

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI**

**(AUTONOMOUS)**

**RE-ACCREDITED WITH B<sup>++</sup> GRADE BY NAAC**

**(Affiliated to Mother Teresa Women's University, Kodaikanal)**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**CURRICULUM FRAMEWORK AND SYLLABUS FOR  
OUTCOME BASED EDUCATION**

**IN**

**PART - II ENGLISH**

**B.A., ENGLISH [A] [UGENGA]**

**B.A., ENGLISH [SF] [UGENGs]**

**&**

**EXTRA-CREDIT COURSES**

**UNDER**

**CHOICE BASED CREDIT SYSTEM**

**2019-2022**

## **Preamble:**

The Department of English is one of the earliest to be established by Arulmigu Palaniandavar Arts College for Women in 1970. It has made its foray into Postgraduate education in 2006 and attained the status of Research Department by introducing the M.Phil., Degree Programme in 2007. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society. Every subsequent curriculum revision has been premised on the assumption that society requires students who will serve as its mind, heart and future. Further, one of the major objectives of every curriculum designed by the Department has been the employability of the students upon their successful completion of the programmes.

## **Bloom's Taxonomy in fixing the Learning Objectives:**

Since the Academic year 2019 – 2020, the curriculum of Part – II English, B.A., (Eng.Lit), M.A., (Eng.Lit) and M.Phil., (Eng.Lit) has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

## **Bloom's Taxonomy Action Verbs:**

**K1 / Knowledge:** Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State

**K2 / Comprehension:** Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

**K3 / Application:** Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice,

Predict,

Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write

**K4 / Analysis:** Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test

**K5 / Evaluation:** Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize, Support, Value

**K6 / Synthesis:** Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write

### **Mapping COs with POs:**

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

### **Institutional Objectives:**

- Women Education
- Women Empowerment
- Self-reliance and
- Making Model Citizens.

### **Programme Educational Objectives:**

The programmes B.A., M.A., and M.Phil., (Eng.Lit) are offered with certain educational objectives.

- To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

- To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

### **Programme Specific Objectives:**

- Providing theoretical and practical research experience in English to the scholars.
- Empowering them with domain specific capabilities and methodological competencies.
- Developing and enhancing their scientific approach to research, understanding of the methods and mechanics of writing.
- Introducing them to multidisciplinary approach to the study of literature through the exposure to the nuances of contemporary literary theory.

### **Programme Specific Outcomes:**

Upon completion of the programme, certain outcomes that could be arrived at are -

- Gaining knowledge of modern literatures and technical aspects.
- Preparing research articles and writing creatively.
- Acquiring competency over the subject learnt.
- Scoring well in competitive and qualifying examinations.
- Imbibing human values and making model citizens.

### **Mapping PEOs with IOs:**

<b>Programme Educational Objectives</b>	<b>Institutional Objectives</b>			
<b>B.A./M.A./M.Phil., (Eng.Lit)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PEO1:</b> To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.	*			
<b>PEO2:</b> To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.		*		
<b>PEO3:</b> To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.			*	
<b>PEO4:</b> To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.				*

**Measuring: H – High; M – Medium; L – Low**

## COMMON ACADEMIC STRUCTURE

### B.A., (English Literature) / 2019 - 2022

Sem	Title of the Paper	Hrs	Credits	Marks			C. Code
				CIA	CE	Total	
<b>I</b>	<b>Part I</b> Tamil	6	3	25	75	100	MUGT1
	<b>Part II</b> /Language through Literature-Paper I	6	3	25	75	100	MUGE1
	<b>Part III</b>						
	<b>Core – I:</b> Indian Literature in English	5	5	25	75	100	MUEC1
	<b>Core – II:</b> Chaucer and the Elizabethan Age	5	4	25	75	100	MUEC2
	<b>Allied – I:</b> Children's Literature	5	4	25	75	100	MUEA1
	<b>Part IV/ SBC – I: (Oral - Practical)</b>						
	Speaking Skills	2	2	25	75	100	MUESS1
<b>II</b>	<b>Part – V:</b> Value Education	1	2	25	75	100	MUVE
	<b>Total</b>	<b>30</b>	<b>23</b>			<b>700</b>	
	<b>Part I</b> Tamil	6	3	25	75	100	MUGT2
	<b>Part II</b> / Language through Literature-Paper II	6	3	25	75	100	MUGE2
	<b>Part III</b>						
	<b>Core – III:</b> The Neo-classical Age	6	5	25	75	100	MUEC3
	<b>Core – IV:</b> The Romantic Age	5	4	25	75	100	MUEC4
	<b>Allied – II:</b> Social History of England	5	4	25	75	100	MUEA2
<b>III</b>	<b>Part IV SBC – II: (Oral - Practical)</b>						
	Reading Skills	2	2	25	75	100	MUERS2
	<b>Total</b>	<b>30</b>	<b>21</b>			<b>600</b>	
	<b>Part I</b> Tamil	6	3	25	75	100	MUGT3
	<b>Part II</b> / Language through Literature-Paper III	6	3	25	75	100	MUGE3
	<b>Part III</b>						
	<b>Core – V:</b> The Victorian Age	5	5	25	75	100	MUEC5
	<b>Core – VI:</b> Contemporary British Literature	5	4	25	75	100	MUEC6
<b>III</b>	<b>Allied-III:</b> Modern English Grammar and Usage	4	4	25	75	100	MUEA3
	<b>Part IV SBC-III:</b> Presentation Skills	2	2	25	75	100	MUEPS3
	<b>NME – I: (Oral - Practical)</b>	2	2	25	75	100	MUEN1
	The Art of Listening and Speaking						

	<b>Total</b>	<b>30</b>	<b>23</b>			<b>700</b>	
<b>IV</b>	<b>Part I</b> Tamil	6	3	25	75	100	MUGT4
	<b>Part II</b> / Language through Literature-Paper IV	6	3	25	75	100	MUGE4
	<b>Part III: Core – VII:</b> American Literature	6	5	25	75	100	MUEC7
	<b>Core – VIII:</b> History of English Literature	5	5	25	75	100	MUEC8
	<b>Allied-IV:</b> Journalism and Mass Communication	5	4	25	75	100	MUEA4
	<b>Part IV SBC – IV: (Oral – Practical)</b> Folk Literature	2	2	25	75	100	MUEFL4
	<b>Part V:</b> Extension activities	-	1	-	-	100	MUEXA4
	<b>Total</b>	<b>30</b>	<b>23</b>			<b>700</b>	
<b>V</b>	<b>Part III: Core – IX:</b> Eco Literature	6	5	25	75	100	MUEC9
	<b>Core – X:</b> Continental Literature	6	5	25	75	100	MUEC10
	<b>Core – XI:</b> Literature and Gender	6	5	25	75	100	MUEC11
	<b>Major Elective – I:</b> <b>Option – I:</b> Literary Forms	5	4	25	75	100	MUEE1
	<b>Option - II:</b> English Language Teaching - I						
	<b>Major Elective – II:</b> <b>Option – I:</b> A Study of English Sounds	5	4	25	75	100	MUEE2
	<b>Option - II:</b> English Language Teaching - II						
	<b>Part IV SBC – V: (Oral – Practical)</b> Soft Skills	2	2	25	75	100	MUESS5
	<b>Total</b>	<b>30</b>	<b>25</b>			<b>600</b>	
<b>VI</b>	<b>Part III: Core – XII:</b> Shakespeare	6	5	25	75	100	MUEC12
	<b>Core-XIII:</b> Indian Literature in English Translation	6	5	25	75	100	MUEC13
	<b>Core – XIV:</b> Modern Literature	6	5	25	75	100	MUEC14
	<b>Major Elective – III:</b> <b>Option – I:</b> Principles of Literary Criticism	6	4	25	75	100	MUEE3
	<b>Option – II:</b> Comparative Literature						
	<b>Part IV SBC – VI:</b> Project	2	2	25	75	100	MUEPR
	<b>NME–II: (Oral-Practical)</b> The Art of Reading	2	2	25	75	100	MUEN2
	<b>Part V:</b> Environmental Studies	2	2	25	75	100	MUES6
	<b>Total</b>	<b>30</b>	<b>25</b>			<b>700</b>	

**Total credits = 140**

## **PART – II / ENGLISH**

### **Programme Objectives:**

- Honing the powers of comprehension, analysis and expression in the English language.
- Familiarizing them with the master pieces of literature.
- Imparting knowledge of basics of English grammar and vocabulary.
- Shaping the reading habit through the study of non-detailed texts.
- Providing an exposure to contemporary use of the English language.
- Developing their skills in public speaking, leadership and the histrionic arts.
- To mould them into effective communicators in day-to-day transactions as also business and academic affairs.

### **Programme Outcomes:**

After completion of the programme, certain outcomes are expected.

- **PO – 1** Acquiring complete knowledge of English language.
- **PO – 2** Gaining acquaintance with the language through literature.
- **PO – 3** Strengthening knowledge in English grammar and vocabulary.
- **PO – 4** Becoming well informed people through the habit of reading.
- **PO – 5** Knowing the usage of English language at all levels.
- **PO – 6** Creating public speakers, leaders and performers.
- **PO – 7** Being capable of communicating with the business and academic community.

