



PG & RESEARCH DEPARTMENT OF ENGLISH

PART II ENGLISH

Communicative English

(with effect from the academic year 2021 - 2022)

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio-ethical responsibility.

Eligibility Norms for Admission:

Candidate should have passed the Higher Secondary Examination conducted by the Government with a minimum of 40% in English.

Duration of the Programme:

4 Semesters in the UG course - B.A., B.Sc.

2 Semesters in the UG Course - B.Com., & B.Sc. Computer Science

Medium of Instruction: English

Passing Minimum:

Minimum pass mark in each course is 40.

Structure of the Question Paper

Duration : 3hrs Internal: 30 marks External: 70 marks

Examination Pattern

Ratio of Internal and External = 30:70

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
GD / Open Book Test / Role Play / Assignment / Article Review / Seminar	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A (Objective Type)	4 x 1 = 4	Part A (Objective Type)	10 x 1 = 10
Part B	3 x 4 = 12	Part B	5 x 4 = 20
Part C	3 x 8 = 24	Part C	5 x 8 = 40
Total	40	Total	70

DEPARTMENT OF ENGLISH

PART II ENGLISH

(with effect from the academic year 2021 - 2022)

SEME STER	SUBJECT CODE	NAME OF THE PAPER	HOURS PER WEEK	TOTAL MARKS	CRE DITS
I	GE2111	B. A., B. Sc., & B. Com. Part II English	6	100	4
II	GE2121	B. A., B. Sc., & B. Com. Part II English	6	100	4
III	GE2131	B. A., B. Sc., & B. Com. Part II English	6	100	4
IV	GE2141	B. A., B. Sc., & B. Com. Part II English	6	100	4

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSOs Addressed	CL
CO-1	identify the different types of communication which will initiate them to become conscious of the purpose of communication.	PSO – 1	U
CO-2	recognize the parameters of effective communication.	PSO - 1	An
CO-3	define the purpose of conversation.	PSO - 1	Ev
CO-4	express their thoughts accurately through creative writing.	PSO - 3	Ap
CO-5	develop confidence to speak in any group or gathering.	PSO – 1	Ap
CO-6	receive information and apply it in their daily life.	PSO - 3	Ap

Semester I
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2111

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I:

1. Listening and Speaking

a. Introducing Self and Others

b. Listening for Specific Information

c. Pronunciation (without phonetic symbols)

i. Essentials of Pronunciation

ii. American and British Pronunciation

2. Reading and Writing

a. Reading Short Articles – Newspaper Reports / Fact Based Articles

i. Skimming and Scanning

ii. Diction and Tone

iii. Identifying Topic Sentences

b. Reading Aloud: Reading an Article / Report

c. Journal (Diary) Writing

3. Study Skills – I

a. Using Dictionaries, encyclopedias, thesaurus

4. Grammar in Context:

a. Naming and Describing

i. Nouns and Pronouns

ii. Adjectives

Unit II

1. Listening and Speaking

a. Listening with a Purpose

b. Effective Listening

c. Tonal Variation

d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

a. i. Strategies of Reading: Skimming and Scanning

ii. Types of Reading: Extensive and Intensive Reading

iii. Reading a Prose Passage

iv. Reading a Poem

v. Reading a Short Story

b. Paragraphs: Structure and Types

i. What is a Paragraph?

ii. Paragraph Structure

iii. Topic Sentence

iv. Unity

v. Coherence

vi. Connections between Ideas: Using Transitional Words and Expressions

vii. Types of Paragraphs

3. Study Skills II

Using the Internet as a Resource

a. Online Search

b. Know the Keyword

c. Refine Your Search

d. Guidelines for Using the Resources

e. e-learning resources of Government of India

f. Terms to Know

4. Grammar in Context

Involving Action – I

a. Verbs

b. Concord

Unit III

1. Listening and Speaking

a. Giving and Following Instructions

b. Asking for and Giving Instructions

c. Continuing Discussions with Connecting Ideas

2. Reading and Writing

a. Reading Feature Articles (from newspapers and magazines)

b. Reading to Identify Point of View and Perspective (opinion pieces, editorials etc.)

c. Descriptive Writing – Writing a short Descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

a. Verbal – Gerund, Participle, Infinitive

b. Modals

Unit IV

1. Listening and Speaking

a. Giving and Responding to Opinions

2. Reading and Writing

a. Note Taking

b. Narrative Writing – Writing Narrative Essays of Two to Three Paragraphs

3. Grammar in Context

Tense: i) Present ii) Past iii) Future

Unit V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and Writing

a. Reading Diagrammatic Information – Interpretations Maps, Graphs and Pie Charts

b. Writing Short Essays Using the Language of Comparison and Contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Text Book:

Communicative English: Semester I. Tamil Nadu State Council for Higher Education.

Semester II
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2121

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening and Speaking

a. Listening and Responding to Complaints (formal situation)

b. Listening to Problems and Offering Solutions (informal)

2. Reading and Writing

a. Reading Aloud (brief motivational anecdotes)

b. Writing a Paragraph on a Proverbial Expression / Motivational Ideas

3. Word Power / Vocabulary

a. Synonyms & Antonyms

4. Grammar in Context

a. Adverbs

b. Prepositions

Unit II

1. Listening and Speaking

a. Listening to Famous Speeches and Poems

b. Making Short Speeches – Formal: Welcome Speech and Vote of Thanks

Informal Occasions: Farewell Party, Graduation Speech

2. Reading and Writing

a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading Poetry

i. Reading Aloud (Intonation and Voice Modulation)

ii. Identifying and Using Figures of Speech – Simile, Metaphor, Personification etc.

3. Word Power

a. Idioms and Phrases

4. Grammar in Context

Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted Talks

b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple Kinds

c. Interactions During and After the Presentations

2. Reading and Writing

a. Writing emails of Complaint

b. Reading Aloud Famous Speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV

1. Listening and Speaking

a. Participating in a Meeting: Face to Face and Online

b. Listening with Courtesy and Adding Ideas and Giving Opinions during the Meeting and Making Concluding Remarks

2. Reading and Writing

a. Reading Visual Texts – Advertisements

b. Preparing First Drafts of Short Assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V

1. Listening and Speaking

a. Informal Interview for Feature Writing

b. Listening and Responding Questions at a Formal Interview

2. Reading and Writing

a. Writing Letters of Application

b. Readers' Theatre (Script Reading)

c. Dramatizing Everyday Situations / Social Issues through Skits (writing scripts and performing)

3. Word Power

a. Collocation

4. Grammar in Context: Working with Clauses

Text Book:

Communicative English: Semester II. Tamil Nadu State Council for Higher Education.

Semester III
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2131

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening and Speaking

a. Listening to a Success Story.

b. Narrate a Success Story.

2. Reading and Writing

a. Read a Poem.

b. Write a Poem

3. Word Power on Life Skills

a. Problem Solving

b. Decision Making

4. Grammar in Context

a. Articles

b. Determiners

c. Quantifiers

Unit II

1. Listening and Speaking

a. Listen to a Product Description and Promotion.

b. Present a Product Description and Promotion.

2. Reading and Writing

a. Read a Short Story.

b. Write a Short Story.

3. Word Power on Life Skills

a. Creative Thinking

b. Critical Thinking

4. Grammar in Context

a. Linking Words / Connectives

b. Compound Words

Unit III

1. Listening and Speaking

a. Listening to a DIY (Do It Yourself).

b. Present a DIY.

2. Reading and Writing

a. Read the Report of an Incident.

b. Write a Report of an Incident

3. Word Power on Life Skills

a. Self Awareness

b. Empathy

4. Grammar in Context: Simple and Compound Sentence

Unit IV

1. Listening and Speaking

a. Listen to a Travel Video.

b. Present a Travel Video. (Documentary & Vlog)

2. Reading and Writing

a. Read an Autobiographical Piece.

b. Write an Autobiographical Piece.

3. Word Power on Life Skills

a. Interpersonal Skills and Good Communication.

4. Grammar in Context: Complex Sentences.

Unit V

1. Listening and Speaking

a. Listen to Eco Talk.

b. Present an Eco Talk.

2. Reading and Writing

a. Read about an Enterprise.

b. Write about an Enterprise.

3. Word Power on Life Skills

a. Management of Stress

b. Management of Emotions

4. Grammar in Context: Direct and Reported Speech

Text Book:

Communicative English: Semester III. Tamil Nadu State Council for Higher Education.

Semester IV
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2141

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening, Speaking & Writing

A) Song: Que Sera Sera (Doris Day)

B) Film: Chronicles of Narnia – The Lion, The Witch and the Wardrobe

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Drama – Excerpt from Tughlaq

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Letter Writing (Seeking Permission)

4. Grammar and Composition

The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)

Unit II

1. Listening, Speaking & Writing

A) Song: Wildflowers (Dolly Parton)

B) Film: Life of Pi

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Book Review – Text for Appreciation – Review ‘A Red-necked Green Bird’ by Ambai

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Book Review

4. Grammar and Composition

Unit III

1. Listening, Speaking and Writing

A) Song: This One is for the Girls (Martina McBride)

B) Film: Jurassic Park

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Famous Speech – Sashi Tharoor’s Speech at the Oxford Union

B) Famous Essay – Fear Factor by Janaki Lenin

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Essay

(With a note on the difference between drafting a speech and drafting an essay)

4. Grammar for Composition

A) The Art of Declamation

B) Beginning with an anecdote (Past Tense, Reported Speech)

C) Presenting Compelling Facts and Figures (Tenses)

(A model speech showcasing the use of the above-mentioned items of grammar)

D) Using Rhetorical Questions

Unit IV

1. Listening, Speaking and Writing

A) Song: Rhinestone Cowboy (Glen Campbell)

B) Film: The Lion King (Disney Movies)

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) A Story with a Twist in the Tale

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Narration of an Incident where there is a Twist in the Tale

4. Grammar for Composition

The Art of Giving Instructions / Directions (Using Imperative Sentences)

Unit V

1. Listening, Speaking and Writing

A) Song: Heal the World (Michael Jackson)

B) Film: Charlie and the Chocolate Factory

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Film Review

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts for Reading

3. Composition – Film Review

4. Grammar for Composition: The Art of Persuasive Writing (Topic Sentence, Evidence, Explanation, Linkers, Use of Adjectives and their Synonyms, Degrees of Comparison, Clauses, Rhetorical Questions)

Text Book:

Communicative English: Semester IV. Tamil Nadu State Council for Higher Education.

	Content addressed with Local Needs
	Content addressed with National Needs
	Content addressed with Regional Needs
	Content addressed with Global Needs

Holy Cross College (Autonomous), Nagercoil

Accredited with A⁺ by NAAC IV cycle – CGPA 3.35

Nagercoil, Kanyakumari District, Tamil Nadu.

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



GUIDELINES FOR UNDERGRADUATE PROGRAMME

Issued from the Deans Office

Vision

Imbibing the Spirit of the Holy Cross, the institution envisions a harmonious society by empowering young women for global competency and ecological sustainability through a holistic approach with innovative skills.

Mission

1. To provide quality education and to promote scholarly activities catering to global competencies.
2. To nurture participatory leadership to enhance social consciousness and social responsibility.
3. To uphold ethical values of honesty, personal accountability and transparency through professional commitment.
4. To create global professionals and entrepreneurs with innovative spirit and zeal.
5. To create empowered women of competence, commitment and compassion.
6. To instill in students the awareness of interconnectedness between human and nature.

CHOICE BASED CREDIT SYSTEM (CBCS)

Regulations for UG Programme

(For the candidates admitted from the academic year 2020-2021 onwards)

1. Eligibility: 10 + 2 pattern

- (i) **For Admission:** A pass in the Higher Secondary Examination (10+2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereto by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

ARTS

Sl. No.	Name of the Programme	Eligibility	Medium of Instruction
1.	B.A. English (Aided & Self Financed)	A pass in 10 + 2	English
2.	B.A. History	A pass in 10 + 2	Tamil
3.	B.A. Economics	A pass in 10 + 2	English
4.	B.Com. (Aided & Self Financed)	A pass in 10 + 2 with Commerce as one of the core subjects	English
5.	B.A. Tamil (Self Financed)	A pass in 10 + 2 with Tamil as a Language Paper	Tamil

SCIENCE

Sl. No.	Name of the Programme	Eligibility	Medium of Instruction
1.	B. Sc. Mathematics (Aided & Self Financed)	A pass in 10 + 2 with Mathematics as one of the core subjects	English
2.	B. Sc. Physics	A pass in 10 + 2 with Physics and Mathematics as Core Subjects	English
3.	B. Sc. Chemistry	A pass in 10 + 2 with Chemistry as one of the core subjects	English
4.	B. Sc. Botany	A pass in 10 + 2 with Botany or Biology as one of the core subjects	English
5.	B. Sc. Zoology	A pass in 10 + 2 with Zoology or Biology as one of the core subjects	English
6.	B. Sc. Computer Science (Self Financed)	A pass in 10 + 2 with Computer Science or Mathematics as one of the core subjects	English

(ii) Degree:

The candidates shall have subsequently undergone the prescribed course of study in Holy Cross College affiliated to the Manonmaniam Sundaranar University for a period of not less than three academic years (six semesters), passed the prescribed examinations and fulfilled such conditions as have been prescribed thereof.

2. Duration

The Programme is for a period of three years. Each academic year shall comprise of two Semesters viz. Odd and Even semesters. Odd Semester shall be from June to October / November and Even Semester shall be from November / December to April. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each Semester (excluding the days for the conduct of end-semester examinations).

3. CBCS System

The main feature of the CBCS is to make undergraduate education student-centric allowing students to choose inter- disciplinary, intra-disciplinary and skill-oriented courses (even from other disciplines according to their learning needs, interests and attitude) with optimal flexibility for students on par with global standards.

4. Courses

Part I- Language Courses – Tamil and French

Part II - English

Part III- Major Core Courses, Major Core Practicals, Elective Courses, Allied Courses, Allied Practicals and Major Project / Major-Based Elective Courses.

Part IV- Add on Course –Professional English: Add on Course in Professional English is offered to all the students in the I, II, III and IV Semesters. (2 hours-2 credits).

- 1. Professional English for Physical Sciences** is offered to the students of the Departments of Mathematics, Physics, Chemistry, and Computer Science.
- 2. Professional English for Life Sciences** is offered to the students of the Departments of Botany and Zoology.
- 3. Professional English for Arts and Social Sciences** is offered to the students of the Departments of History, Economics, English and Tamil.
- 4. Professional English for Commerce and Management** is offered to the students of the Department of Commerce.

Part IV-Non-Major Elective: Interdisciplinary Course in Semester – I & II (2 hours-2 credits)

- i) Basic Tamil:** Those who have not studied Tamil upto XII Std, but have taken French under Part I shall take Basic Tamil comprising of two courses.
- ii) Advanced Tamil:** Those who have studied Tamil upto XII Std but have taken French under Part I shall take Advanced Tamil comprising of two courses.
- iii) Others:** Those who do not come under categories **i)** & **ii)** can choose any non – major elective, comprising of two courses.

Part IV–Skill Enhancement Course (SEC): Mediation and Exercise / Computer Literacy: Students are divided into two categories wherein Category A has Mediation and Exercise and Category B has Computer Literacy in Semester I and vice-versa in Semester II (2+2 hours - 2+2 credits).

- i) **Category A:** Computer Science, English (Aided & SF), Zoology, History, Chemistry, Tamil (SF).
- ii) **Category B:** Commerce (Aided & SF), Mathematics (Aided & SF), Botany, Physics and Economics.

Part IV-Skill Enhancement Course (SEC): Major-Based Course in Semester VI (2 hours - 2 credits).

Part IV-Ability Enhancement Course (AEC): Environmental Studies is offered in Semester V for all UG students (2 hours - 2 credits).

Part V- Foundation Course I: Values for Life is offered in Semester I & II for all UG students (1 credit).

Part V- Foundation Course II: Personality Development is offered in Semester III & IV for all UG students (1 credit).

Part V- Foundation Course III: Human Rights Education (HRE) is offered in Semester V for all UG students (1 credit).

Part V- Foundation Course IV: Gender Equity Studies (GES) is offered in Semester VI for all UG students (1 credit).

Part V- Service Learning Programme (SLP): Community Engagement Course is offered in Semester II & III for all UG students for 30 hours with 50% field work (2 credits).

Part V- Service Learning Programme (SLP): Reaching the Unreached Neighbourhood (RUN) programme is offered in the III & IV Semesters (2 credits).

Part V- Student Training Programme (STP): Activities of Clubs & Committees – Eco Club, YRC, Rotaract Club, NSS/RRC, AICUF, Consumer Club, Sports, Legal Literacy and Women’s Cell are carried out for the I and II UG students apart from the regular class hours (2 credits).

