

**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES
FOR WOMEN**

(AUTONOMOUS)

PG & RESEARCH DEPARTMENT OF ENGLISH

B.A. ENGLISH

Outcome Based Education

REGULATIONS /

SYLLABUS

(Effective from the Academic Year 2018 - 19 Batch)

VISION

- To mentor a heterogeneous group of students by offering need-based programmes, provided in an academic environment of quality higher education and thereby grooming the holistic development of the youth.

MISSION

- To strengthen the learner's ability to analyse all forms of literary expression and to prepare them for careers and higher education.
- To introduce the students to the tools of research and broaden their critical sensibilities.
- To make students alive to the richness, range and vitality of the English Language and Literature.
- To prepare the students to discover the dynamics of English studies in the contemporary context, imbued with multi-cultural perspective and qualified by critical thought thereby bridging the gap between the word and the world.

**B.A.English Literature
Course Pattern – 2018**

Sem	Part	Code	Title of the Course	Hr	Cr	
I	I	Language	18U1LT01 / 18U1LH01 / 18U1LM01	Language – I (Tamil/Hindi/Malayalam)	6	3
	II	English	17U1LE01A / B / C	Foundation English – I	6	3
	III	Core	18U1ENC01	Poetry – I	5	4
			18U1ENC02	Grammar and Usage	5	4
		Allied	18U1ENA01	Social History of England	6	5
	IV	Value Added Course	18U1VE01	-	2	2
Total for Semester – I				30	21	
II	I	Language	18U2LT02 / 18U2LH02 / 18U2LM02	Language – II (Tamil/Hindi/Malayalam)	6	3
	II	English	17U2LE02A / B / C	Foundation English - II	6	3
	III	Core	18U2ENC03	Prose	5	4
			18U2ENC04	Drama	5	5
		Allied	18U2ENA02	Literary Forms and Terms	4	4
	IV	Value Added Course		-	4	4
Total for Semester – II				30	23	
III	I	Language	18U3LT03 / 18U3LH03 / 18U3LM03	Language – III (Tamil/Hindi/Malayalam)	6	3
	II	English	17U3LE03A / B / C	Foundation English – III	6	3
	III	Core	18U3ENC05	Poetry - II	4	4
			18U3ENC06	Fiction	4	4
		Allied	18U3ENA03	History of English Literature	6	5
	IV	NMEC – I	18U3ENN01 Offered for Other Programmes	Proof Reading and Editing	2	2
SBEC – I		18U3ENS01	Creative Writing	2	2	
Total for Semester – III				30	23	
IV	I	Language	18U4LT04 / 18U4LH04 / 18U4LM04	Language – IV (Tamil/Hindi/Malayalam)	6	3
	II	English	17U4LE04	Foundation English – IV	6	3
	III	Core	18U4ENC07	Indian Literature in English	5	4
			18U4ENC08	History and Development of Literary Criticism	5	5
		Allied	18U4ENA04	English Language Teaching	4	4
		NMEC – II	18U4ENN02 Offered for Other Programmes	English for Occupational Purpose	2	2
IV	SBEC - II	18U4ENS02	Film Studies	2	2	
Total for Semester – IV				30	23	

Sem	Part	Code	Title of the Course	Hr	Cr	
V	Core	18U5ENC09	Shakespeare	6	5	
		18U5ENC10	American Literature	6	5	
		18U5ENC11	Women's Literature	6	5	
		18U5ENC12	English Phonetics	6	5	
	III	Elective - I	18U5ENE01	English Literature for Competitive Examinations	3	3
	SBEC - III	18U5ENS03	Translation Studies	3	2	
	Total for Semester-V				30	25
VI	Core	18U6ENC13	Dalit Literature	6	5	
		18U6ENC14	Indian Diaspora Literature	6	5	
		18U6ENC15	Children's Literature	6	4	
		18U6ENEP01	English Communication Skills – Practical	6	5	
	III	Elective - II	18U6ENE02	Mass Communication and Journalism	3	3
	IV	SBEC – IV	18U6ENS04	English For Overseas Education	3	2
	Extension Activities					1
Total for Semester-VI				30	25	
Total for All Semesters				180	140	

Bloom's Taxonomy Based Assessment Pattern

K1-Remember; **K2**- Understanding; **K3**- Apply; **K4**-Analyze; **K5**- Evaluate;
K6- Creativity

1. Theory: 75 Marks

(i)Test- I & II and ESE:

Knowledge Level	Section	Marks	Description	Total
K1	A (Answer all)	20x01=20	MCQ/Define	75
K2, K3 & K4	B (Either or pattern)	05x05=25	Short Answers	
K5 & K6	C (Answer 3 out of 5)	03x10=30	Descriptive/ Detailed	

Programme Outcomes (POs)

- PO1 To inspire an aesthetic appreciation for English literature and language.
- PO2 To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
- PO3 To inculcate effective use of English in creative expression and day-to-day life.
- PO4 To enhance the ability to think and write critically and clearly.
- PO5 To recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.
- PO6 To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability/ self-employment.
- PO7 To take up higher learning programmes.
- PO8 To be competent and socially responsible citizen of India.
- PO9 To be exposed to technical, analytical and creative skills.
- PO10 To be imparted with a broad conceptual background in the Biological sciences / Computing sciences / Languages and culture / Management studies / Physical sciences.
- PO11 An ability to read critically the prescribed texts and understand its broader implications.
- PO12 An ability to think critically on various issues and subject matters and relate the same with real life situations.
- PO13 Demonstrate detailed knowledge in one or more disciplines and the ability to integrate knowledge across disciplinary boundaries.
- PO14 Demonstrate the ability to extract and convey information accurately in a variety of formats.
- PO15 Development of a spirit of critical and scholarly enquiry for the subject.

Programme Specific Outcomes (PSOs)

PSO1 Enhancing knowledge of different literatures in English.

PSO2 Understanding of values and culture inherited in literary texts.

PSO3 Cultivating critical ability to explore literary texts from varied points of view.

Program Educational Objectives (PEOs)

PEO1 To comprehend the world of English Literature and diverse literary works.

PEO2 To acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature.

PEO3 To develop a flair for the English Language and understand the various techniques and patterns employed in various literatures.

Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20x1 = 20 (Multiple Choice Questions)	K1, K2	Knowledge, Understanding
B	100 to 200 words (Either or Pattern)	5x5 = 25 (Analytical Type Questions)	K4 K5 K3	Analytical Evaluation Capability Application
C	500 to 1000 words	3x10 = 30 (Essay Type Questions)	K3 K6	Application Synthesis Level

Semester: I
18U1ENC01

Hours/Week: 5
Credits : 4

Core: Poetry - I

Course outcome:

1. Students are able to appreciate English Poetry
2. Students understand the genre Poetry
3. Students learn to enjoy poetry
4. Students learn to interpret poetic lines
5. Students know to read between the lines

UNIT-I

Shakespeare's Sonnets	-	No:116, 130
Nissim Ezekiel	-	Night of the Scorpion
Robert Frost	-	Stopping by Woods on a Snowy Evening

SELF - STUDY

William Shakespeare	-	Fear No More the Heat o' the Sun
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PRACTICAL WORK: *Attempt Writing a Poem (Short Poem of 10 Lines)*

UNIT – II

John Donne	-	Death Be Not Proud
John Milton	-	On His Blindness

SELF - STUDY

Ode on Solitude	-	Alexander Pope
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PRACTICAL WORK: *Vocabulary and Word Choice, Comment on the main idea, mood and atmosphere through focus on Word, Choice of the writers.*

UNIT-III

William Wordsworth	-	The World is too much with us
John Keats	-	La Belle Dame Sans Mercy

SELF - STUDY

William Collins	-	Ode to Evening
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PRACTICAL WORK: *Compare and Contrast themes and artistic elements.*

UNIT – IV

P.B. Shelley	-	The Cloud
Alfred, Lord Tennyson	-	Ulysses

SELF - STUDY

Robert Browning	-	My Last Duchess
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PRACTICAL WORK: *Attempt writing a Long Poem (20 Lines)*

UNIT – V

G.M. Hopkins	-	The Windhover
W.B. Yeats	-	The Second Coming

SELF - STUDY

Wilfred Owen	-	Insensibility
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(Attempt Writing a poem)

PRACTICAL WORK: Try writing poem with definite rhyme schemes like Sonnet, Ode, Sprung Rhythm

TOTAL:

60 Hrs.

PowerPoint Presentations, Seminar, Quiz, Assignment

BOOKS FOR REFERENCE:

1. Poetry Down the Ages. Orient Longman Private Limited. Kolkata: Commercial Press Service, 2004. Print.
2. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012. Print.

REFERENCES

1. Abrams, M. H. et al. eds. *Norton Anthology of English Literature*. Vols. I & II. New York: W.W. Norton & Company, Inc., 1962. Print.
2. Hewett, R.P. *A Choice of Poets*. London: George G. Harrap & Co., 1969. Print.
3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Verse*. New York: Penguin, 2002. Print.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. New York: OUP, 1994, Print.
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. New Delhi: Milestone Publication, 2000. Print.

WEB SOURCES:

<https://groups.google.com/forum/#forum/the-poets-corner>
<https://www.poetryfoundation.org/poems/>
<https://www.poemhunter.com/poem/>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - I	Course Code – 18U1ENC01					Title of the Paper : Core :Poetry - I															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	L	S	M	L	S	M	L	L	S	L	L	M	M	L	S	M	L	S	L	L	S
CO2	M	L	M	S	M	L	M	S	L	M	M	L	L	S	L	M	S	L	S	M	L
CO3	M	L	S	M	L	M	S	L	M	M	S	M	L	S	L	L	L	M	L	M	S
CO4	L	S	M	L	M	M	L	M	S	L	L	M	M	S	S	M	M	S	L	S	L
CO5	L	S	M	M	S	M	L	S	S	L	S	M	L	L	S	M	L	S	L	M	S

Semester: I
18U1ENC02

Hours/Week: 5
Credits : 4

Core: Grammar and Usage

Course Outcome:

1. To provide ample guidance and practice in sentence building and correct usage.
2. To help students to use the language as well as giving detailed information about the language.
3. To strengthen the knowledge of grammar to enable the students, to master 'accuracy' in discourse.
4. To enhance linguistic competencies and sharpen written and oral communicative skills in *English*.
5. To introduce the students to the basic mechanism with which the language functions.

UNIT I: (12 Hrs.)

The Sentence
The Parts of Speech

SELF - STUDY : *Subject and Predicate, Pronoun and Case.*

PRACTICAL WORK: *Make a list of words under each part of speech*

UNIT II: (12 Hrs.)

Kinds of Nouns
Number
Adjectives
Articles
Pronouns

SELF - STUDY : *Possessive forms, Demonstratives.*

PRACTICAL WORK: *Write 10 sentences of your own and identify the parts of speech.*

UNIT III: (12 Hrs.)

Verbs
Tenses
Concord
Non-finite verbs
Auxiliaries
Modal Auxiliaries

SELF - STUDY : *Transitive verbs with two objects.*

Regular & Irregular Verbs.

PRACTICAL WORK: *Write 10 examples for each sentence pattern.*

UNIT IV: (12 Hrs.)

Adverbs
Prepositions
Conjunctions

SELF - STUDY : *Sentence Connectors, Cohesion, Adverbials*

PRACTICAL WORK: *Attempt writing sentences with multiple Clauses.*

UNIT V : (12 Hrs.)

Simple/Compound/Complex Sentences

Clauses

Transformation of Sentences

SELF - STUDY: Appositive Construction, Preposition

PRACTICAL WORK: *Attempt transformation of sentences: Active – Passive, Reported Speech, Simple - Compound – Complex*

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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BOOKS FOR REFERENCE:

1. **GREEN, DAVID.** *Contemporary English Grammar: Structure and Composition.* New Delhi: Macmillan, 2004. Print.
2. **CRYSTAL, DAVID.** *Introduction to Linguistic.* London: Penguin Pub., 1982. Print.
3. **KRISHNASWAMY N.,** *A Book of Grammar Usage and Composition,* Macmillan India Ltd., 1975. Print.