**Programme: B.A., & B.Sc.,**

**Subject: All Disciplines**

**Semester: I**

**Course: Language through Literature-Paper I**

**Course Type: Part – II English**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the thoughts of the essayists
- Developing interest in and appreciation of literature
- Acquiring concrete knowledge of English grammar and vocabulary
- Applying the language in practical use through speaking skill
- Mastering the skill of writing in English

**COURSE CONTENT**

**Unit -I: Non-fictional Prose**

Charles Lamb - A Dissertation upon Roast Pig

Stephen Leacock - My Financial Career

James Herriot - The Christmas Day Kitten

A.P.J. Abdul Kalam - When can I Sing a Song of India

Barrack Obama - Address to the Indian Parliament

**Unit -II: Grammar Input**

Parts of Speech – Nouns, Pronouns

Sentence Pattern

Types of Sentences

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Affixes

One Word Substitution

Homophones

**Unit -IV: Functional English**

Dialogue Completion

Argumentative Writing

Proverbial Expansion

**Unit – V: Creative Competency**



Hints Development

Precise Writing

**Book for Reference:**

Dr.S.Kanitha & Dr.V.Meenakumari. ed., *Enriching English Language Skills*. Pavai Publications, Chennai 2008.

**Question Pattern**

**Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Choose suitable prefix to the given words. (2X1/2 = 1)
4. Choose suitable suffix to the given words. (2X1/2 = 1)
5. Substitute one word for the given expressions. (2X1/2 = 1)
6. Identify the nouns in the given sentence. (2X1/2 = 1)
7. Fill up the blanks with suitable pronouns. (2X1/2 = 1)
8. Find out the pattern of the given sentences. (2X1/2 = 1)
9. Find out the type of the given sentences. (2X1/2 = 1)
10. Make sentences using the given homophones. (2X1/2 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I
15. Complete the given dialogue.
16. Write an argument on the given topic.
17. Expand the given proverb and make a paragraph.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I
19. Essay question from Unit –I

20. Essay question from Unit –I

21. Develop the given hints and write the story

22. Write a précis of the given passage.

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**Programme: B.A., & B.Sc.,**

**Subject: All Disciplines**

**Semester: II**

**Course: Language through Literature-Paper II**

**Course Type: Part – II**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Being inspired and gaining knowledge of the noble thoughts of the short story writers
- Acquiring the skill to enact out short dramas in English
- Discriminating the difference between words, commonly mis-spelt and misunderstood of its meaning
- Practising the skills of a journalist by creating the components of a newspaper
- Gaining knowledge of the official way of communicating

**COURSE CONTENT**

**Unit -I: Short Stories:**

O. Henry - The Last Leaf

Oscar Wilde - The Devoted Friend

R.K. Narayan – The Axe and the Tree

**One-act Plays:**

Eugene o’ Neil - Before Breakfast

Mazie Hall - The Trial of Billy Scott

Lady Gregory - Spreading the News

**Unit -II: Grammar Input**

Parts of Speech – Verb, Adverb

Degrees of Comparison

Voice

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Compound Words

Mis-spelt Words

Word Formation

**Unit -IV: Functional English**

Short Expressions

Writing Advertisements

Describing a Process

## **Unit – V: Creative Competency**

News Items

Informal Letter Writing

### **Books for Reference:**

Dr. S. Kanitha & Dr.V. Meenakumari. Ed. *Enriching English Language Skills*. Pavai Publications, Chennai 2008.

Eugene O 'neill. *Before Breakfast*, Forgotten Book ,2017.

Somerset Maugham. *The Lion's Skin and Other Stories*, Munchen Huebes, 1966.

O'Henry. *Short Story Collection*. Shanghai Translation Publishing Hane, 2011.

Luxun. *A Mad main's Diary* . Easy Publishing, 2014.

P.C.Wren. & H.Martin.ed., High School English Grammar & Composition. S.Chand Company

Ltd. 2005.

## **Question Pattern**

### **Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Write compound words using the given list of words. (2X1/2 = 1)
4. Correct the spelling of the given words. (2X1/2 = 1)
5. Form words using the given letters. (2X1/2 = 1)
6. Fill up the blanks with suitable verb forms. (2X1/2 = 1)
7. Change the degrees of the given sentence. (2X1/2 = 1)
8. Change the degrees of the given sentence. (2X1/2 = 1)
9. Change the active voice in the given sentences into passive voice (2X1/2 = 1)
10. Change the passive voice in the given sentences into active voice (2X1/2 = 1)

### **Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I

14. Paragraph question from Unit- I
15. Match the expressions with the suitable situations.
16. Write an advertisement.
17. Describe the process.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I
19. Essay question from Unit –I
20. Essay question from Unit –I
21. Develop the given hints and prepare a soft news/hard news.
22. Informal Letter Writing.

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**Programme: B.A., & B.Sc.,**

**Subject: All Disciplines**

**Semester: III**

**Course: Language through Literature-Paper III**

**Course Type: Part – II**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining acquaintance with the English language through reading poems
- Developing the taste for literature by reading novels
- Strengthening the knowledge in English vocabulary idiomatic expressions
- Applying the knowledge gained and analyzing the news items
- Mastering the skill in creative writing in English

**COURSE CONTENT**

**Unit -I: Poetry**

John Keats - Ode to a Nightingale

Robert Frost - Two tramps in Mud Time

Peter Porter - Your Attention Please

A.K. Ramanujan - Ecology

**Novel:**

Daniel Defoe - Robinson Crusoe

**Unit -II: Grammar Input**

Parts of Speech - Articles, Prepositions, Conjunctions

Identifying Parts of Speech

Framing Questions - Wh-questions

- Verbal questions

Answering Questions – Wh-questions

- Verbal questions

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Idiomatic Expressions

**Unit -IV: Functional English**

Interpreting Non-verbal Presentation

Describing Personalities

Imaginative Writing

**Unit – V: Creative Competency**

Diary Writing

Writing Application Forms

**Books for Reference:**

Dr.S. Kanitha & Dr. V. Meenakumari. ed., Enriching English Language Skills. Pavai Publications, 2008.

**Question Pattern**

**Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Identify the idiomatic expressions in the given sentences. (2X1/2 = 1)
4. Fill up the blanks with suitable articles. (2X1/2 = 1)
5. Fill up the blanks with suitable prepositions. (2X1/2 = 1)
6. Fill up the blanks with suitable conjunctions. (2X1/2 = 1)
7. Identify the parts of speech of the underlined words. (2X1/2 = 1)
8. Frame a 'Wh' question from the given statement. (1X1 = 1)
9. Frame a Verbal question from the given statement. (1X1 = 1)
10. Answer the Wh-/Verbal question. (1X1 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I (Novel)
15. Interpret the given data and write a paragraph.
16. Imagine yourself to be an object and write a paragraph about you.
17. Describe the given personality.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I
19. Essay question from Unit –I
20. Essay question from Unit –I (Novel)
21. Make a diary entry about the given event.
22. Prepare an Application for the job suggested.

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**Programme: B.A., & B.Sc.,**

**Subject: All Disciplines**

**Semester: IV**

**Course: Language through Literature – Paper IV**

**Course Type: Part – II**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the prose writings in English language
- Acquiring the skill to enact out dramas in English
- Constructing a strong knowledge in English grammar and vocabulary
- Being capable of using English in day-to-day official affairs
- Being capable of marketing themselves with the knowledge gained in English

**COURSE CONTENT**

**Unit -I: Prose**

Martin Luther King - I have a Dream

G. Bernard Shaw - Spoken English and Broken English

Jo Goodwin Parker - What is Poverty?

Ursula K. Le. Guin - Talking About Writing

**Drama:**

Rabindranath Tagore – The King of the Dark Chamber

**Unit -II: Grammar Input**

Auxiliary Verbs

Tenses

Kinds of Sentences: Simple – Compound - Complex

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Cloze Test

Sentence Completion

Words often Confused

Dictionary Reference

**Unit -IV: Functional English**

Filling in Bank Chalcans / Railway Reservation Forms

Describing an Object

Writing Circulars

## **Unit – V: Creative Competency**

Note-making

Resume Preparation

### **Books for Reference:**

Dr. S. Kanitha & Dr. V. Meena Kumari.ed. Enriching English Language Skills. Pavai Publications. Chennai 2008.

## **Question Pattern**

### **Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Fill up the blanks using suitable tense forms. (1X1 = 1)
4. Fill up the blanks with suitable tense forms. (1X1 = 1)
5. Among the two, which word will suit the place. (2X1/2 = 1)
6. Fill in the blanks with suitable Primary auxiliary verbs. (1X1/2 = 1)
7. Fill up the blanks with suitable Modal auxiliary verbs. (1X1/2 = 1)
8. Identify the kind of the given sentences. (2X1/2 = 1)
9. Change the kind of the given sentence and rewrite it. (1X1 = 1)
10. Complete the given sentence. (1X1 = 1)

### **Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I (Drama)
14. Fill in the bank chalan using the given details.
15. Fill in the blanks by choosing the correct words from the given list.
16. Prepare a Circular.
17. Comprehend the passage given from the dictionary and answer the questions that follow.

### **Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I

19. Essay question from Unit –I
20. Essay question from Unit –I (Drama)
21. Make notes of the given passage.
22. Prepare a Resume.