Skill Development Programme (SDP): Skill Development Programme is mandatory and offered as **Certificate Course** (30 hours) for all the students during the first year.

Course Structure
Distribution of Hours and Credits

Course	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI	Total	
							Hours	Credits
Part I -Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part II -English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part-III								
Major Core – Theory	6(4)	6(4)	6(4)	6(4)	6 (5) + 6 (5) + 6 (5) + 6 (5)	6 (6) + 6 (6) + 6 (5) + 6 (5)	72	58
Major Elective	-	-	4(3)	4(3)	-	4 (4)	12	10
Major Project	-	-	-	-	4 (4)	-	4	4
Allied	6 (4)	6(4)	6(4)	6(4)	-	-	24	16
Part IV								
Add-on Course (Professional English)	2 (2)	2 (2)	2 (2)	2 (2)	-	-	8	8
NME (Non-Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
SEC (Skill Enhancement Course)	2 (2)	2 (2)	-	-	-	2 (2)	6	6
AEC (Ability Enhancement Course)	-	-	-	-	2 (2)	-	2	2
Total	30 (22)	30 (22)	30(21)	30 (21)	30 (26)	30 (28)	180	140
Non-Academic Course								
Part V								
FC – I (Values for Life)	-	(1)	-	-	-	-	-	1
FC – II (Personality Development)	-	-	-	(1)	-	-	-	1
FC–III (Human Rights Education)	-	-	-	-	(1)	-	-	1
FC –IV (Gender Equity Studies)	-	-	-	-	-	(1)	-	1
SLP -Community Engagement Course	-	(1)	(1)	-	-	-	-	2
SLP -Extension Activity (RUN)	-	-	(1)	(1)	-	-	-	2
STP - Clubs & Committees / NSS	-	(1)	-	(1)	-	-	-	2

In Part III, the number of courses vary between 16 to 24 for each Department.

Total number of Hours = 180

Total number of Compulsory Credits = 140 +10

Non-academic Courses are mandatory and conducted outside the regular working hours.

Skill Development Programme (Mandatory Certificate Course - 30 hours) is offered to all the I year students.

5. Credits

Credit refers to the weightage given to a course, usually in relation to the instructional hours assigned to it and the quantum of work a student is required to put in for a particular course. The credits of a Course should be less than the hours allotted to it. The total minimum credits required for the award of UG Degree is 150 credits.

Extra Credits (Maximum 5 credits)

Extra credits can be acquired by taking up the following initiatives:

- i. **Self -Learning/Online Course** (Maximum 2 courses) - 2 Credits per course
- ii. **Sports Representation** (Maximum 5 credits)

International Level	- 5 Credits
National Level	- 4 Credits
State Level	- 3 Credits
University Level	- 2 Credits
District Level	- 1Credit
- iii. **Publication in Journals** (International/National) - 1 Credit (max.3 papers)
- iv. **Innovative Prototypes & Business Models:** Students shall earn 2 credits (per prototype/model)for working on Innovative Prototypes / Business Models.
- v. **Startup Ventures:** Students engaged in startups can be exempted from membership in other Clubs and Committees and special credit of 5 shall be awarded to them during the period of pre-incubation, incubation and startup.

1. CBCS FOR UG PROGRAMME

Study Component	No. of Courses	Credit /Course	Total Credits
Part I - Tamil /French	4	4	16
Part II–English	4	4	16
Part III			
Core Theory, Practicals & Specific Elective Course	16- 24	3-6	88
Generic Elective Course (Allied)	4	4-6	
Part IV			
Add on Course - Professional English	4	2	8
Non-Major Elective (NME)	2	2	4
Skill Enhancement Course (SEC)	3	2	6
Ability Enhancement Course (AEC) - Environmental Studies (EVS)	1	2	2
Non-Academic Courses			
Part V			
Foundation Course I Values for Life	4	1	4
Foundation Course II Personality Development			
Foundation Course III Human Rights Education			
Foundation Course IV Gender Equity Studies			
Service Learning Programme (SLP) 1. Community Engagement Course	1	2	2
2. Reaching the Unreached Neighbourhood	1	2	2
Student Training Programme (STP) Clubs, Committees & NSS	1	2	2
Total			140+ 10

1. Pedagogy

Each Course is designed with Lectures / Tutorials / Laboratory or Field Work / Seminar / Practical Training / Assignments or Report Writing/ Book review / Group Discussion / Flipped / Blended / Open Book Test etc. to meet effective teaching, learning and evaluation requirements.

2. Examination Pattern

- Each paper carries an internal component.
- There is a passing minimum for external component.
- A minimum of 40% in the external examination and an aggregate of 40% is required.

i) a. Part I - Tamil

Ratio of Internal and External= 30:70

Continuous Internal Assessment (CIA) Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (2)	6
Class Assignment/ Home Assignment/ Field Assignment/ Article Review/ Group Discussion/ Problem Solving	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1	4	Part A 10 x 1 (No Choice)	10
Part B 3 x 4	12	Part B 5 x 4 (Internal Choice)	20
Part C 3 x 8	24	Part C 5 x 8 (Internal Choice)	40
Total	40	Total	70

b. Part I - French

Ratio of Internal and External= 30:70

Continuous Internal Assessment (CIA) Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (2)	6
Class Assignment / Home Assignment / Field Assignment / Article Review / Group Discussion / Problem Solving	5
Total	30

Question Pattern for I & II Semesters

Internal Test	Marks	External Exam	Marks
Part A (Translation)	5	Part A (Translation) 4x5	20
Part B (Grammar) 5x5	25	Part B (Grammar) 6x5 (Paragraph Writing) 15x1	30
Part C (Paragraph Writing) 10x1	10	Part C (Translation, Comprehension) 2x5	10
		Part D 5x2	10
Total	40	Total	70

Question Pattern for III & IV Semesters

Internal Test	Marks	External Exam	Marks
Part A (Translation)	5	Part A (Translation)10x1	10
Part B (Grammar) 5x5	25	Part B (Comprehension) 10 x1 (Paragraph Writing) 15 x1	25
Part C (Paragraph Writing)10x1	10	Part C (Grammaire) 7 x 5	35
Total	40	Total	70

ii) Part II - English

Ratio of Internal and External= 30:70

Continuous Internal Assessment (CIA) Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
GD / Open Book Test / Role Play / Assignment / Article Review / Seminar	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A (Objective Type)	4 x 1 = 4	Part A (Objective Type)	10 x 1 = 10
Part B	3 x 4 = 12	Part B	5 x 4 = 20
Part C	3 x 8 = 24	Part C	5 x 8 = 40
Total	40	Total	70

Part III (Major / Elective / Allied)

Ratio of Internal and External= 30:70

Continuous Internal Assessment (CIA) Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
Class Assignment / Home Assignment / Field Assignment / Article Review / Group Discussion / Problem Solving	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1	4	Part A 10 x 1 (No choice)	10
Part B 3 x 4	12	Part B 5 x 4 (Internal choice)	20
Part C 3 x 8	24	Part C 5 x 8 (Internal choice)	40
Total	40	Total	70

Project:

Ratio of Internal and External= 40:60

Total: 100 marks

iii) Part IV

Ratio of Internal and External = **50: 50**

a) Add-on Course: Professional English for Arts and Social Science

Internal Components and Distribution of Marks

Internal Components	Marks
Listening and Speaking	25
Reading and Writing	25
Total	50

Question Pattern

External Exam	Marks
Written Test: Open choice – 5 out of 7 questions (5 x 10)	50
Total	50

b) Non – Major Elective (NME)

**Continuous Internal Assessment (CIA)
Internal Components and Distribution of Marks**

Internal Components	Marks
Internal Test (2)	20
Quiz (2)	15
Class Assignment / Home Assignment / Project Report	15
Total	50

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No Choice)	4	Part A 5 x 1 (No Choice)	5
Part B 3 x 4 (Internal Choice)	12	Part B 5 x 3 (Internal Choice)	15
Part C 3 x 8 (Internal Choice)	24	Part C 5 x 6 (Internal Choice)	30
Total	40	Total	50

c) Skill Enhancement Course (SEC) - Computer Literacy

Internal Components

Component	Marks
Objective type questions (30x1)	30
Exercise (Book) compulsory (2x10)	20
Total	50

External Components

Component	Marks
Exercise 1	20
Exercise 2	10
Procedures for both Exercises	20
Total	50

**a) Skill Enhancement Course (SEC) - Meditation and Exercise
Internal Components**

Component	Marks
Objective type questions (20x1)	20
Exercise (2x10)	20
Assignment	10
Total	50

External Components

Component	Marks
Quiz	20
Written test : Open choice –10 out of 15 questions (10x3)	30
Total	50

**b) Ability Enhancement Course (AEC) - Environmental Studies
Internal Components**

Component	Marks
Project Report	30
Viva Voce	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open choice – 10 out of 15 questions (10x3)	30
Total	50

iv) Part V

i) Foundation Course (Values for Life, Personality Development, Human Rights Education and Gender Equity Studies)

Ratio of Internal and External = 50: 50

a) Foundation Course I: Values for Life

Internal Components

Component	Marks
Song, Mime, Skit	20
Book Activities	20
A Kind Action	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

a) Foundation Course II: Personality Development

Internal Components

Component	Marks
Exercise from Book	20
Skit	10
Group Album	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

b) Foundation Course III: Human Rights Education

Internal Components

Component	Marks
Album on current issues	20
Group Song/ Mime/ Skit	10
Open book test (Objective type questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

c) Foundation Course IV: Gender Equity Studies

Internal Components

Component	Marks
Album on current issues	20
Group Song/ Mime/ Skit	10
Open book test (Objective type questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

d) SLP -Community Engagement Course (CEC)

(Field Work – 15 hrs; Class Hours – 15 hrs)

Internal Components

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field work)	30
Total	50

External Components

Component	Marks
Project Report / Case Study (10-15 pages in print)	50
Group project	
Total	50

e) SLP – Service Learning Programme: Reaching the Unreached Neighbourhood (RUN)

- 60 Hours mandatory programme included in the curriculum (2 credits).

f) STP – Student Training Programme

- Compulsory for all I & II year students (2 credits).
- Clubs and Committees – Eco Club, YRC, Rotaract Club, NSS/ RRC, AICUF, Consumer Club, Sports, Legal Literacy and Women’s Cell.
- Each student can opt for one club/ committee.

3. Evaluation

- vi. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- vii. Evaluation of each course shall be done by Continuous Internal Assessment (CIA) by the course teacher as well as by an end semester examination and will be consolidated at the end of the semester.
- viii. There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April/ May.
- ix. A candidate who does not pass the examination in any course(s) shall be permitted to reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations in the respective semester.
- x. Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.
 - i. The results of all the examinations will be published in the college website.

4. Conferment of Bachelor's Degree

A candidate shall be eligible for the conferment of the Degree of Bachelor of Arts / Science / Commerce only if the minimum required credits for the programme thereof (150 credits) is earned.

5. Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$$

For the entire programme:

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$$

Where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n - semester in which such courses were credited

6. Final Result

Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.0 and above but below 5.0	C	Third Class
0.0 and above but below 4.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester are eligible for the same.



PG & RESEARCH DEPARTMENT OF ENGLISH

PART II ENGLISH

(with effect from the academic year 2021 - 2022)

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio-ethical responsibility.

Eligibility Norms for Admission:

Candidate should have passed the Higher Secondary Examination conducted by the Government with a minimum of 40% in English.

Duration of the Programme:

4 Semesters in the UG course - B.A., B.Sc.

2 Semesters in the UG Course - B.Com., & B.Sc. Computer Science

Medium of Instruction: English

Passing Minimum:

Minimum pass mark in each course is 40.

Structure of the Question Paper

Duration : 3hrs Internal: 30 marks External: 70 marks

Examination Pattern

Ratio of Internal and External = 30:70

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
GD / Open Book Test / Role Play / Assignment / Article Review / Seminar	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A (Objective Type)	4 x 1 = 4	Part A (Objective Type)	10 x 1 = 10
Part B	3 x 4 = 12	Part B	5 x 4 = 20
Part C	3 x 8 = 24	Part C	5 x 8 = 40
Total	40	Total	70

DEPARTMENT OF ENGLISH

PART II ENGLISH

(with effect from the academic year 2021 - 2022)

SEMESTER	SUBJECT CODE	NAME OF THE PAPER	HOURS PER WEEK	TOTAL MARKS	CREDITS
I	GE2111	B. A., B. Sc., & B. Com. Part II English	6	100	4
II	GE2121	B. A., B. Sc., & B. Com. Part II English	6	100	4
III	GE2131	B. A., & B. Sc. Part II English	6	100	4
IV	GE2141	B. A., & B. Sc. Part II English	6	100	4

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSOs Addressed	CL
CO-1	identify the different types of communication which will initiate them to become conscious of the purpose of communication.	PSO – 1	U
CO-2	recognize the parameters of effective communication.	PSO - 1	An
CO-3	define the purpose of conversation.	PSO - 1	Ev
CO-4	express their thoughts accurately through creative writing.	PSO - 3	Ap
CO-5	develop confidence to speak in any group or gathering.	PSO – 1	Ap
CO-6	receive information and apply it in their daily life.	PSO - 3	Ap

Semester I
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2111

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I:

1. Listening and Speaking

a. Introducing Self and Others

b. Listening for Specific Information

c. Pronunciation (without phonetic symbols)

i. Essentials of Pronunciation

ii. American and British Pronunciation

2. Reading and Writing

a. Reading Short Articles – Newspaper Reports / Fact Based Articles

i. Skimming and Scanning

ii. Diction and Tone

iii. Identifying Topic Sentences

b. Reading Aloud: Reading an Article / Report

c. Journal (Diary) Writing

3. Study Skills – I

a. Using Dictionaries, encyclopedias, thesaurus

4. Grammar in Context:

a. Naming and Describing

i. Nouns and Pronouns

ii. Adjectives

Unit II

1. Listening and Speaking

a. Listening with a Purpose

b. Effective Listening

c. Tonal Variation

d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

a. i. Strategies of Reading: Skimming and Scanning

ii. Types of Reading: Extensive and Intensive Reading

iii. Reading a Prose Passage

iv. Reading a Poem

v. Reading a Short Story

b. Paragraphs: Structure and Types

i. What is a Paragraph?

ii. Paragraph Structure

iii. Topic Sentence

iv. Unity

v. Coherence

vi. Connections between Ideas: Using Transitional Words and Expressions

vii. Types of Paragraphs

3. Study Skills II

Using the Internet as a Resource

a. Online Search

b. Know the Keyword

c. Refine Your Search

d. Guidelines for Using the Resources

e. e-learning resources of Government of India

f. Terms to Know

4. Grammar in Context

Involving Action – I

a. Verbs

b. Concord

Unit III

1. Listening and Speaking

- a. Giving and Following Instructions
- b. Asking for and Giving Instructions
- c. Continuing Discussions with Connecting Ideas

2. Reading and Writing

- a. Reading Feature Articles (from newspapers and magazines)
- b. Reading to Identify Point of View and Perspective (opinion pieces, editorials etc.)
- c. Descriptive Writing – Writing a short Descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- a. Verbal – Gerund, Participle, Infinitive
- b. Modals

Unit IV

1. Listening and Speaking

- a. Giving and Responding to Opinions

2. Reading and Writing

- a. Note Taking
- b. Narrative Writing – Writing Narrative Essays of Two to Three Paragraphs

3. Grammar in Context

Tense: i) Present ii) Past iii) Future

Unit V

1. Listening and Speaking

- a. Participating in a Group Discussion

2. Reading and Writing

- a. Reading Diagrammatic Information – Interpretations Maps, Graphs and Pie Charts
- b. Writing Short Essays Using the Language of Comparison and Contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Text Book:

Communicative English: Semester I. Tamil Nadu State Council for Higher Education.

Semester II
B.A., B.Sc., & B.Com. Part II English
Communicative English
Course Code: GE2121

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening and Speaking

a. Listening and Responding to Complaints (formal situation)

b. Listening to Problems and Offering Solutions (informal)

2. Reading and Writing

a. Reading Aloud (brief motivational anecdotes)

b. Writing a Paragraph on a Proverbial Expression / Motivational Ideas

3. Word Power / Vocabulary

a. Synonyms & Antonyms

4. Grammar in Context

a. Adverbs

b. Prepositions

Unit II

1. Listening and Speaking

a. Listening to Famous Speeches and Poems

b. Making Short Speeches – Formal: Welcome Speech and Vote of Thanks

Informal Occasions: Farewell Party, Graduation Speech

2. Reading and Writing

a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading Poetry

i. Reading Aloud (Intonation and Voice Modulation)

ii. Identifying and Using Figures of Speech – Simile, Metaphor, Personification etc.

