Wall
Maya Angelou	Still I Rise

**Non-Detailed**

Walt Whitman	O Captain! My Captain
Langston Hughes	The Weary Blues

**UNIT II – PROSE**

**Detailed**

Thoreau	Battle of the Ants
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**Non-Detailed**

**William Faulkner-** Nobel Prize Acceptance Speech

**UNIT III – DRAMA**

**Detailed**

Edward Albee	Our Town
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**Non-Detailed**

Eugene O'Neill	The Hairy Ape
Tennessee William	A Streetcar Named Desire

**UNIT IV – SHORT STORIES**

**Detailed**

N. Hawthorne	Feather Top
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**Non-Detailed**

Mark Twain	Luck
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**UNIT V – FICTION**

**Detailed**

Hemingway	Farewell to Arms
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**Non-Detailed**

Alice Walker	The Temple of My Familiar
Henry James	The Portrait of a Lady

**Reference Books**

- Gray, Richard J ,A History of American Literature, Blackwell Publishing.
- Bigby, C.W. E. A Critical Introduction to Twentieth Century American Drama, London: CUF, 1984. Print.

- Oliver, Egbert. S. American Literature 1890 – 1965, An Anthology, New Delhi: Eurasia, 1970. Print.
- Jeffrey, Meyers ed. Hemingway: The Critical Heritage, London: Boston and Henley, 1982. Print.
- Hemingway, Ernest, ed. Singh R.N. The Old Man and The Sea, New Delhi: Atlantic Publishers, 1999. Print.
- Fisher, William J, ed. American Literature of the Nineteenth Century,-An Anthology. New Delhi: S. Chand,
- 1970. Print.
- Gates, Henry Louis and McKay, Nellie y, ed. Norton Anthology of African American Literature, New York:
- W.W. Norton and Company, 1997. Print.
- O'Neill, Eugene. The Plays of Eugene O'Neill: Vol 1. Delhi: East-West Press Pvt. Ltd., 1989. Print.

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## History of English Literature -I

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**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

### Course Objectives:

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

### Course Outcomes:

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

- Gain knowledge of the History of Literature and great authors of English.
- Interconnect the history, biography of the author and the works.
- Analyse the growth of literary genres of specific periods.
- Evaluate the role of literary movements and their impact on the literary works.

### Unit – I: Age of Chaucer

1. Geoffrey Chaucer
2. William Langland
3. John Gower
4. Sir Thomas Malory
5. Wyatt and Surrey
6. Tottel's Miscellany

### Unit II: The Age of Shakespeare

1. Edmund Spenser
2. Sir Philip Sidney
3. Francis Bacon and his Essays
4. University Wits
5. William Shakespeare

6. Ben Jonson

**Unit –III: The Age of Milton**

1. John Milton
2. The Metaphysical Poets-Donne and his followers
3. Robert Herrick, Richard Lovelace, Sir John Suckling
4. Sir Thomas Browne, Philip Massinger

**Unit IV: The Age of Dryden**

1. John Dryden
2. Samuel Butler
3. John Bunyan
4. John Evelyn and Samuel Pepys

**Unit V: The Age of Pope**

1. Alexander Pope
2. Jonathan Swift
3. Daniel Defoe
4. Addison and Steel
5. Matthew Prior, John Gay,
6. Edward Young, Thomas Parnell

**Reference Books:**

1. Edward Albert, History of English Literature, 1971.
2. Ronald Carter and John Mcrae, The Routledge History of Literature in English, 2001.
3. Compton Rickett A. History of English Literature.1981.
4. Hudson, Outline History of English Literature. G. Bell and Sons Ltd, 1947.
5. Sampson, Concise Cambridge History of English Literature, 1975.
6. Daiches David, A Critical History of English Literature, e-Book,

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## History of English Language

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**Semester - III**  
**Sub. Code:**

**Hours: 5**  
**Credits: 4**

**Course Objectives:**

- To comprehend the mechanisms of Language change and an acceptance of the inevitable nature of Language change
- To acquire knowledge of the Origins of English and its place in respect to other languages of the world
- To recognize the major stages in the Language and important changes in the development of English from a Synthetic to an Analytic language
- To understand, how the current state of the language has resulted from historical change
- To develop a knowledge of the English Language from its Indo-European past to the present day

**Course Outcomes**

- An understanding of the history of English language from the old English Period to Modern day Influence
- Distinguish between language varieties.
- Students will understand origin and development of the language
- Apprehend the growth of vocabulary for ages.

**Unit - I**

Introduction to English Language  
The Descent of the English Language  
General Characteristics of English  
The Indo-European Family of Languages

**Unit - II**

The Influence of Shakespeare and Milton on the English Language.

**Unit - III**

The Growth of English Vocabulary, Change of Meaning

**Unit - IV**

The Evolution of Standard English

**Unit - V**

Idioms and Metaphors, Foreign Contribution in English Language (Latin, Greek, Scandinavian, Italian, German, French, Indian, Hebrew, Persian)

**Reference Books:**

1. English Language- C. L. Wren, Vikas publication, 2009.
2. An Outline History of English Language- F. T. Wood, Revised edition, New Delhi – Trinity press, 2015.

3. History of English Language – A. C. Baugh and Thomas Cable, 6<sup>th</sup> edition, Routledge Publications, 2012.
4. [A History of English Literature](#) by Fletcher, Robert Huntington, New York Public Library – 1919.
5. <http://www.slideshare.net/sarabdulaziz/history-of-english-language-37299376>
6. <http://www.slideshare.net/sabiraqamar1/origin-of-language>
7. <http://preply.com/en/blog/214/03/11/9-language-that-have-influenced-vocabulary/>
8. <http://www.slideshare.net/RRbaldovino/history-of-english-language-17119630>  
<http://youtu.be/allnQ7nkrl>

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### Major English Tragedies

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**Semester - IV**

**Sub. Code:**

**Course Objectives**

- To enable the students to appreciate tragedy as an enduring literary term and relate with the tragic themes
- To enable the students to understand the works of various writers that embody truths and transcend time and all cultures

**Hours: 5**

**Credits: 5**

- To make the students gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the
- To help the students to study Major English Tragedies which are abound with ideas that are still relevant today protagonist.

**Course Outcomes:**

- The students will be able to appreciate tragedy as an enduring literary term and can relate with the tragic themes
- The students will be able to understand the works of various writers that embody truths and transcend time and all cultures
- The students can gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the plays
- The students will be able to understand the Major English Tragedies which are abound with ideas that are still relevant to today's protagonist.

**Unit - I**

Christopher Marlowe

Edward II

**Unit - II**

William Shakespeare

Macbeth

**Unit - III**

John Webster

The White Devil

**Unit - IV**

George Bernard Shaw

Saint Joan

**Unit - V**

T.S.Eliot

Murder in the Cathedral

**Reference Books:**

1. Richard Dutton and Jean.E. Howard. *A Companion to Shakespear's Works. (Volume One) The Tragedies.* Blackwell Publishing. 2003.
2. Prasad, Birjadish. *A Background of the Study of the English Literature.* Third Edition. Calcutta. 1950.
3. Webster, John. *The White Devil* by Anthony Tr0tt
4. Marlow, Christopher. *Dr.Faustus.* [DattaKitty](#)(Editor). 1997.
5. Watson C.J. Drama

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## History of English Literature – II

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**Semester - III**  
**Sub. Code:**

**Hours: 6**  
**Credits: 4**

### **Course Objectives:**

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

### **Course Outcomes:**

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

- Gain knowledge of the History of Literature and great authors of English.
- Interconnect the history, biography of the author and the works
- Analyse the growth of literary genres of specific periods
- Evaluate the role of literary movements and their impact on the literary works

### **Unit – I: The Age of Transition**

1. Dr. Johnson
2. Oliver Goldsmith
3. Samuel Richardson, Henry Fielding, Tobias Smollet
4. William Blake, Burns, Cowper, Gray
5. Congreve, Sheridan

### **Unit– II: The Romantic Age**

1. William Wordsworth, Samuel Coleridge,
2. P.B. Shelley, John Keats & Lord Byron
3. Walter Scott, Jane Austen
4. Charles Lamb, De Quincey, Hazlitt

### **Unit – III: The Victorian Age**

1. Tennyson, Browning
2. Charles Dickens, William Makepeace Thackeray,
3. Thomas Hardy, Emily Bronte, Macaulay
4. John Ruskin, Mathew Arnold, Carlyle