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**Programme: B.Com./B.Sc (CS) /BCA.,**

**Subject: Commerce & Computer Science**

**Semester: I**

**Course: Language through Literature – Paper I**

**Course Type: Part – II**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of language through the prose writings in English
- Acquiring the skill to enact out dramas in English
- Strengthening the knowledge in English vocabulary by knowing the long expressions in single words
- Practising official way of communicating in English
- Being capable of applying the knowledge gained in official use of English language

**COURSE CONTENT**

**Unit -I : Prose**

Mohandas Karamchand Gandhi - My London days

Brenda Beck - The Boy who could Speak with Birds

M. R. James - A School Story

R. K. Narayan – The Axe and the Tree

O. Henry - The Last Leaf

**Drama:**

Rabindranath Tagore – The King of the Dark Chamber

**Unit -II: Grammar Input**

Parts of Speech – Nouns, Pronouns, Verbs, Adverbs, Articles, Prepositions, Conjunctions

Identifying Parts of Speech

Types of Sentences

Framing Questions -Wh-questions

- Verbal questions

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Affixes

One Word Substitution

Homophones

## **Unit -IV: Functional English**

Dialogue Completion

Writing Advertisements

Filling in Bank Chalcans, Railway Reservation Forms

Interpreting Non-verbal Presentation

## **Unit –V: Creative Competency**

Hints Development

Note-making

Precise-writing

Informal Letter Writing

## **Books for Reference:**

Dr.S.Kanitha & Dr.V.Meena Kumari.ed. Enriching English Language Skills. Pavai Publications. Chennai 2008.

## **Question Pattern**

### **Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Substitute one word for the given expressions. (2X1/2 = 1)
4. Fill up the blanks with suitable homophones. (2X1/2 = 1)
5. Add suitable prefix to the given words. (2X1/2 = 1)
6. Add suitable suffix to the given words. (2X1/2 = 1)
7. Add suitable affix to the given words. (2X1/2 = 1)
8. Identify the parts of speech of the underlined words. (2X1/2 = 1)
9. Frame a Wh-/Verbal question from the given statement. (1X1 = 1)
10. Identify the type of the given sentences. (2X1/2 = 1)

### **Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I (Drama)

15. Complete the given dialogue.
16. Write an advertisement.
17. Interpret the given data and write a paragraph.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I
19. Essay question from Unit –I
20. Essay question from Unit –I (Drama)
21. Develop the given hints and write the story.
22. Informal letter writing.

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**Programme: B.Com./B.Sc (CS) / BCA.,**

**Subject: Commerce & Computer Science**

**Semester: II**

**Course: Language through Literature – Paper II**

**Course Type: Part – II**

**Credits: 3**

**Contact Hours: 6 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining an aesthetic taste for literature through reading poems of different nations
- Acquiring the skill to read in English through the prescribed fictional text
- Strengthening the knowledge in English vocabulary idiomatic expressions
- Being capable of writing creatively in English
- Being capable of applying the knowledge gained in official use of English language

**COURSE CONTENT**

**Unit -I: Poetry**

William Wordsworth - The Solitary Reaper

Sarojini Naidu - The Soul's Prayer

Walt Whitman - O Captain! My Captain!

Robert Frost - The Road not Taken

**Fiction:**

Daniel Defoe – Robinson Crusoe

**Unit -II: Grammar Input**

Sentence Pattern

Voice

Tenses

Auxiliary Verbs

Error Spotting

**Unit -III: Vocabulary Building**

Synonyms

Antonyms

Mis-spelt Words

Idiomatic Expressions

Cloze Test

**Unit -IV: Functional English**

Describing a Process

Describing Personalities

Imaginative Writing

Proverbial Expansion

Diary Writing

### **Unit –V: Creative Competency**

News Items

Writing Application Forms

Resume Preparation

Writing Circulars

### **Books for Reference:**

Dr.S.Kanitha & Dr.V.MeenaKumari.ed. Enriching English Language Skills. Pavai Publications. Chennai 2008.

## **Question Pattern**

### **Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Fill up the blanks with suitable auxiliary verbs. (2X1/2 = 1)
4. Fill up the blanks with suitable tense forms. (2X1/2 = 1)
5. Write the correct spelling of the given words. (2X1/2 = 1)
6. Underline the idiomatic expressions in the given sentences. (2X1/2 = 1)
7. Write the pattern of the given sentences. (2X1/2 = 1)
8. Change the voice of the given sentence. (1X1=1)
9. Fill in the blanks by choosing the correct words from the given list. (2X1/2 = 1)
10. Identify the error in the given sentences. (2X1/2 = 1)

### **Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I (Fiction)
15. Describe the given process/personality.



16. Expand the given proverb and write a paragraph.

17. Make a diary entry about the given event.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

18. Essay question from Unit –I

19. Essay question from Unit –I

20. Essay question from Unit –I (Fiction)

21. Develop the given hints and prepare a soft news/hard news.

22. Write an Application / Resume for the post suggested.

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**B.A., (ENGLISH LITERATURE)**

**Programme Specific Objectives:**

The syllabus of B.A., (Eng.Lit) programme is aimed at preparing the students with the latest developments and put them on the right track to fulfil the present requirements. In addition, the programme is offered with the specific objectives like -

- Educating the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- Making them aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
- Providing them with the critical faculties necessary in an academic environment, on the job in an increasingly complex, interdependent world.

**Programme Objectives:**

- Nurturing sensitivity towards the works of Literature.
- Imparting comprehensive knowledge of various aspects of English Literature.
- Empowering the students with language skills and soft skills.
- Developing powers of critical thinking through a grounding in literary criticism and appreciation.
- Creating an awareness of the interdisciplinary possibilities of English studies.
- Organizing intellectually stimulating academic programmes like workshops and seminars.
- Inspiring them to inculcate human values.

**Programme Outcomes:**

- **PO1** - Approaching any piece of literature with aesthetic taste.
- **PO2** - Broadening knowledge of the aspects of literature.
- **PO3** - Enhancing the language and soft skills.
- **PO4** - Analyzing critically any piece of literature.
- **PO5** - Knowing the technical aspects related to literary studies.
- **PO6** - Acquiring hands-on experience through academic programmes.
- **PO7** - Adapting themselves within the human community.

## **SEMESTER – I**

**Programme: B.A.,**

**Subject: English**

**Semester: I**

**Course: Indian Literature in English**

**Course Type: Part – III / Core Paper - I**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the Indian writers writing in English and their cultural background
- Comprehending the deep phase of the versatile features of Indian culture
- Identifying the salient features of literary texts and analysing their literary value
- Acquiring the sensibility of the Indian writers and creating works of the same sort
- Synchronizing the values of literature and culture with real life

**COURSE CONTENT**

**Unit I: Poetry**

Nissim Ezekiel – Poet, Lover, Birdwatcher

Toru Dutt-The Young Captive

Sarojini Naidu – Coromandel Fishers

Shri Aurobindo – The Stone Goddess

**Unit II: Prose**

Jawaharlal Nehru- The Last Letter to Indira

R.K. Narayan- A Willing Slave

Jhumpa Lahiri –This Blessed House

**Unit III: Drama**

Dina Mehta – Brides are not for Burning

**Unit IV: Fiction**

Ruskin Bond – The Room on the Roof

**Unit V: Criticism**

A.K. Ramanujan – Is there an Indian Way of thinking?

Anita Desai – Contemporary English Literature in India

**Books for Reference:**

Anand Kumar Raju. *The Lotus and the Rose. An Anthology of Indian Writing in Poetry.*  
Blackie Chennai.1992.

*Representative Selections from Indian Prose.* ed. S.P.Appasamay and C.D. Govindharav, Macmillan Publications, Chennai.

*An Anthology of Indian English Poetry.* Orient Longman Publications.

*An Anthology of Commonwealth Poetry.* Ed by C D Narasimhaiah, Macmillan, 1990

*Indian English Poetry.* Ed by Makarand Paranjape, Macmillan, 1993.

Parthasarathy, R. Ed *Ten 20<sup>th</sup> Indian Poets*, Delhi: Oxford University Press, 1976.

Arvind Krishna Mehraire, *An Illustrated History of Indian Literature in English.*ed., Orient Longman, Delhi.2003

“The Journal of Commonwealth Literature”, March 1968.

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**Programme: B.A.,**

**Subject: English**

**Semester: I**

**Course: Chaucer and the Elizabethan Age**

**Course Type: Part – III / Core Paper - II**

**Credits: 4**

**Contact Hours: 5 hours/Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining in-depth knowledge of variety of writers and genres of the Elizabethan era
- Comprehending the literary merits of the writers of this period
- Approaching the texts with the knowledge of the socio-economic background of the period
- Analyzing the works of the poets and dramatists of the age
- Understanding and applying the creative writing ability by contextualizing the ideas of the writer

**COURSE CONTENT**

**Unit -I: Poetry**

Geoffrey Chaucer:

- The Knight
- Doctor of Physic from “Prologue to Canterbury Tales”.

Henry Howard – My Friend the Things that Do Attain

Edmund Spenser – Epithalamion

William Shakespeare - Sonnets (60, 73)

**Unit -II: Prose**

Francis Bacon:

- Of Studies
- Of Truth
- Of Revenge
- Of Wisdom for Man’s Self

**Unit -III: Drama**

Christopher Marlowe – Dr. Faustus

**Unit -IV: Drama**

Ben Jonson – Everyman in his Humour

**Unit – V: Criticism**

Sir Philip Sidney - An Apologie for Poetry

**Books for Reference:**

Greene, David. *The Winged Word*, Macmillan Publishers, New Delhi

*Francis Bacon*, Ed. Dr. S. Kandaswamy. New Delhi : Emerald Publications, 1996.