3. Word Power

a. Idioms and Phrases

4. Grammar in Context

Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted Talks

b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple Kinds

c. Interactions During and After the Presentations

2. Reading and Writing

a. Writing emails of Complaint

b. Reading Aloud Famous Speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV

1. Listening and Speaking

a. Participating in a Meeting: Face to Face and Online

b. Listening with Courtesy and Adding Ideas and Giving Opinions during the Meeting and Making Concluding Remarks

2. Reading and Writing

a. Reading Visual Texts – Advertisements

b. Preparing First Drafts of Short Assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

2. Unit V

3. 1. Listening and Speaking

4. a. Informal Interview for Feature Writing

5. b. Listening and Responding Questions at a Formal Interview

2. Reading and Writing

6. a. Writing Letters of Application

7. b. Readers' Theatre (Script Reading)

a. Dramatizing Everyday Situations / Social Issues through Skits (writing scripts and performing)

3. Word Power

a. Collocation

4. Grammar in Context: Working with Clauses

Text Book:

Communicative English: Semester II. Tamil Nadu State Council for Higher Education.

Semester III
B.A., B.Sc. Part II English
Communicative English Course
Code: GE2131

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening and Speaking

a. Listening to a Success Story.

b. Narrate a Success Story.

2. Reading and Writing

a. Read a Poem,

b. Write a Poem

3. Word Power on Life Skills

a. Problem Solving

b. Decision Making

4. Grammar in Context

a. Articles

b. Determiners

c. Quantifiers

Unit II

1. Listening and Speaking

a. Listen to a Product Description and Promotion.

b. Present a Product Description and Promotion.

2. Reading and Writing

a. Read a Short Story.

b. Write a Short Story.

3. Word Power on Life Skills

a. Creative Thinking

b. Critical Thinking

4. Grammar in Context

a. Linking Words / Connectives

b. Compound Words

Unit III

1. Listening and Speaking

a. Listening to a DIY (Do It Yourself).

b. Present a DIY.

2. Reading and Writing

a. Read the Report of an Incident.

b. Write a Report of an Incident

3. Word Power on Life Skills

a. Self Awareness

b. Empathy

4. Grammar in Context: Simple and Compound Sentence

Unit IV

1. Listening and Speaking

a. Listen to a Travel Video.

b. Present a Travel Video. (Documentary & Vlog)

2. Reading and Writing

a. Read an Autobiographical Piece.

b. Write an Autobiographical Piece.

3. Word Power on Life Skills

a. Interpersonal Skills and Good Communication.

4. Grammar in Context: Complex Sentences.

Unit V

1. Listening and Speaking

a. Listen to Eco Talk.

b. Present an Eco Talk.

2. Reading and Writing

a. Read about an Enterprise.

b. Write about an Enterprise.

3. Word Power on Life Skills

a. Management of Stress

a. Management of Emotions

4. Grammar in Context: Direct and Reported Speech

Text Book:

Communicative English: Semester III. Tamil Nadu State Council for Higher Education.

Semester IV
B.A., B.Sc. Part II English
Communicative English
Course Code: GE2141

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Unit I

1. Listening, Speaking & Writing

A) Song: Que Sera Sera (Doris Day)

B) Film: Chronicles of Narnia – The Lion, The Witch and the Wardrobe

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Drama – Excerpt from Tughlaq

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Letter Writing (Seeking Permission)

4. Grammar and Composition

The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)

Unit II

1. Listening, Speaking & Writing

A) Song: Wildflowers (Dolly Parton)

B) Film: Life of Pi

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Book Review – Text for Appreciation – Review ‘A Red-necked Green Bird’ by Ambai

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Book Review

4. Grammar and Composition

Unit III

1. Listening, Speaking and Writing

A) Song: This One is for the Girls (Martina McBride)

B) Film: Jurassic Park

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Famous Speech – Sashi Tharoor’s Speech at the Oxford Union

B) Famous Essay – Fear Factor by Janaki Lenin

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Essay

(With a note on the difference between drafting a speech and drafting an essay)

4. Grammar for Composition

A) The Art of Declamation

B) Beginning with an anecdote (Past Tense, Reported Speech)

C) Presenting Compelling Facts and Figures (Tenses)

(A model speech showcasing the use of the above-mentioned items of grammar)

D) Using Rhetorical Questions

Unit IV

1. Listening, Speaking and Writing

A) Song: Rhinestone Cowboy (Glen Campbell)

B) Film: The Lion King (Disney Movies)

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) A Story with a Twist in the Tale

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Narration of an Incident where there is a Twist in the Tale

4. Grammar for Composition

The Art of Giving Instructions / Directions (Using Imperative Sentences)

Unit V

1. Listening, Speaking and Writing

A) Song: Heal the World (Michael Jackson)

B) Film: Charlie and the Chocolate Factory

C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

A) Film Review

B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts for Reading 3.

Composition – Film Review

4. Grammar for Composition: The Art of Persuasive Writing (Topic Sentence, Evidence, Explanation, Linkers, Use of Adjectives and their Synonyms, Degrees of Comparison, Clauses, Rhetorical Questions)

Text Book:

Communicative English: Semester IV. Tamil Nadu State Council for Higher Education.



PG & RESEARCH DEPARTMENT OF ENGLISH

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio ethical responsibility.

Programme Educational Outcomes (PEOs)

PEO – 1	The graduates will apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.
PEO – 2	The graduates pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.
PEO – 3	The graduates will acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature and understand the various techniques and patterns employed in various literatures.

Programme Outcomes (POs)

	Upon completion of B.A. English Literature degree programme, the graduates will be able to:
PO - 1	utilize efficiently the acquired knowledge of humanities to face life challenges.
PO - 2	implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
PO - 3	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
PO - 4	develop professional and life skills.
PO - 5	enhance leadership qualities, team spirit and communication skills for a better developmental career.
PO - 6	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.

Programme Specific Outcomes (PSOs)

	Upon completion of B.A. English Literature, the graduates will be able to:
PSO - 1	master communication skills for employability and higher education.
PSO - 2	ascertain specialized knowledge of literature and its backgrounds.
PSO - 3	interact confidently at the interface between life and self.
PSO - 4	address complex environmental issues and develop sensitivity for the natural, physical and human resources in their familiar neighbourhood.

Eligibility Norms for Admission

Candidate should have passed the Higher Secondary Examination conducted by the Government or any other equivalent course approved by Manonmaniam Sundaranar University, Tirunelveli.

Duration of the Programme: 3 years

Medium of Instruction: English

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components of B.A. English Programme

Part III (Major and Allied)

Major	Core – Theory Papers	(13x100)	1300
	Elective - Theory Papers	(3 x 100)	300
	Total Marks		1600
Allied (I & II)	Theory	(4x100)	400
	Total Marks		400
Part III - Total marks			2000

CBCS FOR UG PROGRAMME

Study Component	No. of Courses	Credit /Course	Total Credits
Part I - Tamil /French	4	4	16
Part II–English	4	4	16
Part III			
Core Theory, Practicals & Specific Elective Course	16- 24	3-6	88
Generic Elective Course (Allied)	4	4-6	
Part IV			
Add on Course - Professional English	4	2	8
Non-Major Elective (NME)	2	2	4
Skill Enhancement Course (SEC)	3	2	6
Ability Enhancement Course (AEC) - Environmental Studies (EVS)	1	2	2
Non-Academic Courses			
Part V			
Foundation Course I Values for Life	4	1	4
Foundation Course II Personality Development			
Foundation Course III Human Rights Education			
Foundation Course IV Gender Equity Studies			
Service Learning Programme (SLP) 1. Community Engagement Course	1	2	2
2. Reaching the Unreached Neighbourhood	1	2	2
Student Training Programme (STP) Clubs, Committees & NSS	1	2	2
Total			140 + 10

Course Structure
Distribution of Hours and Credits

Course	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI	Total	
							Hours	Credits
Part I -Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part II -English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part-III								
Major Core – Theory	6 (4)	6 (4)	6(4)	6 (4)	6 (5) + 6 (5) + 6 (5)	6(6) + 6(6) + 6(5) + 6(5)	72	58
Major Elective	-	-	4 (3)	4 (3)	-	4 (4)	12	10
Major Project	-	-	-	-	4 (4)	-	4	4
Allied	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part IV								
Add on Course (Professional English)	2(2)	2(2)	2 (2)	2 (2)	-	-	8	8
NME (Non-Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
SEC (Skill Enhancement Course)	2 (2)	2 (2)	-	-		2 (2)	6	6
AEC (Ability Enhancement Course)					2(2)		2	2
Total	30(22)	30(22)	30(21)	30(21)	30(26)	30(28)	180	140
Non-Academic Courses								
Part V								
FC –I (Values for Life)	-	(1)	-	-	-	-	-	1
FC– II (Personality Development)	-	-	-	(1)	-	-	-	1
FC–III (Human Rights Education)	-	-	-	-	(1)	-	-	1
FC –IV (Gender Equity Studies)	-	-	-	-	-	(1)	-	1
SLP -Community Engagement Course	-	(1)	(1)	-	-	-	-	2
SLP -Extension Activity (RUN)			(1)	(1)	-	-	-	2
STP - Clubs & Committees / NSS	-	(1)	-	(1)	-	-	-	2

- **Non-Academic Courses** are mandatory and conducted outside the regular working hours. Skill Development Programme (Mandatory Certificate Course – 60 hours) is offered to all the I year students.

Courses Offered

Semester	Course	Course Code	Title of the Course	Hours/Week	Credits
I	Part I	TL2011 FL2111	Language: Tamil French	6	4
	Part II	GE2111	English	6	4
	Part III	EC2011	Major Core I: Poetry	6	4
		EA2011	Allied I: Social History of England	6	4
	Part IV	AAS201	Add on Course Professional English for Arts and Social Science - I	2	2
		ENM201	Non Major Elective (NME): English for Life	2	2
		SEC201	Skill Enhancement Course: Meditation and Exercise	2	2
	Part V	FCV201	Foundation Course I – Values for Life	-	-
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
II	Part I	TL2021 FL2121	Language: Tamil French	6	4
	Part II	GE2121	English	6	4
	Part III	EC2021	Major Core II: Modern English Grammar and Composition	6	4
		EA2021	Allied II: Literary Forms and Terms	6	4
	Part IV	AAS202	Add on Course Professional English for Arts and Social Science - II	2	2
		ENM202	Non-Major Elective (NME): English for Career	2	2
		SEC202	Skill Enhancement Course: Computer Literacy	2	2
	Part V	FCV201	Foundation Course I – Values for Life	-	1
		SLP201	Service-Learning Programme (SLP) - Community Engagement Course	-	1
STP201		Student Training Programme (STP) – Clubs & Committees / NSS	-	1	
III	Part I	TL2031 FL2031	Language: Tamil French	6	4
	Part II	GE2131	English	6	4
	Part III	EC2031	Major Core III: Non-Fiction	6	4
		EC2032	Elective I: (a) Life Writing	4	3
		EC2033	(b) English for Competitive Examinations		
EC2034		(c) Indian Folklore			
EA2031	Allied III: History of English Literature –	6	4		

			I		
	Part IV	AAS203	Add on Course: Professional English for Arts and Social Science - III	2	2
	Part V	FCV202	Foundation Course II – Personality Development	-	-
		SLP201	Service-Learning Programme (SLP) - Community Engagement Course	-	1
		SLP202	Service-Learning Programme (SLP) RUN	-	1
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
IV	Part I	TL2041 FL2041	Language: Tamil French	6	4
	Part II	GE2141	English	6	4
	Part III	EC2041	Major Core IV: Drama	6	4
		EC2042	Elective II: (a) Journalism and Mass Communication (b) Creative Writing (c) English for Tourism	4	3
		EC2043			
		EC2044			
	EA2041	Allied IV: History of English Literature - II	6	4	
	Part IV	AAS204	Add on Course: Professional English for Arts and Social Science - IV	2	2
	Part V	FCV202	Foundation Course II – Personality Development	-	1
		SLP202	Service Learning Programme (SLP): Extension Activity (RUN)	-	1
STP201		Student Training Programme (STP) – Clubs & Committees / NSS	-	1	
V	Part III	EC2051	Major Core V: Shakespeare	6	5
		EC2052	Major Core VI: Women’s Writing in English	6	5
		EC2053	Major Core VII: English Language Teaching	6	5
		EC2054	Major Core VIII: Introduction to Literary Theories	6	5
		ECP201	Major Project	4	4
	Part IV	AEC201	Ability Enhancement Course (AEC): Environmental Science	2	2
	Part V	FCV203	Foundation Course III- Human Rights Education	-	1
VI	Part III	EC2061	Major Core IX: Fiction	6	6
		EC2062	Major Core X: Marginal Writings	6	6
		EC2063	Major Core XI: Introduction to English Language and Phonetics	6	5
		EC2064	Major Core XII: Eco Literature	6	5
			Elective III:	4	4

Theory (Elective / Allied) Paper Hours

Components	Elective				Allied	
	Sem. III	Sem. IV	Sem. V	Sem. VI	Sem. I/III	Sem. II / IV
Lecture Hours	75	75	60	60	60	60
Periodical Test	5	5	5	5	5	5
Quiz	1	1	1	1	1	1
Unit test	3	3	3	3	3	3
Group Discussion / Seminar / Open Book Test	6	6	6	6	6	6
Total Hours	90	90	75	75	75	75

Examination Pattern

Ratio of Internal and External (Major / Elective / Allied):

Internal – 30 : External – 70

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
Class Assignment / Home Assignment / Field Assignment / Article Review / Group Discussion / Problem Solving	5
Total	30

Question Pattern (Major / Allied / Elective)

Internal Test	Marks	External Exam	Marks
Part A	4 x 1 = 4	Part A (No Choice)	10 x 1 = 10
Part B	3 x 4 = 12	Part B (Internal Choice)	5 x 4 = 20
Part C	3 x 8 = 24	Part C (Internal Choice)	5 x 8 = 40
Total	40	Total	70

Project:

Ratio of Internal and External= 40:60

Total: 100 marks

Part IV (Add-on Course/ Non Major Elective (NME / SEC / AECC)

Ratio of Internal and External = 50: 50

a) Add-on Course: Professional English for Arts and Social Sciences

Internal Components and Distribution of Marks

Internal Components	Marks
Listening and Speaking	25
Reading and Writing	25
Total	50

Question Pattern for External Examination

External Exam	Marks
Written Test: Open Choice – 5 out of 7 Questions (5 x 10)	50
Total	50

b) Non Major Elective (NME)

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Internal Components	Marks
Internal Test (2)	20
Quiz (2)	15
Class Assignment / Home Assignment / Project Report	15
Total	50

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No Choice)	4	Part A 5 x 1 (No Choice)	5
Part B 3 x 4 (Internal Choice)	12	Part B 5 x 3 (Internal Choice)	15
Part C 3 x 8 (Internal Choice)	24	Part C 5 x 6 (Internal Choice)	30
Total	40	Total	50

c) Skill Enhancement Course (SEC) - Computer Literacy

Internal Components

Component	Marks
Objective Type Questions (30x1)	30
Exercise (Book) Compulsory (2x10)	20
Total	50

External Components

Component	Marks
Exercise 1	20
Exercise 2	10
Procedures for Both Exercises	20
Total	50

Skill Enhancement Course (SEC) - Meditation and Exercise

Internal Components

Component	Marks
Objective Type Questions (20x1)	20
Exercise (2x10)	20
Assignment	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice –10 out of 15 Questions (10x3)	30
Total	50

e) Ability Enhancement Compulsory Course (AEC) – Environmental Studies

Internal Components

Component	Marks
Project Report	30
Viva Voce	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 10 out of 15 Questions (10x3)	30
Total	50

Part V

i) Foundation Course (Values for Life, Personality Development, Human Rights Education and Gender Equity Studies)

Ratio of Internal and External = 50: 50

a) Foundation Course I: Values for Life

Internal Components

Component	Marks
Song, Mime, Skit	20
Book Activities	20
A Kind Action	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

b) Foundation Course II: Personality Development

Internal Components

Component	Marks
Exercise from Book	20
Skit	10
Group Album	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

c) Foundation Course III: Human Rights Education

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

d) Foundation Course IV: Gender Equity Studies

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

a) SLP - Community Engagement Course (CEC)

(Field Work – 15 Hours ; Class Hours – 15 Hours)

Internal Components

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field work)	30
Total	50

External Components

Component	Marks
Project Report / Case Study (10 - 15 pages in print)	50
Group project	
Total	50

b) SLP – Service Learning Programme: Reaching the Unreached Neighbourhood (RUN)

- 60 Hours mandatory programme included in the curriculum (2 credits).

c) STP – Student Training Programme

- Compulsory for all I & II year students (2 credits).
- Clubs and Committees – Eco Club, YRC, Rotaract Club, NSS/ RRC, AICUF, Consumer Club, Sports, Legal Literacy and Women’s Cell.
- Each student can opt for one club/ committee.