WEB SOURCES:

<https://www.grammarly.com/blog/10-best-grammar-resources-for-professionals/>

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

<https://www.englishgrammar101.com/>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester -I	Course Code – 18U1ENC02							Title of the Paper : Core :Grammar and Usage														
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)			
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3	
CO1	M	M	L	M	L	L	S	S	L	M	L	S	L	M	M	M	L	M	L	M	M	
CO2	M	L	S	L	S	S	L	L	M	L	S	M	L	M	L	L	S	L	S	L	L	
CO3	L	L	S	L	S	L	M	S	S	M	L	M	S	S	M	L	L	L	L	M	L	
CO4	L	M	S	M	S	M	S	L	L	M	L	S	L	L	M	M	L	M	L	M	M	
CO5	M	L	L	L	L	L	S	S	S	M	L	M	S	S	M	L	L	L	L	M	L	

Semester: I
18U1ENA01

Hours/Week: 6
Credits : 5

Core: Social History of England

Course Objective:

1. To develop applied skills of relating the social context to literary products.
2. To recollect the history, politics and reforms of England.
3. To introduce the students to the changing times, way of life and culture of England that influenced English Literature through the ages.
4. To compare and contrast various literary movements.
5. To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of today's scenario.

UNIT I:

15 Hrs.

Feudalism
The Renaissance
The Reformation
The Tutor Navy and the Armada

SELF - STUDY:

The Origins of the English Society

PRACTICAL WORK: *Make a comparison - Sangam Literature*

UNIT II:

15 Hrs.

Colonial Expansion
The Civil War and its Social Significance
Puritanism
Social Life in Restoration England

SELF - STUDY:

The Growth of Political Parties in England.

PRACTICAL WORK: *Religious movements of the West Vs Bhakthi Movements of the East*

UNIT III:

15 Hrs.

Age of Queen Anne
Age of Queen Victoria
Humanitarian Movements
Reform Bills

SELF - STUDY:

Religious Movements of Victorian Age

PRACTICAL WORK: *Educational Commissions in India*

UNIT IV:

15 Hrs.

American War of Independence
The Agrarian Revolution
The Industrial Revolution
Effects of French Revolution on English Society

SELF - STUDY: \

Trade Unionism in England

PRACTICAL WORK: *Struggle for Independence in India*

UNIT V:

15 Hrs.

Great Britain and The First World War

Great Britain and The Second World War

Welfare State

SELF - STUDY:

Modern British Society

PRACTICAL WORK: *Impact of Colonialism in Post-Independent India*

TOTAL:

75 Hrs.

<p>POWER POINT PRESENTATIONS, SEMINARS, QUIZ, ASSIGNMENT</p>

DR. MALLIGA RAMASAMY, "Social History of England".

BOOKS FOR REFERENCE:

1. **DR. THAILAMBAL**, *Social History of England*, ENNES Publication, Udumalpet, 2000.
2. **TREVELYN G.M.**, *English Social History*, Orient Longman, 1942.
3. **XAVIER A.G.**, *Introduction to the Social History of England*, S. Viswanathan Printers & Publishers, Chennai, 2009.

WEB RESOURCES:

<http://libguides.murdoch.edu.ac/british>

https://en.wikipedia.org/wiki/English_society

<https://www.goodreads.com/book/show/27427151-the-social-history-of-england>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester -I	Course Code – 18U1ENA01					Title of the Paper : Core : Social History of England															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	M	L	L	S	L	M	L	L	S	L	M	S	S	L	M	S	L	L	S	S
CO2	L	M	S	M	L	M	L	S	M	L	M	L	L	L	M	L	L	S	M	L	L
CO3	L	L	L	M	S	S	M	L	M	S	S	M	M	S	S	M	M	L	M	S	S
CO4	L	M	M	S	L	L	M	M	S	L	L	M	S	L	L	M	S	L	S	L	L
CO5	L	M	L	M	S	S	M	L	M	S	S	M	S	S	S	M	S	L	M	S	S

Semester: II
18U2ENC03

Hours/Week: 5
Credits : 4

Core:Prose

Course Objective:

1. To provide exposure to the finest Prose writings in English Literature in style and content and to facilitate students to develop logical thinking and language skills.
2. Utilize students to expose their writings and improve their essay writing skills.
3. Enhance the mental ability to think and relate the textual manner of prose writings.
4. To participate in pair and group dramatizations on a variety of topics .
5. To formulate, express and defend individual ideas and opinions when working on dramatic atmosphere

UNIT I (12 Hrs.)

Francis Bacon - Of Studies, Of Friendship
Richard Steele - Of Ghosts and Apparitions

SELF - STUDY

Hazlitt - Beau Tibbs

Practical Work : A Short Baconian Essay on 'Of Girls'

UNIT II (12 Hrs.)

Joseph Addison - Character of Will Wimble
Charles Lamb - Dream Children: A Reverie

SELF - STUDY

Aldous Huxley - The Double Crisis

Practical Work : Describe a dream that still lingers in your memory

UNIT III (12 Hrs.)

Rudyard Kipling - Values of life
G. B. Shaw - Spoken English and Broken English.

SELF - STUDY

Stephen Leacock - My Financial Career

Practical Work : Narrate an interesting incident that happened in your life.

UNIT IV (12 Hrs.)

G. K. Chesterton - On Running After One's Hat
Stephen Leacock - With the Photographer

SELF - STUDY

J. C. Hill - Good Manners

Practical Work : Write an essay on Good Habits.

UNIT V (12 Hrs.)

- A. G. Gardiner - On Saying 'Please'
Edgar Allan Poe - The Philosophy of Composition

SELF - STUDY

- Sir Earnest Simon - The Aims of Education for Citizenship

Practical Work : Attempt writing a prose - piece

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXTBOOK

Nayar, M.G. *A Galaxy of English Essayists: From Bacon to Beerbohm*. Laxmi Pub.,
2002. Print.

BOOKS FOR REFERENCE

- Cairncross, A.S. Ed, *Eight Essayists*. Macmillan Publication. Print.
"The Etymology of Prose". *Prose*. Retrieved 2016-02-24. Print.
Kuiper, Kathleen. *Prose: Literary Terms and Concepts*. The Rosen Publishing
Group. ISBN 1615304940. 244 pages. 2011. Print.
Modern Essays. Board of Editors. Orient Longman. Print.
The Approach to Life (Re-issue). Board of Editors. Orient Blackswan. Print.
Endless Adventures A Collection of English Prose. Board of Editors. Orient
Blackswan. Print.

WEB RESOURCES

- The Francis Bacon Society
<https://global.oup.com/academic/content/series/o/oxford-books-of-prose-and-verse-obpv/?lang=en&cc=us>
<https://literarydevices.net/prose>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester -II	Course Code – 18U2ENC03					Title of the Paper : Core : Prose															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	M	L	L	S	L	M	L	L	S	L	M	S	S	L	M	S	L	L	S	S
CO2	L	M	S	M	L	M	L	S	M	L	M	L	L	L	M	L	L	S	M	L	L
CO3	L	L	L	M	S	S	M	L	M	S	S	M	M	S	S	M	M	L	M	S	S
CO4	L	M	M	S	L	L	M	M	S	L	L	M	S	L	L	M	S	L	S	L	L
CO5	M	M	L	M	S	S	M	L	M	S	S	M	S	S	S	M	S	L	M	S	S

Semester : II

Hous / Week : 5

18U2ENC04

Credits : 5

Core : Drama

Course Objective:

1. To enable students remember various theatres, characters, background and style, age and its reflection.
2. To develop students', demonstration skills, verbal and non-verbal communication skills, social skills.
3. To participate in pair and group dramatizations on a variety of themes
4. To formulate, express and defend individual ideas and opinions when working on dramatic atmosphere.
5. To make the student improve their communication skills in English, through the use of Role Play, Script Writing and improvisation and to teach Drama and Theatre Skills

UNIT-I

(15 Hrs.)

Christopher Marlowe - Dr.Faustus

SELF STUDY:

Soliloquy, Monologue

Practical Work : Group discussion on the contribution of drama to the total effect.

UNIT-II

(15 Hrs.)

Ben Jonson - Volpone, the Fox

SELF STUDY:

Unity of Action, Place and Time

Practical Work : Choose long speeches from a literary piece of a work choice and recite

UNIT-III

(15 Hrs.)

Sheriden - The Rivals

SELF STUDY:

Villains, Heroes and Heroines

Practical Work : Enact a scene from any play

UNIT-IV

(15 Hrs.)

Synge - The Playboy of the Western World

SELF-STUDY: William Congreve : The Way of the World

Practical Work : Exploit any modern social issues for writing a one act play

UNIT-V

(15 Hrs.)

G.B.Shaw - Pygmalian

SELF-STUDY:

Samuel Beckett – Waiting for Godot

Practical Work : Debate

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment, Prose Writing

TEXT BOOK

Marlowe, Christopher. *Dr. Faustus*. Germany:Dover publication ltd. 1994.

Jonson,Ben. *Volpone, the Fox*: Oxford Publication P.Ltd. 2003.

Sheriden. *The Rivals*: Cambridge Publication P.Ltd. 2005.

Synge. *The Playboy of the Western World*: Oxford Publication P.Ltd. 2003.

Shaw: *Pygmalian*: Oxford Publication P.Ltd. 2008.

BOOKS FOR REFERENCE

Axton & Williams eds. *English drama :Forms& Development*,Cambridge UP, 1977.

Cleanth Brooks, Robert B. Heilman, *Understanding Drama*, HOH, Rhinehart& Winston, 1945.

Elements of Literature.Second Course, HOH, Rhinehart& Winston, 1993.

WEB RESOURCES

https://en.wikipedia.org/wiki/Dramatic_structure

www.buzzle.com/articles/elements-of-drama.html

www.gradesaver.com/she-stoops-to-conquer/study-guide/summary

<https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester -II	Course Code – 18U2ENC04							Title of the Paper : Core : Drama														
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)			
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3	
CO1	L	L	L	M	S	L	L	L	L	M	S	L	L	L	L	M	S	L	L	S	S	
CO2	M	M	M	L	L	M	M	M	M	L	L	S	M	M	M	L	L	S	M	L	L	
CO3	M	S	S	M	M	M	S	S	S	M	M	L	M	S	S	M	M	L	M	S	S	
CO4	L	L	L	M	S	S	L	L	L	M	S	L	S	L	L	M	S	L	S	L	L	
CO5	M	S	S	M	S	M	S	S	S	M	S	L	M	S	S	M	S	L	M	S	S	

Semester : II

Hous / Week : 4

18U2ENA02

Credits : 4

Core : Literary Forms and Terms

Course Objective

1. To develop the knowledge skill to differentiate various genres.
2. To develop the interpretative skill through appreciation of the essential features of various genres.
3. To remember and recollect structures and patterns of different forms of literature.
4. To understand the form and structure of literary genre and acquire the application skill for analysis.
5. To develop the aesthetic skill to appreciate alliteration, rhyme scheme and Onomatopoeia.

UNIT I:

12 Hrs.

Poetry – Forms of Poetry

SELF-STUDY:

Stanza Forms – Heroic Couplet, Terza Rima, Chaucerian Stanza are Rime Royal, Octavia Rima, Spenserian Stanza

PRACTICAL WORK: *Try writing a 'Haiku'*

UNIT II:

12 Hrs.

Drama – The Dramatic Art

Dramatic Types – Tragedy and Comedy, Tragi –Comedy, Farce and Melo Drama,

Masque, One act play, Dramatic Monologue

SELF- STUDY:

Dramatic Devices - Dramatic Irony, Soliloquy and Aside, Expectation and surprise, Stage Directions.

PRACTICAL WORK: *Write a one-act play on any modern issue and enact it.*

UNIT III:

12 Hrs.

The Essay

SELF- STUDY:

The Structure of Descriptive Writing

PRACTICAL WORK: *Describe a Place/Person/incident with the overtone of sense of humour*

UNIT IV:

12 Hrs.

The Novel – Origin, Structure and Development and - Age

The Short Story – Origin, Structure and Development and - Age

SELF- STUDY:

Science Fiction – Origin, Structure and Development and - Age

PRACTICAL WORK: *Go forward in a Time Machine to 2080 and describe an interesting place.*

UNIT V:

12 Hrs.

Biography and Autobiography

SELF- STUDY:

Diaries & Memoirs.

PRACTICAL WORK: *Compare and Contrast Kalam's The Wings of Fire and Mahatma Gandhi's "My Experiments with Truth"*

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

Hudson, *An Introduction to the Study of English Literature*. Ludhiana: Kalyani Publisher, 1979. Print.