Styan. J. L. *The Dramatic Experience*. London: CUP. 1988

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**Programme: B.A.,**

**Subject: English**

**Semester: I**

**Course: Children's Literature**

**Course Type: Part – III / Allied Paper– I**

**Credits: 5**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of literary texts, meant for children
- Understanding and demonstrating the knowledge of diverse value systems
- Analyzing the moral and cultural values of the works
- Making a collection of works for children from the past traditions
- Creating works of the same sort for children of their region

**COURSE CONTENT**

**Unit – I: Poetry**

Edward Lear – The Owl and the Pussycat

T.S. Eliot – Macavity, the Mystery Cat

Michael Rosen – Chocolate Cake

Jacqueline Woodson – A Girl named Jack

**Unit – II: Short Stories**

Margery Williams Bianco – The Velveteen Rabbit

Grimm Brothers – The Juniper-Tree

Rudyard Kipling – Rikki-Tikki-Tavi

Beatrix Potter – The Tale of Peter Rabbit

**Unit – III: Drama**

Terence Patrick Hughes – Lines

**Unit – IV: Fiction**

Lewis Carroll – Alice in the Wonderland

**Unit - V: Criticism**

Martha Crippen - The Value of Children's Literature

**Book for Reference:**

Russell, D.L. (2015). *Literature for Children: A Short Introduction*, 8th Ed. Pearson ISBN-10:0-13-352226-1.

**Programme: B.A.,**

**Subject: English**

**Semester: I**

**Course: Speaking Skills**

**Course Type:** Part–IV/Skill-based Course-I (Oral - Practical)

**Credits: 2**

**Contact Hours:** 2 hours / Week

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Being sensitized to the contents of the course through gaining knowledge
- Acquiring self interest to practice
- Feeling better by the transformed behavioural mechanisms in them
- Being enabled to perform well in academics, professional and personal lives
- Being equipped with the acquisition of the employability skills

**COURSE CONTENT**

**Unit – I:**

Dicto-gloss

Pictogram

Audio/Video/Slide Shows

**Unit – II:**

Newspaper Reading

Reporter's questions

Interviewing

**Unit – III:**

Sharing one's own Experience

Role Play

**Unit – IV:**

Memorising Quotes and Lines from Poetry

Describing a Chart

Explaining Mind-mapping

**Unit – V:**

Speech Presentation

Brainstorming

Socio-gram

**Books for Reference:**

Krishna Mohan and N.P.Singh: *Speaking English Effectively*

Leo Jones: *Activities for Intermediate Students of English*, Students Book, Cambridge University Press, 1992.

G.Rathakrishnan Pillai and K.Rajeevan: *Spoken English for You*. Emerald Publishers, Chennai, 2002.

V.Sasikumar, P.V.Dhamija: *Spoken English: A Self Learning Guide to Conversation Practice*.

Grand Taylor. *English Conversational Practice*.

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## **SEMESTER – II**

**Programme: B.A.,**

**Subject: English**

**Semester: II**

**Course: The Neo-classical Age**

**Course Type: Part – III / Core Paper – III**

**Credits: 5**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining thorough knowledge of the contribution of the writers of this period
- Understanding and applying the judicious outlook on the notable writers of this age
- Analyzing critically the construction of a text
- Appreciating the aspects of literary texts by the writers of this age
- Evaluating different themes, strategies and techniques employed by the writers of this age

**COURSE CONTENT**

**Unit -I: Poetry**

John Donne – The Ecstasy

John Milton – Lines 1 to 200 from *Paradise Lost Book - IX*

Alexander Pope – Canto – III from *Rape of the Lock*

**Unit -II: Prose**

Jonathan Swift – “The Spider and Bee Episode” from *The Battle of the Books*

Joseph Addison – Of the Club

Richard Steele – “Trumpet Club” from *The Coverley Papers*

**Unit -III: Drama**

William Congreve - The Way of the World

**Unit -IV: Fiction**

Oliver Goldsmith - The Vicar of the Wakefield

**Unit – V: Criticism**

Samuel Johnson – “Life of Milton” from *Lives of Poets*

John Dryden – Essay on Dramatic Poesie

**Books for Reference:**

Greene, David. *Poetry down the Ages*. New Delhi: Orient Black Swam, 2008

Farell, Demund. J. et al. *Patterns in Literature*. 7<sup>th</sup> ed. Scott Foresman, 1987. Print

**Programme: B.A.,**

**Subject: English**

**Semester: II**

**Course: The Romantic Age**

**Course Type: Part – III / Core Paper – IV**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of literary texts produced by various literary personalities of this age.
- Understanding and appreciating the intense emotional, and intellectual response in the literary texts of the age.
- Analyzing critically the literary quality of the texts.
- Evaluating the works of the poets, prose writers and novelists of this age.
- Developing imaginative and creative writing by following literary style of the writers.

**COURSE CONTENT**

**Unit -I: Poetry**

Thomas Gray – Elegy Written in a Country Churchyard

William Cowper - On the Receipt of my Mother's Picture

William Blake – A Poison Tree

Robert Burns – A Red, Red Rose

**Unit -II: Poetry**

S.T Coleridge - Kubla Khan

Lord Byron – The Prisoner of Chillon

Percy Bysshe Shelley – Ode to the West Wind

John Keats – A Thing of Beauty

**Unit -III: Prose**

Charles Lamb – In Praise of Chimney Sweepers

William Hazlitt – On the Difference between Writing and Speaking

**Unit -IV: Fiction**

Jane Austen – Pride and Prejudice

**Unit – V: Criticism**

William Wordsworth – Preface to Lyrical Ballads

S.T Coleridge – Chapter – VII from *Biographia Literaria*

**Books for Reference:**

Borise, Ford. (Ed.) *A Pelican Guide to English Literature From Blake To Byron*, Vol.5,  
(Penguin, 1982)

David Daichess, *A Critical History of English Literature, Vol. IV. The Romantics to the  
Present Day* (Secker & Warburg, 1975)

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**Programme: B.A.,**

**Subject: English**

**Semester: II**

**Course: Social History of England**

**Course Type: Part – III / Allied Paper – III**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of cultural, historical or political happenings in England.
- Comprehending the major forces and voices, that have contributed to the development of history of England.
- Analyzing the progress of English language through different ages and contexts.
- Evaluating the influence of political and religious movements on English literature.
- Evaluating the literary products within the particular socio-historical contexts.

**COURSE CONTENT**

**Unit -I:**

The Renaissance

The Reformation

The Puritanism

**Unit -II:**

The Colonial Expansion

The American War of Independence

The Civil War and its Social Significance

The Origin and Growth of Political Parties in England

**Unit -III:**

The Glorious Revolution

The Agrarian Revolution

The Industrial Revolution

The French Revolution

**Unit -IV:**

The Humanitarian Movements

The Growth of Cabinet System

The Reform Bills



**Unit – V:**

The World Wars

The Impact of World Wars on Society

The Impact of the World Wars on British Literature

**Prescribed Reading:**

A. G. Xavier: *An Introduction to the Social History of England*. Orient Blackswan, 2011.

**Books for Reference:**

G.M. Trevelyan, *English Social History*, Orient Longman, 1980.

Ashok, Padmaja. *Social History of England*. Orient Blackswan (2011), 1<sup>st</sup> edition.

*English Social and Cultural History: An Introductory Guide and Glossary*, Choudhury, Prentice Hall India Learning Private Limited (2005), 1 edition

*A Social History of England*, Asa Briggs, Weidenfeld & Nicolson (15 September 1983), 1 edition.

*The History of England*, Thomas Macaulay, Penguin; Reprint edition (26 July 1979).

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**Programme: B.A.,**

**Subject: English**

**Semester: II**

**Course: Reading Skills**

**Course Type: Part – IV / Skill-based Course - II (Oral – Practical)**

**Credits: 2**

**Contact Hours: 2 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- After completion of the course, certain outcomes are expected from the learners.
- Acquiring the skill of reading of their own.
- Being shaped by the morals that the stories convey.
- Attaining perfection in writing skill through the reading skill.
- Becoming good narrators of stories.
- Imbibing the reading culture among them.

**COURSE CONTENT**

**Unit I:**

Ambai - Squirrel

R.K.Narayan - Engine Trouble

Ashokamitran - The Rat

**Unit II:**

Anita Desai - A Devoted son

Stephen Leacock - The Conjuror's Revenge

Rabindranath Tagore - Renunciation

**Unit III:**

Pudumaippittan - The Great Cremation Ground

Shahrukh Husain - The Eternal Duck

George Bernard Shaw - The King and the Doctors

**Unit IV:**

Somerset Maugham - Ant and the Grasshopper

Ernest Hemingway - A Day's Wait

Leo Tolstoy - God Sees the Truth but Waits

**Unit V:**

Oscar Wilde - The Happy Prince

Edgar Allan Poe - The Black Cat

O Henry - A Retrieved Reformation

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## **SEMESTER – III**

**Programme: B.A.,**

**Subject: English**

**Semester: III**

**Course: The Victorian Age**

**Course Type: Part – III / Core Paper – V**

**Credits: 5**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of literary texts produced by various literary personalities of this age.
- Understanding and appreciating the intense emotional, and intellectual response in the literary texts of the age.
- Analyzing critically the literary quality of the texts.
- Evaluating the works of the poets, prose writers and novelists of this age.
- Developing imaginative and creative writing by following literary style of the writers.