Semester I
Major Core I: Poetry
Course Code: EC2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To introduce to the students a selection of poets who made an impact on the literary scenario of different ages and continents.
2. To assist them in analyzing the poetic genre in its varied forms and techniques.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	get acquainted with the poetry of the world cutting across ages and regions and their interconnectedness.	PSO –2	U
CO-2	appreciate the propensity of the poets of different eras and to reflect on the quintessential values and perspectives of mankind and nature.	PSO - 3	E
CO-3	learn the nuances of aesthetic expressions accomplished through various poetic techniques of form, content and style.	PSO - 4	An
CO-4	enhance their analytical acumen and master the language skills through intent listening and perceptive reading.	PSO - 1	Ap
CO-5	choose a career in creative writing, editing, reviewing, content writing etc.	PSO - 1	C

Unit I

John Milton : On Shakespeare

William Blake : The Chimney Sweeper

William Wordsworth : The Solitary Reaper

Alfred Tennyson : The Lady of Shalott

Unit II

T.S. Eliot : The Journey of the Magi

Wilfred Owen : Disabled

Seamus Heaney : Blackberry Picking

Carol Anne Duffy : In Mrs. Tilscher's Class

Unit III

Nissim Ezekiel : Background, Casually

Dilip Chitre : Father Returning Home

Vikram Seth : Round and Round

Robin S. Ngangom : My Invented Land

Unit IV

Robert Frost : After Apple Picking

Maya Angelou : A Brave and Startling

Derek Walcott : Love after Love

Jenny Bronholdt : Flight

Unit V

Pablo Neruda : Don't Go Far Off

Octavio Paz : As One Listens to the Rain

Gunter Grass : Open Wardrobe

Khalil Gibran : A Visit from Wisdom

* A Handout of selected poems will be provided.

Reference Books

Abrams M.H. (2015). *A Glossary of Literary Terms* Eleventh Edition). Seventh Edition.
Stamford: Cengage Learning Inc.

Bush, Douglas. (1971). *English Poetry*. London: Methuen & Co., Ltd.

Enid, Hamer. (1966). *The Metres of English Poetry*. London: Metuen & Co. Ltd.

Semester I
Allied I: Social History of England
Course Code: EA2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students know the social history of England so that they will be able to understand English literature better.
2. To extend the knowledge on the social issues to develop professional ethics.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	gain an insight into the history of England which vitally shapes the language and literature	PSO – 1	U
CO-2	identify the ages' influence in the works of the concerned authors	PSO - 2	U
CO-3	express the merits and de-merits of each age and the gradual changes in the history	PSO - 2	An
CO-4	analyse the customs and practices of England over the centuries	PSO - 2	An
CO-5	prepare themselves for the eligibility test at the state and national level.	PSO - 1	Ap

Unit I

The Renaissance

The Reformation

The Religions of England

The Elizabethan Theatre

Unit II

Colonial Expansion

The Civil War and its Social Significance

Puritanism

Restoration England

Unit III

The Origin and Growth of Political Parties in England

Age of Queen Anne

Coffee-house life in London

The Agrarian Revolution

Unit IV

The Industrial Revolution

The American War of Independence

Effects of the French Revolution

The Reform Bills

Unit V

The Victorian Age

The Dawn of the Twentieth Century

Life between the Two World Wars

England in the 21st Century

Self Study

A Brief Outline of British History (From A.G. Xavier)

Reference Books

Xavier, A.G. (2009). *An Introduction to the Social History of England*. Chennai: Viswanathan Printers.

Padmaja Ashok. (2018). *Social History of England*. Hyderabad: Orient Blackswan Private Limited.

Trevelyan, G.M. (1987). *English Social History*. London: Penguin UK.

**Non Major Elective
Semester I
NMEC: English for Life
Course Code: ENM201**

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives:

1. To take part effectively in social and professional communication in day to day life.
2. To make learners use English language in meaningful situations.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	start vocabulary building through which they can benefit in the long run	PSO – 1	R
CO-2	identify the rudiments of English grammar	PSO – 1	U
CO-3	develop the basic skills in English	PSO - 1	An, Ap
CO-4	become proficient users of English involving all the skills of English language	PSO – 3	Ap

Unit I: Grammar:

Sentences

Concord

Unit II: Word Power:

Words often confused

Idioms & Phrases

Unit III: Reading:

Reading Comprehension

Unit IV: Functional English

Letter Writing & E- mail Writing

Unit V: Functional English

Reviews of Films & Books

*Compilation of these topics will be provided to the students

Semester II
Major Core II: Modern English Grammar and Composition
Course Code: EC2021

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students thorough with the basic grammar and its usage.
2. To rectify the common errors in writing.
3. To improve the communication skills.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the basic grammar and its usage	PSO - 1	U
CO-2	develop the quality of written communication	PSO – 1	Ap
CO-3	rectify the common errors in writing	PSO – 1	Ap
CO-4	speak correct English	PSO -1	Ap

Unit I:

The Sentence, Parts of Speech, Nouns, Adjectives, Articles, Pronouns, Adverbs, Prepositions, Conjunctions. (pg. 3-65 & 142-167)

Unit II:

Verbs, Concord or Agreement of the Verb with the Subject, Non-finite Verb, Strong and Weak Verbs. (pg. 66-112)

Unit III:

Simple, Compound, Complex, Compound-Complex Sentences, Clauses, Synthesis of Sentences, Transformation of Sentences. (pg. 171-224)

Unit IV:

Auxiliaries, Modal Auxiliaries, Sequences of tenses, Direct and Indirect Speech, Punctuation and Capitals, Verb Patterns and Structures. (pg.113 - 33, 225-249)

Unit V:

Paragraph Writing, Letter Writing, Expansion of Passages, Essay Writing. (pg. 341-359, 367-379)

Text Book:

David Green. *Contemporary English Grammar, Structures and Composition*. Second Edition: Trinity.

*Question paper should have equal distribution between theory and exercises

Semester II
Allied II: Literary Forms and Terms
Course Code: EA2021

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce the various genres that emerged over the centuries.
2. To make stylistic and critical evaluation of literary works.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the origin and development of various English literary forms	PSO-2	U
CO-2	identify the unique characteristics of each literary form	PSO-2	U
CO-3	apply the nuances of literary forms in creative writing	PSO-2	C
CO-4	thematically and stylistically analyse literature of various forms	PSO-2	An
CO-5	evaluate the prominence of literary forms as a researcher or professional	PSO-3	E

Unit I:

The Lyric, the Ode, the Sonnet, the Elegy, the Epic, the Ballad, the Satire

Unit II:

Tragedy and Comedy, Tragi-comedy, The One Act Play, The Dramatic Monologue

Unit III:

The Essay, The novel, The Short Story

Unit IV:

Glossary of Literary Terms chosen from M.H. Abrams:

Melodrama, Miracle, Morality and Interlude, Pantomime, Soliloquy, Aside, Farce,
 Comic Relief, Allegory, Flat and Round Characters, Hamartia, Slapstick Comedy,
 Rising and Falling Action, Genre, Media Res, Absurd Drama, Conceit

Unit V

Glossary of Literary Terms chosen from M.H.Abrams:

Blank Verse, Heroic Couplet, Ballad, Epic, Hymn, Onomatopoeia, Ethos and
 Bathos, Prosody, Refrain, Alliteration and Assonance, Masque, Simile and
 Metaphor, Haiku, Metonymy and Synecdoche.

Text Books:

Abrams, M. H. (1999). *A Glossary of Literary Terms*. Massachusetts: Heinle & Heinle.

Prasad, B. (1999). *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan.

Reference Books:

Chris Baldick. (2005). *Oxford Book of Literary Terms*. London: Oxford University Press.

William Henry Hudson. (2006). *An Introduction to the Study of Literature*. Chennai: Atlantic.

Semester II
NME: English for Career
Course Code: ENM202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives:

1. To develop communicative skills for better career prospects.
2. To get equipped in oral and written communication.
3. To give exposure and train them in group discussion and interviews.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the rudiments of effective communication	PSO-1	U
CO-2	get proficient in different kinds of communication	PSO- 3	U
CO-3	gain confidence to express one's thoughts and views effectively	PSO-1	C, Ap
CO-4	perform effectively in interviews	PSO-1	Ap

Unit I: Writing:

Writing a Resume with a covering letter

Report Writing

Unit II: Career Skills:

Interview Skills

Telephone Skills

Unit III: Group Discussion:

Group Discussion

Unit IV: Situational Conversation/ Dialogues

Five appropriate situational dialogues

Unit V: Filling up Forms:

Bank Forms

Online forms

***Compilation of these topics will be provided to the students**

Semester III
Major Core III: Non Fiction
Course Code: EC2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To familiarise the students to the writings of variety of nonfiction writers.
2. To enhance sense of literary appreciation in the minds of the students.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	recognize the elements of Non Fiction	PSO – 2	U
CO-2	interpret text with awareness and curiosity for other view points	PSO – 1	An
CO-3	formulate knowledge on the stylistic strategies employed by different writers	PSO – 2	U
CO-4	deploy ideas from the texts in their own reading and writing	PSO – 2	Ap
CO-5	compare how writers from different places and times present experiences and use language	PSO - 1	An

Unit I

Francis Bacon : Of Great Place, Of Anger

Virginia Woolf : The Death of the Moth

Unit II

Eula Biss : On Immunity: An Inoculation

Unit III

Nirad C. Chaudhuri : The Eternal Silence of these Infinite Crowds

Reshma Qureshi : Make Love not Scars

Unit IV

David Low : I Believe

Marcus Chown : I am a galaxy

Unit V

Paul Gallico : My Boss the Cat

Rudolfo A. Anaya : A Celebration of Grandfathers

JamakeHighwater : One Land, Two Worlds

Text Books:

Eula Biss. (2014). *On Immunity: An Inoculation*. United States: Graywolf Press.

Marcus Chown. (2013). *What a wonderful World*. London: Faber and Faber.

Reshma Qureshi (2018). *Being Reshma*. India: Pan Macmillan.

Sam Sahayam & Preethi (editors) (1998). *A Commonwealth Reader*. Chennai: Binil Publications.

Virginia Woolf. (1974). *The death of the Moth and Other Essays*. United States: Mariner Books.

Reference Book:

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Semester III
Elective I (a): Life Writing
Course Code: EC2032

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To cultivate the intellectual, spiritual, moral and social aspects of a person.
2. To instill the inspiration through real life situations from the lives of the writers.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	identify the characteristics of different genres of life writing	PSO – 2	U
CO-2	comprehend confessional and testimonial paradigms and their relevance to life writing	PSO –3	U
CO-3	analyse the life writing narratives and the verbal features of graphic memoir	PSO – 2	An
CO-4	explain current debates relating to authenticity, truth and self representation in life writing	PSO – 1	An
CO-5	apply critical concepts used in analyzing biographies, autobiographies and letters	PSO –2	Ap

Unit I

Revathi : *The Truth about Me*

Jon Krakauer : *Into the Wild*

Unit II

Elizabeth Gilbert : *Eat Pray Love: One Woman's Search for Everything across Italy, India and Indonesia*

Elie Wiesel : *Night*

Unit III

W.B. Yeats : *Letters*

To Katherine Tynan, To Lady Gregory, To John Quinn

Swami Vivekananda : *Letters of Swami Vivekananda (Letters 1, 2, 3, 4)*

Unit IV

Helen Keller : *The Story of My Life*

Barack Obama : *Dreams from My Father*

Unit V

Joni Eareckson Tada : *Joni: An Unforgettable Story*

Jean Dominique Bauby : *The Diving Bell and the Butterfly: A memoir of Life in Death*

Text Books:

Barack Obama. (2016). *Dreams From My Father*. New York: Random House

Elie Wiesel. (2008). *Night*. United Kingdom: Penguin

Elizabeth Gilbert. (2007). *Eat Pray Love: One Woman's Search for Everything across Italy, India and Indonesia*. United Kingdom: Bloomsberry.

Jean Dominique Bauby. (1998). *The Diving Bell and the Butterfly: A memoir of Life in Death*. United Kingdom: Vintage.

Jon Krakauer. (2011). *Into the Wild*. United Kingdom: Pan Books.

Joni Eareckson Tada. (2001). *Joni: An Unforgettable Story*. Michigan: Zondervan.

Helen Keller. (2016). *Story of My Life*. New Delhi: Finger Print.

Revathi A. (2010). *The Truth about Me*. New Delhi: Penguin.

W.B. Yeats. (1976). *Selected Prose*. United Kingdom: Pan Books.

Reference Book:

Gelndo R. Carpio. (2011). "Race and Inheritance in Barack Obama's *Dreams from My Father*." *Daedalus*. Vol. 140, No. 1, Cambridge: MIT Press.

Semester III
Elective I (b): English for Competitive Examinations
Course Code: EC2033

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To aspire students to learn English and prepare themselves for competitive examinations.
2. To familiarize the students with new vocabulary and idiomatic expressions of the English Language.

Course Outcomes

CO	Upon completion of the course, the students will be able to	PSO Addressed	CL
CO-1	recognize the challenges of communication and the parameters of effective communication	PSO - 1	U
CO-2	acquire better knowledge on Vocabulary	PSO - 1	U
CO-3	identify the different types of communication which will facilitate them to become conscious of the purpose of communication	PSO - 1	U
CO-4	develop overall confidence in preparing competitive exams at national and global level	PSO - 1	Ap
CO-5	equip with nuances of the English language, which includes proficiency in grammar and its usage in speaking and writing	PSO - 3	U

Unit I

Sentence Pattern

Phrases

Clauses

Unit II

One-Word Substitutions

Spotting Errors

Sentence Completion

Unit III

Synonyms

Antonyms

Foreign Terms and Expressions

Unit IV

Words often confused or misused

Common notions & Idiomatic Expressions

Phrasal Verbs

Unit V

Reading comprehension

Sentence completion

Reconstructing Passages

Text Book:

Bhatnagar R.P. (2012). *English for Competitive examinations*. 3rd ed., Macmillan Publishers.

Reference Books:

Aarts, Bas (2011). *Oxford English Grammar*. London: Oxford University Press.

Adams, Valerie (1973). *An Introduction to Modern English Word-formation*. London: Longman.

Merriam-Webster's Dictionary of English Usage. Springfield, MA: Merriam-Webster, 1994.

Semester III
Elective I (c): Indian Folklore
Course Code: EC2034

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To comprehend the various dimensions of folk production and the difference between oral and written literary tradition.
2. To study the different narrative and thematic concerns of Indian folklore.

Course Outcomes

CO	Upon completion of this course the students will be able to	PSOs Addressed	CL
CO-1	understand the beginning and growth of folklore studies	PSO – 2	U
CO-2	recognize the subversive potential of folk forms as live performances, literature or oral traditions.	PSO – 2	U
CO-3	evaluate literature as a process of recreation and interpretation of existing tales in different socio-cultural contexts.	PSO – 2	E
CO-4	analyze the different forms and patterns of Indian folklore	PSO – 2	An

Unit I: Prose

An Introduction to Folklore

Indian Folklore: Forms, Patterns and Variations

Crooke, Chaube and Colonial Folklorists

Postcolonial Conclusion

Unit II: Theory

Eleazar Meletinsky - Typological Study of the Folktale

Herder, Folklore and Romantic Nationalism

Unit III: Poetry

Address to a Spoiled Child

Of Women

What Women Sing at Weddings

A Woman to her Lover

An Exchange of Compliments

What women Sing When the Bride is Taken Away

The Lament of a Mother

Buffalo Girls Come out to Play

Mother-in-law scolds her daughter-in-law

A Women to her Husband

Courtship

Unit IV: Short Stories

The Story of the Toad

The Tale of the Monkey and the Hare

The Story of the Simpleton

The Story of the Merchant's Son

The Seven Champions

How the Rivers Were Made

The Story of the Doe and the Raven

The Old Man and the Tiger

The Duel of the Giants

The Story of the Frogs and the Old Serpents

Unit V: Drama

Girish Karnad : *Nagamandala*

Text Books:

IGNOU MEG 16 Indian Folk Literature. (2020). New Delhi: Chakradhar Publication.

Sathana Naithani. (2006). "Crooke, Chaube and Colonial Folklorists." *In Quest of Indian Folktales.* Blumington: Indiana University Press.

Sathana Naithani. (2006). "Postcolonial Conclusion" *In Quest of Indian Folktales.* Blumington: Indiana University Press.

Drummond, A. D. (2009). *A Collection of Kachari Folktales and Rhymes.* Montana: Kessinger Publishing.

Girish Karnad. (1999). *Nagamandala.* UK: Oxford University Press.