BOOKS FOR REFERENCE:

Bhathia, Pravin S. P., *An Introduction To The Study Of English Literature*, Chennai: UBSD pub., 2000. Print.

Rees, R.J., *An Introduction for Foreign Readers*. India: Macmillan pub. , 1982. Print.

Prasad. B., *A Background To The Study of English Literature*. New Delhi: Macmillan pub., 2004. Print.

WEB SOURCE

https://en.wikipedia.org/wiki/Glossary_of_literary_terms

electricka.com/etaf/muses/literature/literary_forms/literary_forms_home.htm

<https://www.poetryinvoice.com/poems/forms-terms>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - II	Course Code – 18U2ENA02					Title of the Paper : Core : Literary Forms and Terms															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	S	L	L	L	L	M	S	L	L	S	L	L	L	L	M	S	L	L	S	S
CO2	L	L	S	M	M	M	L	L	S	M	L	S	M	M	M	L	L	S	M	L	L
CO3	M	M	L	M	S	S	M	M	L	M	S	L	M	S	S	M	M	L	M	S	S
CO4	M	S	L	S	L	L	M	S	L	S	L	L	S	L	L	M	S	L	S	L	L
CO5	M	S	L	M	S	S	M	S	L	M	S	L	M	S	S	M	S	L	M	S	S

Semester : III

Hous / Week : 4

18U3ENC05

Credits : 4

Core : Poetry - II

Course Objective

1. To introduce the students to the changing times way of life, and culture of England that influenced English Literature through the ages.
2. To collect different poets, poems, ages and themes of various ages.
3. To understand different types of poetry, basic terminology and practical elements of poetry.
4. To understand the common techniques underlying free verse and traditional forms of poetry.
5. To identify personal experiences that can be used when writing poems and to develop the aesthetic applied skills of relating the social contexts to literary products.

UNIT – I

(12 Hrs.)

John Milton - Paradise Lost - Book IX

SELF - STUDY

Edmund Spenser - Prothalamion (Line: 1-55)

PRACTICAL WORK: Write a poem on spirituality.

UNIT – II

(12 Hrs.)

P.B.Shelley - Ode to the West Wind

John Keats - Ode on a Grecian Urn

SELF - STUDY

Matthew Arnold - Dover Beach

PRACTICAL WORK: Analyse the theme, technique and structure of a poem.

UNIT – III

(12 Hrs.)

Thomas Gray - Elegy Written in a Country Churchyard

Edgar Allan Poe - The Raven

SELF - STUDY

Robert Burns - Auld Lang Syne & A Red, Red, Rose

Sir Walter Scott - Lochinvar

PRACTICAL WORK: Write an elegy on the death of your favourite animal.

UNIT – IV

(12 Hrs.)

Wordsworth - Lucy Gray

John Dryden - Mac Flecknoe

SELF - STUDY

W.H. Auden - The Unknown Citizen

PRACTICAL WORK: Write a satire on the political issues.

UNIT – V

(12 Hrs.)

T.S. Eliot - The Waste Land (A Game of Chess & What the Thunder Said?)

SELF - STUDY

William Butler Yeats - Easter, 1916

PRACTICAL WORK: Debate : Is Modern society spiritual or material?

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Poetry down the Ages. Orient Longman.Private Ltd. 2004. Print.

BOOKS FOR REFERENCE:

Brooks, C. Understanding Poetry.

WEB SOURCES:

<https://www.poetryfoundation.org/poems/47311/the-waste-land-56d227a99ddeb>

<https://www.poetryfoundation.org/poems/45745/paradise-lost-book-9-1674-version>

<https://www.poetryfoundation.org/poems/45217/prothalamion-56d224a0e2feb>

<https://www.enotes.com> › Study Guides

<https://www.poetryfoundation.org/.../ode-intimations-of-immortality-from-recollectio...>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester – III	Course Code – 18U3ENC05					Title of the Paper : Core : Poetry - II															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	L	L	L	L	M	S	L	L	S	S	S	L	L	L	L	M	S	L	L	S	S
CO2	M	M	M	M	L	L	S	M	L	L	L	S	M	M	M	L	L	S	M	L	L
CO3	L	M	S	S	M	M	L	M	S	S	S	L	M	S	S	M	M	L	M	S	S
CO4	M	S	L	L	M	S	L	S	L	L	L	L	S	L	L	M	S	L	S	L	L
CO5	L	M	S	S	M	S	L	M	S	S	S	L	M	S	S	M	S	L	M	S	S

Semester : III

Hous / Week : 4

18U3ENC06

Credits : 4

Core : Fiction

Course Objective

1. To develop analytical and critical reading and to introduce reading strategies.
2. To make them aware of the works of novelists of various ages and regions.
3. To gain knowledge of art in fiction, elements of fiction and the art of writing fiction. To develop the skill of applying the knowledge about the art of fiction and critically analyse the prescribed texts and to enable them to have it as a feeder course for creative writing.
4. To inspire a love of fiction in the students, to open up their minds to stimulate the sympathetic and empathetic imagination by allowing them to see the world through others' eyes as well as to foster intercultural dialogue.

UNIT-I: BRITISH (12 Hrs.)

Jane Austen - Pride and Prejudice

SELF-STUDY:

Charles Dickens - Oliver Twist

PRACTICAL WORK: Write a short story

UNIT-II: AMERICAN (12 Hrs.)

Ernest Hemingway - The Old man and the Sea

SELF-STUDY:

John Steinbeck - The Grapes of Wrath

PRACTICAL WORK: Attempt writing an adventurous story

UNIT-III: INDIAN WRITING (12 Hrs.)

Manju Kapur - Difficult Daughters

SELF-STUDY:

Arundhati Roy - The God of Small Things

PRACTICAL WORK: Identify a serious women's issue and narrate it.(oral)

UNIT-IV: AFRICAN-AMERICAN (12 Hrs.)

Toni Morrison - Beloved

SELF-STUDY:

Richard Wright - Native Son

PRACTICAL WORK: To debate on an intercultural issue

UNIT-V: THE TOTAL EFFECT (12 Hrs.)

T.S. Eliot- The Waste Land (A Game of Chess & What the Thunder Said?)

SELF-STUDY:

Margaret Atwood - A Handmaid's Tale

PRACTICAL WORK: Debate on the policies of our government.

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

Austen Jane. *Pride and prejudice*. London: H.G, Clarke and Co., 1844.Print.

REFERENCE

1. Allen, W. The English Novel. Pelican Books 1954.
2. Hudson. W.H. An Outline History of English Literature. 1999.
3. Thomas, Ronald R. Detective Fiction and the Rise of Forensic Science. 1999
4. Paris, Bernard J. A Psychological Approach to Fiction: Studies in Thackeray, Stendhal, George Eliot, Dostoersky and Conrad. 2017

WEB RESOURCES

www. Questia.com

www. Bookrages.com

www. Novelguide.com

www. Grade Saver.com The –old- man-and the-sea

www. Sparknotes.com/ lit/oldman

www. Shydygs.net/fiction.htm.

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - III	Course Code – 18U3ENC06					Title of the Paper : Core : Fiction															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	L	S	S	S	L	L	L	L	M	S	L	L	S	S	L	M	S	L	L	S	S
CO2	M	L	L	L	S	M	M	M	L	L	S	M	L	L	M	L	L	S	M	L	L
CO3	M	S	S	S	L	M	S	S	M	M	L	M	S	S	S	M	M	L	M	S	S
CO4	L	L	L	L	L	S	L	L	M	S	L	S	L	L	L	M	S	L	S	L	L
CO5	M	S	S	S	L	M	S	S	M	S	L	M	S	S	S	M	S	L	M	S	S

Semester : III

Hous / Week : 6

18U3ENA03

Credits : 5

Core : History of English Literature

Course Objective

1. To understand the under- currents of literary writings and creative art in terms of literary movements through the ages.
2. To understand the concepts, forces and concerns that shaped the literary writings of different ages.
3. To enable the students to comprehend and appreciate issues in British Literature through the ages in relation to authors, historical periods, major and minor themes, genres and critical theories.
4. To sensitise the students to a diachronic and sunchronic study of literature .
5. To prepare the students to be confident and competent to encounter literature related jobs and examinations.

UNIT I: Chaucer and Elizabethan Age

(15 Hrs.)

Poetry : Chaucer, Wyatt and Surrey

Prose : Bacon and His Essays

Drama : University Wits, Shakespeare, Benjonson

Practical Work: To trace the beginnings of Tamil Literature.

SELF - STUDY:

Pre –Chaucerian Period

PRACTICAL WORK: To trace the beginnings of Tamil Literature.

UNIT II: The Age of Milton

(15 Hrs.)

Milton as a poet

Donne, Dryden & Pope as poets

Practical Work: Literature of Sangam period.

SELF - STUDY:

Metaphysical Poetry

PRACTICAL WORK: Literature of sangam period.

UNIT III: The Restoration Age

(15 Hrs.)

Prose Writers : Addison and Steele, Dr.Johnson

Novelists : Swift and Fielding

Dramatists : Congreve, Sheriden

SELF - STUDY:

Periodical Essays of the 18th century

PRACTICAL WORK: Compare and contrast Literature of Chera, Chola and Pandian Dynasties.

UNIT IV: The Romantic and Victorian Age (15 Hrs.)

Romantic Poets : Wordsworth, Coleridge, Shelley and Keats

Romantic Novelists : Scott, Austen

Romantic Prose Writers: Charles Lamb, Hazlitt,

Victorian Poets : Tennyson, Browning

Victorian Novelists : Charles Dickens, Thomas Hardy

Victorian Prose : Ruskin, Arnold

SELF - STUDY:

Lake Poets

PRACTICAL WORK: Revolutionary Writing in Tamil Bharathi, Bharathidasan, Kannadasan.

UNIT V: 20th Century Literature and Modern Literature (15 Hrs.)

20th Century Poets : T.S.Eliot, Philip Larkin

20th Century Prose Writers : Chesterton, Hillare Bellock

20th Century Dramatists : G.B.Shaw, H.Pinter

20th Century Novelists : D.H.Lawrence, William Golding

SELF - STUDY:

Georgian Poets, War Poets, Psychological Novels

PRACTICAL WORK: Writing on Social issues.

TOTAL: 75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Jayabalan.N *History of English literature*. NewDelhi: Atlantic publishers and distributors, 2001.print.

BOOKS FOR REFERENCE

1. Crompton, Arthur and Rickeh. A History of English Literature. UBS Publishers. 2016
2. Albert, Edward.*History of English Literature*. Orient Longman pub., 1985.
3. Jayabalan.N *History of English literature*. Atlantic publishers and distributors, 2001.

4. Nair K. R. Ramachandra, *Essays on the History of Literature*, New Delhi: Emerald Publishers, 2008. Print.
5. Cazamian, Legouis. *History of English Literature*, New York: Macmillan pub., 1926. Print.
6. Hudson. *Outline History of English Literature*.

WEB SOURCES:

www.literarism.blogspot.com/2010/09/age-of-chaucer.html

www.study.com/.../the-restoration-period-in-english-literature-timeline-lesson-quiz.html

www.vijaychavan70.blogspot.com/2012/10/the-augustan-age.html

<https://www.britannica.com/event/Victorian-Age>

https://en.wikipedia.org/wiki/Postmodern_religion

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - III	Course Code – 18U3ENA03										Title of the Paper : Core : History of English Literature										
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	S	L	L	S	S	L	M	S	L	L	S	S	S	L	M	S	L	L	S	S
CO2	L	L	S	M	L	L	M	L	L	S	M	L	L	L	M	L	L	S	M	L	L
CO3	M	M	L	M	S	S	S	M	M	L	M	S	S	S	S	M	M	L	M	S	S
CO4	M	S	L	S	L	L	L	M	S	L	S	L	L	L	L	M	S	L	S	L	L
CO5	M	S	L	M	S	S	S	M	S	L	M	S	S	S	S	M	S	L	M	S	S

Semester : III

Hous / Week : 2

18U3ENS01

Credits : 2

Core : Creative Writing

Course Objective

1. To teach students how to read critically as writers – to understand other writers’ craft, purposes, and aesthetic choices, toward the creation of the students’ own original works.
2. To provide an apprenticeship in the art of writing by offering guided writing and to build upon reading and study.
3. To make them understand, analyse and effectively use the conventions of writing.
4. To train them to examine how texts function across a range of genres, contexts and cultures
5. To make them creative writers writing with clarity and purpose and using elements of different genres.