**COURSE CONTENT**

**Unit -I: Poetry**

Alfred Tennyson - Ulysses

Robert Browning - My Last Duchess

Gerard Manley Hopkins - God's Grandeur

C.G. Rossetti - A Birthday

Francis Thompson - The Hound of Heaven

**Unit -II: Prose**

John Ruskin - The Queen's Garden (Part – II) from *Sesame and Lilies*

Thomas Carlyle – On History

**Unit -III: Drama**

Oscar Wilde - The Importance of Being Earnest

**Unit -IV: Fiction**

Charles Dickens - A Tale of Two Cities

**Unit – V: Criticism**

Matthew Arnold - The Study of Poetry

**Books for Reference:**

G.K. Chesterton. *The Victorian Age in Literature* (1913, Echo: Middlesex, 2008)

Basil Willey, *Coleridge to Matthew Arnold* (Cambridge UP: Cambridge, 1980)

**Programme: B.A.,**

**Subject: English**

**Semester: III**

**Course: Modern British Literature**

**Course Type: Part – III / Core Paper – VI**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of new concepts in modern British Literature.
- Comprehending the literary merits of the writers of this period.
- Analyzing the various perspective as reflected in the literary texts.
- Assessing the literary texts with reference to social life of this age .
- Comparing and contrasting the literary texts of the modern age with those of the other periods.

**COURSE CONTENT**

**Unit -I: Poetry**

W.B. Yeats – A Prayer for my Daughter

T.S. Eliot – Journey of Magi

W.H. Auden – Unknown Citizen

Philip Larkin - Wants

**Unit -II: Prose**

George Orwell – Shooting an Elephant

G.K. Chesterton – The Worship of the Wealthy

Robert Lynd - In Praise of Mistakes

Aldous Huxley – Pleasures

**Unit -III: Drama**

George Bernard Shaw – Saint Joan

**Unit -IV: Fiction**

William Golding – Lord of the Flies

**Unit – V: Criticism**

T.S. Eliot – Tradition and Individual Talent

**Books for Reference:**

Greene, David. *The Winged Word*, New Delhi: Macmillan Publication, 2012

**Programme: B.A.,**

**Subject: English**

**Semester: III**

**Course: Modern English Grammar and Usage**

**Course Type: Part – III / Allied Paper – III**

**Credits: 4**

**Contact Hours: 4 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining a clear knowledge of the basic concepts of English grammar and its usage.
- Comprehending the grammatical rules to be followed while activating the language skills.
- Monitoring and correcting errors in speaking and writing.
- Acquiring the skill of writing accurate sentence structures in English.
- Gaining confidence of using the foreign language in suitable contexts.

### **COURSE CONTENT**

#### **Unit – I:**

Nouns: Kinds of Nouns - Genders - Number - Case - Pronouns

Verbs: Finite – Regular Verbs – Irregular Verbs

Non-Finite - Transitive - Intransitive - Auxiliaries – Moods -

Adjectives: Kinds of Adjectives – Correct Usage of Adjectives

Adverbs: Kinds of Adverbs - Correct Usage of Adverbs

#### **Unit – II:**

Articles: Kinds of Articles – Correct Usage of Articles

Prepositions: Kinds of Prepositions – Correct Usage of Prepositions

Conjunctions

Interjections

#### **Unit – III:**

Degrees of Comparison

Voice

Speech

#### **Unit – IV:**

The Sentence: Subject and Predicate

Types of Sentences: Assertive: Affirmative and Negative - Interrogative - Exclamatory

Sentence Pattern

#### **Unit – V:**

Tenses

Kinds of Sentences: Simple, Compound and Complex

Clause Analysis

**Books for Reference:**

Wren & Martin: *High School English Grammar & Composition*, S. Chand & Company, New Delhi.

David Green; *Contemporary English Grammar, Structure and Composition*, Mac Publication 1991.

N.Krishnaswamy: *Modern English: A Book of Grammar, Usage and Composition*, Mac Publication 2001.

Allen Turner. *Effective English Grammar*.

Fitikides. *Common Mistakes in English*.

Raymond Murphy. *Modern English Grammar*.

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**Programme: B.A.,**

**Semester: III**

**Course Type: Part–IV/ SBC - III**

**Contact Hours: 2 hours / Week**

**CIA: 25**

**Subject: English**

**Course: Presentation Skills**

**Credits: 2**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the various modes of presentation.
- Comprehending the types of presentation depending on the occasion.
- Applying the acquired styles of presentation and practising them.
- Developing a style of presentation of their own and becoming better presenters.
- Marketing the skill of presentation to fix themselves in better jobs.

**COURSE CONTENT**

**Unit – I:**

Welcome Address

Vote of Thanks

Keynote Address

Convocation Address

**Unit – II:**

Reciting Great Speeches (any 3)

Reciting Soliloquies/ Monologues (any 3)

Reciting Poems (any 3)

**Unit – III:**

Motivational Speech

Argumentative Speech

Narrative Speech

Informative Speech

**Unit – IV:**

Role Play

Mono-acting

**Unit – V:**

Conversion of a Story into Drama

Enacting a Scene

**Book Recommended:**

Brown Michael: Making Presentations Happen. Allen & Unwin, Australia, 2004.



**Programme:** UG

**Subject:** Optional to all Disciplines

**Semester:** III

**Course:** The Art of Listening and Speaking

**Course Type:** Part – IV / NME - I (Oral - Practical)

**Credits:** 2

**Contact Hours:** 1hour /Week

**CIA:** 25

**CE:** 75

**Course Outcomes:**

- Being sensitized to the contents of soft skills through acquisition and practice.
- Being transformed in their behavioural patterns.
- Becoming better performers academically and in their personal lives.
- Acquiring the necessary employability skills.
- Mastering the ability to fix themselves in jobs.

### **COURSE CONTENT**

#### **Unit – I: Listening Skill**

Listening to News Reading

Listening to Short Story Narration

Listening to Lectures

#### **Unit – II: Listening Skill**

Listening to questions and Answering

Listening to Short Talks and Reacting

Listening to Story Narration and Answering Questions

#### **Unit – III: Speaking Skill**

Adjacency Pairs

Self Introduction

Story telling

Poem Recitation

#### **Unit – IV: Speaking Skill**

Great Speeches – excerpts from

“I Have a Dream”,

“Gettysburg Address”

“The Light has gone out”,

“The Pledge”,

“Address to the Parliament of Religions”

## **Unit – V: Speaking Skill**

Extemporaneous Speech

Informative Speech

Persuasive Speech

Demonstrative Speech

### **Books Recommended:**

Covey, Stephen. 2004. *Seven Habits of Highly Effective People*. New York: Pocket books. Print.

Goleman, Daniel. 2009. *Emotional Intelligence: Why it can Matter more than IQ*. New York: Bloomsbury Publishing. Print.

Ramesh Gopalaswamy & Ramesh Mahadwan: *The Ace of Soft Skills*

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## **SEMESTER – IV**

**Programme: B.A.,**

**Subject: English**

**Semester: IV**

**Course: American Literature**

**Course Type: Part – III / Core Paper – VII**

**Credits: 5**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Appreciating and evaluating the literary merits of American literature.
- Recognizing the universality of human experiences as reflected in American literature.
- Comparing and contrasting eastern and western values through literary analysis.
- Expounding the conflicts of American experiences.
- Understanding the range of American writings in historical and cultural contexts.

**COURSE CONTENT**

**Unit -I: Poetry**

Walt Whitman – Out of the Cradle Endlessly rocking

Emily Dickinson – A Bird Came down the Walk

Robert Frost – Stopping by the Woods

Rita Dove – Dawn Revisited

**Unit -II: Prose**

Henry Thoreau – “Reading” and “Solitude” from *Walden*

Ralph Waldo Emerson – Self-Reliance

**Unit -III: Drama**

Arthur Miller – Death of a Salesman

**Unit -IV: Fiction**

Ernest Hemingway – The Oldman and the Sea

**Unit – V: Criticism**

Margaret Fuller – A Short Essay on Critics

Cleanth Brooks – “The Heresy of Paraphrase” from *The Well Wrought Urn*

**Books for Reference:**

Egbert S. Oliver: *An Anthology of American Literature*.

H. Williard Reninger: *An Anthology American Literature of the Nineteenth century*.

Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Boston: Houghton Mifflin Company, 1970.

Sayre, Robert, ed. *New Essays on Walden*. New York: Cambridge, 1992.

Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.

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**Programme: B.A.,**

**Subject: English**

**Semester: IV**

**Course: History of English Literature**

**Course Type: Part – III / Core Paper – VIII**

**Credits: 5**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the major texts and traditions of literature written in English in their social, cultural and historical context.
- Acquiring knowledge of the principal works, authors, genres of various ages.
- Understanding the texts in their cultural and historical contexts.
- Analyzing the development of literature with its social context in the chronological order.
- Evaluating the alternatively defined traditions and genres.

**COURSE CONTENT**

**Unit – I:**

The Age of Chaucer

The Elizabethan Age

**Unit – II:**

The Puritan Age

**Unit – III:**

The Neo-Classical Age

**Unit – IV:**

The Romantic Age

**Unit – V:**

The Victorian Age

The Modern Age

**Books for Reference:**

Hudson. *An Outline History of English Literature*, Maple Press New Edition, 2012.

Albert, Edward. *History of English Literature*. Fifth Edition Oxford University Press.

Peck, John & Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012. Poplawski, Paul Ed. *English Literature in Context*. 2008.