Reference Books:

Girish Karnad. (1998). *Hayavadana.* UK: Oxford University Press.

Asif Currimbhoy. (1992). *The Dumb Dancer.* Asheville: Writers Workshop.

Mamang Dei. (2006). *The Legends of Pensam.* New Delhi: Penguin India.

Semester III
Allied III: History of English Literature – I
Course Code: EA2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	gain an exacting knowledge of the literary history of England.	PSO - 2	U
CO-2	comprehend the socio-political events that shaped literature in this period..	PSO - 2	U
CO-3	recognise and appreciate the contributions made by major literary writers.	PSO - 2	U
CO-4	Situate an author in his/her literary period.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET,NET) and International level (subject GRE exam)	PSO - 1	Ap

Unit I

Age of Chaucer

From Chaucer to Spenser

(Pgs. 26-67)

Unit II

The Age of Elizabeth

(Pgs. 68-134)

Unit III

The Age of Milton

The Age of Dryden

(135-176, 181-187)

Unit IV

The Age of Pope

(195-233)

Unit V

The Age of Transition

(236-295)

Text Book:

Albert, Edward. *History of English Literature*. Oxford UP, 1979.

Reference Books:

David Daiches. (2011). *A Critical History of English Literature*. (Revised Edition, Vol.I & II), Supernova Publishers.

Roland Carter and John McRae. (2001). *The Routledge History of Literature in English. Britain and Ireland*: Routledge.

Semester IV
Major Core IV: Drama
Course Code: EC2041

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students familiarize with the types of dramas and its elements.
2. To help the students acquire knowledge of dramas of different continents.
3. To make the students acquaint with the themes explored in dramas.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the importance of playwritings and the playwrights.	PSO - 2	U
CO-2	get knowledge of types of dramas, its elements and theatres.	PSO - 2	U
CO-3	understand the nuances of writing and acting.	PSO - 3	U
CO-4	develop the skill of delivering dialogues and the skill of acting.	PSO - 3	Ap
CO-5	analyse dramas from different critical perspective.	PSO - 3	An

Unit I

Harold Pinter : *The Birthday Party*

Unit II

Arthur Miller : *All My Sons*

Unit III

Henrik Ibsen : *A Doll's House*

Unit IV

Wole Soyinka : *The Strong Breed*

Unit V

1. Chaos: Analysis of Harold Pinter's *The Birthday Party*.
2. Portrayal of Married Women in Arthur Miller's *All My Sons* and *Death of a Salesman*.
3. Henrik Ibsen's *A Doll's House*: A Postmodernist Study.
4. Leadership and cultural frames in Wole Soyinka's *The strong Breed*.

Text Books:

Herold Pinter, (1991). *The Birthday Party*. UK: Faber and Faber.

Arthur Miller. (2009). *All My Sons*. UK: Penguin.

Henrik Ibsen (2016). *A Doll's House*. UK:Penguin Classics.

Wole Soyinka. (1963). *The Strong Breed*. Orisum: Orisum acting editions.

Reference Books:

“Chaos: Analysis of Harold Pinter's *The Birthday Party*.” (January 2018). *Asian Research Journal of Arts & Social Sciences*. Vol. 5, Issue 2, pp.1-5. Mudasir Ahmad Mir and Vinita Mohindra.

“Portrayal of Married Women Arthur Miller’s *All My Sons* and *Death of a Salesman*.” (Sep. 2015). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 20, Issue 9, pp. 35-38. P.Ananthan and Dr. K.Balachandran,

“Henrik Ibsen’s *A Doll’s House*: A Postmodernist Study.” (September 2011). *Theory and Practice in Language Studies*. Vol. 1, Issue 9. Noorbakhsh Hooti and Puria Torkamaneh.

“Leadership and cultural frames in Wole Soyinka’s *The strong Breed*.” (2018). *Journal of English Studies*. Vol. 16, pp. 221-236.

Semester IV
Major Elective II (a): Journalism and Mass Communication
Course Code: EC2042

Hours / Week	Credits	Total Hours	Marks
4	3	60	100

Objectives:

1. To provide basic knowledge of journalism and mass communication and to cultivate the skills of writing for the print and electronic media and skill in public relations.
2. To develop competency in the students to face the needs of media industry with a view of pursuing a lucrative career and profession.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the characteristics of good communication and learn to use it in the field of journalism.	PSO - 1	U
CO-2	understand the stages of work involved in the production and the advancements in media	PSO - 1	U
CO-3	analyse the different types of news and categorise it according to the need of media production.	PSO - 1	An
CO-4	identify the different precepts of journalistic skills and enhance the art of journalistic writing	PSO - 3	Ap
CO-5	competent enough to enter media industry (opportunities) as a professional journalist or media personality	PSO - 3	Ap

Unit I

Introduction to Journalism and Mass Communication - definition - process - functions- characteristics of good communication - the role of print media and electronic media - a brief history of the origin and growth of Indian Journalism – functions of the press – ethics of Journalism.

Unit II

News and its Dissemination (News Story, Types, Element of News, News Reporting and the Reporter, Style of Writing, News Releases, Non-news Releases, Timing of Press Releases)

Preparing a Feature Article (Selection of Subject, Collection of Material and Interview with people, Blueprint/Title/Sub-Title, The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement)

Unit III

Interview for News and Features (Types-News/Symposium/Personality, art of Interview)

Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter, Selection Guides, Feature Syndicates/Agencies)

Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor, Column, Influencing Opinion Pieces)

Unit IV:

Types of Advertisements, Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations

Unit V: Assignment

Classroom Newspaper

Online Journalism (Create a Blog and a Web page)

Text Book:

Mehta, D.S. (1979). *Mass communication and Journalism in India*. New Delhi: Allied Publishers.

Reference Books:

Keval Kumar J. (2007). *Mass Communication in India*. New Delhi: Jaico Publication.

Rangaswami Parthasarathy. (1997). *Journalism in India*. New Delhi: Sterling Publishers.

Kamath M.V. (1999). *Professional Journalist*. New Delhi: Vikas Publishing House Private Limited.

Shrivastava K.M. (1999). *News Reporting and Editing*. New Delhi: Sterling publishers.

Singh P.P. (1998). *News Reporting and Editing*. New Delhi: Anmol publication.

Semester IV
Elective II (b) Creative Writing
Course Code: EC2043

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To introduce the concept of creative writing.
2. To familiarize the students with the process of writing poetry, fiction and drama.
3. To identify the creative skills of students in various aspects of narrative, copy writing and advertising ideas.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO – 1	understand the importance of reading as part of a creative writer's development.	PSO - 1	U
CO – 2	engage analytically and critically with a range of literary and media texts.	PSO - 2	Ap
CO – 3	recognise how critical reading supplies writers with inspiration and ideas.	PSO - 2	An
CO – 4	engage with the modes of reading and writing practice.	PSO - 2	Ap
CO – 5	become familiar with the publishing process in the literary market and improve as a writer by submitting work to literary journals and participating in the writing community.	PSO - 1	C

Unit I: Introduction to Creative Writing

Defining Creativity – Creativity and Resistance – Art and Propaganda – Creativity and Madness – Imagination and Writing – The Importance of Reading.

Unit II: The Art and Craft of Writing

Tropes, Figures – Style and Register – Formal, Informal Usage – Varieties of English – Language and Gender – Disordered Language – Playing with Words – Grammar and Word Order – Tense and Time – Grammatical Differences.

Unit III: Modes of Creative Writing

a) **Poetry:** Definitions – The Four Functions of Language – Shape, Form and Technique – Dominant Modes of Poetry – Voices in the Poem – Indian English Poets – Verse for Children – Problems in Writing Poetry.

b) **Fiction:** Fiction, Non-fiction – Importance of History – Literary and Popular Fiction – Short Story and Novel – Children’s Literature.

c) **Drama:** Definition – Plot – Characterization – Overview of Indian English Theatre – Indian English Playwrights – Children’s Theatre.

Unit IV: Writing for the Media

Print Media – Broadcast Media – New Media – Advertising.

Unit V: Publication Tips

Revising and Rewriting – Proof Reading – Editing – Submitting Manuscript for Publication

Text Book:

Neira Dev, Anjana, (2009). *Creative Writing: A Beginner’s Manual*. Pearson Longman, Delhi.

Reference Books:

Scholes, Robert. (2007). *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. New Delhi: OUP.

Zina Bennet, Hal. (2001). *Write from the Heart: Unleashing the Power of Your Creativity*. California: New World Library.

*Question pattern will be of practical oriented from the III unit.

Semester IV
Elective II (c): English for Tourism
Course Code: EC2044

Hours / Week	Credits	Total Hours	Marks
4	4	60	70

Objectives:

1. To raise students' interest and understanding of travel and tourism related and English language
2. To contextualize tourism in broader dimensions.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO -1	understand the circumstances related tourism	PSO - 3	U
CO- 2	attain proficiency in English regarding tourism services	PSO - 3	U
CO- 3	become an effective travel and tourist guide	PSO - 1	Ap
CO- 4	develop professional and personal skills to become an entrepreneur	PSO - 1	Ap

Unit 1

An Introduction to Tourism
 Tourism Organisations, Promotion and Marketing
 Types of Transport

Unit II

Accommodation
 Hotel Staff
 Planning and Booking a Holiday

Unit III

International Tourism: UK
 International Tourism: Europe
 International Tourism: USA

Unit IV

Eco Tourism
 New Tourist Destinations

Unit V

Samanth Subramanian : *Following Fish*

Text Books:

1. Samanth Subramanian. (2010). *Following Fish*. India: Penguin Books.
2. Morris E. Cartin. *Flash on English for Tourism*, Giorgia: ESP series.

Semester IV
Allied IV: History of English Literature – II
Course Code: EA2041

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand how literary writings evolved from the days of Wordsworth	PSO - 2	U
CO-2	comprehend how various new literary forms got developed	PSO - 2	U
CO-3	recognize the literary merits of the writers who authored some of the classics in this period.	PSO - 2	U
CO-4	analyse and criticize the texts which have withstood the test of time.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET, NET) and International level (subject GRE exam)	PSO - 1	Ap

Unit I

The Return to Nature (310 - 388)

Unit II

The Victorian Age (396 - 462)

Unit III

The Birth of Modern Literature (469 - 541)

Unit IV

The Inter-War Years (552 - 602)

Unit V

The Mid-Twentieth Century (613 - 651)

Text Book:

1. Albert, Edward. *History of English Literature*. Oxford UP, 1979.

Reference Books:

1. David Daiches. (2011). *A Critical History of English Literature*. (Revised Edition, Vol.I & II), Supernova Publishers.
2. Roland Carter and John McRae. (2001). *The Routledge History of Literature in English. Britain and Ireland*: Routledge.

Semester V
Major Core V : Shakespeare
Course Code: EC2051

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To analyze thematic and stylistic features of Shakespeare's texts.
2. To understand the Universal appeal of Shakespeare.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	evaluate the versatile writings of Shakespeare	PSO – 2	E
CO-2	analyze the poetic style of Shakespeare's sonnets	PSO – 2	An
CO-3	gain deep insight into the literary devices used by Shakespeare	PSO – 2	U
CO-4	analyze the characterization, plot, themes and dramatic and poetic techniques in Shakespearean plays	PSO – 3	An

Unit I

Sonnets – 67, 80, 102, 117, 126, 136, 141, 147, 149, 152

Unit II

A Midsummer Night's Dream

Unit III

Othello

Unit IV

Julius Caesar

Unit V: General Shakespeare

1. Is Man No More Than This? - Shakespeare's Ideas on Skepticism, Doubt, Stoicism, Pessimism, Misanthropy
2. Hold the Mirror Up to Nature - Shakespeare's Ideas on Writing and Acting
3. Here Our Play Has Ending- Ideas of Closure in the Late Plays

Text Books :

Bevington, David. (2008). *Shakespeare's Ideas More Things in Heaven and Earth*. West Sussex: Blackwell Publishing.

William Shakespeare. (2013). *The Complete Works*. New Delhi : Peacock Works.

Reference Books :

H.H Anniah Gowda. (1979). *Style and Structure in Shakespeare*. Vikas Publishing House.

Evans, Ifor. (1952). *The Language of Shakespeare's Plays*. University Paperbacks.

Leonard F. Dean. (1967). *Shakespeare's Modern Essays in Criticism*. Oxford University Press.

John Blades. (2007). *Shakespeare The Sonnets*. Palgrave Macmillan.

Semester V
Major Core VI: Women's Writing in English
Course Code: EC2052

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To acknowledge the shared experience of women across the world.
2. To understand the thematic and narrative techniques used by women writers.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	know some of the issues, themes, and narrative strategies of women's literature	PSO - 2	U
CO-2	rethink traditional roles and images of women	PSO - 3	An
CO-3	ascertain patterns of women's self-discovery and self-assertion.	PSO - 3	An
CO-4	employ literature to analyze issues and answer questions relating to women's experience and socio-cultural dimensions	PSO - 3	An

Unit I: Prose

Chimamanda Ngozi Adichie : We should all be feminist
 Alice Walker : In Search of our Mother's Garden

Unit II: Poetry

Gwendolyn Brooks : Sadie and Maud
 Sylvia Plath : The Moon and the Yew Tree
 Anne Sexton : Her Kind
 Kamala Das : Introduction
 Judy Grahn : The Common Women Poems, II. Ella, in
 a square apron, along Highway 80

Unit III: Short Stories

Charlotte Perkins Gilman : The Giant Wisteria
 Ambai : In a Forest, a Deer
 Kate Chopin : Desiree's Baby
 Zora Neale Hurston : Sweat
 Amy Tan : Rules of the Game

Unit IV: Fiction

Chitra Banerjee Divakaruni : *Oleander Girl*

Unit V: Drama

Susan Glaspell : *Trifles*

Text Books

Banerjee, Chitra Divakaruni. (2014). *Oleander Girl*. Simon & Schuster.

Glaspell, Susan. (2017). *Trifles* Createspace Independent Pub.

Reference Books

Tharu Susie & K. Lalitha. (1991). *Women Writing in India*. Delhi: OUP,

Walker Alice., (1983). *In Search of our Mothers' Gardens*. New York: Harcourt Brace
Jovanovich.

Myles, Anita. (2006). *Feminism and the Post-modern Indian Women Novelists in English*.
New Delhi: Sarup & Sons.

V Samuel Morris, M. Poonkodi. (2019). "Deterritorialization and Traumatic Experiences of
the Protagonist in *Oleander Girl*." *International Journal of Engineering and Advanced
Technology*. Vol. 8. Issue. 653.

Semester V
Major Core: VII: English Language Teaching
Course Code: EC2053

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To understand the essential concepts of English language teaching
2. To become familiar with the methods of teaching LSRW skills

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts and terms in ELT	PSO - 1	U
CO-2	compare and contrast the various methods and approaches of teaching and learning English	PSO - 3	Ev
CO-3	discuss the basic concepts of language and explain the process of learning English	PSO - 3	An
CO-4	design the lesson plan and prepare the critical analysis of tests and techniques	PSO - 1	An
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO - 3	R

Unit I: Introduction

Key concepts in English Language Teaching - ESL, EPL, EST, ELF - Dictionary of ELT terms - Learning Vs Acquisition, Competence Vs Performance, Comprehensible Input, Comprehensible Output, LAD

Unit II: Methods of Language Teaching

The Grammar Translation Method - The Direct Method - The Audio-Lingual Method - The Reading Method - The Bilingual Method - Communicational Teaching

Unit III: Approaches to Language Teaching

The Structural - Oral - Situational Approach - The Silent Way - Community Language Learning - Suggestopedia - Total Physical Response

Unit IV: Techniques of Teaching English

Techniques of Teaching Listening and Speaking - Techniques of Teaching Reading and Writing - Integrating Skills - Techniques of Teaching Grammar - Techniques of Teaching Vocabulary

Unit V: Teaching Aids and Testing

The Blackboard - Pictures - Realia - The language laboratory - Video - Television - Testing

Text Books

Francis, Peter M. *A Glossary of ELT Terms and Concepts*. RACE. Chennai: Loyola College.
Nagaraj, Geetha. (2004). *English Language Teaching*. Orient Longman Pvt.

References Books:

David Crystals. (1995). "Linguistics." I.F. Wall Work. *Language and Linguistics*, London: Longman House. (Pages 239-243, 9-36)

Mark Arff and Janie Rees (2001). Miller ed. *The Handbook of Linguistics*. USA: Blackwell Publishers.

Richards Jack C. and T. S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.

Tickoo. M. L. (2010). *Teaching and Learning English*. Orient Blackswan.