### **Unit - IV: Twentieth Century Literature**

1. W.B. Yeats, G.M. Hopkins, T.S. Eliot
2. A.G. Gardiner, G.K. Chesterton, Kipling
3. Oscar Wilde, G.B. Shaw, Conrad, Synge
4. Virginia Woolf, D.H. Lawrence, Galsworthy

### **Unit – V: Twenty first Century Literature**

1. V.S. Naipaul, Michael Morpurgo, Neil Gaiman,
2. J.K. Rowling, Alain de Botton, Doris Lessing, Sarah Waters
3. Carly Chrchill, Tom Stoppard, David Hare, Sarah Kane, Camilla Whitehall
4. Al Alvarez, Seamus Heaney, John Berger, Carol Ann Duffy



**Reference Books:**

1. Edward Albert, History of English Literature, 2018, Oxford University Press
2. Ronald Carter and John Mcrae, The Routledge History of Literature in English, 2001.
3. Compton Rickett A. History of English Literature.1981.
4. Hudson, Outline History of English Literature. G. Bell and Sons Ltd, 1947.
5. Sampson, Concise Cambridge History of English Literature, 1975.
6. Daiches David, A Critical History of English Literature, e-Book,

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## Indian Writing in English – I (Pre- Independence Era)

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**Semester: IV**

**Hours: 5**

**Sub code:**

**Credits: 5**

### Course Objectives

- To inspire the learners to approach and appreciate Indian literature in English
- To provide an overview of the various phases of the evolution of Indian writing in English
- To explore its uniqueness and its place among the literature in English
- To motivate the learners for a critical and comparative study of Indian literature

### Course Outcomes

- Identify the major writers of Indian literature in the Pre-Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

### Unit – I Poetry

Introduction to Indian literature  
Arrival of East India Company and the associated impact  
History of Indian Writing in English  
Bengal Renaissance  
Introduction of English Studies in India (Macaulay's speech)

Sri Aurobindo	The Stone Goddess,
Agha Shahid Ali	Postcard from Kashmir
Toru Dutt	Our Casuarina Tree
Sarojini Naidu	Love and Death

### Unit – II Prose

Mahatma Gandhi	Hind Swaraj (Chapter 13) What is true civilization?
Jawaharlal Nehru	A Tryst with Destiny (Non-Detailed)

### Unit – III Short Stories

Premchand	The Holy Panchayat
R.K. Narayan	The M.C.C. (Non- Detailed)

### Unit – IV Fiction

Raja Rao	Kanthapura
Bankim Chandra Chattopadhyay	Rajmohan's Wife (Non- Detailed)

### Unit – V (Drama)

Harindranath Chattopadhyaya Siddhartha Man of Peace

### Extensive Reading:

Swami Vivekananda	Kali the Mother
R. K. Narayan	The English Teacher
Henry Derozio	The Harp of India

Rabindranath Tagore  
IsmatChughtai  
Ambai

The Post Office  
'Lihaf' (The Quilt)  
Squirrel

### Reference Books

- Krishna Mehrotra, Arvind. *A History of Indian Literature in English*. Delhi: oxford university press, 2011.
- Iyengar, K R Srinivasa. *Indian Writing in English*. Delhi: Sterling, 2019. Print.
- Dasgupta, Subrata. *The Bengal Renaissance*. India: Permanent Black, 2019. Print.
- An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990.
- The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram Gems of English Prose and Poetry, Orient Blackswan, 2013
- Gandhi, M.K. *Hind Swaraj or India Home Rule*, Navajivan Publishing House, Ahmedabad.
- Premchand. *The Holy Panchayat. Modern Indian Literature: Poems and Short Stories*. New Delhi: Oxford University Press, 2007 (seventh impression). Print.
- Anand, Mulk Raj. [1935] 2001. *Untouchable*. New Delhi: Penguin.
- Rao, Raja. Kanthapura. New York: OUP, 1998. Print.
- Chattopadhyaya, Harindranath, *Siddhartha: The Man of Peace*, Mumbai: Jaico Publishing House, 2002.

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### Phonetics

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**Semester: IV**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

#### Course Objectives

5. To help the students to understand all the sounds of English and the organs of Speech
6. To provide students an overview of vowels, Consonants, and word Accent, intonation.
7. To acquire an understanding of speech as the international phonetic transcription
8. To give a systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.

#### Course Outcomes:

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

- Learn phonetics symbol with sounds
- Use right accent, intonation and rhythm in speaking
- Analyse the syllable and accent

- Classify the speech sound
- Transcribe into phonetic language

#### **Unit - I**

1. Introductory Remarks
2. Components of Linguistics
3. The Organs of Speech
4. The Air-Stream Mechanism

#### **Unit - II**

- The Classifications and Description of Speech, Sounds I: Consonants
- The Consonants of English
- Phonology- Phonemes & Allophones
- Consonant Clusters in English

#### **Unit - III**

1. The Classification and Description of Speech, Sounds II: Vowels
2. The Vowels of English

#### **Unit - IV**

- Intonation
- Syllable
- Word-Accent
- Accent and Rhythm in Connected Speech

#### **Unit - V**

1. Assimilation & Elision
2. Practice in phonetic Transcription

#### **Reference Books**

- T. Balasubramanian – A Text book of English Phonetics for Indian Students; Macmillan. Chennai. Chapters: 1,2,3,4,5,8,10,11,14,15, and 16 and Trinity Publications Second Edition Chapter 3.
- Verma S.K. Krishnaswamy N. Modern Linguistics An introduction, New Delhi; Oxford, 1989.
- Bansal R.K. An Outline of General Phonetics. Bombay: OUP, 1971
- Sinha, Thakur. Better English Pronunciation, Chennai: Vijay Nicole Imprints, 20005.
- Ogden. Richard. An Introduction to English Phonetics (Edinburgh Textbooks on the English Language) 1<sup>st</sup> ed. 2009.
- English Phonetics for Indian Student – Work Book, Trinity Publications, Jan. 2012.

<b>V</b>	III	MC	Victorian Age	5	5	50	50	100
	III	MC	20 <sup>th</sup> Century English Literature	6	6	50	50	100
	III	MC	Literary Criticism – I	6	6	50	50	100
	III	MC	Indian Writings in English- II(Post	5	5	50	50	100

			Independence)					
III	ME		Common Wealth Literature	6	4			100
			Literature and Film					
			Women's Writing					
IV	NME		English for Career Examinations	2	1	100		100
			<b>Total</b>	<b>30</b>	<b>27</b>			
VI	III	MC	Literary Criticism – II	6	6	50	50	100
	III	MC	English Language Teaching	6	6	50	50	100
	III	MC	Epics in English	6	6	50	50	100
	III	SS	Translation : Theory and Practice	5	4	50	50	100
	III	SS	Journalism/Project	5	4	100		100
	IV	NME	Written Communication	2	1	100		
				<b>Total</b>	<b>30</b>	<b>27</b>		

III UG PO and CO

### Victorian Age

**Semester: V**

**Hours: 5**

**Sub. Code:**

**Credits : 5**

#### Introduction

This course introduces you to the literature and culture of the Victorian period, allowing you to explore peculiarly Victorian literary phenomena like sensation literature, city writing, spiritualist writing and mourning poetry, and helping you draw connections between Victorian literary works and the culture and history of the period.

#### Course Objectives:

- To enable the learners to form an overview of the Victorian age
- To help the learners to understand and appreciate the writers of Victorian age
- To train the learners to read and appreciate the novel of Victorian age
- To expose the learners to few poems, short stories of Victorian age
- To develop a clearer understanding of the period its tensions, enthusiasm, hopes, fears, and sometimes contradictory moral and intellectual principles through reading, discussion, and writing.

#### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	<b>CO1:</b> acquire knowledge about the writers and their works in the Victorian age	K2
CO 2	<b>CO2:</b> Assimilate the subjects in their critical way will be high regarding the works of writers of Victorian age	K4
CO 3	<b>CO3:</b> Analyse the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.	K4
CO 4	<b>CO4:</b> Identify and discuss theoretical discourse concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts	K1

CO 5

CO5: understand and deploy a range of terms and concepts integral to Victorian Literature

K2

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO7	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO 6	
1	2	2	1	1	2	2	2	1	3	2	2	3	1	1.84
2	3	2	1	3	3	3	2	1	3	2	3	3	1	2.3
3	3	2	1	3	3	3	2	1	3	2	3	3	1	2.3
4	2	2	1	3	3	3	2	1	3	3	3	3	1	2.3
5	2	2	1	3	2	3	3	1	3	2	3	3	1	2.23
Mean Overall Score													2.194	
Result													High	

## 20<sup>th</sup> Century English Literature

Semester - V

Hours: 6

Sub. Code:

Credits: 6

### Introduction

20th Century English Literature course is a program with the major literary works and writers of the 20th century in the English language. This period of literature has significant changes in style, genre, and content due to various historical, social, and cultural events that shaped the world. The course typically begins by exploring the historical context of the 20th century, including two world wars, the rise of technology and globalization, and social and political movements such as feminism and civil rights. The course will then cover the major literary movements of the period, such as modernism, post-modernism, and realism.

### Course Objectives

- To introduce the essential characteristics, major trends and techniques of 20<sup>th</sup> Century English Literature
- To familiarize them to the works of modern writers.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: student might have learnt the essential characteristics, major and techniques of 20 <sup>th</sup> century English literature.	K2
CO 2	CO2: they can identify and describe distinct literary	K2

	characteristics of modern writers	
<b>CO 3</b>	<b>CO3:</b> students can analyse poetic works for their structure and meaning, using the correct terminology	K4
<b>CO 4</b>	<b>CO4:</b> students will be able to enact the dramas through that they can categories the various dramas	K4
<b>CO 5</b>	<b>CO5:</b> know and remember the various developmental stages of 20 <sup>th</sup> century English literature.	K1

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Score s of COs	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5		PSO6
<b>1</b>	1	2	3	2	3	1	1	1	3	3	3	3	1	2.07
<b>2</b>	2	2	3	2	2	2	2	1	3	2	3	2	2	2.15
<b>3</b>	2	2	2	2	3	1	2	2	3	2	2	3	2	2.15
<b>4</b>	2	1	3	2	2	3	2	3	3	3	3	2	1	2.30
<b>5</b>	2	2	2	2	2	2	2	2	3	3	2	2	2	2.15
Mean Overall Score													<b>2.16</b>	
Result													<b>High</b>	

### Indian Writings in English (Post- Independence era)

**Semester: V**

**Hours: 5**

**Sub.Code:**

**Credits: 5**

#### Course Objectives

- To introduce the students to major writers of Indian Literature in English of the Post-Independence period.
- To familiarize them with the different genres off writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

#### CourseOutcomes

- Identify the major writers of Indian literature in the Post- Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

## Literary Criticism-I

**Semester -V**

**Sub. Code:**

**Introduction**

**Hours: 6**

**Credits: 6**

This undergraduate level course in literary criticism covers the foundational ideas of Plato, Aristotle, Longinus, Samuel Johnson, Alexander Pope, Bacon, and Wordsworth. Students will explore the ways in which these philosophers, poets, and critics have contributed to the development of literary criticism as a discipline. The course will begin with an examination of Plato's theory of mimesis and Aristotle's Poetics, which outline their respective views on the purpose and nature of literature. Students will also study Longinus' On the Sublime, which explores the role of literary language in producing emotional responses in readers. The course will then move on to Samuel Johnson's Lives of the Poets, which provides biographical and critical accounts of major English poets. Students will also study Alexander Pope's Essay on Criticism, which provides insights into the nature of good writing and the role of critics in evaluating literary works. Additionally, students will examine Bacon's Essays, which offer a critical perspective on various aspects of human experience. Finally, students will study Wordsworth's Preface to Lyrical Ballads, which provides a manifesto for Romanticism and challenges traditional notions of poetic language and form. Through close reading and analysis of primary texts, as well as secondary critical sources, students will develop their critical thinking and writing skills and gain a deeper understanding of the ways in which literary criticism has evolved over time.

### Course Objectives

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	understand Literary Criticism	K2
CO 2	understand critical analysis and interpretation	K2
CO 3	evaluate literature	K3
CO 4	examine the literary contexts, types, theme, trends, history, or principles	K4
CO 5	appreciate and enhance and be proficient in all kinds of literary work	K6

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Score
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	



													<b>6</b>	<b>es of COs</b>
1	2	3	3	3	3	3	2	1	2	3	3	3	3	2.6
2	3	3	3	3	3	3	2	1	2	3	3	3	3	2.6
3	3	3	3	3	3	3	2	3	3	3	3	3	3	2.9
4	3	3	3	3	3	3	2	2	3	3	3	3	3	2.8
5	3	3	3	3	3	3	1	1	2	3	3	3	3	2.6
Mean Overall Score													13.5	
Result													2.7	

### Elective-I:Common Wealth Literature

**Semester – V**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

#### **Introduction**

Common Wealth Literature familiarizes the students with recent works of the common wealth countries. It also claims of universalism made on behalf of canonical texts in juxtaposition to the elements of heredity, marginality, plurality and ‘otherness’, by examining these texts.

#### **Course Objectives:**

- To sensitize the history of Common Wealth Nations
- To familiarize the students with the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of heredity, marginality, plurality and ‘otherness’, by examining these texts
- To demonstrate knowledge and awareness of some components of Commonwealth Nations’ cultural heritage such as artistic, historical, linguistics, literary, and philosophical foundations.
- To Promote creative writing in English.

#### **Course Outcomes**

At the end of this course, the students will be able to

<b>CO. No.</b>	<b>CO- Statement</b>	<b>Cognitive Level</b>
CO 1	Appreciate all the literary works under Commonwealth Literature as a part of English Literature.	K4
CO 2	Understand the global relevance, significance and resonance of Commonwealth Literature today.	K2
CO 3	Analyse and evaluate the postcolonial aspects of the literary works from Commonwealth nations	K6
CO 4	Appreciate the contribution of translation studies to Commonwealth Literature.	K6

CO 5	Critically analyse the relevance of the works in the light of globalization.	K5
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### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
1	1	2	2	2	3	3	1	2	2	3	2	2	2.5
2	2	2	3	2	3	3	1	1	2	3	2	3	2.7
3	2	2	3	2	3	3	1	1	2	3	2	3	2.7
4	1	2	2	2	3	3	1	1	2	2	3	2	2.4
5	2	3	3	2	3	3	1	1	2	2	3	2	2.7
Mean Overall Score												2.6	
Result												High	

### Elective-I: Literature and Film

**Semester – V**  
**Sub. Code:**

**Hours: 6**  
**Credits: 4**

#### Introduction:

This course looks at the introductory aspects of film and literature. It covers the history of film and film genres. It also contains the basics of literature and its appreciation. It offers a comparative look at film and literature in order to examine how the two have continued to modify one another.

#### Course Objectives:

- To identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.
- To use various literary and cinematic terms to discuss, interpret, and analyze representative texts.
- To respond to, analyze, and evaluate films as literary texts.
- To Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.
- To show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.
- To synthesize connections between individual texts and a variety of literary and cinematic interpretations.

#### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
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CO 1	<ul style="list-style-type: none"> <li><b>CO1:</b> Identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.</li> </ul>	K1
CO 2	<ul style="list-style-type: none"> <li><b>CO2:</b> Relate various literary and cinematic terms to discuss, interpret, and analyze representative texts.</li> </ul>	K3
CO 3	<b>CO3:</b> Respond to, analyze, and evaluate films as literary texts	K5
CO 4	<b>CO4:</b> Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.	K6
CO 5	<ul style="list-style-type: none"> <li><b>CO5:</b> Synthesize connections between individual texts and a variety of literary and cinematic interpretations.</li> </ul>	K4

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
1	3	3	3	2	1	2	1	3	3	3	3	2	2	2.38
2	3	3	3	3	2	3	3	2	3	3	3	3	2	2.76
3	3	3	3	3	2	3	3	2	3	3	3	3	1	2.69
4	3	3	3	3	3	2	3	3	3	3	3	3	2	2.84
5	3	2	3	3	3	3	3	3	3	3	3	3	2	2.84
Mean Overall Score													2.7	
Result													High	

### Elective-I: Women's Writings

**Semester - V**  
**Sub. Code:**

**Hours: 6**  
**Credits: 4**

#### Introduction

This course is intended to give learners an overview of and analytical survey of women's writings spans across centuries, continents, and cultures. It unveils the representation of women through the lens of gender and equality. It analyses women's literature and compares ideologies of women through historical, political, religious, sexual, and socio-cultural contexts.