Thornley GC & Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

**Programme: B.A.,**

**Subject: English**

**Semester: IV**

**Course: Journalism and Mass Communication**

**Course Type: Part – III / Allied Paper – IV**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the basics of journalism and mass communication.
- Comprehending the legal aspects involved in journalism.
- Synthesizing abilities to write a variety of mass media products, including news stories and press releases.
- Creating and designing emerging media products, including blogs, digital audio, digital video, social media, digital photography and multimedia.
- Mastering the skill and becoming journalists and media writers in future.

**COURSE CONTENT**

**Unit -I: Journalism**

Definition and Principles of Journalism

History of Press in India

Press Laws

News Agencies

Code of Ethics in Journalism

**Unit -II: Reporting, Editing & Writing News**

Qualifications and Aptitudes of a Reporter

Qualifications, Responsibilities and Rights of an Editor

Headlines

Feature Writing

**Unit -III: Mass Communication**

Introduction to Mass Communication

Mass Communication in India

Visual Communication

**Unit -IV: Development of Media**

Radio as a Medium of Mass Communication

Television as a Medium of Mass Communication

Film as a Mass Medium

Internet as New Medium

**Unit – V: Practical Journalism (Practical – For Internal Assessment only)**

Reporting a News

Preparing a Newspaper

Advertisements

News Capsuling and Radio Commentary

Writing for Television Programs

**Books for Reference:**

Keval J. Kumar, *Mass Communication in India*, Jaico Publishing Housing, Bombay, 1991.

Melvin C.Defleur, *Theories of Mass Communication*, Longman, New York, 1992.

Peterson et.al (ed)., *The Mass Media and Modern Society*, Holt Rinehart & Watson Inc. 1965

Adhikari Gautam, *Press Council, Press Institute of India*, New Delhi.

Arun Bhattacharjee, *The Indian Press, Profession to Industry*, Vikas Publication, New Delhi, 1972.

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**Programme:** UG

**Subject:** English

**Semester:** IV

**Course:** Folk Literature

**Course Type:** Part - IV / SBC – IV (Oral - Practical)

**Credits:** 2

**Contact Hours:** 2 hours /Week

**CIA:** 25

**CE:** 75

**Course Outcomes:**

- Gaining knowledge of world folklore.
- Acquiring better understanding of different cultures.
- Understanding and appreciating folklore in its various forms.
- Recognizing the relation between culture and language in folk literature.
- Enhancing English language skills through the study of folklore.

## **COURSE CONTENT**

### **Unit I: European Folklore**

English Fairytale - The Ass, the Table and the Stick

Irish Folk Tale - The Devoted Friend

Finnish Mythology - The Forest Bride: The Story of a Little Mouse Who Was a Princess

### **Unit II: American Folklore**

Native American Tale - Dance in a Buffalo Skull

White American Tell Tale - The Bells: A Mexican Ghost Story

### **Unit III: African Folklore**

Egyptian Fairy Tale - The Prince and the Three Fates

Zimbabwean Mythical Story - Mwari Drops Man from the Sky

Nigerian Folk Tale - The Disobedient Daughter who Married a Skull

### **Unit IV: Asian Folklore**

Russian Folk Song - The Golden Fish

Japanese Folk Tale - Moonflower

Indian Folk Tale – Bopoluchi

### **Unit V: Aboriginal Folklore**

Australian Folk Tale - Meamei, the Seven Sisters

Canadian Legend - How Raven Brought Fire to the Indians

## **SEMESTER – V**

**Programme: B.A.,**

**Semester: V**

**Course Type: Part – III / Core Paper – IX**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**Subject: English**

**Course: Eco-literature**

**Credits: 5**

**CE: 75**

**Course Outcomes:**

After the completion of the course, certain outcomes are expected.

- Comprehending the difference between ecology and environmentalism.
- Applying the theories of eco-criticism and analyzing the literary texts.
- Synthesizing the learning of eco-consciousness with real life.
- Imbibing the importance of protection of flora and fauna.

**COURSE CONTENT**

**Unit -I: Poetry**

W. B. Yeats – Wandering of Oisín

William Bryant – A Forest Hymn

Ted Hughes – The Thought Fox

Sarojini Naidu – Summer Woods

**Unit -II: Prose**

Emerson – Nature

Roald Dahl – Taste

Raymond Williams – The Green Language

**Unit -III: Drama**

John Heywood – The Play of the Weather

**Unit – IV: Fiction**

Amitav Ghosh – The Hungry Tide

**Unit – V: Criticism**

R.L. Stevenson – “The Biosphere” from *Mankind and Mother Earth*

**Books for Reference:**

Glotfelty, Cheryl & Harold Fromm. *The Ecocriticism Reader*. Athens: The U of Georgia P, 1996. Print

Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 2013. Print

Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Salt Lake City, Utah: Peregrine Smith, 1985.

Garrard, Greg. *Ecocriticism: New Critical Idiom Series*. London: Routledge 2004. Print

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**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course: Continental Literature**

**Course Type: Part – III / Core Paper – X**

**Credits: 5**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the types of literature across the continents.
- Comprehending the cause and effect of the colonial encounters.
- Analyzing the major themes and literary trends of the world.
- Evaluating the work of art with its social, economic and religious background.
- Creating a piece of literature in line with the literature of the continents.

**COURSE CONTENT**

**Unit -I: Poetry**

James Mc Auley – The True Discovery of Australia (Australia)

Dennis Brutus – If this life is all we have (South Africa)

Allen Curnow – An Unclosed Door (New Zealand)

Rahimidin Zahari – That Dot (Malaysia)

**Unit -II: Prose**

Alice Walker – Beauty: When the other Dancer is the Self (Afro-American)

E.B. White - Once more to the Lake (America)

Ruth Praver Jhabvala - Myself in India (German-born British)

**Unit -III: Drama**

Jean Paul Sartre – No Exit (France)

**Unit -IV: Fiction**

John Knowles – A Seperate Peace (America)

**Unit – V: Criticism**

Jean Paul Sartre – What is Literature – Chapter – I (France)

**Books for Reference:**

*An Anthology of Commonwealth Poetry* edited by C D Narasimhaiah, Macmillan, 1990

Press, John. *Commonwealth Literature: Unity and Diversity in a Common Culture*. London: Heinemann, 1965. Print.

“The Journal of Aesthetics and Art Criticism”, Vol. 38, No. 4, The American Society for Aesthetics.

**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course: Literature and Gender**

**Course Type: Part – III / Core Paper – XI**

**Credits: 5**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the literary texts across genres, historical periods and cultural contexts.
- Understanding the range of feminist perspectives, towards the gender issues.
- Analyzing the common and particular challenges that women face.
- Evaluating the standards of the society and the result of them on the womenfolk.
- Becoming creative writers and voicing out their views.

**COURSE CONTENT**

**Unit – I: Poetry**

Kamala Das – The Old Play House

Sylvia Plath – Mushrooms

Maya Angelou – I Know Why the Caged Bird Sings

Margaret Atwood – A Sad Child

Eunice De Souza – Advice to Women

**Unit – II: Prose**

Maria Lousa Bombal – The Tree

Flannery O’ Connor - A Good Man Is Hard to Find

Virginia Woolf – A Haunted House

**Unit - III: Drama**

Uma Parameswaran – Rootless but Green are the Boulevard Trees

**Unit – IV: Fiction**

Doris Lessing – The Grass is Singing

**Unit – V: Criticism**

Elaine Showalter – Towards a Feminist Poetics

Helen Cixous – Ecriture Feminism

**Books for Reference:**

*An Anthology of Women Poets*, ed. Dr. S. Kanitha, New Century Book House, Chennai.  
Kuumba, M. Bahati. (2003). “Gender and Social Movements”. Rawat Publications, New Delhi.

**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course (Option – I): Literary Forms**

**Course Type: Part – III / Major Elective – I**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

Gaining knowledge of the terminology related to the various genres of literature.

Comprehending the role played by the different types of literary genres.

Analyzing the characteristics of the specific literary genres.

Evaluating the literary works according to the attributes of particular literary form.

Creating works of art of adhering to their form.

**COURSE CONTENT**

**Unit – I: Poetry:**

Ballad, Epic, Sonnet, Lyric, Ode, Elegy, Dramatic Monologues

**Unit – II: Drama:**

Miracles and Mysteries, Morality Plays

Comedy - Comedy of Humours, Comedy of Manners, Shakespearean Comedy

Tragedy - Revenge Tragedy, Jacobean Tragedy, Melodrama, Shakespearean Tragedy,

Tragic-comedy

One-act Plays

**Unit – III: Prose:**

Essay, Epistles, Biography, Auto-biography, Travelogues,

**Unit – IV: Fiction:**

Novels - Parody, Picaresque, Sentimental, Historical, Gothic, Epistolary,

Sociological, Realistic, Satirical, Fantasy, Science and Detective Fiction

Bildungsroman / Künstlerroman, Wollendungsroman

Short Story

**Unit – V: Figures of Speech:**

Simile, Metaphor, Alliteration, Hyperbole, Litotes, Onomatopoeia, Personification,

Euphemism, Irony, Oxymoron, Epigram, Symbolism, Antithesis, Pun

**Books for Reference:**

Prasad: *A Background to English Literature*, Macmillan.

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

Radhakrishnan: *A Study of Literary Terms.*

A. H. Upham: *The typical Forms of English Literature*

W. H. Hudson: *Introduction to the Study of Literature*

Birjadish Prasad *A Background to the Study of English Literature*

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**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course (Option – II): English Language Teaching - I**

**Course Type: Part – III / Major Elective – I**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the various aspects of the language.
- Comprehending the different roles played by English language in all spheres of life.
- Analyzing the impact of English at different socio-political levels genres.
- Evaluating the quality of teaching English in India and other countries as well.
- Analyzing and finding out innovative methods of teaching English in India.