UNIT – I

(6 Hrs)

1. Introducing Creative Writing
2. Creative Writing in the World

SELF STUDY:

Poetics and Poetry by Bronwynlea

PRACTICAL WORK: Write a short story on forest.

UNIT – II

(6 Hrs)

1. Challenges of Creative Writing
2. Composition and Creative Writing

SELF STUDY:

Creative Translation

PRACTICAL WORK: Translate a Tamil Shortstory into English.

UNIT – III

(6Hrs)

1. Process of Creative Writing
2. The Practice of Fiction

SELF STUDY:

In conversation : ;A New Approach to teaching long fiction

PRACTICAL WORK: Analyse the theme and techniques of a fiction.

UNIT – IV

(6Hrs)

1. Creative Non-Fiction
2. Writing Poetry

SELF STUDY:

Writing drama by Michelene Wandor

PRACTICAL WORK: Write a drama on mother love.

UNIT – V

(6Hrs)

1. Performing Writing
2. Writing in the Community and academy

SELF STUDY:

Serious Play: Creative Writing and Science

PRACTICAL WORK: Writing an article on natural disaster to Newspaper

TOTAL:

30 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

1. David Morely. *The Cambridge Introduction to Creative Writing*. New York: Cambridge University Press. 2007.
2. David Morley and Philip Neilsen’s *Creative Writing*

REFERENCE BOOK

1. David A. *Teaching for creative activity*. Delhi: Commonwealth Pub., 2012.
2. Mills Paul. *The Rotledge Creative Writing Course Book*. New York: Routledge. 2009.
3. Spinro, Jane. *Creative Poetry Writing*. Oxford: 2004.

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - III	Course Code – 18U3ENS01										Title of the Paper : Core : Creative Writing										
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	S	L	L	S	S	S	L	M	S	L	L	S	S	M	S	L	L	L	S	S
CO2	L	L	S	M	L	L	L	M	L	L	S	M	L	L	L	L	S	M	M	L	L
CO3	M	M	L	M	S	S	S	S	M	M	L	M	S	S	M	M	L	M	M	S	S
CO4	M	S	L	S	L	L	L	L	M	S	L	S	L	L	M	S	L	S	S	L	L
CO5	M	S	L	M	S	S	S	S	M	S	L	M	S	S	M	S	L	M	M	S	S

Semester : IV

Hous / Week : 5

18U4ENC07

Credits : 4

Core : Indian Literature in English

Course Objective

1. To make the students understand the concepts and anxieties behind the shaping of Indian Literature.
2. To recollect the background of Indian Literature, Social background and life style of an age.
3. To familiarise learners to a wide range of Indian Writng originally written in English and translated from Indian languages and to introduce Indian specific elements.
4. To introduce students to crucial debates and discussions in the field including language, Indianness, cultural differentiation and globalisation and to the problems of conceptionalising a homogeneous India.
5. To enable learners to infer 'Indianness'- socio-cultural ethes, aesthetics etc. from representative works and to problematise the idea of 'India' through the writings.

UNIT I: POETRY

(12 Hrs.)

1. Toru Dutt - Our Casuarina Tree
2. Sarojini Naidu's - The Palanquin Bearers

SELF- STUDY

1. C. N. Srinath - Then Came Gandhi
2. Shiv K. Kumar - Indian Women

PRACTICAL WORK: Attempt writing a poem on 'Indian theme'.

UNIT II: PROSE

(12 Hrs.)

1. Nissim Ezekiel - The Heritage of India
2. Gopal Krishna Gokhale - Students and their Duties

SELF-STUDY:

1. Mulk Raj Anand - Coolie

PRACTICAL WORK: Write an essay on 'Today's India'

UNIT III: FICTION (18 Hrs.):

1. R. K. Narayan - A Tiger for Malgudi

SELF-STUDY:

- Mahasweta Devi - The Armenian Champa Tree

PRACTICAL WORK: A novella on 'Tamil Cultural Issue'

UNIT IV: DRAMA

(12 Hrs.)

1. Vijay Tendulkar - Silence! The Court is in Session

SELF-STUDY:

GirishKarnad - Tughlaq

PRACTICAL WORK: Script a drama and enact it.

UNIT V: SHORT STORIES

(12 Hrs.)

1. Tagore - Cabuliwallah
2. R.K.Narayan - An Astrologer's Day

SELF-STUDY:

Bharthiyar - Panchali Sabatham

PRACTICAL WORK: Translate any work of your choice in Tamil to English

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

DasBijay,Kumar.*A Hand book of Translation Studies*, Chennai : Atlantic Pub., 2005.
Print.

REFERENCE:

1. Iyengar, Srinivasa. Indian Writing in English, Orient Paper Backs. 1998.
2. Nandy, Pritesh. Indian Poetry in English Today. Sterling Publishers. 1973
3. Khatri, C. L. Vivekanandha. Speeches and Writings: A Critical Study. Creative Book. 2009.

WEB SOURCE

<https://en.wikipedia.org/wiki/Coolie>
https://en.wikipedia.org/wiki/Our_Casuarina_Tree
www.importantindia.com/8538/summary-of-our-casuarina-tree
https://en.wikipedia.org/wiki/A_Tiger_for_Malgudi
www.tacentral.com/economy.asp?story_no=9

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U4ENC07					Title of the Paper : Core : Indian Writing in English															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	L	L	S	S	M	S	L	L	L	S	S	S	L	L	S	L	L	L	S	S
CO2	L	S	M	L	L	L	L	S	M	M	L	L	L	S	M	L	S	M	M	L	L
CO3	M	L	M	S	S	M	M	L	M	M	S	S	M	L	M	M	L	M	M	S	S
CO4	L	L	S	L	L	M	S	L	S	S	L	L	S	L	S	S	L	S	S	L	L
CO5	L	L	M	S	S	M	S	L	M	M	S	S	S	L	M	S	L	M	M	S	S

Semester : IV

Hous / Week : 5

18U4ENC08

Credits : 5

Core : History and Development of Literary Criticism

Course Objective

1. To Guide the Indian Student of English Literature to expound the basic truths of the art of criticism.
2. To train the students to be familiar with synchronic study of literary criticism
3. To make them understand the factors involved in criticism like interpretation, elucidation, judgement and appreciation.
4. To develop critical sensibility of the students and to make them aware of intricacies of Literary criticism
5. To train the students to analyse different literary devoces and techniques and understand their artistic effect

UNIT - I

(15 Hrs.)

1. The Art of Criticism - Its Forms, Beginnings and Limitations
2. Aristotle
3. Plato

SELF – STUDY :

1. Roman classicists – Quintilian and Horace
2. Enter Romance – Longinus
3. The Emergence of the Vernacular – Dante

PRACTICAL WORK: List the critical terms used in Aristotle and Plato.

UNIT – II

(15 Hrs.)

1. Sir Philip Sydney
2. Ben Jonson

SELF – STUDY:

Kinds of criticism- Legislative, Theoretical, Descriptive, Comparative, Biographical, Impressionistic, Historical.

PRACTICAL WORK: Choose two critics and identify which kind he belongs to

UNIT – III

(15 Hrs.)

1. John Dryden
2. Dr. Johnson

SELF-STUDY:

1. The Triumph of Classicism – General Survey

2. Joseph Addison
3. Alexander Pope
4. Critical Trends: Renaissance, Neo-classical

PRACTICAL WORK: Debate on similarities and differences between Renaissance and Neo-classical

UNIT – IV **(15 Hrs.)**

1. William Wordsworth
2. S.T. Coleridge

SELF-STUDY:

1. The Romantic Revolt– General Survey
2. Matthew Arnold
3. Walter Pater
4. Critical Trends: Victorian, New Criticism, Post Modernist Trends.

PRACTICAL WORK: Compare and contrast Arnold's cycle.

UNIT – V **(15 Hrs.)**

1. T. S. Eliot
2. I.A. Richards

SELF-STUDY:

1. The Age of Interrogation – General Survey
2. F.R. Leavis
3. Approaches: Sociological, Archetypal, Moralistic, Psychological, Formalistic.

PRACTICAL WORK: Choose a critic of modern times and apply, analyse under one of these approaches.

TOTAL: **75 Hrs.**

Power point Presentations, Seminar, Quiz, Assignment
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TEXT BOOK :

Prasad, B. *An Introduction to English Criticism*. Delhi : Macmillan press.2000. print.

REFERENCE

Das, Krishnan, Deshpande. Patra, *History of Literary Criticism*, New Delhi : Commonwealth pub., 2009. print.

Terry, Eagleton. *The Function of Criticism :From the Spectator to Post – Structuralism*, London :Verso pub.,1984. print.

WEB SOURCES :

[www.literatureclassics.com / ancientpaths / litcrit / html /](http://www.literatureclassics.com/ancientpaths/litcrit/html/)

[www.Lextee.Com / criticism.html.](http://www.Lextee.Com/criticism.html)

www.wwnorton.com/

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U4ENC08					Title of the Paper : Core : History and Development of Literary Criticism															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	M	S	L	L	L	S	S	S	L	L	S	L	L	L	S	S	S	M	S	S
CO2	L	L	L	S	M	M	L	L	L	S	M	L	S	M	M	L	L	L	L	L	L
CO3	M	M	M	L	M	M	S	S	M	L	M	M	L	M	M	S	S	S	M	M	S
CO4	L	M	S	L	S	S	L	L	S	L	S	S	L	S	S	L	L	L	M	S	L
CO5	M	M	S	L	M	M	S	S	S	L	M	S	L	M	M	S	S	S	M	S	S

Semester : IV

Hous / Week : 4

18U4ENA04

Credits : 4

Core : English Language Teaching

Course Objective

1. To empower the students to become effective and efficient teachers.
2. To identify the problems of teaching students who come to college from the Indian-language – medium schools.
3. To understand and to be able to read with ease standard books and periodicals available only in English.
4. To analyse methods of English Language teaching and to identify interesting and effective methods for different situations.
5. To get an insight into the teaching of English as a second language and to provide ample scope for exposure to English Language Teaching as a subject.

UNIT-I

(12 Hrs.)

Dealing with the Large class

SELF-STUDY:

1. The student's school background
2. Improving the Reading Skills

PRACTICAL WORK:

Teach a poem to your class

UNIT-II

(12 Hrs.)

Teaching Rapid silent Reading

SELF-STUDY:

Reading for Exact Information

PRACTICAL WORK:

Read a piece silently for 3 minutes and make an oral presentation.

UNIT-III

(12 Hrs.)

Grammar and Structure Practice

SELF-STUDY:

Teaching the Tenses

PRACTICAL WORK:

Write your own example sentences for grammar Units learnt.

UNIT-IV

(12 Hrs.)

Teaching Composition

SELF-STUDY:

Teaching without Lecturing – Jean Forrester

PRACTICAL WORK:

Attempt writing Composition

UNIT-V

(12 Hrs.)

Teaching Poetry

SELF-STUDY:

Preparing for the Examination

PRACTICAL WORK:

Write a poem of your own and teach it

TOTAL:

60 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

Forrester, Jean F. Teaching without Lecturing. Oxford University. Press 1968.

REFERENCE

Jack.C. Richards, Theodore S. Rodgers. *Approaches and Methods in English Language Teaching* Second Edition. London :Cambirdge University press, 2001. Print.

WEB SOURCE

<https://www.education.com> › ... › Verb Tenses: Past, Present, Future

<https://www.teachingenglish.org.uk/article/using-poetry>

<https://oupeltglobalblog.com/tag/teaching-with-poems>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U4ENA04					Title of the Paper : Core : English Language Teaching															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	M	S	L	L	L	S	S	S	L	L	S	L	L	L	S	S	S	M	S	S
CO2	L	L	L	S	M	M	L	L	L	S	M	L	S	M	M	L	L	L	L	L	L
CO3	M	M	M	L	M	M	S	S	M	L	M	M	L	M	M	S	S	S	M	M	S
CO4	L	M	S	L	S	S	L	L	S	L	S	S	L	S	S	L	L	L	M	S	L
CO5	M	M	S	L	M	M	S	S	S	L	M	S	L	M	M	S	S	S	M	S	S

Semester : IV

Hous / Week : 2

18U4ENS02

Credits : 2

Core : Film Studies

Course Objective

1. To introduce students to film Studies as a discipline and to develop in them analytical and critical skills to enable them to appreciate cinema as an independent art form.
2. To see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.
3. To understand how film connects with history, politics, technology psychology and performance.
4. To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
5. To probe the impact of practices and regulations such as censorship, cultural policy and international distribution in film reception.