#### Course Objectives:

- To initiate an interest in the learners for the women writers in English

- To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques
- To know the underlying themes expressed by women writers
- To understand and appreciate the inner and deeper aspirations of the women writers

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Critically respond to literature from a feminist perspective	K5
CO 2	CO2: Differentiate how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions	K2
CO 3	CO3: Identify how stereotypical representations of women were constructed and how these are subverted by women's writing	K1
CO 4	CO4: Analyse and engage in theoretical and scholarly debates about feminist fiction.	K4
CO 5	CO5: Know the developments, themes and narrative techniques of women's writings.	K1

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Score s of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS O1	PSO 2	PSO3	PSO 4	PSO5	PS O6	
1	3	3	3	3	3	3	2	2	3	3	3	3	1	2.6
2	3	3	3	3	3	3	2	1	2	3	3	3	1	2.5
3	3	2	3	3	3	3	2	1	2	3	3	3	2	2.5
4	3	3	2	3	3	2	1	2	3	2	3	3	1	2.2
5	3	3	3	2	3	2	2	1	2	3	3	3	1	2.38
Mean Overall Score													<b>2.42</b>	
Result													<b>High</b>	

### NME-English for Career Examinations

Semester - V  
Sub. Code:

Hours: 2  
Credits:1

Introduction

The English for career examination is designed to assess the English language proficiency of students in the context of their desired career field. The exam evaluates students' ability to communicate effectively in English, including reading comprehension, listening comprehension, writing, and speaking skills. The exam also assesses students' understanding of workplace communication norms, including appropriate language use, tone, and style. Students are expected to demonstrate proficiency in using English language resources such as dictionaries, thesauruses, and style guides to enhance their communication skills. The exam also evaluates students' ability to analyze and interpret workplace documents such as memos, reports, and emails, and respond appropriately. The English for career examination aims to equip students with the language skills required to succeed in their chosen career field, and prepares them to communicate effectively in a variety of professional settings such as job interviews, meetings, presentations, and written correspondence.

### **Course Objectives**

- To instill in students the confidence and skills necessary to face the challenges of a competitive exam
- To equip them with English language skills to achieve success in the competitive examinations
- To give exposure and train them to succeed in group discussions and interviews

### **Course Outcomes**

- students will be confident and possess the skills necessary to face the challenges of a competitive exam
- They will acquire English language skills to achieve success in the competitive examinations
- They will be exposed to write competitive examinations
- They will be able to participate in Group discussions and interviews

### **Course Outcomes**

At the end of this course, the students will be able to

<b>CO. No.</b>	<b>CO- Statement</b>	<b>Cognitive Level</b>
CO 1	demonstrate proficiency in English language skills required for their desired career field, such as reading comprehension, listening comprehension, writing, and speaking	K3
CO 2	communicate effectively in English in a variety of professional settings, including job interviews, meetings, presentations, and written correspondence	K4
CO 3	analyze and interpret workplace documents such as memos, reports, and emails, and respond appropriately	K4
CO 4	demonstrate an understanding of workplace culture and communication norms, including appropriate language use, tone, and style	K5
CO 5	use English language resources, such as dictionaries, thesauruses, and style guides, to enhance their communication skills and effectively communicate in	K6

their chosen career field

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
1	3	3	3	3	3	3	3	3	2	2	3	2	3	2.7
2	3	3	3	3	3	3	3	3	2	2	2	3	3	2.7
3	3	3	3	3	3	3	3	3	2	1	1	3	3	2.6
4	3	3	3	3	3	3	3	3	2	1	2	3	3	2.6
5	3	3	3	3	3	3	3	3	2	2	2	3	3	2.7
Mean Overall Score													13.5	
Result													2.6	

### Literary Criticism - II

**Semester - VI**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

#### Introduction

Literary criticism at the undergraduate level involves the analysis and interpretation of literary texts in order to understand their artistic and cultural significance. Students are exposed to a variety of critical approaches such as formalism, historicism, psychoanalysis, postcolonialism, and feminism. They learn to apply these approaches to different genres of literature such as poetry, drama, and fiction. Through close reading and analysis of texts, students develop their critical thinking, reading, and writing skills. They also learn how to construct arguments, support their claims with evidence, and engage in academic debates. The study of literary criticism at the undergraduate level prepares students for careers in fields such as publishing, journalism, education, law, and media.

#### Course Objectives

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

#### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	understand Literary Criticism	K2
CO 2	understand critical analysis and interpretation	K2

CO 3	evaluate literature	K4
CO 4	examine the literary contexts, types, theme, trends, history, or principles.	K5
CO 5	appreciate and enhance and be proficient in all kinds of literary work.	K6

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mea n Scor es of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
1	2	3	3	3	3	3	3	1	3	3	3	3	3	2.7
2	3	3	3	3	3	3	2	1	2	3	3	3	3	2.6
3	3	3	3	3	3	3	2	3	3	3	3	3	3	2.9
4	3	3	3	3	3	3	2	2	3	3	3	3	3	2.8
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score													14	
Result													2.8	

### English Language Teaching

**Semester: VI**

**Hour: 5**

**Sub. Code:**

**Credits: 4**

#### Introduction

This course will introduce learners to the origin and history of English Language Teaching. It will explore the methods, approaches and new trends of ELT. It will enable the learners to know the alternative ways and means to teach LSRW skills through literature and technology. Learners will have a fuller understanding of English Language Teaching and the current issues in online teaching and learning. It is designed in such a way to make the learners to have hands on training through Mini project.

#### Course Objectives

- To provide the history of English Language Teaching
- To understand the historical need that called for innovation in teaching methods
- To equip the learners with a knowledge of various methods both evolving and being used in ELT

- To help the students to understand the current trends and methods in ELT
- To enable the students to have hands on experience
- To use the latest technology to acquire LSRW skills

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	<b>CO1:</b> Trace the history of English Language Teaching and understand the importance of teaching and learning other languages	K4
CO 2	<b>CO2:</b> Discuss the historical need that called for innovation in teaching methods in language teaching	K5
CO 3	<b>CO3:</b> Know and demonstrate various approaches and methods, both evolving and being used currently in ELT	K4
CO 4	<b>CO4:</b> Apply ELT methods in real time to smaller groups	K6
CO 5	<b>CO5:</b> Use the latest technology to acquire LSRW skills and be autonomous learners.	K6

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PSO 6	
1	1	2	2	2	2	2	2	2	2	2	2	1	3	1.9
2	1	2	2	2	2	2	2	2	2	2	1	2	3	1.9
3	2	1	2	2	2	2	3	2	2	2	2	1	3	2
4	2	3	1	2	3	1	3	3	2	1	1	1	3	2
5	3	3	1	2	3	2	3	3	1	2	1	1	3	2.2
Mean Overall Score													2	
Result													Medium	

## Epics in English

**Semester - VI**

**Hours: 5**

**Sub. Code: Credits: 5**

### Introduction

This course explores the genre of epic literature in the English language. Epics are long narrative poems that tell the stories of heroes and their deeds, often with a focus on cultural or national identity. Epics are often considered some of the most significant literary works in a culture, and have been an important part of the literary tradition in many civilizations around the world.



The course typically begins by exploring the characteristics of epic poetry, including the use of elevated language, a focus on heroic characters, and a grand narrative structure. Throughout the course, students will analyze the literary techniques used in these epic poems, including the use of symbolism, allusion, and metaphor. Students will also explore the cultural, historical, and political context in which these works were written, as well as their continuing influence on literature and popular culture today.

The course may also explore the differences between the oral and written traditions of epic poetry. They will also have developed their analytical and critical thinking skills through close reading and interpretation of the works studied.