E-learning Resources:

<https://www.teachingenglish.org.uk>

<https://www.researchgate.net>

Semester V
Major Core VIII: Introduction to Literary Theories
Course Code: EC2054

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce to the students major literary theories / theorists.
2. To develop a sense of critical reading of literary texts.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts of literary theories.	PSO - 2	U
CO-2	apply relevant theoretical arguments to various literary texts.	PSO - 2	Ap
CO-3	analyse the plurality of meanings beyond the limits of the author's intention.	PSO - 2	An
CO-4	evaluate how literary texts encode or subvert ideas about class, race and gender.	PSO - 3	E
CO-5	understand the contribution of select theorists	PSO - 3	C

Unit I

Structuralism and Semiotics

Unit II

Post Structuralism

Unit III

Psychoanalytic Criticism

Unit IV

Feminism

Unit V

Race and Postcoloniality

Text Book

The Routledge Companion to Critical and Cultural Theory. Edited by Simon Malpas and Paul Wake. London & New York: Routledge, 2013.

Reference Books

M.A.R. Habib. *Modern Literary Criticism and Theory.* Blackwell Pub. New Delhi.

Manoharlal Shah. *Fundamentals of Literary Theory and Criticism.* Swastik Pub., New Delhi.

---. *Studies in Critical Approaches to Literature.* Swastik Pub., New Delhi.

Lodge, David and Nigelwood, ed. *Modern Criticism and Theory: A Reader.* Pearson Education, India.

Semester V
Major Project
Course Code: ECP201

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Guidelines

- The Project will be done under the direct supervision of a teacher of the department.
- The list containing the groups and its members and their Supervisor will be finalized at the beginning of the fifth semester.
- Selection of topics/areas have to be finalized in the course of the first week of the Fifth semester itself with the prior concurrence of the Supervisor
- The teaching hours allotted for the Project is used to make the students familiar with Research Methodology and project writing.
- A maximum of six students will work as a group and submit their project. The members of the group will be allotted by the class in charge. Each group will submit a project and face the viva-voce examination at the end of the fifth semester.
- The Project must be between 30 and 35 pages. The maximum and minimum limits are to be strictly observed.
- There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
- **General guidelines for the preparation of the Project:** • Paper must of A4 size only. • Line Spacing: double. • Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides. • Font: Times New Roman only. • Font size: Main title -14 BOLD & Document - 12 normal. • Paragraphs and line spacing: double space between lines [MLA format]. • Double space between paragraphs. No additional space between paragraphs. • Start new Chapter on a new page. • Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner
- One copy of the Project has to be submitted at the department by each group for internal and external evaluation.
- The total marks for the project is 100, of which 40 marks is awarded on the basis of internal evaluation and 60 marks on the basis of external.
- There will be an external evaluation of the Project by an External examiner appointed by the Controller of Examinations. This will be followed by a viva voce Examination. All the members of the group will have to be present for the viva voce. The grades obtained for the external evaluation and viva voce will be the grade for the Project for each student within that group.
- The student who fails to attain 40 % of marks for Project shall redo and resubmit his/her project.

Semester VI
Major Core IX: Fiction
Course Code: EC2061

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

Objectives

1. To give an overview of fictional writing.
2. To aid in the analytical reading of novels.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	An
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	Ap
CO-3	apply literary theories to the prescribed texts.	PSO-2	Ap
CO-4	write fiction to appreciate form and process.	PSO-2	C

Unit I

Jane Austen : *Pride and Prejudice*

Unit II

Charles Dickens : *Oliver Twist*

Unit III

Ernest Hemingway : *The Old Man and the Sea*

Unit IV

Chinua Achebe : *Things Fall Apart*

Unit V

Arundhati Roy : *God of Small Things*

Text Books

Arundhati Roy. (1997). *God of Small Things*. Penguin India.

Charles Dickens. (1837-39). *Oliver Twist*. Bentley's Miscellany Magazine.

Chinua Achebe. (1958). *Things Fall Apart*. William Heinemann Ltd Publishers.

Ernest Hemingway. (1952). *The Old Man and the Sea*. Charles Scribner's Sons Publishers.

Jane Austen. (1813). *Pride and Prejudice*. T. Egerton, Whitehall.

References Books

Bloom, Harold, (1999). ed. *Modern Critical Interpretations: The Old Man and the Sea*. Philadelphia: Chelsea House Publishers.

Dillon, Sarah. "Pride and Prejudice." *Encyclopedia Britannica*, 25 Aug. 2021, <https://www.britannica.com/topic/Pride-and-Prejudice>. Accessed 30 November 2021

Irele, F. Abiola, "The Crisis of Cultural Memory in Chinua Achebe's Things Fall Apart", *African Studies Quarterly*, Volume 4, Issue 3, Fall 2000, pp. 1–40.

“The Oxford Companion to English Literature” (7 ed.) Edited by Dinah Birch (2009). Oxford University Press. ISBN: 9780192806871.

Semester VI
Major Core X: Marginal Writings
Course Code: EC2062

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

Objectives:

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the types of discrimination prevailing all over the world	PSO -2	U
CO-2	identify issues related to women, refugees, blacks, aborigines, etc.	PSO - 2	An
CO-3	comprehend the sufferings of the marginalized	PSO- 2	U
CO-4	analyze how the author deals with marginalization	PSO - 2	An

Unit I: Prose

Toni Morrison	:	Black Matters
Sharankumar Limbale	:	Dalit Literature and Aesthetics
Dominique Lapierre and Larry Collins	:	A Lament for A Generation

Unit II: Poetry

Maya Angelou	:	Still I Rise
Meena Kandasamy	:	Mascara
Oodgeroo Noonuccal	:	The Dawn is at Hand
Gloria Anzaldua	:	O Live in the Borderlands
Tenzin Tsundue	:	The Tibetan in Mumbai

Unit III: Short Story

Mahesweta Devi	:	Draupadi
Kapil Krishna Thakur	:	The Other Jew
Basil Fernando	:	We Shall Win Some Day
Archie Weller	:	Going Home

Unit IV: Fiction

Michael Ondaatje	:	<i>In the Skin of a Lion</i>
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Unit V: Drama

Wole Soyinka	:	<i>The Strong Breed</i>
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Text Books:

Collins, Larry. & Dominique Lapierre., (1972). *O Jerusalem!*. Simon & Schuster. Beverly Hills.

Edt.by. Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories: Bangla Dalit Fiction in Translation*.

Michael Ondaatje. (1987). *In the Skin of a Lion*. McClelland & Stewart. Canada.

Sharankumar Limbale. (2004). *Towards an Aesthetic of Dalit Literature*, Translated from Marathi by Alok Mukherjee. Orient Blackswan Private Limited.

Toni Morrison. (1992). *Playing in the Dark: Whiteness and the Literary Imagination*. Vintage Books. New York.

Wole Soyinka. (1964). *The Strong Breed*. Oxford University Press, London.

Reference Books:

Dubost, Thierry (2008). "Soyinka's The Strong Breed as a Tragedy of Hope."

Commonwealth: Essays and Studies: Pari's. vol. 30, Issue 2. (22 - 34), 127.

Enas, Subli Amar (2014). *Search for Identity in Michael Ondaatje's Postcolonial Novel in the Skin of a Lion*. J. of College of Education for Women. Vol.25 (1).

Royon, Tessa (2019). *Toni Morrison: American Literary Giant Made it her Life's Work to Ensure that Black Lives (and voices) Matter*. University of Oxford.

Semester VI
Major Core XI: Introduction to History of English Language and
Phonetics
Course Code: EC2063

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

Course Outcomes

CO	Upon completion of the course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the origins and development of English language	PSO - 1	U
CO-2	distinguish the different periods of language development.	PSO - 2	An
CO-3	perceive the major contributions in terms of writers and language.	PSO - 2	R
CO-4	appraise the technical aspects of language production and phonology.	PSO - 3	E
CO-5	recognize the various phonetic symbols and relate them to transcription	PSO - 1	Ap

Unit I

The Origin of English - Indo-European Family of Languages - Centum and Satem Groups - Indo-Iranian – Albanian – Armenian – Greek – Italic – Celtic - Germanic - Grimm’s Law - Verner’s Law.

Unit II

The Old English - Old English Dialects - The Middle English - Middle English Dialects -The Modern English - Renaissance to Present Day - Varieties of English

Unit III

Major Contributors - Shakespeare and Milton - Dr. Samuel Johnson’s Dictionary - Foreign Influence - Germanic - French - Latin

Unit IV

Production and Classification of Sounds - Speech Organs – Vowels – Consonants

Unit V

Syllable and Syllabification - Stress and Intonation - Phonetic Transcription

Text Books:

F. T. Wood (2015). *An Outline History of English Language*. New Delhi: Trinity

T. Balasubramanian (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Trinity.

Reference Books:

Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.

Charles Barber, et. al. *The English Language: A Historical Introduction*, 2nd edition.

Clark, J. C. Yallop. 1990. *An Introduction to Phonetics and Phonology*. Oxford, Basil Blackwell

Daniel Jones (1972). *An Outline of English Phonetics*. New York: Cambridge University Press.

Dennis Freeborn. *From Old English to Standard English: A Course Book in Language Variation Across Time*.

Semester VI
Major Core XII: Eco Literature
Course Code: EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To instill eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the interrelatedness of nature and humanity	PSO – 4	U
CO-2	analyse texts from an ecological perspective	PSO – 4	An
CO-3	reflect how writers deal with environmental issues in creative writing	PSO – 4	E
CO-4	understand the concepts of eco criticism	PSO – 4	U
CO-5	make eco critical reading of literary texts	PSO – 2	Ap

Unit I: Prose

Cheryll Glotfelty : Introduction: Literary Studies in an Age of Environmental Crisis

Edward Abbey : Polemic: Industrial Tourism and the National Parks

Unit II: Poetry

William Wordsworth : On the Projected Kendal and Windermere Railway

A.D. Hope : Australia

Carl Dennis : The Green House Effect

Gulzar : Manali

Alice Oswald : A Short Story of Falling

Unit III: Short Story

Ruskin Bond : Dust on the Mountain

Sarah Orne Jewett : A White Heron

Hassan Blasim : Don't Kill Me, I Beg You. This is my Tree

Alice Walker : Am I Blue?

Unit IV: Fiction

Barbara Kingsolver : *Prodigal Summer*

Unit V: Drama

Steve Waters : *The Contingency Plan (Part - I) On the Beach*

Text Books:

Abbey, Edward. (1990). "Polemic: Industrial Tourism and the National Parks". *Desert Solitaire*. Touchstone.

Glotfelty, Cheryl, and Harold Fromm, editors. (1996). Introduction. "Literary Studies in an Age of Environmental Crisis." *The Ecocriticism Reader*. Athens: University of Georgia Press.

Kingsolver, Barbara. (2013). *Prodigal Summer*. Faber & Faber.

Waters, Steve. (2009). *The Contingency Plan: On the Beach & Resilience*. London: Nick Hern Books.

References Books:

Barry, Peter. (2002). "Ecocriticism." *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: U of Manchester P.

Bilal, Tawfiq Hamamra. (2021). Alice Walker's "am I Blue?": *Allegory for Ecofeminism*, ANQ: A Quarterly Journal of Short Articles, Notes and Reviews, 34:3, 259 - 61, DOI: 10.1080 / 0895769X. 2019. 1640106.

Hudson, Julie. (2012). "If You Want to Be Green Hold Your Breath." *Climate Change in British Theatre*. *New Theatre Quarterly*. 28. 10.1017/S0266464X12000449.

Semester VI
Elective III (a): Writing for Media
Course Code: EC2065

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To impart the specific skills in writing for the media.
2. To understand the role of advertising and Public Relation.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	write stories for newspaper and magazine	PSO – 3	AP
CO-2	enhance their knowledge in writing scripts	PSO – 1	AP
CO-3	improve their skill in social media writing	PSO – 1	U
CO-4	take up jobs in media industry	PSO – 1	Ap
CO-5	promote their writings in the field of media	PSO – 3	Ap

Unit I: Writing for the Print Media

News and News Writing
 Writing for Newspaper
 Writing Articles for Magazine

Unit II: Script Writing

Script Writer or Screen Writer
 Script Writing

Unit III: Social Media Writing

Blog
 Vlog
 Content Writing
 Book Review, Movie Review, Product Review

Unit IV: Advertising and Public Relation

Definition and Concept of Advertising

Types of Advertisement

Function and Role of Advertising Agency

Definition and Concept of Public Relation

Public Relation Tools and Techniques

Public Relation in Research and Educational Institutions

Unit V: Project Work

Each student will submit a project report on any one of the following subjects.

i. Reporting News

ii. Documentary Films

iii. Script for films

iv. Publish Articles

v. Series for Newspapers

vi. Creating Newspaper

vii. Creating Advertisement video

Reference Books:

Aashish Pahwa. "What is Public Relations? PR Functions, Types and Examples."

www.feedough.com/what-is-public-relations-pr-functions-types-examples/

Jaiwardhan, Prashant. *MEDIA ETHICS AND LAWS*. www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf.

Semester VI
Major Elective II (b): Film and Literature
Course Code: EC2066

Hours / Week	Credits	Total Hours	Marks
4	4	75	100

Objectives

1. To understand the film adaptations of literary works.
2. To analyze a novel through its film version

Course Outcomes

CO No	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	have an overview of film adaptation of literary texts	PSO – 2	U
CO-2	get acquainted with the different genres of films	PSO – 2	U
CO-3	identify the shortcoming in adopting a book to the screen media.	PSO – 2	E
CO-4	understand the complexities of cinematic techniques that involve film adaptations	PSO – 2	C

Unit I

Joy Gould Boyum : Double Exposure: Fiction into Film (Parts I & II) Pg. 1-81

Unit II

C.S. Lewis : *The Chronicles of Narnia: Prince Caspian* (2008)

Unit III

Charles Dickens : *A Christmas Carol* (2009)

Unit IV

William Shakespeare : *Romeo and Juliet* (2013)

Unit V:

Scott Fitzgerald : *The Great Gatsby* (2013)

Text Books

Boyum, Joy Gould. (1985). *Double Exposure: Fiction into Film*. Kolkata: Seagull Books.

Broadbent, J., Adamson, A., Johnson, M., Steuer, P., Peacock, A., Henley, G., Keynes, S.

(2006). *The Chronicles of Narnia*. United States: Buena Vista Home Entertainment.

Carlei, Carlo. (2013). *Romeo and Juliet*. England: Echo Lake Entertainment.

Dickens, Charles. (1843). *A Christmas Carol*. London: Chapman & Hall.

Fitzgerald, Scott F. (2014). *The Great Gatsby*. New York: Scribner Paperback Fiction.

Lewis, C. S. (1970). *Prince Caspian: The Return to Narnia*. New York: Collier Books.

Shakespeare, William. (1993). *Romeo and Juliet*. United States: Dover Publications.

The Great Gatsby. (2013). Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, Tobey Maguire and

Carey Mulligan. Warner Bros. Pictures.

Zemeckis, R. (2009). *A Christmas Carol*. United States: Walt Disney Studios Motion

Pictures.

Movie Links

<https://youtu.be/VhYdMPpRqAA>

<https://youtu.be/4wAYG03qbEk>

<https://youtu.be/9PKSLIXkLEY>

<https://youtu.be/YQgHHjFCfU>

Reference Books

Andrew, Dudley. (1984). *Concepts in Film Theory*. United Kingdom: Oxford University Press.

Jinks, William. (1971). *The Celluloid Literature*. New York: Glencoe Press.

Kracauer, Siegfried. (1965). *Theory of Film: The Redemption of Physical Reality*. United Kingdom: Oxford University Press.s

Semester VI
Major Elective III (c): English for Entrepreneurship
Course Code: EC2067

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To develop communicative skills for entrepreneurship.
2. To become proficient in business presentations

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	master the etiquettes of business communication	PSO-1	U
CO-2	understand the components of business communication	PSO- 1	Ap
CO-3	become proficient in business writing	PSO-1	Ap
CO-4	make good business presentations	PSO-4	Ap

Unit I: Etiquette: What to do and how to behave?

Introduction, Greetings, Farewells, Invitations - Giving Requests, Advice, Recommendations - Offers, Instructions, Orders - Apologies, Regret, Gratitude, Asking the Way - Some Rules of Pedestrians' and Drivers' Behaviour - Making Accommodations in Hotels - Choosing Meals, the ABC of Table Manners - Telephoning, Making Appointments by Phone.