UNIT I: UNDERSTANDING FILM AND MAJOR FILM MOVEMENTS (6 Hrs)

What is film? – Film, Cinema and Movie – The Hybrid Nature of Film – The Language of Cinema – Authorship – A Brief History-Beginning and Growth of Cinema – The Evolution of the Narrative Films – Early Cinema (The Silent Era) – Classical Hollywood Cinema / Classical Narrative Cinema – Contemporary Hollywood Cinema – Early Soviet Cinema – French Poetic Realism - The French New Wave / Nouvelle Vague - Italian Neo Realism – Latin American Cinema – Japanese Cinema – Iranian Cinema – Korean Cinema – Contemporary international trends.

SELF STUDY: Film Language-Basic Terminology of Filmmaking: Mise-en-scene – Cinematography or The Chot – Editing – Sound – Colour in Film – Censorship in India

PRACTICAL WORK: Write a review on your favourite movie.

UNIT II: FILM GENRES (6 Hrs)

Thakazhi Sivasankara Pillai - **Chemeeen**

SELF STUDY:

Chemeeen (Film Version)

PRACTICAL WORK: Describe the different genres in Tamil films.

UNIT III: LITERATURE AND FILM (6 Hrs)

C.B.Divakaruni - Mistress of Spices

SELF STUDY:

Mistress of Spices (Film Version)

PRACTICAL WORK: Is regional language essential to the people in the films?

UNIT IV: FILM THEORY

(6 Hrs)

Vikas Swarup - Q & A

SELF STUDY:

Slum Dog Millionaire (Film Version)

PRACTICAL WORK: Comment on the realism in Tamil movies.

UNIT V:

(6 Hrs)

Reviews

SELF STUDY:

Reviews published in Newspapers on movies, serials, dramas, etc.

PRACTICAL WORK: Feminism in 21st century Tamil film – Discuss.

TOTAL:

30 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Babu N.M et al. Introducing Film Studies. Mainspring Publishers. 2015

REFERENCE BOOK:

Dix, Andrew. *Beginning of Film Studies*. London: Oxford U.P. press, 2005. Print.

Gipson church. Pamela ed. *The Oxford Guide to Film studies*. London : Oxford U.P. press. 1998. Print.

WEB SOURCE:

guides.library.yale.edu/c.php?g=295800&p=1975058

guides.lib.purdue.edu/c.php?g=352460&p=2375565

libguides.ucalgary.ca > LibGuides > Film Studies

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U4ENS02					Title of the Paper : Core : Film Studies															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	L	L	S	S	S	L	L	S	L	L	L	S	S	S	M	S	S	L	L	S	S
CO2	M	M	L	L	L	S	M	L	S	M	M	L	L	L	L	L	L	M	M	L	L
CO3	M	M	S	S	M	L	M	M	L	M	M	S	S	S	M	M	S	M	M	S	S
CO4	L	S	L	S	S	L	S	L	S	L	S	L	L	L	M	S	L	S	S	L	L
CO5	M	M	S	S	S	L	M	S	L	M	M	S	S	S	M	S	S	M	M	S	S

Semester : V

Hous / Week : 6

18U5ENC09

Credits : 5

Core : Shakespeare

Course Objective

1. To familiarise the students with the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy and history.
2. To know the characters, plots and themes of Shakespeare plays.
3. To understand the great ideas conveyed in his plays and appreciate the rhetorical and poetic art through which those ideas are conveyed.
4. To apply a knowledge of the social, political and intellectual context of Elizabethan England to an understanding of Shakespeare's works.
5. To enhance critical thinking, oral communication and writing skills through literary analysis.

UNIT I : COMEDY

(15 Hrs)

Merchant of Venice

SELF-STUDY:

Types: Tragedy, Comedy, Tragic comedy and Historical plays

PRACTICAL WORK: Story Board Writing

UNIT II : TRAGEDY

(15 Hrs)

Macbeth

SELF-STUDY:

Structure: Character, Setting, Plot, Point of View, Act Division, Dialogue, Theme and Conflict Scheme

PRACTICAL WORK: Role play and Interview

UNIT III : HISTORICAL PLAY

(15 Hrs)

Henry IV - Part – I

SELF-STUDY:

Julius Caesar

PRACTICAL WORK: Enact a scene of your choice

UNIT IV : LAST PLAYS

(15 Hrs)

The Tempest

SELF-STUDY:

Music, Sonnets and Poems

PRACTICAL WORK: The process of making a montage

**UNIT V : GENERAL FEATURES IN SHAKESPEARIAN PLAYS &
SHAKESPEARIAN THEATRE**

(15 Hrs)

Theatre and Audience

Soliloquies,

Fools

Women

Supernatural elements

Early comedies & Romantic Comedies

Tragedy

Last plays

History plays

Problem Plays

SELF-STUDY: Visual Texts

1. King Lear (Visual Text)
2. Midsummer
3. Antony and Cleopatra
4. Taming of the shrew
5. Macbeth
6. Merchant of venice
7. The Tempest

PRACTICAL WORK: Criticisms of A.C.Bradley, L.K.Knight and Coleridge

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Shakespeare, William. *Merchant of Venice*. Cambridge University P.Ltd. Press. 2016.

Shakespeare, William. *Macbeth* Oxford University Press. 2004.

Shakespeare, William. *Henry IV - Part – I*. Harvard University Press. 2013.

Shakespeare, William. *The Tempest*. Oxford University Press. 2005.

REFERENCE BOOKS:

1. Kenneth, Muir. *The Source of Shakespeare's Plays*. India:Routledge, Oxon. 1977.
Print.

2. Bate, Jonathon, Eric Rasmussen, ed. *The completed works of William Shakespeare*. New York: Modern Library press. 2007. print.
3. Dobson, Michael et al. *The Oxford Companion to Shakespeare*. OUP. 2001.
4. Detroit, MI: Gale Research. *Shakespearean Criticism*.
5. Mcleish, Kenneth. *Longman Guide to Shakespeare's Characters: a who's who of Shakespeare*. Harlow. 1985.
6. O'Dell, Leslie. *Shakespearean Scholarship: a Guide for actors and students*. Greenwood Press. 2002.

WEB SOURCE:

www.shakespeare.org.uk/Shakespeare

<https://www.opensourceshakespeare.org/>

www.bardweb.net/content/ac/sources.html

shakespeare.mit.edu/

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U5ENC09										Title of the Paper : Core : Shakespeare										
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	L	S	S	L	L	S	L	S	L	L	L	S	S	S	M	S	S	L	L	S	S
CO2	M	L	L	S	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	L	L
CO3	M	S	M	L	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S	S
CO4	M	S	M	L	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S	S
CO5	M	S	S	L	M	S	L	S	L	M	M	S	S	S	M	S	S	M	M	S	S

Semester : V

Hous / Week : 6

18U5ENC10

Credits : 5

Core : American Literature

Course Objective

1. To introduce students to a diverse group of authors for what they reflect and reveal about the evolving American Experience and character.
2. To identify key ideas, representative authors and works and significant historical or cultural events.
3. To understand the development of characteristic forms or styles of expression during different historical periods in different regions.
4. To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
5. To include the ability to connect choices, actions and consequences to ethical decision-making.

UNIT I : POETRY

(15 Hrs)

1. Edgar Allan Poe - Annabel Lee
2. Emily Dickinson – Because I could not stop for Death

SELF-STUDY:

1. Maya Angelou – On The Pulse of Morning
2. Amiri Baraka – Somebody Blew Up America
3. E.E. Cummings – Among Crumbling people
4. Walt Whitman – When Lilacs last in the Door Yard bloom.

PRACTICAL WORK:

Write a poem on an American / African American Theme.

UNIT II : PROSE

Henry David Thoreau - Civil Disobedience

(15 Hrs)

SELF-STUDY:

Allen Tate – The Man of Letters in the Modern World.

PRACTICAL WORK:

Write an essay on racist issues.

UNIT III : DRAMA

(15 Hrs)

1. Eugene O' Neill – Emperor Jones

SELF-STUDY:

1. Tennessee Williams - The Glass Menagerie

PRACTICAL WORK:

Enact a scene from any American Drama.

UNIT IV : FICTION

(15 Hrs)

Alice Walker - The Color Purple

SELF-STUDY:

1. Richard Wright - Black Boy
2. Margaret Mitchell – Gone With the Wind

PRACTICAL WORK:

Imagine yourself as a protagonist of any novel and speak about yourself.

UNIT V : SHORT STORIES

(15 Hrs)

1. Mark Twain – Baker’s Bluejay Yarn
2. O.Henry – The Cactus.

SELF-STUDY:

1. Edgar Allen Poe – The Fall of the House of Usher
2. Henry James – *The Real Thing*

PRACTICAL WORK:

Attempt writing a short story combining Indian and American themes

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

S.Oliver, Dr. Egbert.ed,*An Anthology of American Literature*. America : Independent pub.,1890-1965.print.

REFERENCE BOOKS:

1. Bell, Bernard W. *The Afro-American Novel and Its Tradition*. Amherst: University of Massachusetts Press, 1987.print.
2. Mitchell, Angelyn, ed. *Within the Circle: An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*. Durham, NC: Duke University Press, 1994.print.
3. Blank, Jacob. *Bibliography of American Literature*. Yale University Press. 1955
4. Perkins, George et al. *The American Tradition in Literature*.
5. Mc Michael, George et al. *Concise Anthology of American Literature*.

WEB SOURCES:

www.wsu.edu/~campbelld/amlit/sites.htm

<https://www.lib.umn.edu/subjects/rqs/79>

www.columbia.edu/~lmg21/bookmark.htm

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U5ENC10					Title of the Paper : Core : American Literature															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	L	S	L	L	L	S	S	S	M	S	S	L	L	S	S	S	L	L	S	S
CO2	L	S	L	S	M	M	L	L	L	L	L	L	M	M	L	L	L	S	M	L	L
CO3	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S	S	M	L	M	S	S
CO4	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S	S	M	L	M	S	S
CO5	L	L	S	L	M	M	S	S	S	M	S	S	M	M	S	S	S	L	M	S	S

Semester : V

Hous / Week : 5

18U5ENC11

Credits : 5

Core : Women's Literature

Course Objective

1. To sensitize learners of gender issues for building an egalitarian.
2. To remember and apply basic terms and concepts related to women studies .
3. To comprehend cultural constructions of gender and sex and their intersection with other aspects of identity .
4. To create an awareness of feminist issues and to motivate them to empower themselves to face the future challenges.
5. To create interest to attempt creative writing and to work towards empowerment of women.

UNIT I : POETRY

(15 Hrs)

Maya Angelou – Still I Rise / Phenomenal Woman

Imtiaz Dharker – Another Woman

Sarojini Naidu – Indian Weavers

Kamala Das – Daughter of the Century

SELF – STUDY

Elizabeth Barret Browning – The Cry of Children

Margaret Atwood – This is a photograph of Me

PRACTICAL WORK

To write personal analysis and notes on observations regarding style, and content and connections to other texts.

UNIT II : PROSE

(15 Hrs)

Padmini Sen Gupta – The Position of Women in Ancient India

Vanadana Shiva – Ecofeminism Masculinization of the Motherland

SELF - STUDY

Dale Spender – Women and Literary History

Toril Moi – Feminist, Feminine, Female

PRACTICAL WORK

To write a fully documented six page essay in MLA style on an approved topic related to Woman's Literature

UNIT III : DRAMA**(15 Hrs)**

Mahesh Dattani – Tara

Lorraine Hansbery – A Raisin in the Sun

SELF - STUDY

Manjula Padmanabhan – Harvest

Uma Parameswaran – Lesson of a Different kind

PRACTICAL WORK

To identify and explain the historical, cultural and literary connections between texts.

UNIT IV : SHORT STORY**(15 Hrs)**

Chitra Banerjee Divakaluni – Arranged Marriage “Doors”

Katherine Mansfield – The Doll’s House

SELF - STUDY

Alice Walker – Every Day Use

Jhumpa Lahiri – A Temporary Matter, (Interpreter of Maladies)

Flannery O’conner – A good man is hard to find

PRACTICAL WORK

To deliver a 5-7 minute oral presentation to the class regarding pre-approved topic related to the text.