### Course Objectives

- To acquaint the students with the great epics of English Literature
- To enrich learners with the types of Epic
- To familiarize the conventions of Epic

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Students can identify a variety of forms and genres of poetry from diverse cultures and historic periods.	K3
CO 2	CO2: They can understand the nature and development of the genre of ancient epic.	K2
CO 3	CO3: They can understand the internal structure and unity of the individual epics studied in the syllabus.	K4
CO 4	CO4: They can analyse the text with critical approaches and scholarly theories concerning these works.	K4
CO 5	CO5: They can understand the different historical contexts which produced the works.	K2

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO3	PSO 4	PSO 5	PSO 6	
1	3	3	3	2	3	3	1	1	3	3	3	3	3	2.6
2	3	3	2	2	3	2	1	1	3	3	3	3	1	2.3
3	3	3	1	1	3	2	1	1	2	3	3	3	1	2.07
4	2	3	3	2	3	2	2	2	3	2	2	3	1	2.30
5	3	3	2	1	3	3	2	2	3	3	3	3	1	2.46
Mean Overall Score													<b>2.35</b>	
Result													<b>High</b>	

### Translation: Theory and Practice

Semester - VI  
Sub. Code:

Hours: 5  
Credits: 4

**Course Objectives:**

- To help the students understand how translation has shaped the knowledge of the world in the past and equip for the future.
- To develop practical skills in translation
- To develop an understanding of difference in the text type.

**Course Outcomes:**

• Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts.

- Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English.
- Translate literary texts

**Project- Journalism****Semester - VI****Sub. Code:****Hours: 5****Credits: 4****Introduction**

An Introduction to Journalism course is an academic program that provides students with a comprehensive overview of the principles and practices of journalism. Journalism is the process of gathering, reporting, and disseminating news and information to the public. It plays a critical role in informing and shaping public opinion, and in holding those in power accountable.

Students will also learn about the various forms of journalism, such as print, broadcast, and online, and the differences in techniques and standards for each. They will study the role of different types of journalists, including reporters, editors, and photographers, and the ethical and legal considerations that govern their work.

**Course Objectives**

- To enable students to understand that writing for media is an art
- To offer hands-on experience to the learners by empowering them to do real time projects
- To familiarize students with the nuances of Journalism.

**Course Outcomes**

<b>CO. No.</b>	<b>CO- Statement</b>	<b>Cognitive Level</b>
CO 1	Students will be able to understand that writing for media is an art	K2
CO 2	They will be able to offer hands-on experience to the learners by empowering them to do real time projects	K3
CO 3	They will be able to familiarize students with the nuances of	K1

	Journalism.	
CO 4	Facilitate the students on technical writing	K6
CO 5	Draft their original work	K4

At the end of this course, the students will be able to

### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
1	3	3	1	1	3	3	3	2	1	2	1	3	2.6
2	3	3	2	3	3	2	3	3	1	2	1	2	2.8
3	3	3	2	2	3	3	3	3	1	1	1	1	2.6
4	3	3	2	2	3	2	2	3	1	2	1	1	2.5
5	3	3	3	3	2	3	3	3	1	1	2	2	2.9
Mean Overall Score													2.6
Result													High

### NME: Written Communication

Semester - VI  
Sub.Code:

Hours: 2  
Credits: 1

### Introduction

This course is intended to give learners an overview of and analytical survey of women's writings spans across centuries, continents, and cultures. It unveils the representation of women through the lens of gender and equality. It analyses women's literature and compares ideologies of women through historical, political, religious, sexual, and socio-cultural contexts.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Critically respond to literature from a feminist perspective	K5
CO 2	CO2: Differentiate how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions	K2
CO 3	CO3: Identify how stereotypical representations of women were constructed and how these are subverted by women's writing	K1
CO 4	CO4: Analyse and engage in theoretical and scholarly debates about feminist fiction.	K4
CO 5	CO5: Know the developments, themes and narrative techniques of women's writings.	K1

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Score of	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5		PS



### Unit -III

- 1.R.L. Stevenson
2. Elizabeth Gaskell

The Body Snatcher (Detailed)  
The Old Nurse's Story(Non-detailed)

### Unit - IV

1. Charlotte Bronte
2. Thomas Hardy

Jane Eyre (Detailed)  
Far from Madding Crowd(Non-detailed)

### Unit – V

1. Charles Dickens
2. George Eliot

Tale of Two Cities (Detailed)  
Silas Marner(Non-detailed)

### Reference Books:

1. The novel form in Nineteenth Century England: Faith and doubt, the writer and society:  
Fiction and its Readers.
2. Bronte, Charlotte. *Jane Eyre*. London, England: Smith , Elder and Co.P .105 Random House Publishing, 1983.
3. Steven Louis, Robert. The Body Snatcher.Random House edition 1998
4. Barrett Browning, Elizabeth. Sonnets from the Portuguese: How do you Love Thee? (Paperback-2013).
5. Eliot, George. *Middlemarch*, London, Macmillan ,1972 Penguin Books Limited, 2012. Paperback.
6. Gaskell, Elizabeth. The Old Nurse's Story (Paperback)2010

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## 20<sup>th</sup> Century English Literature

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**Semester - V**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### Course Objectives

- To introduce the essential characteristics, major trends and techniques of 20<sup>th</sup> Century English Literature
- 2. To familiarize them to the works of modern writers.

### Course Outcomes

3. Student might have learnt the essential characteristics, major and techniques of 20<sup>th</sup> Century English literature
4. They can identify and describe distinct literary characteristics of modern writers
5. Students can analyse poetic works for their structure and meaning, using the correct terminology.

### Unit – I

#### Detailed

W.B. Yeats  
Wilfred Owen  
Philip Larkin

The Second Coming,  
Strange Meeting,  
Church Going,

### Unit – II

#### Non-Detailed

W.H. Auden  
Ted Hughes  
Dylan Thomas

Lay Your Sleeping Head My Love  
Thought Fox  
On The Marriage of a Virgin

### Unit – III

#### Detailed

Samuel Beckett

Waiting for Godot

#### Non-Detailed

John Osborne

Look Back in Anger

### Unit – IV

#### Detailed

T. S. Eliot

Tradition and the Individual Talent

#### Non-Detailed.

D.H Lawrence

Why the novel Matters?

E. M. Forster

‘Art for Art’s Sake.’ from *Two Cheers for Democracy*,  
in Ellmann and Feidelson, pp. 198-202.

### Unit – V

#### Detailed

Doris Lessing

The Golden Notebook

**Reference Books**

1. David A, Ross. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work*. 1st Edition
2. Yeats, W.B. *The Collected Poems of W. B. Yeats*, Wordsworth Editions, 2000.
3. Russell, Murphy *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*
4. Hutchings, William. *Samuel Beckett's "Waiting for Godot": A Reference Guide*
5. Farrar, Hugh Kenner. *A Reader's Guide to Samuel Beckett* .Straus and Giroux, 1973.
6. Sharma, Raja .*Ready Reference Treatise: Look Back In Anger*.
7. Ellmann, Richard and Charles Feidelson, Jr, eds. *The Modern Tradition*
8. Ellmann, Richard and Charles Feidelson, Jr, eds. *Two Cheers for Democracy* (London: Edward Arnold), 1972.
9. Camus, Albert. *The Myth of Sisyphus* (Penguin Great Ideas)
10. Raymond Williams. *The English Novel from Dickens to Lawrence* (London: Hogarth) 1984.
11. Bernard Shaw. *Pygmalion*

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**Indian Writings in English (Post- Independence era)**

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**Semester: V**

**Hours: 5**

**Sub.Code:**

**Credits: 5**

**Course Objectives**

- To introduce the students to major writers of Indian Literature in English of the Post-Independence period.
- To familiarize them with the different genres of writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

**Course Outcomes**

- Identify the major writers of Indian literature in the Post- Independence era

- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

### Unit - I (Poetry)

Jibanananda Das	I Shall return to this Bengal
A.K. Ramanujan	The River
Nissim Ezekiel	Background, Goodbye party to Ms.Puspa
Kamala Dass	An Introduction, MyGrandmothers House

### Unit – II(Prose)

Arundhati Roy	The End of Imagination (Ahimsa: non-violent resistant)
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### Unit – III(Short story)

Kushwant Singh	The Mark of Vishnu
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### Unit – IV(Fiction)

Anita Desai	Cry the Peacock
Rohinton Mistry	A Fine Balance (Non-Detailed)

### Unit – V(Drama)

GrishKarnad	Hayavadana
Mahesh Dattani	Seven Steps around the Fire

### Extensive Reading:

Badal Sircar	Evam Indrajit
A. K. Ramanujan	Obituary
Arun Kolatkar	Jejuri
Shashi Tharoor	Indian Identity
Amartya Sen	Identity and Violence
Asif Currimbhoy	The Refugee
Vijay Tendulkar	Silence the Court is in Session
Amitav Ghosh	The Glass Palace
Shashi Deshpande	That Long Silence

### Reference Books

- Modern Indian Poets: A Critical study by Shakti Batra, Surjeet publications, Delhi.
- Poetry Down the ages Orient Blackswan Revised Edition
- Saleem Peeradina (ed.): Contemporary Indian Poetry in English, Macmillan Publishers India Ltd.
- Ambedkar BR, *Castes in India : Their Mechanism Genesis And Development*. Jullundur, India :BheemPatrika Publications,1916, Print.
- Roy, Arundhati. *The End of the imagination*. Chicago: Haymarket Books.2016.
- Desai, Anita. *Cry The Peacock*, Penguin Books India, 1963.
- Mistry, Rohinton. *A Fine Balance*. London: Faber and Faber, 1996.Print.
- Karnad, Girish, *Hayavadana*, New Delhi: OUP, 1998, Print.
- Amitav Ghosh *The Glass Palace*. Delhi: Ravi Dayal, 1988.