Unit II: a) Office Regulations and Procedure

Starting a Job in a Company - Company Organisation - Asking for Information on a Company - A Receptionist: A Visitor - A Customer: A Telephonist - A Customer: A Person in Charge - Summarising Telephone Messages - Vocabulary Supplement on Telephoning.

b) Work with a Client

Planning Ahead - Making Arrangements - Recruiting: Advertising, Interviewing - Work with a Client of a Bank - Vocabulary Supplement on Office Equipment

b) Organising Presentations and Meetings

sPresentation - Preparation of Successful Presentation - Meeting Running a Meeting - Opening a Meeting - Controlling a Meeting - International Meeting - Sample of Invitation Letters - Evaluating a Meeting

Unit III: Office Writing & Letter Writing, Memoranda, Reports

Business Letter Format and Conventions - More Recommendations on Letter Writing - Writing Memoranda - Parts of a Memo - Memo Samples

Unit IV: Constructing Sentences and Paragraphs, Good Business Style

What is a Sentence? - Building Sentences into Paragraphs - How Sentences and Paragraphs affect the Way you Speak? - Using the Right Tone - Choosing the Right Words - Speaking Clearly

Unit V: Business Concepts and Activities, Business Fields and Careers, Management

'Learning the Ropes' - Who are Managers and What do Managers do? - "Sharpening the Basic Skills" - The Role of the Manager - What is a Market? - Marketing - Marketing Strategies: Marketing Strategies: Marketing Mix and Target Market

Text Books

Bennie, Michael. (2009). *A Guide to Good Business Communication*. 5th Edition. howtobooks.

Pilucka, Svetlana. *Business English*. DPU, 1998.

Reference Books

Guffy, Mary Ellen and Carolyn M. Sheefer. (2008). *Business English*. 10th Edition.

MacKenzie, Ian. (2010). *English for Business Studies*. 3rd Edition.

Semester VI
**Skill Enhancement Course (SEC): Translation: Basic Concepts
and Practice**
Course Code: ESK206

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To expose students to the principles and theories of translation.
2. To develop the skill of translation through practice in translation

Course Outcomes:

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand and appreciate the literary merits of great works not only in English but also in other regional languages	PSO - 1	U
CO-2	understand the multi-lingual heritage of India and the challenges of rendering them in translation	PSO -3	U
CO-3	have an increased awareness of the nuances of the regional languages	PSO - 1	E
CO-4	act as a translator who recreates literary works with aesthetic use of languages	PSO -1	Ap

Unit I

Introduction

History of Translation in Europe

History of Translation and Translation Theories in India

Is Translation a Science or Art?

Unit II

The Translator's Responsibilities

Kinds of Translation

Translation Procedures

Unit III

Equivalence

Machine Translation

Translation of the Bible

Translating Prose Texts

Unit IV

Translating Scientific Texts

Course Translations and Translations of Folkloristic Literature

Translation of Poems

Translation of Poems and Plays

Unit V

Some Concepts of Translation

Evaluating a Translation

Experts' Views on Translation

Model Translated Text in Tamil

A Note on Translation

Text Book

Shanmugakani, A & Samuel KirubaharJ. *Translatology*. Madurai: Vasans Publishing House.

Reference Books

Bassnett, Susan, (1991). *Introduction to Translation Studies*. London, Routledge.

Nihamathullah, A. (2009). *Procedures of Translating*. Tirunelveli: Shameem Publication.

Self-Learning Course Semester III /V

Children's Literature Course Code: EC20S1

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives:

1. To analyze how adults scaffold children's thinking through dialogic reading and read aloud activities.
2. To comprehend how children's books support children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSO Addressed	CL
CO-1	develop reading competencies through children's literature.	PSO - 2	Ev
CO-2	develop thinking dispositions and habits of mind to take advantage of children's literature.	PSO - 3	An
CO-3	understand the whole learning integrating children's books.	PSO - 1	U
CO-4	analyse literary works from various genres for their structure and meaning, using correct terminology.	PSO - 2	An

Unit I

Thea Stilton : The Journey to Atlantis

Unit II

Jeff Kinney : Diary of a Wimpy Kid

Unit III

J. K. Rowling : Harry Potter and the Philosopher's Stone

Lewis Carroll : Alice in Wonderland

Text Books:

Stilton, Thea., (2012). *The Journey to Atlantis*. Scholastic India Pvt. Ltd.

Kinney, Jeff. (2012). *Diary of a Wimpy Kid: The Ugly Truth*. Penguin Random House.

Rowling., J. K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury Publishing.

Wells., H. G., (1895). *The Time Machine*. William Heinemann.

Carroll, Lewis. (1865). *Alice in Wonderland*. Macmillan Publishers.

Self-Learning Course
Semester IV/VI
Indian Short Stories
Course Code: EC20S2

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives:

1. To introduce the range of Indian short story writers.
2. To cultivate the sensitivity towards the cultural diversity of India.
3. To give an opportunity to learn about the social issues of the nation.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	understand the various features of Indian short stories written in English.	PSO - 2	U
CO-2	produce awareness among the students of the rich and diverse literary cultures of India.	PSO - 2	Ap
CO-3	enable the students to appreciate the Indian literature and to realize its value in practical aspects of life.	PSO - 3	An
CO-4	understand the didacticism and ethical value contained in Indian literature.	PSO - 2	U

Unit I

Rabindranath Tagore : Subha

R.S.Sudharshanam : Thy Will Be Done

Vaidehi : Soliloquies of Saugandhi

Unit II

Munshi Premchand : Resignation

Anita Desai : The Accompanist

Bashir Akhtar : Some Poses, Some Snaps

Unit III:

R.K.Narayan : The Missing Mail

S.K.Pottekkat : On the River Bank

Suresh Joshi : The Patch

Unit IV:

Ruskin Bond : The Last Truck Ride

Nrisinha Rajpurohit : Waiting

Kishori Charan Das : Death of an Indian

Unit V:

Gangadhar Gadgil : The Wan Moon

M.K.Binodhini Devi : Tune

N. Malathi : A House and a Home

Text Books:

Shantinath K.Desai. *Contemporary Indian Stories*. Series-III. Sahitya Akademi.

Shantinath K.Desai. *Contemporary Indian Stories*. Series-IV. Sahitya Akademi.

Semester I
Add On Course Professional English - I
English for Arts and Social Sciences
Course Code: AAS201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I: Communication

1. Listening to Audio Text & answering Questions
2. Pair Walk
3. Comprehension passage
4. Developing a story with pictures
5. Vocabulary

Unit II: Description

1. Listening to Process Description – Online shopping
2. Speaking – Role play – sample 1
3. Reading Passages on Products
4. Process Description – Compare & Contrast
5. Vocabulary

Unit III: Negotiation Strategies

1. Listening to interviews of specialists
2. Brain Storming (Mind mapping)
3. Economic System (Longer Reading Text)
4. Why learn the skill of writing an essay
5. Vocabulary

Unit IV: Presentation Skill

1. Listening to Lecture – I
2. Short Talks – I
3. Reading comprehension – passage I
4. Writing Recommendations
5. Vocabulary

Unit V: Critical Thinking Skills

1. Listening Comprehension
2. Speaking – Making Presentation – Task 1 & 2
3. Reading – Comprehension Passages, Note making
4. Writing - Problem & Solution Essays, Creative writing
5. Vocabulary

Semester II
Add On Course Professional English - II
English for Arts and Social Sciences
Course Code: AAS202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I: Communication

6. Listening to instruction
7. Small Group Work
8. Comprehension- Difference between facts & opinions
9. Developing a short poem with pictures
10. Vocabulary

Unit II: Description

6. Listening to Process Description - Cartographic Process
7. Speaking – Role play – sample 2
8. Reading Passages on Equipment & gadgets
9. Paragraph: Sentence Definition & Extended Definition, Free writing
10. Vocabulary

Unit III: Negotiation Strategies

6. Listening to interviews of inventors in fields
7. Small Group Discussion – Specific
8. Longer reading text –The Art of Loving
9. Essay Writing – Solidarity
10. Vocabulary

Unit IV: Presentation Skill

6. Listening to Lecture – 2
7. Short Talks – Poverty and the need to alleviate it
8. Reading comprehension – passage 2
9. Interpreting Visual Inputs
10. Vocabulary

Unit V: Critical Thinking Skills

6. Listening for Information
7. Making Presentation task 3& 4
8. Motivational Articles on Professional Competence, Professional Ethics & Life Skill
9. Problem & Solution Essays, Summary Writing
10. Vocabulary

Semester III
Add On Course Professional English - III
English for Arts and Social Sciences
Course Code: AAS203

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I:

Listening – Answering comprehension exercises

Speaking – Reading passages – open ended questions

Reading – One subject based reading of text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (semi-guided)

Unit II:

Listening – Announcement

Speaking – Just a minute activity

Reading – Analyzing Ads

Writing – Dialogue writing

Unit III:

Listening – Listening to interviews (subject based)

Speaking – Interview with subject teachers / professionals

(using video conferencing skills)

Reading – Selected sample of web page

Writing – Creating web pages

Reading Comprehension – Essay on Digital competence for academic and professional life

Unit IV:

Listening – General videos (lifestyle and values)

Speaking – Movie review, book review

Writing – Poster making – writing slogans / captions (subject based)

Reading – Essay on creativity and imagination

Unit V:

Speaking – Presentation using Power Point

Reading / Writing – Circulars, minutes of meeting, paraphrasing

Semester IV
Add On Course Professional English - IV
English for Arts and Social Sciences Course
Code: AAS204

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I:

Listening – Listening to two talks / Lectures by specialists on selected subjects

Speaking – Small Group Discussions

Reading – One Subject Based Reading text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (Free Writing)

Unit II:

Listening – Product Launch

Speaking – Debates

Reading – Reading Texts on advertisements (On products relevant to the subject areas) and answering inferential questions

Writing – Writing an argumentative / persuasive essay

Unit III:

Listening – Interview by a famous celebrity

Speaking – Interviewing any professional / Creating Vlogs (How to become vlogger and use vlogging to nurture interest – subject related)

Reading – Blog

Writing – Blog Creation

Unit IV:

Listening – Listening academic videos (Prepared by EMRC Other MOOC videos on Indian academic sites)

Speaking – Making oral presentations through short films – subject based

Reading – How is creativity possible in Science (Continuation of essay in semester III)

Writing – Creating flyers and Brochures (Subject Based)

Unit V:

Speaking – Presentation (Without Aids)

Reading & Writing – Product Profiles / Writing an Introduction

Semester V
Ability Enhancement Course
Environmental Studies
Course Code: AEC201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To understand the ecosystem, biodiversity and their conservation
2. To make them identify the impact of pollution, disaster and population

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the multidisciplinary nature of environmental studies	PSO - 4	U
CO - 2	recall the components of different ecosystems	PSO - 4	R
CO - 3	interpret the levels of diversity and its conservation	PSO - 1	A
CO - 4	analyze the impact of population, pollution and disasters	PSO - 4	An

Unit I: Multidisciplinary Nature and Natural Resources (6 hrs)

Multidisciplinary nature of environmental studies – scope of environmental studies- natural resources - renewable and non renewable resources – land, water, forest and energy resources.

Unit II: Eco System (6 hrs)

Ecosystem – components –types – structure and function – food chain – food web – major ecosystems- forest, grass land, desert and aquatic - pond, marine and river ecosystems.

Unit III: Biodiversity and Conservation (6 hrs)

Definition – magnitude of biodiversity - levels of diversity – biogeographical classification of India – Biodiversity hotspots in India – Himalayas, Indo Burma, Western Ghat and Sunderland, Endemic, Endangered Red Data Book - Insitu and Exsitu conservation.

Unit IV: Environmental Pollution (6 hrs)

Pollution – types, sources and effects of air, water, soil, noise, radioactive and plastic pollutions - Role of an individual in prevention of pollution.

Unit V: Social Issues and Environment (6 hrs)

Disaster - cyclone, flood, drought, earthquake and management - Population explosion – impact of population, growth on environment and social environment.

Reference books

Sharma R.C, Gurbir sangha, (2018). Environmental Studies. New Delhi: Kalyani Publishers,

Murugesan.R, (2014). Environmental studies, Madurai: Millennium publishers and Distributors,

Arumugam.N, Kumaresan.V, (2012). Environmental Studies. Nagercoil: SARAS Publication.

Dr.Asthana.D.K., Dr.Meera Asthana, (2010). Environmental Studies. New Delhi: S.Chand& Company Ltd.,

Beny Joseph, (2018). Perspectives in Environmental Studies. New Age International Publishers.

	Content addressed with Local Needs
	Content addressed with National Needs
	Content addressed with Regional Needs
	Content addressed with Global Needs

Holy Cross College (Autonomous)
Nationally Re-Accredited with A⁺ by NAAC (CGPA 3.35) Nagercoil,
Kanyakumari District, Tamil Nadu, India.
Website: www.holycrossngl.edu.in

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



GUIDELINES FOR POST GRADUATE PROGRAMME
Issued from the Deans Office

Vision

Imbibing the Spirit of the Holy Cross, the institution envisions a harmonious society by empowering young women for global competency and ecological sustainability through holistic approach with innovative skills.

Mission

1. To provide quality education and to promote scholarly activities catering to global competencies.
2. To nurture participatory leadership to enhance social consciousness and social responsibility.
3. To uphold ethical values of honesty, personal accountability and transparency through professional commitment.
4. To create global professionals and entrepreneurs with innovative spirit and zeal.
5. To create empowered women of competence, commitment and compassion.
6. To instill in students the awareness of interconnectedness between human and nature.

CHOICE BASED CREDIT SYSTEM (CBCS)

Regulations for the PG Programme

(For the candidates admitted from the academic year 2020-2021 onwards)

1. Eligibility

- (i) **For Admission:** A candidate who is a graduate of this college or any other recognized University in the main subject / subjects as given below against each or who has passed an examination accepted as equivalent thereto by the Syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

ARTS

Sl. No.	Name of the Programme	Eligibility	Medium of Instruction
1.	M. A. English (Aided & Self-Financed)	A pass in B. A. English Literature	English
2.	M. A. History (Self-Financed)	A pass in B. A. History	English
3.	M. A. Economics (Self-Financed)	A pass in B. A. Economics	English
4.	M. Com. (Self-Financed)	A pass in B. Com. / Bank Management / Computer Applications / Financial Management / B. Com. (Applied) / C-Operation / B.B.A. and other related Programmes equivalent to B. Com.	English
5.	Master of Social Work (MSW) (Self-Financed)	A pass in any degree	English

SCIENCE

Sl. No.	Name of the Programme	Eligibility	Medium of Instruction
1.	M. Sc. Mathematics (Aided & Self-Financed)	A pass in B.Sc. Mathematics	English
2.	M. Sc. Physics	A pass in B. Sc Physics / B. Sc. Electronics / Applied Physics / Four-year Physics (Honors)	English
3.	M. Sc. Zoology	A pass in B.Sc. Zoology	English
4.	M. Sc. Chemistry (Self-Financed)	A pass in B.Sc. Chemistry	English
5.	M. Sc. Botany (Self-Financed)	A pass in B.Sc. Botany	English

ii) Degree

The candidates shall have subsequently undergone the prescribed Programme of study in Holy Cross College affiliated to the Manonmaniam Sundaranar University for a period of not less than two academic years comprising four semesters, passed the examinations prescribed and fulfilled such conditions as have been prescribed thereof.

2. Duration

The duration of PG Programme is for a period of two years. Each academic year shall comprise of two semesters, viz. Odd and Even semesters. Odd semester shall be from June to October / November and Even Semester shall be from November / December to April. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each Semester (excluding the days for the conduct of end-semester examinations).

3. Semesters

In each semester, Courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for the conduct of examinations and evaluation purposes. Each week shall have 30 working hours spread over 5 / 6 days a week.

4. CBCS System

The main feature of the CBCS is to make postgraduate education student centric allowing students to choose inter- disciplinary, intra – disciplinary courses, skill-oriented courses (even from other disciplines according to their learning needs, interests and attitude) with optimal flexibility for students on par with global standards.

In keeping with the spirit of CBCS based on the norms of UGC, the curriculum has been restructured once in every three years since the college was conferred with the autonomous status in 2007- 2008.

A PG student may take up an Internship/ Summer Training Programme relevant to her subject in any reputed institution for a period of minimum 30 hours, in order to develop knowledge and skills and equip for career. This programme was included within the curriculum with one credit under curriculum restructuring from 2011-12.

As per the guidelines from UGC, Community Engagement Course is offered to all the I PG students with 2 credits for 30 hours with at least 50% field experience.

5. Courses

The following are the various categories of courses offered in the PG programmes:

Arts and Commerce - Core Courses, Elective Courses & Project

Science - Core Courses, Core Practical, Elective Courses & Project.

The college provides all information to students regarding Elective Courses so as to enable them to choose the relevant ones.

Project - Each candidate shall be required to take up an individual or group project (2 members) and submit it at the end of the third semester. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the project report will be submitted to the Department before the date fixed by the Institution. The Project will be evaluated by an internal and an

external examiner nominated by the Controller of Examinations. The candidate concerned will have to defend her Project through a Viva-voce.

Life Skill Training I & II – Life Skill Training is offered to the PG students to mould them to responsible individuals. External Examination is conducted at the end of the II & IV Semesters (1 credit each).