UNIT V : FICTION**(15 Hrs)**

Manju Kapur – Difficult Daughter

Chitra Banerjee Divakaruni – Sister of My Heart

SELF - STUDY

Gita Hariharam – Thousand Faces of Night

Toni Morrison – The Beloved

Shobha Dc – Socialite Evenings

Gloria Naylor – Mama Day

PRACTICAL WORK

To discuss how social attitudes have shaped perceptions of Women in Literature.

TOTAL:**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
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METHODOLOGY:

Class room lectures, Group Discussions, Panel Discussions, Term Papers, Guest lectures and input sessions by experts.

BOOKS FOR REFERENCE:

1. Gilbert and Gubar. Eds. *The Norton Anthology of Literature by Women*. W.W.Norton. 2007.
2. Dr.KNITHA S., *An Anthology of English Verse by Women*, Madurai, 2009.
3. RUTHVEN K.K., *Feminist Literary Theories*. Cambridge University Press, Cambridge, 1990.

WEB SOURCES:

www.wsu.edu/~campbelld/amlit/sites.htm

<https://www.lib.umn.edu/subjects/rqs/79>

www.columbia.edu/~lmg21/bookmark.htm

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Semester - IV	Course Code – 18U5ENC11					Title of the Paper : Core : Women’s Literature															
Course Outcomes (Cos)	Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
CO1	M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	S
CO2	L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	L
CO3	M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S
CO4	M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	S
CO5	L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	S

Core: English Phonetics

Course Objective

1. To help the students to have a broad outlook on English phonetics and make them understand the proper pronunciation of English sounds.
2. To recollect English sounds and the symbols associated with them.
3. To understand the nuances of producing sounds that are not in their L1 and to learn articulation mechanism of English vowels.
4. To assess the English rhythm system, Intonation system, reduction, consonants, clusters, linking and assimilation symptom of the English.
5. To increase better listening abilities and to have better communication with native speakers.

UNIT - I

(15 Hrs)

The Air-Stream Mechanism,
The Organs of Speech

SELF STUDY

International Phonetic Alphabet

UNIT - II

(15 Hrs)

Classification and description of speech sounds - vowels
Classification and description of speech sounds - consonants

SELF STUDY

The Cardinal Vowels

UNIT – III

(15 Hrs)

The Syllable
The Word Accent & Rhythm in Connected Speech

SELF STUDY

Weak and Strong Forms

UNIT – IV

(15 Hrs.)

Intonation
Assimilation and Elision

SELF STUDY

Consonant Clusters

UNIT – V

(15 Hrs.)

Transcription of Words
Transcription of Sentence

SELF STUDY

Phonemic Transcription

TOTAL:

75 Hrs.

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TEXT BOOK

Balasubramanian. T. *A Textbook of English Phonetics for Indian Students.*,
Chennai : Trinity pub., 2015. Print.

REFERENCE

Gimson A. C. *An Introduction to the Pronunciation o English.* London : Edward Arnold pub.,
1962.Press.

Jones, Daniel. *The Pronunciation of English.*London :Cambridge press, 1956. Print.

Hockeh, P.*A course in phonetics.* New York: Harcourt pub., 1975. Print.

WEB SOURCE

https://en.wikipedia.org/wiki/International_Phonetic_Alphabet

<https://www.merriam-webster.com/dictionary/phonetic>

<https://en.wikipedia.org/wiki/Phonetics>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U5ENC12										Title of the Paper : Core : English Phonetics									
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educa Objectives (PEO)	
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M

Course Code	18U5ENE01	Title	Batch	2018-2021
		Part III Group-C. Elective – I : English Literature for Competitive Examinations	Semester	5
Hrs/Week	3		Credits	3

Course Objective

To familiarize students with literary works and authors from Chaucer's Age to till date.

Course Outcomes (CO)

K1	CO1	To help them be prepared for a synoptic outline of each work and author.
K2	CO2	To understand the historical, cultural and literary connections between texts.
K3	CO3	To examine how writers of different ages have been empowered by their precursors and contemporaries.
K4	CO4	To enable students to be through with the literary writers of all regions and ages and to equip them to face the competitive examinations.

UNIT I

(9 Hrs)

Chaucer to Dryden (Chaucer, Shakespeare, Milton and Drydon)

SELF STUDY: Author's life and works in chronological order.

UNIT II

(9 Hrs)

Pope to Tennyson (Pope, Johnson, Wordsworth and Tennyson)

SELF STUDY: Author's life and works in chronological order.

UNIT III

(9 Hrs)

Hardy to Present Age (Hardy, Modern Drama, Fiction, Essay and Short story)

SELF STUDY: Author's life and works in chronological order.

UNIT IV

(9 Hrs)

Indian Literature (Middle Age and Modern Age)

SELF STUDY: Author's life and works in chronological order.

UNIT V

(9 Hrs)

American Literature, Commonwealth and New Literature. (Middle Age and Modern Age)

SELF STUDY: Author's life and works in chronological order.

TOTAL:

45 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U5ENE01

Title of the Paper : Core : English Literature for Competitive Examinations

Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)	
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U5ENS03	Title	Batch	2018-2021
		Part III Group-B. Skilled Based	Semester	5
Hrs/Week	3	III – Translation Studies	Credits	2

Course Objective

To understand and appreciate literatures across the cultures and to train the students in the art of translation.

Course Outcomes (CO)

K1	CO1	To familiarize the students with the origin and development of translation and theories and techniques of translation.
K2	CO2	To help them acquire the ability to translate literary and non-literary texts from English to an Indian Language and vice versa.
K3	CO3	To develop familiarity in students with cultural, linguistic and social nuances of regional literature.
K4	CO4	To enable students to transcend cultural barriers in understanding, foregrounding and contesting the ‘transcultural’ India.

UNIT – I

(6Hrs)

Theories of Translation (Catford)

SELF-STUDY :

History of Translation (Bijay)

UNIT – II

(6Hrs)

Kinds of Translation Bijay

SELF-STUDY :

Problems of Translation

UNIT – III

(6Hrs)

Translation as Creative Writing

SELF-STUDY :

The Role of the translator

UNIT – IV

(6Hrs)

Comparative Literature Translation.

SELF - STUDY :

1. Translation Theory and practice : The Indian context

2.DesiyaVinayagamPillai : Light of Asia.

UNIT – V

(6Hrs)

Translation in the 21st century : The Global context Translation.

SELF-STUDY :

Practice in Translation.

(students to choose a work of their own choice for translation)

TOTAL:

30 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK :

Kumar Das, Bijay. *A Handbook of Translation Studies*. London: Atlantic publishers and Distributors, 2008. Print.

REFERENCE BOOK:

Bassnet, S., A. Lefevereeds, *Translation, History, and Culture*. London: Pinter Publishers.1990.print.

Hatim, B., I. Mason, *The Translator as Communicator*, London: Routledge.1997. print.

Lefevere, A. *Translating Literature: Practice and Theory in a Comparative Literature Context*, New York: Modern Language Association of America.1995. print.

WEB RESOURCES:

www.ncl.ac.uk/undergraduate/modules/tri1112

www.translation.illinois.edu/programs/masters.html

www.tandfebooks.com/isbu/9780203869734

www.translatorscafe.com/cafe/EN.

**Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes
and Programme Educational Objectives**

Course Code – 18U5ENS03										Title of the Paper : Part-III Group-B- Translation Studies										
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENC13	Title	Batch	2018-2021
		Part III Group-B. Core XIII– Dalit Literature	Semester	6
Hrs/Week	6		Credits	5

Course Objective

- To examine the idea of Dalit and its social construction.

Course Outcomes (CO)

K1	CO1	To familiarise the problems of the suppressed and oppressed in the name of caste, creed, religion and gender.
K2	CO2	To make students understand the nuances of dominant ideology and cultural hegemony.
K3	CO3	To analyse the different language, style, techniques, symbols, folk songs and folklores of the oppressed to turn down the dominant ideology through their arts and literature.
K4	CO4	To equip students to enable and empower them to understand the Literature of the oppressed towards promoting the life of the Dalits.

UNIT I :Identity Crisis: Dalits, Untouchables, Shudras, Harijans (15 Hrs)

- Caste System : An Introduction
- The Varnas in Caste System
- The Shudras
- From Untouchables to Dalits
- Forced Exclusion and Constant Oppression
- The Practice of Untouchability across the borders

SELF- STUDY

Dalit Writers

PRACTICAL WORK:

Compare and contrast Dalit Literature with aesthetic literature.

UNIT II : Dalit Literature in English : From Literary to Social Liberation (15 Hrs)

- Introduction
- Insight into the Dalit Literary Movement
- Tag-Lines of Dalit Literature: Dalit Art Forms
- Growth of Dalit Literature

SELF -STUDY

- Tamil Dalit Literature

PRACTICAL WORK:

Make an oral presentation of local dalit issues.

UNIT III : Translation Fiction (15 Hrs)

Sivakami - The Grip of change

SELF- STUDY

Dalit Poetry : A Protest

Strengthening Dalit Literature

PRACTICAL WORK:

Imagine an interview with Bama and write a dialogue on Dalit women issues.

UNIT IV : Translation Fiction

(15 Hrs)

Bama's - Karukku

SELF- STUDY

Dalit Autobiographical Narratives, figures of subaltern consciousness, Assertion & Identity

PRACTICAL WORK:

Write a short story on marginalized concerns

UNIT V : Translation Fiction

(15 Hrs)

Imayam- The Beast of Burden

SELF -STUDY

Dalits in Gujarat

Dalits in other South Asian Countries

PRACTICAL WORK:

Group discussion on issues discussed by Imayam.

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

1. Krishnaveer A Challa & Raghu Raj Yerra's Dalit Literature in English Translation : A Critical Study.

2. Contemporary Dalit Literature Quest for Dalit Liberation.

REFERENCE

1. K.Satyanarayana & Susie Tharu (ed). (2011). No Alphabet in Sight: New Dalit Writing from South India. New Delhi: Penguin Books.

2. Sharankumar Limbale. 2004. Towards an Aesthetic of Dalit Literature. (trans. From Marathi: Alok Mukherjee). New Delhi: Orient Longman.

3. Amarnath Prasad and M.B.Gaijan (Eds.) Dalit Literature : A Critical Exploration, (New Delhi: Sarup and Sons, 2007).

4. Gail Omvedt, Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity. (Hyderabad: Orient Longman, 1995).

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

6. Karan Singh, Amod Rai and Jyoti Yadaav (Eds.) Dalit Literature. Challenges and Potentials (New Delhi: Creative Books, 2009).

7. Sharmila Rege, Writing Caste / Writing Gender: Reading Dalit Women's Testimonies, (New Delhi: Zubaan, Kali for Women, 2006)

WEB SOURCE:

www.fortell.org/content/development-theoretical-principles-dalit-literature

https://en.wikipedia.org/wiki/Dalit_literature

<https://books.google.co.in/books?isbn=8176258172>

<https://thewire.in/90561/2016-hindi-literature/>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U6ENC13															Title of the Paper : Core XIII- Dalit Literature									
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)						
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3				
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L				
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M				
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M				
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M				
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M				

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENC14	Title	Batch	2018-2021
		Part III Group-B. Core XIV–	Semester	6
Hrs/Week	6	Indian Diaspora Literature	Credits	5

Course Objective

To help the students have a broad outlook on diasporic literature and to make them understand and estimate the diverse paths the Indian culture has taken in the era of multiculturalism.

Course Outcomes (CO)

K1	CO1	To familiarise students with aspects of various Indian diasporic experiences and issues surrounding multiculturalism.
K2	CO2	To make the students understand the concepts of ‘derooting’ and ‘Re-rooting’ and the psychological problems involved in the process.
K3	CO3	To analyse the concepts of search for Identity, in search for Greener Pastures.
K4	CO4	To reflect on different fictional and non-fictional genres and explore how they may represent issues of contemporary interest in transcultural contexts.

UNIT I : DIASPORA DEFINITION AND TERMS

(15 Hrs)

Types of Diaspora

Within the country, from Region to region, from rural to urban

Diaspora by choice and chance

Choice – corporate shift

Chance – children of early settlers

Migration and immigration & economic migrants

Voluntary displacement and refugee

Settlers and colonized people (Aryans and Moguls)

Expatriates – Transnational corporate expatriates

Forced eviction (Narmada River)

Slave trade

Undocumented workers – illegal aliens

SELF - STUDY :

Political asylum

Girls and moving across cultures by marriage

PRATICAL WORK:

Group discussion on diasporic terms.