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## Literary Criticism-I

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**Semester -V**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### **Course Objectives**

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

### **Course Outcomes**

- The students will understand Literary Criticism.
- The students will learn and understand critical analysis and interpretation.
- The students will learn and understand to evaluate literature.
- The students will learn and understand to examine the literary contexts, types, theme, trends, history, or principles.
- The students will learn to understand and appreciate and enhance and be proficient in all kinds of literary work.

### **Unit - I**

Plato

The Ion

### **Unit - II**

Aristotle

Poetics (Chapter 1 & 6)

Longinus

On the Sublime (1to5)

### **Unit - III**

Samuel Johnson

Preface to Shakespeare

### **Unit - IV**

Alexander Pope

Essay on Criticism

Francis Bacon

Advancement of Learning (Book-I)

### **Unit - V**

William Wordsworth

Preface to Lyrical Ballads

**Reference Books:**

1. Aiken Conrad- Collective criticism- New York and London, Oxford University Press, 1968.
2. Das and Kumar, Bijay-Twentieth Century Literary Criticism-Atlantic Publishing, 2005.
3. Lodge, David, ed. Modern Criticism and Theory-II edition, New Delhi; Pearson Education, 1998.
4. Waugh,Patricia. Literary Theory and Criticism-New Delhi: Oxford University Press, 2006.
- 5.Bacon, Francis. Advancement of Learning: Standard Publications,2007.

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**Elective-I:Common Wealth Literature**

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**Semester – V**  
**Sub. Code:**

**Hours: 6**  
**Credits: 4**

### Course Objectives:

- To sensitize the history of Commonwealth Nations
- To familiarize the students with the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of heredity, marginality, plurality and 'otherness', by examining these texts
- To demonstrate knowledge and awareness of some components of Commonwealth Nations' cultural heritage such as artistic, historical, linguistics, literary, and philosophical foundations.
- To Promote creative writing in English.

### Course Outcome

By the end of the course, the students will be able to –

1. Appreciate all the literary works under Commonwealth Literature as a part of English Literature.
2. Understand the global relevance, significance and resonance of Commonwealth Literature today.
3. Analyse and evaluate the postcolonial aspects of the literary works from Commonwealth nations
4. Appreciate the contribution of translation studies to Commonwealth Literature.
5. Critically analyse the relevance of the works in the light of globalisation.
6. Refine their written and spoken language as an outcome of regular seminar presentations.

#### Unit I: Poetry (Detailed)

Australia - A.D. Hope

The Death of the Bird

New Zealand - Jessie Mackay

The Noosing of the sun-god

Africa - Abioseh Nicol

The Continent that lies within us

Nigeria - Gabriel Okara

Once Upon a Time

#### Poetry (Non-Detailed)

Singapore- Edwin Thumboo

Words

Malaysia - Shirley Lim

Words for Father

#### Unit II: Prose (Detailed)

Sri Lanka - Ananda Coomaraswami The Dance of Shiva (1&2)

Jamaica - Stuart Hall

Cultural Identity and Diaspora

#### Prose (Non-Detailed)

Canada - Susana Moodie

Roughing it in the Bush

#### Unit III Drama (Detailed)

Nigeria - Wole Soyinka

TheKongi's Harvest

#### Drama (Non-Detailed)

India - Karnad

Nagamandala

#### Unit IV: Short Story (Detailed)

Canada - Alice Munro

Day of the Butterfly

British - Muriel Spark

The first year of my life.

#### Short Story (Non-Detailed)

Nigeria - Chimamanda Ngozi Adichie

A Private Experience

#### Unit V : Fiction(Detailed)

Pakistan- Bapsi Sidhwa

Pakistani Bride

#### Fiction (Non- Detailed)

Canada –Margret Laurence

The Stone Angel

**Reference Books:**

- Bapsi Sidhwa: The Pakistani Bride, Penguin India, 2000
- Ananda Coomaraswamy: The Dance of Shiva, Rupa Publications, 2013
- Wole Soyinka: The Kongi's Harvest, Oxford University Press, 1967
- Margaret Atwood: Surfacing, Little Brown Book Group, 1997
- Patrick White: Voss, RHUK Publisher, 1994
- The Novelist as Teacher, Chinua Achebe, Emerald Publishers.

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**Elective-I: Literature and Film**

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**Semester – V****Sub. Code:****Hours: 6****Credits: 4****Course Objectives:**

- To identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.
- To use various literary and cinematic terms to discuss, interpret, and analyze representative texts.
- To respond to, analyze, and evaluate films as literary texts.
- To Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.
- To show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.

- To synthesize connections between individual texts and a variety of literary and cinematic interpretations.

### **Course Outcomes:**

Upon course completion, a student will be able to:

- Identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.
- Use various literary and cinematic terms to discuss, interpret, and analyze representative texts.
- Respond to, analyze, and evaluate films as literary texts.
- Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.
- Show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.
- Synthesize connections between individual texts and a variety of literary and cinematic interpretations.

### **Unit I: Background**

History of Indian Film

Major Landmarks in Indian Film

### **Unit II: Kinds of Indian Film**

Horror Film

History Film

Comedy

Adventure

Science Fiction

Romance

### **Unit III:**

Technology of Film making

Narrative Elements (Plot, Character, Point of View, Setting); Mise-en-scene;

Cinematography; Montage, Film Genres

### **Unit IV:**

Writing Film Reviews

### **Unit V Fiction and Film**

Chetan Bhagat - Five Points Someone                      Shankar –Nanban

Paul Harris Daniel-Red Tea                                      Bala –Paradesi

Bernad Shaw-Pigmalion George Cukor- My Fair Lady

### **Reference Books**

Abrams, M H. *A Glossary of Literary Terms*. 10th Edn. New Delhi: Cengage Learning, 2011.

Bazin, Andre. *What is Cinema?* Vols 1 & 2. Berkley: Univ of California Press, 1967.

Beja, Morris. *Film and Literature: An Introduction*. New York: Longman, 1979. Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins Press, 1957.

Benyahia, Sarah Casey and John White. *Film Studies: The Essential Introduction*. London: Routledge, 2006.

Boyum, Joy Gould. *Double Exposure: Fiction into Film*. Calcutta: Seagull Books, 1989.

Cahir, Linda Constanzo. *Literature into Film: Theory and Practical Approaches*. London: Macfarland, 2006.

Cartmell, Deborah, ed. *A Companion to Literature, Film and Adaptation*. Oxford: Blackwell, 2012.

Cartmell, Deborah and Imelda Whelehan, ed. *The Cambridge Companion to Literature on Screen*. Cambridge: Cambridge University Press, 2007. Das Gupta, Chidananda. *Talking About Films*. New Delhi: Orient Longman, 1981.