**COURSE CONTENT**

**Unit – I:**

Introduction- Role of English

Objectives of Teaching English

**Unit – II:**

Practical Use of English

**Unit – III:**

English as an International, Colonial and National Language

**Unit – IV:**

English in Post- Independence India

**Unit – V:**

Language Pedagogy and the Teaching of English

**Books for Reference:**

N.Krishnaswamy & Lalitha Krishnaswamy, *Teaching English: Approaches, Methods and Techniques*, Macmillan.2003

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**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course (Option – I): A Study of English Sounds**

**Course Type: Part – III / Major Elective – II**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the English sounds, Received Pronunciation and transcriptions of sounds.
- Comprehending the difference between British English and American English in pronunciation.
- Being capable of identifying and producing English key sounds as well as its basic rhythm, stress and intonation patterns in context.
- Being skilful in speaking in English with clarity and accuracy.
- Being able to use the knowledge gained to communicate with native speakers easily and effectively.

**COURSE CONTENT**

**Unit -I:**

The Air Stream Mechanism

The Organs of Speech

The Articulatory System

The Phonatory System

**Unit -II:**

The Consonants of English

Place of Articulation

Manner of Articulation

Three term Description of Consonants

**Unit -III:**

The Pure Vowels of English

Description and Classification of Pure Vowels

Diphthongs

Three term Labels

**Unit -IV:**

Morphology

Stress

Minimal Pairs

Intonation

**Unit – V:**

Phonetic Transcription of Words

**Books for Reference:**

Frederick T. Wood : *An Outline History of the English Language*, Chennai, Macmillan, 1969.

Daniel Jones: *An Outline of English Phonetics*

T. Bala Subramanian : *A Textbook of English Phonetics for Indian Students*.

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**Programme: B.A.,**

**Subject: English**

**Semester: V**

**Course (Option – II): English Language Teaching – II**

**Course Type: Part – III / Major Elective – II**

**Credits: 4**

**Contact Hours: 5 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the various available methods of teaching English to the learners.
- Comprehending the difference among the different approaches given to the methods of teaching English in India.
- Analyzing the tools and aids used to drive home English in the easiest manner.
- Evaluating and generating innovative methods in teaching English.
- Becoming the best teachers of English.

**COURSE CONTENT**

**Unit -I:**

Methods & Approaches in English Language Teaching

**Unit -II:**

The Direct Method

The Reading Method

The Army Method

**Unit -III:**

The Oral Approach

Situational Language Teaching

Structural Approach

Total Physical Response

The Silent way

**Unit -IV:**

Community Language Teaching

Use of Video in ELT

**Unit – V:**

Modern Applied Linguistics

Approaches to Language Teaching

**Books for Reference:**

Kripa K.Gautam, *English Language Teaching: A Critical Study of Methods and Approaches*.

New Delhi: Harman Publishing House, 1988.

Harold B Allen. *Teaching English as a Second Language*. Bombay: Tata Mc Graw Hill Publishing Company, 1965.

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**Programme:** UG

**Semester:** V

**Course Type:** Part – IV / SBC – V (Oral - Practical)

**Contact Hours:** 2 hours/Week

**CIA:** 25

**Course Outcomes:**

**Subject:** English

**Course:** Soft Skills

**Credits:** 2

**CE:** 75

After completion of the course, certain outcomes are expected from the learners.

- Being sensitized to the contents of soft skills through acquisition and practice.
- Being transformed in their behavioural patterns.
- Becoming better performers academically and in their personal lives.
- Acquiring the necessary employability skills.
- Mastering the ability to fix themselves in jobs.

## **COURSE CONTENT**

### **Unit – I:**

Great Speeches

Soliloquies/ Monologues

### **Unit – II:**

Story telling

Role Play

Enacting a Scene

### **Unit – III:**

Debates

Discussions

Power-point Presentation

### **Unit – IV:**

Event Management

Problem Solving

Giving Directions

### **Unit - : V**

Welcome Address

Vote of Thanks

Keynote Address

Convocation Address

**Books Recommended:**

Covey, Stephen. 2004. *Seven Habits of Highly Effective People*. New York: Pocket books. Print.

Goleman, Daniel. 2009. *Emotional Intelligence: Why it can Matter more than IQ*. New York: Bloomsbury Publishing. Print.

Ramesh Gopalaswamy & Ramesh Mahadwan: *The Ace of Soft Skills*

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## **SEMESTER – VI**



**Programme: B.A.,**

**Semester: VI**

**Course Type: Part – III / Core Paper – XII**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**Subject: English**

**Course: Shakespeare**

**Credits: 5**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the nature of the dramatic genres adopted by Shakespeare.
- Comprehending the themes and techniques of Shakespearean plays.
- Analyzing Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies.
- Comprehending Shakespeare's rich use of language and literary conventions.
- Applying the knowledge of the social, political, intellectual context of Elizabethan England to the works of Shakespeare.

**COURSE CONTENT**

**Unit -I: General Shakespeare**

Elizabethan Theatre and Audience

Clowns and fools in Shakespeare's Plays

Villains in Shakespeare's Plays

Women in Shakespeare's Plays

Ghosts and fairies in Shakespeare's Plays

**Unit -II: Comedy**

Twelfth Night

**Unit -III: Tragedy**

Macbeth

**Unit -IV: Historical Play**

Antony and Cleopatra

**Unit – V: Criticism**

Wilson Knight – “Macbeth and the Metaphysic of Evil” from *The Wheels of Fire*

Samuel Johnson - Preface to Shakespeare

**Books for Reference:**

Shakespeare, William. *The Complete Works*. Oxford & IBH Publishing Pvt., Ltd, New Delhi.

Gandhi, Leela. *William Shakespeare-Canon and Critique: An Anthology of Recent Criticism*. Creative Books: New Delhi, 2009.

Dwarakanath. K. *Shakespeare: New Dimension*. Creative Books. New Delhi, 2009.

A Companion to Shakespeare Studies: ed. Granville – Barker & G.B Harrison. Cambridge University Press, 1966.

G.B.Harrison. *Introducing Shakespeare*

Trends in Shakespearean Criticism: S.P. Sengupta. Prakash Book Depot, Bareilly, 2009.

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**Programme: B.A.,**

**Subject: English**

**Semester: VI**

**Course: Indian Literature in English Translation**

**Course Type: Part – III / Core Paper – XIII**

**Credits: 5**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected.

- Attaining accessibility to regional literary genres.
- Developing a comparative perspective in the study and analysis of the texts.
- Feeling sensitized to the philosophical, cultural and social reinforcement of people across India.
- Gaining an understanding of the Indianness in the literatures of different regions.
- Practising the ability to translate literature in Indian languages.

**COURSE CONTENT**

**Unit -I: Poetry**

Kabir – Songs – 91, 112

Ghalib – Temple Lamp

G. M. Muktibodh – The Void

Mirabai – No one knows my invisible life

Subramania Bharathi – There is no Fear

**Unit -II: Prose**

Thiruvalluvar – Thirukkural – (i) The Power of Righteousness

(ii) Gratitude

V. M. Bashir – ‘My Darling’ from *Hunger*

Prem Chand – The Shroud

Ismat Chughtai – The Quilt

Suresh Joshi – On Interpretation

**Unit -III: Drama**

Kalidasa – Sakuntala

**Unit -IV: Drama**

Mohan Rakesh – Halfway House

**Unit – V: Fiction**

Bama – Sangati

G. Kalyan Rao – Untouchable Spring

**Programme: B.A.,**

**Subject: English**

**Semester: VI**

**Course: Modern Literature**

**Course Type: Part – III / Core Paper – IX**

**Credits: 5**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the various emerging literatures of the world.
- Comprehending the prevalent themes and concepts dealt with in such literatures.
- Analyzing the texts for their merits and eliciting the inherent meanings they convey to the readers.
- Evaluating the comparative merits of the prescribed texts.
- Becoming a researcher as the acquaintance with new literatures has already been developed.

**COURSE CONTENT**

**Unit -I: Poetry (Fantasy Literature)**

Stephanie – Grace

Jessica – A Lonely Dragon

Jane A Beresford – The Power of Sleep and Dreams

Margarita Engel – A Cuban Cinderella

**Unit -II: (Travelogues)**

Paul Theroux – The Great Railway Bazaar

Italo Calvino – Invisible Cities

**Unit -III: Drama (Gothic Literature)**

Horace Walpole – Mysterious Mother

Friedrich Schiller – The Robbers

**Unit -IV: Fiction (Island Literature)**

Aldous Huxley – Island

Halldor Laxness – The Fish can Sing

**Unit – V: Fiction (Culinary Literature)**

Laura Esquivel – Like Water for Chocolate

Chitra Bannerjee Divakaruni – Mistress of Spices

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**Programme: B.A.,**

**Subject: English**

**Semester: VI**

**Course (Option – I): Principles of Literary Criticism**

**Course Type: Part – III / Major Elective – III**

**Credits: 4**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the basic critical concepts and the evolution of criticism.
- Applying the critical theories to works of literature and testify their standard.
- Analyzing the various forms of literature with the perspective of a literary critic.
- Gaining the ability to discriminate the different standards of literature.
- Being motivated to know about the forth-coming critical theories and approaches.