UNIT II : POETRY

(15 Hrs)

Meena Alexander – She Speaks: A School Teacher from South Indian

VikramSeth - The Frog and The Nightingale

SELF - STUDY :

SujathaBhatt - A Different History

PRATICAL WORK:

Write a short poem on being an immigrant.

UNIT III : DRAMA

(15 Hrs)

ManjulaPadmanabhan - Harvest.

SELF - STUDY :

Uma Parameshwaran – Rootless But Green Are the Boulevard Trees

PRATICAL WORK:

Enact a scene on language and cultural barrier

UNIT IV : ESSAY

(15 Hrs)

Salman Rushdie -Imaginary Homelands

MeenakshiMukherjee -Nahonm, Novel, Language.

SELF - STUDY :

AmitavGhosh - The Diaspora in Indian Culture

PRATICAL WORK:

An essay on ‘Solitude’

UNIT V: FICTION

(15 Hrs)

V. S. Naipaul - A House for Mr. Biswas

SELF STUD

Anita Desai – Cry, the Peacock

PRACTICAL WORK:

Debate on diasporic concerns

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK :

Mishra, Vijay. *Literature of the Indian Diaspora*. U.S.A :Routledge pub., 2007. Print.

REFERENCES:

1. Chauduri, Nirad C. *Writers of the Indian Diaspora*. New Delhi :Rawat Pub, 1998.Print.
2. Balachandran K. *Critical Essays on Diasporic Writings*. New Delhi: Arise Publishers and Distributions, 2008. Print.
3. Agarwal, Malti. *English Literature: Voices of Indian Diaspora*. Atlantic. 2009.
4. Jain, Jasbir. *Writers of the Indian Diaspora*. Rawat.2005
5. Agarwal, Beena. *Women Writers and Indian Diaspora*. Authors Press. 2011

WEB SOURCE:

<https://muse.jhu.edu> > ... > Volume 16, Number 1/2, Spring/Fall 2007

<https://ijellh.com/search-for-the-roots-indian-diasporic-writing>

www.academia.edu/Documents/in/INDIAN_DIASPORIC_LITERATURE

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U6ENC14															Title of the Paper : Core – Indian Diaspora Literature					
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENC15	Title	Batch	2018-2021
		Part III Group-B. Core XV– CHILDREN’S LITERATURE	Semester	6
Hrs/Week	6		Credits	4

Course Objective

To introduce children’s Literature to widen Fantasy thinking

Course Outcomes (CO)

K1	CO1	To acquaint students with cultural authenticity and to sharpen curiosity factor.
K2	CO2	To make students understand how writing for children redirects the way in which genres, texts and new techniques interact creatively with childhood and youth culture.
K3	CO3	To extend the boundaries of Children’s Literature to include creative and critical writings of our nation.
K4	CO4	Identify the key literary terms-picture books, chapter book, fantasy, verse, nursery rhyme, folktale, fable, myth and didacticism.

UNIT-I : POETRY

(12 Hrs)

1. Robert Browning – The Pied Piper of Hamelin
2. Edward Lear – The Owl And The Pussy Cat

SELF-STUDY:

William Wordsworth – The Cuckoo

PRACTICAL WORK:

Comment on the habitual themes.

UNIT-II : INDIAN FANTASY TALES

(12 Hrs)

Richard Burton –

1. Selected Tales From 1001 Arabian Nights
2. Selected Tales From The Panchatantra Tales by NCBH

SELF-STUDY:

- 1’ Alibaba and Forty Thieves
2. Aladdin and the Wonderful Lamp.

PRACTICAL WORK:

Compare and contrast Arabian Nights and Panchatantra Tales

UNIT-III :FICTION

(12 Hrs)

Lewis Carrol – Alice in Wonderland

SELF-STUDY:

Rudyard Kipling – The Jungle Book

PRACTICAL WORK:

Write a fantasy story

UNIT-IV : SHAKESPEARE

(12 Hrs)

Charles Lamb – Selected Tales From Shakespeare

SELF-STUDY:

1. A Midsummer's Night's Dream
2. The Tempest

PRACTICAL WORK:

Read and Translate Ambulimama's Stories.

UNIT-V : INDIAN EPICS**(12 Hrs)**

1. Ramayana
2. Mahabharatha

SELF-STUDY:

Picture book 1

PRACTICAL WORK:

Attempt writing a detective story

Discussion Areas:

1. Cross-Cultural Features
2. Critical Analysis of Nursery Rhymes, Folk/Fairy Tales and Adventure/ Detective Fiction

Movies:

1. Charlie and Chocolate Factory
2. The Polar Express
3. Alavudin and the magic lamb
4. Kunfo Panda – I

TOTAL:**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Shubha Tiwari: Atlantic publishers, New Delhi. 2006.Print.

REFERENCE:

1. Finke, Beth. Hanni and Beth: Safe and Sound. America : Blue Marlin, 2007. Print.
2. Herrera, Juan Felipe. *Featherless/Desplumado:Story/Cuento*.Children's Book Press, 2004. Print.
3. Kurtz, Jane. *The Storyteller's Beads*. Harcourt Brace, 1998. Print.

WEBSOURCE:

1. <http://www.indiana.edu/~librcsd/etext/piper/text.html>
2. <http://www.planetpdf.com>

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

3.

Course Code – 18U6ENC15

Title of the Paper : Core – Children’s Literature

Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)	
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENEP01	Title	Batch	2018-2021
		Part III Group-B. CORE 16 – English Communication Skills- Practical	Semester	6
Hrs/Week	6		Credits	5

UNIT I (20 Hrs)

Pronunciation and Neutralization of Accent

UNIT II (15 Hrs)

Communication Skills

Telephone skills

UNIT III (15 Hrs)

Writing Skills

- a. Transcoding a given chart, Table or Statistics into a report
- b. Making Announcements
 - i. Announcements in Radio & T.V about Programmes and Missing Persons
 - ii. Announcement in Railway Stations about the arrival / departure / cancellation of Trains
- c. Filling up Forms
 - i. Money order Forms
 - ii. Railway Reservation / Cancellation Forms
 - iii. Mobile Connection Form
 - iv. Passport Application Form
 - v. Bank A/C opening Form
- d. Preparing Advertisements and Brochures

UNIT IV (10 Hrs)

- A. Group Discussion Skills
 - a. Dress and Appearance
 - b. Motivation
 - c. Importance of being calm, friendly & cool
 - d. Importance of Listening
 - e. Leadership qualities
 - f. Knowledge of the subject
 - g. Delivery
 - i. Body Language
 - ii. Voice modulation
 - iii. Language: simple, specific, intelligible, concrete & sensuous
 - iv. Brevity
 - v. Humour

Note: Students are to be trained to group – discuss current affairs, National Issues, International Developments, Social Issues, Systems of Government, Human rights etc.

- B. Public Speaking Skills

- a. Preparation
 - b. Knowledge of the subject
 - c. Dress and Appearance
 - d. Delivery: Body Language, Brevity, Humour, Accuracy and Eloquence
 - e. Use of Anecdotes
 - f. Sensing of Audience
 - g. Overcoming fear
 - h. Time – Management
 - i. Encountering a hostile atmosphere
- C. Reading Skills
- a. Pronunciation, Stress & Intonation
 - b. Fluency

UNIT V

(15 Hrs)

- A. Interview Skills
- a. Making the Interview – File
 - b. Preparation for the Interview
 - c. Dress and Appearance
 - d. Entry & Exit
 - e. Eye – Contact
 - f. Gestures and Postures
 - g. Presence of Mind
 - h. Communication Skill
 - i. Knowledge
 - j. Brevity and Accuracy
 - k. Leadership Qualities
 - l. Negative Aspects
- B. Magazine Making:

GUIDELINES

- Eight to ten students can form a group
- Monthly one magazine to be prepared (total 3 magazines)
- Students can their own creative contribution

Note 1: Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, Public Speaking, Reading and Interview – skills tests.

Note 2: For the test in Interview Skills students are required to bring their CV with them

For Units I & II: Practice Book

A course in Listening and Speaking – I (with CD) by V.Sasikumar, P. KiranmaiDutt and Geetha Rajeevan. Published by Foundation Books, 21/1, (New No. 49), I Floor, Model School Road, Thousand Lights, Chennai 600 006. Test – Material will be taken only from the CD supplied with this practice book.

For Unit IV A: Group Discussion Skills

‘Group Discussion’ by Dr. B. R. Kishore. Published by Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.

For Unit IV B: Public Speaking Skills

Better speeches made easy' by Walter Thompson, Pub. By W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi – 110 007. E-mail: goyal@vsnl.com.

For Unit V A: Interview Skills

i.'The art and Techniques of Interviews' by B. S Sijwal and InduSijwal Pub. By Arihant Publications, Kalindi Transport Nagar, Meeru – 2(U.P) – 250 003

ii.'Inteview Manual – Interview Techniques and Model Interviews' by Abdul Hashem Pub. By Ramesh Publishing House, 12-H, New Daryaganj Road, (Opp- to Traffic Kotwali), New Delhi – 110

TOTAL:

75 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U6ENEP01										Title of the Paper : Practical – English Communication Skills- Practical										
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENE02	Title	Batch	2018-2021
Hrs/Week	3	Part III Group-B. Elective II– Mass Communication and Journalism	Semester	6
			Credits	3

Course Objective

To develop creative skills through encouraging the production of Media messages.

Course Outcomes (CO)

K1	CO1	To encourage students to express their feelings and thoughts through Media Messages they produce.
K2	CO2	To understand, to learn and to write about the world through Journalism.
K3	CO3	To develop skills to deconstruct media messages by making them understand the constructed nature of media.
K4	CO4	To enable students to indentify various job possibilities in media.

UNIT I : INTRODUCTION TO MASS COMMUNICATIONS

(9 Hrs)

Definition – Meaning – Process of Mass Communication

Functions and Theories of Mass Media

SELF – STUDY:

Mass Media & Society

Emerging trends and development in information and communication technologies.

UNIT II : INTRODUCTION TO JOURNALISM

(9 Hrs)

Role of Press in India –English and Vernacular Press.

Ethics and Principles of Journalism.

SELF – STUDY:

Freedom of the Press.

Press Council and Press Regulations in India.

UNIT III : REPORTING

(9 Hrs)

Reporting for Print Media.

Reporting for Television.

SELF – STUDY:

Reporting for Radio.

Feature Writing.

UNIT IV : TELEVISION AND RADIO

(9 Hrs)

The growth and development of Television in India
Television Production and Formats of TV Programmes.

SELF – STUDY :

Radio genres, Ownership, Control and Broadcasting Policy.
Impact of TV and Radio on society.
Blog

UNIT V :ROLE AND EFFECTS OF MASS MEDIA IN SOCIAL CAMPAIGNS (9 Hrs)

Preparation of content & format on the following topics

1. **Roles of a Student in a Society**
2. **Students in Colleges**

TOTAL:

45 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK

Kumar, Keval J. *Mass Communication in India*.Mumbai :Jaico Publishing House.2006. Print.

REFERENCEBOOKS

D'souzaY.K..*Handbook of Journalism and Mass Communication*.New Delhi: Indian
Publishers. 2003. Print.

Srivastava K.M. *Radio and TV Journalism*.New Delhi: Sterling. 2005. Print.

WEB SOURCE :

www.xaviercomm.org/diploma-courses/courses-jr.htm

https://en.wikipedia.org/wiki/Mass_communication

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U6ENE02										Title of the Paper : Part-III Group-B – Mass Communication and Journalism										
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M

Programme code	BA	Programme Title	Bachelor of Arts (ENGLISH)	
Course Code	18U6ENS04	Title	Batch	2018-2021
		Part III Group-B. Skill Based – IV – English for Overseas Education	Semester	6
Hrs/Week	3		Credits	2

Course Objective

- To motivate and make the students aware of preliminary exams like IELTS and TOEFL for overseas education.

Course Outcomes (CO)

K1	CO1	To train the students in the basic tenets of LSRW.
K2	CO2	To understand the content, Context and purpose of the tasks given for Academic and General Module.
K3	CO3	To assess a variety of accents and writing styles presented in test materials.
K4	CO4	To increase their abilities to listen, read, write and speak in English for immigration purpose.