Desmond, John and Peter Hawkes. *Adaptation: Studying Film and Literature*. Boston: McGraw, 2006. Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge: CUP, 2003. Gaston, Roberge. *The Subject of Cinema*. Calcutta: Seagull, 1985. McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon, 1996. Rajadhyaksha, As Soyoung, Kim. *Cinema, Culture Industry and Political Societies*. London: Routledge, 2003. Ray, Satyajit. *Our Films and Their Films*. New Delhi: Orient Longman, 1976. Sikov, Ed., ed. *Film Studies: An Introduction*. New York: Columbia University Press, 2010. Stam, Robert and Alessandra Raengo, eds. *A Companion to Literature and Film*. London: Blackwell, 2006. Vaidyanathan, T G. *Hours in the Dark: Essays on Cinema*. New Delhi: Oxford UP, 1999. Chidananda Das Gupta “Indian Cinema Today” Francesco Casetti “Adaptation and Mis-adaptations: Film, Literature, and Social Discourses” (from *A Companion to Literature and Film*) Gaston Roberge “Film Language” (from *The Subject of Cinema*)

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**Elective-I: Women’s Writings**

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**Semester - V**  
**Sub. Code:**

**Hours: 6**  
**Credits: 4**

**Course Objectives:**

- To initiate an interest in the learners for the women writers in English

- To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques
- To know the underlying themes expressed by women writers
- To understand and appreciate the inner and deeper aspirations of the women writers

**Course Outcomes:**

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

1. Critically respond to literature from a feminist perspective.
2. Realize how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. Identify how stereotypical representations of women were constructed and how these are subverted by women's writing.

**Unit – I Poetry**

**Detailed**

Emily Dickinson

Because I could not stop for Death

I Felt a funeral in my Brain

Sylvia Plath

Mirror

Maya Angelou

Phenomenal Woman

**Non-Detailed**

Elisabeth Barrett Browning

How do I love Thee? Let me Count the Ways

The Cry of the Children

Sylvia Plath

Soliloquy of a Solipsist

**Unit – II Fiction**

Alice Walker

Color Purple

Jhumpa Lahiri

The Low Land

**Unit – III Essay**

**Detailed**

Virginia Woolf

Chapter I , II of A Room of One's Own (pp 3-24, 48-59)*Newyork: Harvest HGJ , 1957*

Rassundari Debi

Excerpts from Amar Jiban in Susie Tharu and K. Latha, ed., *Women's Writing in India* (Delhi: Oxford, 1989),

**Non-Detailed**

Pandita Ramabai

Excerpts from Tharu and Lalita, ed. *Women's Writing in India* vol. 1, pp.247-53.

**Unit – IV Drama**

**Detailed**

Carol Churchill

*Top Girls*

**Non Detail**

Doris Lessing

Play with a Tiger

**Unit – V Short Stories**

**Detailed**

Mahasweta Devi

The why-why girl

Charlotte Perkins Gilman

The Yellow Wallpaper

**Non-Detail**

Margret Atwood

Rape Fantasies

Lesley Lokko

Bitter Chocolate

**Reference Books:**

- Walker, Alice. *The Color Purple*. US: Mariner Books, 1982.
- Tharu Susie, Lalitha. *Women Writing in India*. Delhi: OUP, 1991.
- Dickinson, Emily. *The complete Poems of Emily*. Boston: 1924
- Plath, Sylvia, *Ariel*. London: Faber and Faber, 1999.
- <http://youtu.be/w7hPizrOx4Y>
- [http://azactorsacademy.com/uploads/plays/top\\_girls.pdf](http://azactorsacademy.com/uploads/plays/top_girls.pdf)
- <https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>
- <https://sjctnc.edu.in/wp-content/uploads/2017/10/vol2-i1-1.pdf>
- <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
- <https://www.encyclopedia.com/arts/educational-magazines/play-tiger>

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**NME-English for Career Examinations**

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**Semester - V****Hours: 2****Sub. Code:****Credits:1****Course Objectives**

- To instill in students the confidence and skills necessary to face the challenges of a competitive exam
- To equip them with English language skills to achieve success in the competitive examinations
- To give exposure and train them to succeed in group discussions and interviews

**Course Outcomes**

- students will be confident and possess the skills necessary to face the challenges of a competitive exam



- They will acquire English language skills to achieve success in the competitive examinations
- They will be exposed to write competitive examinations
- They will be able to participate in Group discussions and interviews

### **Unit I**

Grammar

- a) Spotting errors (Grammatical/idiomatic error identification) b) Sentence Correction

### **Unit II**

Vocabulary a) Synonyms b) Antonyms c) Spelling pitfalls (wrongly spelt words) d) One word substitution e) Find the odd word f) Idioms and phrases g) Analytical Reasoning

### **Unit III**

Comprehension a) Reading comprehension b) Listening comprehension c) Jumbled sentences and passages (logical sequence) d) Numbered gaps – Cloze Test e) Précis writing

### **Unit IV**

Composition Paragraph Writing Essay-Writing

### **Unit V**

Interview Skills Interview Group Discussion

### **Reference Books**

1. Prasad, Hari Mohan and Uma Rani Sinha. Objective English for Competitive Examinations. New Delhi: Tata McGraw Hill Education Pvt Ltd, 2011.
2. Thorpe, Edgar and Showick Thorpe. Objective English. New Delhi: Pearson, 2012.

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## **Literary Criticism - II**

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**Semester - VI**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### **Course Objectives**

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

### **Course Outcomes**

- The students will understand Literary Criticism.
- The students will learn and understand critical analysis and interpretation.
- The students will learn and understand to evaluate literature.

- The students will learn and understand to examine the literary contexts, types, theme, trends, history, or principles.
- The students will learn to understand and appreciate and enhance and be proficient in all kinds of literary work.

### **Unit - I**

I.A. Richards                      Two Uses of Language

### **Unit - II**

T.S. Eliot                              Hamlet and his Problems

### **Unit - III**

Frantz Fanon                      Black Skin and White Mask (1 to 3)

### **Unit - IV**

Kamau Brathwaite              The History of the Voice (1 to 2)

### **Unit - V**

Bertolt Brecht                      The Three Penny Opera

### **Reference Books**

1. Chandra, Joseph & Samy, Antony K.S., Classical to Contemporary Literary Theory – A Demystified Approach. New Delhi: Atlantic Publishers.2011.
2. Connors, Clare. *Literary Theory: Beginners Guide*. Chennai: Chennai Micro Print. 2011.
3. Waugh, Patricia-Literary theory and Criticism – New Delhi: Oxford University Press, 2006 (To know the literary theory).
4. M.H. Abrams-A Glossary Of Literary Terms Macmillian Publishers India Ltd.
5. Das and Kumar, Bijay-Twentieth century literary criticism-Atlantic Publishing, 2005.
6. Aiken Conrad- Collective criticism- New York and London, Oxford University Press, 1968.
7. Lodge, David, ed. Modern Criticism and Theory-II edition, New Delhi; Pearson Education,1998
8. Eagleton, Terry- The English Novel, An Introduction-UK: Blackwell Publishing
9. Seturaman, ed.-Indian Aesthetic: An Introduction- New Delhi: Macmillan, 2005.
10. Panja, Shomishtha. Ed. *Critical Theory: Textual Application*. New Delhi: Worldview Publications, 2002.
11. .Fanon, Frantz .*Black Skin and white Mask*. Tr. Richard Philcox, Perseus Books Group .2007.
12. Eliot, T.S. *The Sacred Wood: Essays on poetry and Criticism*. Dolo Press.2009.
13. Brathwaite, Kamau. *The History of the Voice*. New Beacon Book Limited.1984.

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## English Language Teaching

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**Semester: VI**

**Hour: 5**

**Sub. Code:**

**Credits: 4**

### **Course Objectives**

- To provide the history English Language Teaching
- To understand the historical need that called for innovation in teaching methods
- To equip the learners with a knowledge of various methods both evolving and being used in ELT
- To help the students to understand the current trends and methods in ELT
- To enable the students to have hands on experience
- To use the latest technology to acquire LSRW skills

### **Course Outcomes**

Upon the completion of the Course, the learners will be able:

- To trace the history English Language Teaching and understand the importance of teaching and learning other languages
- To tell the historical need that called for innovation in teaching methods in language teaching
- To know and demonstrate various approaches and methods, both evolving and being used currently in ELT
- To apply the methods in real time to smaller groups
- To use the latest technology to acquire LSRW skills and be autonomous learners.