**COURSE CONTENT**

**Unit – I:**

Longinus

Plato

Aristotle

**Unit – II:**

Philip Sydney

John Dryden

Dr. Samuel Johnson

**Unit – III:**

William Wordsworth

S.T. Coleridge

**Unit – IV:**

Walter Pater

T. S. Eliot

I.A. Richards

F.R. Leavis

**Unit – V:**

Practical Criticism: Analysing a work of art, by applying the critical standards of the above-said writers.

**Prescribed Reading:**

Prasad. *A Background to English Criticism*, Macmillan.

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**Programme: B.A.,**

**Subject: English**

**Semester: VI**

**Course (Option – II): Comparative Literature**

**Course Type: Part – III / Major Elective – III**

**Credits: 4**

**Contact Hours: 6 hours / Week**

**CIA: 25**

**CE: 75**

**Course Outcomes:**

- Gaining knowledge of the basic critical concepts and the evolution of comparative literature.
- Applying the critical theories to works of literature and testify their standard.
- Analyzing the various forms of literature with the perspective of a critic of comparative studies.
- Gaining the ability to discriminate the works of influence studies.
- Gaining the ability to discriminate the works of influence studies.

**COURSE CONTENT**

**Unit – I:**

The Definition and scope of Comparative Literature National, Comparative,

General and World Literature

Various Schools of Comparativism

**Unit – II:**

The Study of Themes

The Study of Genres

**Unit – III:**

The Study of Influence

Reception Study

Analogy/Parallel Study

**Unit – IV:**

Literature and Other Disciplines

**Unit – V:**

Theories of Translation

Problems of Translation

Techniques of Translation

Comparative Literature and Translation

**Prescribed Reading:**

Dr.N. Subramanian. ed, *Introduction to the Study of Comparative Literature-Theory and Practice* : TEESI Publication, Madurai, 1997

Rene Wellek and Austin Warren, *Theory of Literature*

Nida: *Language, Structure and Translation*

Susan Basnett : *Translation Studies*

Dr.S. Kanagaraj, *Translatology*, Prem Publishers, Madurai

Prof. Sachithanandham: *Oppilakkiam*

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**Programme:** UG

**Subject:** Optional to all Disciplines

**Semester:** VI

**Course:** The Art of Reading

**Course Type:** Part – IV / NME - II (Oral - Practical)

**Credits:** 2

**Contact Hours:** 2 Hours / Week

**CIA:** 25

**CE:** 75

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

- Acquiring the skill of reading of their own.
- Being shaped by the morals that the stories convey.
- Attaining perfection in writing skill through the reading skill.
- Becoming good narrators of stories.
- Imbibing the reading culture among them.

**COURSE CONTENT**

**Unit I:**

Slow Reading

Fast Reading

Skimming

Scanning

**Unit II:**

Reading Newspapers in English

**Unit III:**

Reading Short Stories

**Unit IV:**

Reading Novella

**Unit V:**

Reading Essays

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**Programme:** UG

**Semester:** VI

**Course Type:** Part – V

**Contact Hours:** 1hour /Week

**CIA:** 25

**Subject:** English Literature

**Course:** Environmental Studies

**Credits:** 2

**CE:** 75

**Course Outcomes:**

- Impart knowledge about environment.
- Understand the natural resources.
- Understand the ecosystem, ecological succession and ecological pyramids.
- Develop knowledge in understanding biodiversity and its conservation.
- Understand the environment, its pollution and the human population and environment.

**COURSE CONTENT**

**Unit: I – The multidisciplinary nature of environmental studies**

- Definition, scope and importance
- Need for public awareness

**Unit: II - Natural resources**

- Renewable and non – renewable resources
- Natural resources and associated problems
  - a. Forest resources : Use and over - exploitation, deforestation, timber extraction, mining, dams and their effects on forest and tribal people.
  - b. Water resources : Use and over -utilization of surface and ground water.
  - c. Mineral resources : Use and exploitation, environment effects of extracting and using mineral resources .
  - d. Food resources : World food problems, changes caused by agriculture and overgrazing, fertilizer pesticide problems,
  - e. Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate sources.
  - f. Land resources : Land as a resource, Land degradation, and degradation.
- Role of an individual in conservation of natural resources

**Unit: III - Eco –system**

- Concept of an ecosystem
- Structure and function of an ecosystem

- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids

#### **Unit: IV - Biodiversity and its conservation**

- Introduction : Definition
- Hotspots of biodiversity
- Threats to biodiversity : habitat loss, poaching of wildlife, man wildlife conflicts
- Endangered and endemic species of India
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity .

#### **Unit: V - Environmental pollution**

- Definition
- Causes, effect and control measures of
  - a). Air pollution
  - b). Water pollution
  - c). Soil pollution
  - d). Noise pollution
- Solid waste management : causes, effect and control measures of urban and industrial wastes
- Role of an individual in prevention of pollution

#### **Unit: VI-Environment**

- From unsustainable to sustainable development
- Water conservation, rain water harvesting, watershed management
- Environmental ethics: issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion,

#### **Unit: VII - Human population and the Environment**

- Population explosion family welfare programme
- Environment and human health
- Women and child welfare
- Role of information technology in environment and human health

## **Unit: VIII**

- Visit to a local area to document environmental assets- river /forest / grassland / hill/ mountain.
- Visit to a local polluted site – Urban /Rural/ Industrial / Agriculture

### **Prescribed Texts:**

- N.Arumugam and V.Kumaresan. Environmental studies, saras Publications, Kanyakumari. 2005.

### **Reference Books:**

- D.K. Asthana, MeeraAsthana. A Text Book of Environmental Studies (For Udergraduate studies ), S.Chand and Company Ltd. New Delhi. 2006.
- V. Dhulasi Birundha. Environmental Studies, Allied Publications,Chennai. 2006.
- K. S. Kanagasabai. Environmental studies, RaSee Publications, Madurai. 2005.
- R. Kannan, P. Badri Sriman Narayan , Environmental Studies, NGM, Publications, Pollachi.
- A. Thagamani, Shyamal, T. A Text book of Environmental studies, Pranav Syndicate, Sivakasi. 2003.

## **EXTRA-CREDIT COURSES**

**Programme:** B.A., /B.Sc., /B.Com.,

**Subject:** All Disciplines (Optional)

**Course Type:** Extra-credit Course - I

**Course:** Corporate English

**Credits:** 2

**Semester:** I

**Contact Hours:** 20 (Out of College Hours)

**CE:** 100

**Course Outcomes:**

- Gaining a working knowledge of business words and phrases.
- Gaining confidence and sociability to introduce one's role and responsibilities.
- Communicating confidently and effectively in business meetings.
- Acquiring confidence to participate in debates on business topics.
- Employing strategies to be a successful employee or employer in the workplace.

**COURSE CONTENT**

**Unit -I:**

Describing your Role

Describing your Responsibilities

**Unit -II:**

Discussing Key Issues in Meetings (Group work)

**Unit -III:**

Participating in Meetings – Agreeing and Disagreeing (Group work)

**Unit -IV:**

Telephonic Conversation

**Unit – V:**

Individual Presentation

Group Presentation

**Book for Reference:**

*Business English:* Dept. of English, University of Delhi, Pearson Longman, New Delhi.

**Programme: B.A./B.Sc./B.Com.,**

**Subject: All Disciplines (Optional)**

**Course Type: Extra-credit Course - II**

**Course: Newspaper making**

**Credits: 2**

**Semester: II**

**Contact Hours: 20 (Out of College Hours)**

**CE: 100**

### **COURSE CONTENT**

#### **Course Outcomes:**

- Gaining knowledge of the basics of journalism.
- Comprehending the various components of a newspaper.
- Synthesizing abilities to write a variety of mass media products, including news stories and press releases.
- Creating and designing emerging media products, including social media.
- Mastering the skill and becoming journalists and media writers in future.

#### **Unit -I:**

Journalism as an Art

#### **Unit -II:**

The Components of a Newspaper

#### **Unit -III:**

Discussing the Features of a Newspaper

#### **Unit -IV:**

Display of a Newspaper Prepared by the Learner

#### **Unit – V:**

Describing the Newspaper Prepared by the Learner

#### **Book for Reference:**

- Adhikari Gautam, *Press Council, Press Institute of India*, New Delhi.
- Arun Bhattacharjee, *The Indian Press, Profession to Industry*, Vikas Publication, New Delhi, 1972.

**Programme:** B.A., /B.Sc./B.Com.,

**Subject:** All Disciplines (Optional)

**Course Type:** Extra-credit Course - III

**Course:** Short Movie Making

**Credits:** 2

**Semester:** III

**Contact Hours:** 20 (Out of College Hours)

**CE:** 100

**Course Outcomes:**

- Gaining knowledge of the basics of film making.
- Comprehending the various aspects of a short movie.
- Synthesizing abilities to create short movies focusing on the social problems.
- Creating and designing short movies and participating in competitions.
- Mastering the skill and becoming short movie makers in media.

**COURSE CONTENT**

**Unit -I:**

Introduction to Short Movies and Documentaries

**Unit -II:**

The Components of a Short Movie

**Unit -III:**

A Practical Study of Successful Short Movies

**Unit -IV:**

Display of a Short Movie Directed by the Learner

**Unit – V:**

Participating in Short Movie Making Competition

**Book for Reference:**

- *Making Short Films: The Complete Guide from Script to Screen:* Clifford Thurlow.  
Berg Publishers, London, 2008.