UNIT-I	:	The Basics of IELTS & TOEFL	(6 Hrs)
UNIT-II	:	Listening	(6 Hrs)
UNIT- III	:	Reading	(6 Hrs)
UNIT-IV	:	Speaking	(6 Hrs)
UNIT-V	:	Writing	(6 Hrs)
TOTAL:			30 Hrs.

Power point Presentations, Seminar ,Quiz, Assignment
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TEXT BOOK:

Adams Garry, Terry Peck, *101 Helpful Hints for IELTS: General Training Module* 1st ed., Adams and Austen Press, 2005

REFERENCE BOOKS:



Gear Jolene, Robert Gear, *Cambridge Preparation for the TOEFL Test*, Cambridge University Press, 2005
 IELTS- Specimen Materials, British Council.Idp Australia and University of Cambridge, 2003.print.

WEB SOURCES:

- <https://www.studyabroad.com/intensive-language-in-united-states/english>
- <https://www.studyinaustralia.gov.au/english/australian-education/english-courses>
- http://www.uky.edu/international/Global_Learning_Outcomes

Relationship Matrix for Course Outcomes, Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives

Course Code – 18U6ENS04										Title of the Paper : Part-III Group-B – English for Overseas Education										
Programme Outcomes (POs)															Programme Specific Outcomes (PSOs)			Programme Educational Objectives (PEOs)		
PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PSO1	PSO2	PSO3	PEO1	PEO2	PEO3
M	L	S	L	L	L	M	L	S	L	L	L	S	S	S	M	S	S	L	L	L
L	S	L	S	M	M	L	S	L	S	M	M	L	L	L	L	L	L	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
M	L	M	L	M	M	M	L	M	L	M	M	S	S	S	M	M	S	M	M	M
L	L	S	L	M	M	L	L	S	L	M	M	S	S	S	M	S	S	M	M	M

	VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN (AUTONOMOUS) Elayampalayam, Tiruchengode-637 205.									
Programme	B.A	Programme Code		UEN		Regulations		2018-2019		
Department	English			Semester			3			
Course Code	Course Name			Periods per Week			Credit	Maximum Marks		
				L	T	P		C	CA	ESE
18U3ENN01	Proof Reading and Editing			2			2	25	75	100
COURSE	To enable the learners become confident writers in English									
OBJECTIVES POs	PROGRAMME OUTCOME									
PO 1	To inspire an aesthetic appreciation for English literature and language.									
PO 2	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
PO 3	To inculcate effective use of English in creative expression and day-to-day life.									
PO 4	To enhance the ability to think and write critically and clearly.									
PO 5	To recognise the scope of English literature and language in terms of careeropportunities, communication, media and soft skills.									
PO 6	To be passionately engaged in initial learning with an aim to think differently asagents of new knowledge, understanding and applying new ideas in order toacquire employability/ self-employment.									
PO 7	To take up higher learning programmes.									
PO 8	To be competent and socially responsible citizen of India.									
PO 9	To be exposed to technical, analytical and creative skills.									
PO 10	To be imparted with a broad conceptual background in the Biological sciences /Computing sciences / Languages and culture / Management studies / Physicalsciences.									
PO 11	PO11 An ability to read critically the prescribed texts and understand its broaderimplications									
PO 12	An ability to think critically on various issues and subject matters and relate thesame with real life situations.									
PO 13	Demonstrate detailed knowledge in one or more disciplines and the ability tointegrate knowledge across disciplinary boundaries.									
PO 14	Demonstrate the ability to extract and convey information accurately in a varietyof formats.									
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.									



COs	COURSE OUTCOME
CO 1	To enable the learners become confident writers in English
CO 2	To involve the students in checking the content of the text to ensure that the ideas are expressed clearly and logically and form a coherent and meaningful whole
CO 3	To involve the students in checking over the text in finer detail after the editing stage, to detect errors in spelling, punctuation, grammar and format
CO 4	To train them to examine how texts function across a range of genres, contexts and cultures.
CO 5	To make them Gain confidence in writing.
Pre-requisites	Basic Knowledge on Editing

Knowledge Levels															
1.Remembering, 2.Understanding, 3.Applying, 4.Analyzing, 5.Evaluating, 6.Synthesizing															
CO / PO / KL Mapping (3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)															
COs	KLS		POs		KLS										
CO 1	2		PO 1		1										
			PO 2		1										
			PO 3		2										
CO 2	2		PO 4		3										
			PO 5		3										
			PO 6		2										
CO 3	3		PO 7		3										
			PO 8		3										
			PO 9		4										
CO 4	4		PO 10		4										
			PO 11		3										
			PO 12		5										
CO 5	5		PO 13		5										
			PO 14		6										
			PO 15		6										
CO / PO Mapping (3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)															
COs	Programme Outcome (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	2	2	3	2	2	3	2	2	1	1	2	1	1	1	1
CO2	2	2	3	2	2	3	2	2	1	1	2	1	1	1	1
CO3	1	1	2	3	3	2	1	3	2	2	3	1	1	1	1
CO4	1	1	1	2	2	1	2	2	3	3	2	2	2	1	1
CO5	1	1	1	1	1	1	1	1	2	2	1	3	3	2	2

Course Assessment Methods
Direct
1. Continuous Assessment Test I, II & Model 2. Assignment 3. End Semester Examinations
Indirect
1. Course End Delivery

Content of the Syllabus			
Unit - I	Unit I	Periods	6
	Building Proofreading Skills in Spelling Capitalization Homophones and Homonyms SELF - STUDY Reading Research Articles PRACTICAL WORK: Dictation		
Unit - II	Unit II	Periods	6
	Punctuation Marks and other commonly used Symbols Building Proofreading Skills in Punctuation SELF - STUDY Mechanics of Writing PRACTICAL WORK: Marking Punctuation Marks		
Unit - III	Unit III	Periods	6
	Building Proofreading Skills in Language Usages The Parts of Speech SELF – STUDY Concord and Use of verbs in Sentences PRACTICAL WORK: Framing Sentences		
Unit - IV	Unit IV	Periods	6
	Spotting the Errors, Jumbles Sentences SELF – STUDY English News Paper Reading PRACTICAL WORK: Finding Answers for the questions asked in Group Exams.		
Unit - V	Unit V	Periods	6
	Letter Writings - Formal and Informal SELF – STUDY Letters of Jawaharlal Nehru PRACTICAL WORK: Letters to the Principal for Different Purposes		
Total Periods			30

Text Books	
1	Material Prepared by the department.
References	
1	Wren, P.C. Martin, H. Prasada Rao, N.D.V. 1973&C“2010. High School English Grammar Composition. New Delhi S. Chand. Print.
2	William Critchley 2014. The Pocket Book of Proofreading A guide to freelance proofreading copy-editing.UK British Counsel. Print
3	Laura Killen Anderson 2006. McGraw-Hills Proofreading Handbook 2nd Edition. New Delhi McGraw-Hills. Print.
E-References	
1	http://books.irri.org/9712200094content.pdf
2	https://www.acs.edu.au/download/samples/edit.pdf
3	https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginsti

	VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN (AUTONOMOUS) Elayampalayam, Tiruchengode-637 205.									
Programme	B.A	Programme Code		UEN		Regulations		2018-2019		
Department	English			Semester			4			
Course Code	Course Name			Periods per Week			Credit	Maximum Marks		
				L	T	P		C	CA	ESE
18U4ENN02	English for Occupational Purpose (NME)			2	-	-	2	25	75	100
COURSE OBJECTIVES	To develop the students/ language skills in English, while at the same time focusing on the central need of the arts, commerce and science graduates- to receive and to transmit information precisely and efficiently.									
POs	PROGRAMME OUTCOME									
PO 1	To inspire an aesthetic appreciation for English literature and language.									
PO 2	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
PO 3	To inculcate effective use of English in creative expression and day-to-day life									
PO 4	To enhance the ability to think and write critically and clearly.									
PO 5	To recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.									
PO 6	To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability/ self-employment.									
PO 7	To take up higher learning programmes.									
PO 8	To be competent and socially responsible citizen of India.									
PO 9	To be exposed to technical, analytical and creative skills.									
PO 10	To be imparted with a broad conceptual background in the Biological sciences / Computing sciences / Languages and culture / Management studies / Physical sciences.									
PO 11	An ability to read critically the prescribed texts and understand its broader implications.									
PO 12	An ability to think critically on various issues and subject matters and relate the same with real life situations.									
PO 13	Demonstrate detailed knowledge in one or more disciplines and the ability to integrate knowledge across disciplinary boundaries.									
PO 14	Demonstrate the ability to extract and convey information accurately in a variety of formats.									
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.									

COs	COURSE OUTCOME
CO 1	To develop the students/ language skills in English, while at the same time focusing on the central need of the arts, commerce and science graduates- to receive and to transmit information precisely and efficiently.
CO 2	It is designed to meet the needs of the students who wish to undertake the administrative tasks in English, both in oral and written forms
CO 3	To involve the students in checking the content of the text to ensure that the ideas are expressed clearly and logically and form a coherent and meaningful whole.
CO 4	To develop the studentsâ€™ general knowledge about social customs and attitudes of the global work place.
CO 5	To make them Building on general and professional oral communication skills
Pre-requisites	Basic Knowledge on editing.

Knowledge Levels															
1.Remembering, 2.Understanding, 3.Applying, 4.Analyzing, 5.Evaluating, 6.Synthesizing															
CO / PO / KL Mapping (3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)															
COs	KLs		POs		KLs										
CO 1	1		PO 1	1											
			PO 2	1											
			PO 3	2											
CO 2	2		PO 4	2											
			PO 5	3											
			PO 6	3											
CO 3	3		PO 7	3											
			PO 8	3											
			PO 9	3											
CO 4	4		PO 10	4											
			PO 11	4											
			PO 12	5											
CO 5	5		PO 13	5											
			PO 14	6											
			PO 15	6											
CO / PO Mapping (3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)															
COs	Programme Outcome (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	3	2	2	1	1	1	1	1	1	1	1	1	1	1
CO2	2	2	3	3	2	2	2	2	2	1	1	1	1	1	1
CO3	1	1	2	2	3	3	1	3	3	2	2	1	1	1	1
CO4	1	1	1	1	2	2	2	2	2	3	3	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	2	2	3	3	2	2

Course Assessment Methods	
Direct	
1. Continuous Assessment Test I, II & Model 2. Assignment 3. End Semester Examinations	
Indirect	
1. Course End Delivery	

Content of the Syllabus			
Unit - I	UNIT - I	Periods	06 Hrs
	Letters, Envelopes and Forms Writing Business Letters Writing Cover letters Filling in Forms SELF - STUDY Types of Business Letters PRACTICAL WORK: Filling in Different Forms		
Unit - II	UNIT - II	Periods	06 Hrs
	Curriculum Vitae & Applications Job Advertisements Organising a CV or Resume Letters of Application SELF – STUDY Mechanics of Writing PRACTICAL WORK: Marking Punctuation Marks		
Unit - III	UNIT-III	Periods	06 Hrs
	Report Writing & Writing a Memo Writing a Note Bulletin Periodic Report Writing a draft of a memo SELF –STUDY Language used in Writing Report and Memo PRACTICAL WORK: Active and Passive Voice and Phrasal Verbs used in Writing		
Unit - IV	UNIT - IV	Periods	06 Hrs
	IV Reading and Listening Skimming, Scanning and Vocabulary Building Listening for Information and Note Taking SELF – STUDY Active Listening Techniques and Telephone Language PRACTICAL WORK: Taking and Giving Messages		
Unit - V	UNIT - V	Periods	06 Hrs
	Methods of Communication Formal and Informal Language Mock Interview SELF – STUDY Identifying polite language and using it to re-enact a conversation PRACTICAL WORK: Speaking with Native and Non- Native Speakers		
Total Periods			30

Text Books	
1	Material Prepared by the department.
References	
1	Infant, Dennis G. et. al. (2009) Writing Across the Disciplines- An ESP Skill Text for Academic and Professional Tasks. Quezon City: C and E Publishing.
2	Toselli, Marisella. (2010) English for Secretaries and administrative Personnel. New York: McGrawHill Publishing, Inc.
3	Vinuya, Remedios V., et. al.(2011) Study and Thinking Skills. Manila: Grand books Publishing, Inc.
E-References	
1	https://www.acs.edu.au/download/samples/edit.pdf
2	_guide-to-editing-and-proofreading.pdf
3	http://www.ccd.me.edu .
4	https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/document/s/pdg/managingyourself/1