### **Unit I: Major Trends in Twentieth-Century Language Teaching**

A Brief History of Language Teaching, The Direct Method, The Audiolingual Method

**Activity Corner:** The Historian speaks

### **Unit II: Current Approaches and Methods**

Communicative Language Teaching, Task-based Language Teaching, Multiple Intelligences

**Activity Corner:** Jigsaw task and other tasks

### **Unit III: Alternative Twentieth-Century Approaches and Methods**

The Natural Approach, Total Physical Response, The Silent Way

**Activity Corner:** Pair work and Role plays

### **Unit IV: Developing Language Skills**

**I. Developing the Language Skills:** Listening, Speaking, Reading and Writing skills in ELT

**II. Teaching Language through Literature:** Through Poetry, Drama, Fiction

**III. Acquiring LSRW skills through Technology**

**Activity Corner:** Demonstration of teaching L/S/R/W through Poetry/ Drama/ Fiction

### **Unit V: Mini- Project: Hands on training**

- a) Writing a lesson design to teach English language by using any two methods taught in the above units.
- b) Teach English language to any one learner (preferably the younger brother/sister at home). The video should be submitted for evaluation.
- c) Viva-voce

### **Reference Books:**

1. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Third Edition, India: Cambridge University Press, 2016.
2. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000.
3. Scrivener, Jim. *Learning Teaching*. 3<sup>rd</sup> Ed. MacMillan Books for Teachers
4. Thornbury, Scott. *About Language – Tasks for Teachers of English*. Cambridge: Cambridge University Press
5. Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
6. Davies, Paul. and Pearse, Eric. *Success in English Teaching*. Oxford: Oxford University Press, 2000.
7. Lightbown, Patsy and Spada, Nina. *How Languages Are Learned*. 4<sup>th</sup> Ed. Oxford: Oxford University Press, 2000.
8. Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
9. Srivastava, A. *English Language Teaching Methods Tools and Techniques ELT*. Book Enclave: 2012.
10. Allan B. Harold – *Teaching English as a Second Language: A Book of Reading* – Tat McGraw Hill Publishing Company Ltd., New Delhi, 1965.
11. Bagchi, Dinesh – *Teaching Poetry in Schools and Colleges* – TR Publications, Madras, 1994

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## Epics in English

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**Semester - VI**  
**Sub. Code:**

**Hours: 5**  
**Credits: 5**

### Course Objectives

- To acquaint the students with the great epics of English Literature
- To enrich learners with the types of Epic
- To familiarize the conventions of Epic

### Course Outcomes

- Students can identify a variety of forms and genres of poetry from diverse cultures and historic periods.
- They can understand the nature and development of the genre of ancient epic.
- They can understand the internal structure and unity of the individual epics studied in the syllabus.
- They can analyse the text with critical approaches and scholarly theories concerning these works.
- They can understand the different historical contexts which produced the works.

### Unit – I

#### Detailed

John Milton

Paradise Lost – Book IX

### Unit – II

#### Detailed

Virgil

Aeneid– Book IV (1 – 205 lines)

### Unit – III

#### Detailed

Kamala Subramaniyan

Mahabharata (Book 8, Karna Parva)

#### Non Detailed

### Unit – IV

Edmund Spenser

**The Faerie Queen (Book-I)**

#### Non Detailed

### Unit - V

Alexander Pope

*Rape of the Lock (Book-I)*

### Reference Books

- B. Prasad- Background History of English Literature
- M.H Abrams- Literary Forms and Terms

- The Mahabharata of Krishna-Dwaipayana Vyasa Book 8 Karna Parva by Krishna-Dwaipayana Vyasa (Author), Kisari Mohan Ganguli (Translator)
- The Cambridge Companion to Milton. Ed. Dennis Danielson. University of British Columbia
- The Cambridge Companion to English Poetry Ed. Thomas N. Corns
- Blackwell Companions To The Ancient World. Ed. John Miles Foley
- The Cambridge Companion to Virgil Ed. Charles Martindale
- Alexander Pope- Rape of the Lock.

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### Translation: Theory and Practice

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**Semester - VI**  
**Sub. Code:**

**Hours: 5**  
**Credits: 4**

**Course Objectives:**

- To help the students understand how translation has shaped the knowledge of the world in the past and equip for the future.
- To develop practical skills in translation
- To develop an understanding of difference in the text type.

**Course Outcomes:**

- Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts.
- Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English.
- Translate literary texts

**Unit - I:**

History of Translation Theory- Translation of Religious Texts

**Unit - II: Theory- Central Issues**

Language and culture- Types of Translation- Decoding and Recoding- Problems of Equivalence- Loss and Gain- Untranslatability-The Problems of Untranslatability

**Unit – III**

Translating Prose- Translating Poem- Translating Drama

**Unit - IV: Application**

Administrative translation(Government order, Circulars)- Commercial translation(Advertisement)-Content translation (News articles)-Phrasal Translation.

**Unit - V: Application**

Tiruvasaham by Pope

A Deer in the Forest by Ambai (Trans. Lakshmi Holmstrom)

God and Kandasami by PudumaiPithan (Trans. Lakshmi Holmstrom)

Scientific Translation -

**Reference Books**

1. Bassnett, Susan, Translation Studies, 3rd Edition- Routledge, New Delhi, 2005
2. Newmark, P. Approaches to Translation. Oxford. Pergaman Press, 1982.
3. Nida, E. The theory and of Practice of Translation. Leiden: E. J. Brill. 1969.
4. Steiner, G. After Babel; Aspect of Language and Translation. Oxford: Oxford University Press, 1978.
5. Post-Colonial Theory of Translation

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## Project- Journalism

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**Semester - VI**  
**Sub. Code:**

**Hours: 5**  
**Credits: 4**

### Course Objectives

- To enable students to understand that writing for media is an art
- To offer hands-on experience to the learners by empowering them to do real time projects
- To familiarize students with the nuances of Journalism.

### Course Outcomes

- Students will be able to understand that writing for media is an art
- They will be able to offer hands-on experience to the learners by empowering them to do real time projects
- They will be able to familiarize students with the nuances of Journalism.

### Unit - I

Journalism and Mass Communication: Book Review, proof reading, Report writing, News report, Editing, Photography, Advertising and film studies.

### Unit - II

Technical Writing: Preparing user's manual, Technical description, and Business/ technical letters and flow charts, and tables, style for readability, writing with a computer, writing instructions, descriptions and explanations, minutes and reports.

### Unit III

Essay in the area of Specialization – Advertising – Preparation of Newsletter (campus Journal), Film Review.

### Unit IV & V

Project

### Reference Books:

1. RangasamyParthasarathy: *Basic Journalism*, Macmillan
2. Krishna Mohan & Meera Banerjee: *Developing Communication Skills*, Macmillan.
3. Keval J. Kumar, *Mass Communication in India* – Jaico Publishers, 2004.
4. M.V. Kamath. *Professional Journalism*, New Delhi: Vikas Publications
5. Jagadish Chakravarthy. *Journalism. Changing Society Emerging Trends*. Author Press, 2005
6. Puri, Manohar. *Art of Reporting*.

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## NME: Written Communication

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**Semester - VI**  
**Sub.Code:**

**Hours: 2**  
**Credits: 1**



**Course Objectives:**

- To equip the learners with good written communication skills
- To train students in writing
- To familiarize the learners with the mechanics of writing
- To enable the learners to use the appropriate functions and means of writing
- To equip the learners with info-gathering steps for better writing.

**Course Outcomes:**

Upon the completion of the Course, the learners will be able:

- To equip the learners with good written communication skills
- To train students in writing
- To familiarize the learners with the mechanics of writing
- To enable the learners to use the appropriate functions and means of writing
- To equip the learners with info-gathering steps for better writing.

**Unit - I**

Communicating by letter

**Unit - II**

Different ways of presenting information

**Unit - III**

Description and narration

**Unit - IV**

Note-taking

**Unit - V**

Reporting

**Reference Books:**

1. Written Communication in English- Sarah Freeman. Pub: Orient Longman.
2. Business Communication Process and Product; 6<sup>th</sup> ed
3. Communication Matters, Porter, et al
4. Examine your English: Margaret M. Maison(Orient Longman)
5. English for Practical Purposes by Patil, Valke, Thorat& Merchant (Macmillan)
6. Macmillan Foundation English By R.K. Dwivedi& A. Kumar (Macmillan)

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**The following Marks Distribution is applicable from 2021 batch****Overall Marks Distribution:**

Continuous Internal Assessment - 50  
Term End Examinations - 50

**Continuous Internal Assessment Components: 50**

CA Test 1 - 12.5  
CA Test 2 - 12.5  
Attendance - 5  
MCQ Tests - 5

Homework - 5  
Non-detailed Text (Video) - 5  
Library Work - 5

**CA Pattern**

**Term End Examinations Pattern - 50**

**Journalism Project Components**

CA Test 1 -30  
CA Test 2 -30  
Project -25  
Viva Voice -15