Service-Learning Programme (SLP)- Community Engagement Course with two credits for 30 hours with at least 50% in the field, is compulsory for all PG students (2 credits).

Summer Training Programme – Minimum 30 hours Programme with one credit is mandatory for all I PG students to undertake at the end of semester II.

6. Course Structure

Distribution of Hours and Credits

Course	Sem. I	Sem. II	Vacation	Sem.III	Sem.IV	Total	
						Hours	Credits
Core – Theory	6 (4) + 6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (4) + 6 (4)	-	6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (5) + 6 (5)	90	66
Elective	6 (5)	6 (5)	-	6 (5)	6 (5)	24	20
Project	-	-	-	6 (4)	-	6	4
Total	30 (21)	30 (23)		30 (21)	30 (25)	120	90
Non-academic Courses							
Life Skill Training – I	-	(1)	-	-	-	-	1
Service-Learning Programme (SLP)- Community Engagement Course		(1)		(1)			2
Life Skill Training – II	-	-	-	-	(1)	-	1
Summer Training Programme	-	-	(1)		-	-	1
Total	-	(2)	(1)	(1)	(1)	-	5

Total Number of Hours = 120

Total Number of Credits = 90+5

Non-academic courses are mandatory and conducted outside the regular working hours.

7. Credits

Credit refers to the weightage given to a course, usually in relation to the instructional hours assigned to it and a quantum of work a student is required to put in for a particular course. The credits of a Course should be less than the hours allotted to it. The total minimum credits, required for awarding PG Degree is 95.

Extra Credits (Maximum 10 credits)

Extra credits can be acquired by taking up the following :

- i. **Self - Learning/Online Course** (Maximum 2 courses) - 2 Credits per course
- ii. **Sports Representation** – (Maximum 5 credits)
 - International level - 5 Credits
 - National level - 4 Credits
 - State level - 3 Credits
 - University level - 2 Credits
 - District level - 1 Credit
- iii. **Publication in Journals** (International/National)- 1 Credit (max.3 papers)
- iv. **Innovative Prototypes & Business models:** Students shall earn 2 credits (per prototype / model) for working on Innovative prototypes/business models
- v. **Startup Ventures:** Students initiating startups can be awarded special credit of 5 during the period of pre-incubation, incubation and startup.

CBCS for PG Programme

Components	No. of Courses	Credit/Course	Total
Core Courses/Practicals/ Projects	13- 18	4-5	70
Elective	4	5	20
Life Skill Training	2	1	2
Summer Training Programme (STP)	1	1	1
Service Learning Programme(SLP) –Community Engagement Course	1	2	2
Total			95

8. Pedagogy

Each Course is designed with Lectures / Tutorials / Laboratory or Field Work / Seminar / Practical Training / Assignments or Report Writing/ Book review / Group Discussion/ Flipped / Blended/ Open Book test etc. to meet effective teaching, learning and evaluation requirements.

9. Examination Pattern

- i) **Major Core / Elective**
Internal: External – 40:60

Allotment of Marks for PG Programme

Components	Marks	
	Internal	External
Core & Elective -Theory	40	60
Practicals	40	60
Project	40	60
Life Skill Training (I & II)	60	40

- Each paper carries an internal component.
- There is a passing minimum for external component.

Continuous Internal Assessment

Internal Component

Component	Marks
Internal Test (2)	20
Quiz (2)	4
Class test (2)	4
Seminar	4
GD/Open Book test/ Article Review/ Book Review	4
Online Home Assignment	4
Total	40

External Component

Component	Marks
Part A: 10 x 1 (Two objective type questions from each unit without any choice).	10
Part B: 5 x 3 One question from each unit with internal choice. Among the five questions one question should be of application type and another will be of analysis type).	15
Part C: 5 x 7 One question from each unit with internal choice. Question should cover all cognitive levels as per the Course Outcomes).	35
Total	60

Project:

Ratio of Internal and External= 40:60

Total: 100 marks

**Life Skill Training
Internal Component**

Components		Marks
Life Skill Training- I	Album (20 pages)	40
	Group Song, Mime, Skit(Group of 5 students)	20
	Total	60
Life Skill Training- II	Case Study (30 page)	60
	Total	60

External Component

Written Test	Five out of Seven (5 x 8)	40
	Total	40

SLP -Community Engagement Course (CEC)

(Field Work – 15 hrs; Class Hours – 15 hrs)

Internal Component

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
Total	50

External Component

Component	Marks
Group Project Report / Case Study (10-15 pages in print)	50
Total	50

9. Evaluation

- i. The performance of a student in each Course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- ii. Evaluation for each Course shall be done by a Continuous Internal Assessment(CIA) by the Course teacher as well as by an end semester examination and will be consolidated at the end of the semester.
- iii. There shall be examinations at the end of each semester, for odd semesters in October / November; for even semesters in April / May.
- iv. A candidate who does not pass the examination in any course(s) shall be permitted to re-appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However, candidates who have arrears in Practical Examination(s) shall be permitted to re-appear for their arrears only along with Regular Practical examinations in the respective semester.
- iv. Viva-voce: Each candidate shall be required to appear for Viva-voce Examination

in defense of the Project.

- vi. The results of all the examinations will be published in the College website.

11. Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree of Master of Arts / Science / Commerce only if the minimum required credits for the programme thereof (95 credits) is earned.

12. Grading System

For a semester examination:

Calculation of Grade Point Average for End Semester Examination:

Sum of the multiplication of grade points by the credits of the course

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$$

Sum of the credits of the courses (passed) in a semester

For the entire programme:

Cumulative Grade Point Average (CGPA) $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$$

Where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n - semester in which such courses were credited

13. Final Result

Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-Appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Results
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester are eligible.



PG & RESEARCH DEPARTMENT OF ENGLISH

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio ethical responsibility.

Programme Educational Outcomes (PEOs)

PEO – 1	The graduates use scientific and computational technology to solve social issues and pursue research.
PEO – 2	Our graduates will continue to learn and advance their careers in industry both in public and private sectors, government and academia.
PEO – 3	The graduates will gain awareness on the role of literature in addressing contemporary issues such as environmental concern, and Gender issue.

Programme Outcomes (POs)

	Upon completion of M.A. English Literature degree programme, the graduates will be able to:
PO - 1	design and undertake individual research which will contribute to the future ideological and societal development.
PO - 2	enhance in-depth learning by using innovative technological sources.
PO - 3	integrate various theories and methodologies relating to social and environmental contexts.
PO - 4	excel in competitive examinations, face interviews and handle real life situations.
PO - 5	articulate critically to address the emerging national and global challenges with an ethical outlook.
PO - 6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.

Programme Specific Outcomes (PSOs)

	Upon completion of M.A. English, the graduates will be able to:
PSO – 1	exhibit a definite mastery of English language skills.
PSO – 2	identify significant works of literature and to provide analytical insights to the same.
PSO – 3	assure integrated individuals both as professionals and leaders.
PSO – 4	develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Eligibility Norms for Admission:

A pass in any UG degree preferably B. A. English Literature or a pass in any equivalent examination as per the norms of Manonmaniam Sundaranar University, Tirunelveli with a minimum of 50% marks.

Duration of the Programme: 2 years

Medium of Instruction: English

Passing Minimum:

Minimum pass mark in each course is 50.

Components of the M.A. English Programme

Components	Number of Papers	Maximum Marks / Course	Total Marks
Theory Papers (Core)	15	100	1500
Theory Papers (Electives)	4	100	400
Theory / Project	1	100	100
Total	20		2000

CBCS for PG Programme

Components	No. of Courses	Credit/Course	Total
Core Courses/Practicals/ Projects	13- 18	4-5	70
Elective	4	5	20
Life Skill Training	2	1	2
Summer Training Programme (STP)	1	1	1
Service Learning Programme (SLP) –Community Engagement Course	1	2	2
Total			95

Course Structure

Distribution of Hours and Credits

Course	Sem. I	Sem. II	Vacation	Sem. III	Sem. IV	Total	
						Hours	Credits
Core – Theory	6 (4) + 6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (4) + 6 (4)	-	6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (5) + 6 (5)	90	66
Elective	6 (5)	6 (5)	-	6 (5)	6 (5)	24	20
Project	-	-	-	6 (4)	-	6	4
Total	30 (21)	30 (23)		30 (21)	30 (25)	120	90
Non-academic Courses							
Life Skill Training – I	-	(1)	-	-	-	-	1
Service-Learning Programme (SLP)- Community Engagement Course		(1)		(1)			2
Life Skill Training – II	-	-	-	-	(1)	-	1
Summer Training Programme	-	-	(1)		-	-	1
Total	-	(2)	(1)	(1)	(1)	-	5

Total Number of Hours = 120

Total Number of Credits = 90+5

Non-academic courses are mandatory and conducted outside the regular working hours.

Courses Offered

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	PE2011	Core I: Chaucer to Milton	6	4
	PE2012	Core II: Indian Writing in English	6	4
	PE2013	Core III: American Literature	6	4
	PE2014	Core IV: Canadian Literature	6	4
	PE2015 PE2016 PE2017	Elective I: (a) Critical Approaches to Literature (b) Psychology in Literature (c) Disability Theory & Literature	6	5
II	PE2021	Core V: Dryden to Johnson	6	5
	PE2022	Core VI: World Literature in Translation	6	5
	PE2123	Core VII: Research Methodology	6	4
	PE2024	Core VIII: Introduction to Literary Theories	6	4
	PE2025 PE2026 PE2027	Elective II: (a) Feminist Writings (b) Postcolonial Literature (c) Human Rights and Literature	6	5
	LST202	Life Skill Training (LST) – I	-	1
	SLP201	Service Learning Programme (SLP) Community Engagement Course	-	1
	STP201	Summer Training Programme (STP)	-	1
III	PE2031	Core IX: Wordsworth to Ruskin	6	4
	PE2032	Core X: Regional Literature in Translation	6	4
	PE2033	Core XI: English Language Teaching	6	4
	PE20P1	Project	6	4
	PE2034 PE2035 PE2036	Elective III: (a) Green Studies (b) African Literature (c) Critical Theories	6	5
	SLP201	Community Engagement Course	-	1
IV	PE2041	Core XII: Modern Age	6	5
	PE2042	Core XIII: Shakespeare	6	5
	PE2043	Core XIV: Comparative Literature	6	5
	PE2044	Core XV: The Study of English Language	6	5
	PE2045 PE2046 PE2047	Elective IV: (a) South Asian Literature (b) Media Studies (c) Introduction to Linguistics	6	5
	LST204	Life Skill Training (LST) – II	-	1
			TOTAL	120

Self Learning – Extra Credit Course

Semester	Course Code	Title of the Course	Hours / Week	Credits
III	PE20S1	NET/SET Paper I	-	2
IV	PE20S2	NET/SET Paper II	-	2
	PE20S3	MOOC	-	

Course Transaction

Theory (Major Core / Elective) Paper Hours

Type	Sem. I	Sem. II	Sem. III	Sem. IV
Lecture hours	70	70	70	70
Continuous Internal Assessment (2)	5	5	5	5
Quiz (2)	1	1	1	1
Class test	2	2	2	2
Seminar	10	10	10	10
Open book test/ Book/Article review/ GD	2	2	2	2
Total hours	90	90	90	90

Examination Pattern

Major Core / Elective

Internal: External – 40:60

Allotment of Marks for PG Programme

Components	Marks	
	Internal	External
Core & Elective -Theory	40	60
Practicals	40	60
Project	40	60
Life Skill Training (I & II)	60	40

- Each paper carries an internal component.
- There is a passing minimum for external component.

Continuous Internal Assessment

Internal Component

Component	Marks
Internal Test (2)	20
Quiz (2)	4
Class test (2)	4
Seminar	4
GD/Open Book test/ Article Review/ Book Review	4
Online Home Assignment	4
Total	40

External Component

Component	Marks
Part A: 10 x 1 (Two objective type questions from each unit without any choice).	10
Part B: 5 x 3 e question from each unit with internal choice. Among the five questions one question should be of application type and another will be of analysis type).	15
Part C: 5 x 7 estion from each unit with internal choice. Question should cover all cognitive levels as per the Course Outcomes).	35
Total	60

Project:

Ratio of Internal and External= 40:60

Total: 100 marks

Life Skill Training

Internal Component

Components	Marks	
Life Skill Training- I	Album (20 pages)	40
	Group Song, Mime, Skit (Group of 5 students)	20
	Total	60
Life Skill Training- II	Case Study (30 page)	60
	Total	60

External Component

Written Test	Five out of Seven (5 x 8)	40
	Total	40

SLP - Community Engagement Course (CEC)
(Field Work – 15 hrs; Class Hours – 15 hrs)

Internal Component

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
Total	50

External Component

Component	Marks
Group Project Report / Case Study (10-15 pages in print)	50
Total	50

Semester I
Core I: Chaucer to Milton
Course Code: PE2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To give the introduction to the early modern British literature.
2. To provide an in-depth knowledge of the age and the authors of the age.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSO Addressed	CL
CO - 1	trace the British literary tradition from the age of Chaucer to the Age of Milton	PSO - 2	U
CO - 2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO - 2	An
CO - 3	analyse the literary merits of the early formative writers and their description of nature	PSO-2	E
CO - 4	demonstrate critical thinking and creative felicity by reviewing	PSO - 2	E
CO - 5	achieve expertise in language and literature and identify career potentials	PSO-1	C

Unit I

History of English Literature : Age of Chaucer to Age of Milton (26-161)

Unit II: Prose

Francis Bacon : 1. Of Marriage and Single Life
 2. Of Truth

3. Of Goodness and Goodness of Nature

Bible : Jonah

Unit III: Poetry

Geoffery Chaucer : Prologue to *The Canterbury Tales* (lines 1- 120)

Edmund Spenser : Prothalamion

John Milton : *Paradise Lost* - Book IX (Lines 1-425)
 (Temptation of Eve)

Unit IV: Poetry

Andrew Marvell : To His Coy Mistress

John Donne : A Valediction: Forbidding Mourning

Sir Walter Raleigh : Nature, that Washed her Hands in Milk

Christopher Marlowe	:	The Passionate Shepherd to his Love
Richard Lovelace	:	To Althea, from Prison
Sir Thomas Wyatt	:	I Find no Peace

Unit V: Drama

John Webster	:	<i>The White Devil</i>
Ben Jonson	:	<i>The Alchemist</i>

Self Study

William Shakespeare	:	<i>The Merchant of Venice</i>
Thomas Middleton	:	<i>The Changeling</i>

Reference Books:

- Edward Albert. (1979). *History of English Literature*. London: Oxford.
- Elements of Literature: Sixth Course*. (1989) Hold Rinehart and Winston, INC.
- Bible. (1994). Florida: Fireside Bible Pub.
- Francis Bacon. (1966). *Essays*. London: OUP.
- Gillian Rud. (2001). *The Complete Critical Guide to Geoffrey Chaucer*. London. : Routledge.
- Richard Bradford. (2001). *The Complete Critical Guide to John Milton*. London: Routledge.
- David. Daiches. (1960). *A Critical History of English Literature Volume I: From the Beginning to Milton*. Martin & Warburg Ltd.
- Garret A. Sullivan, Patrick Cheney. (2006). *Early Modern English Drama: A Critical Companion*. London: OUP.
- Monta, Susannah Breitzand, Margeret W. Fergueson, ed.(2010). *Teaching Early Mordern English Prose*. New York.: Modern Language Association of America.

Semester I
Core II: Indian Writing in English
Course Code: PE2012

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce legendary Indian writers and their style and techniques in writing.
2. To excel academically and professionally in communication skills.
3. To develop a critical appreciation of literature.
4. To comprehend the universality of human concerns.
5. To facilitate students to enrich their communication skills in the English language and inculcate in them a love for reading.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the Indianness in Indian Literature in English and be acquainted with the Indian way of perceiving the world	PSO - 2	U
CO - 2	analyze the works and be familiar with the major Indian writers and their monumental works as an independent field of literature in English	PSO - 2	An
CO - 3	apply the ideas embedded in the works of Indian writers and identify its significance and relevance	PSO - 2	Ap
CO - 4	evaluate the literary, cultural, historical and political impact of the works of Indian writers in English and thereby their role in bringing about social awareness and transformation	PSO - 3	E
CO - 5	create literary sensibility and emotional response to the literary texts and implant sense of appreciation of the text	PSO - 3	C
CO - 6	remember the literary genre and enhance the linguistic competence	PSO - 1	R

Unit I: Prose

- Shashi Tharoor** : A Myth and an Idea
- Amitav Ghosh** : The Imam and the Indian
- Arundhati Roy** : The End of Imagination
- Yuvraj Singh** : The Test of My Life (Chapter 4)

Unit II: Poetry

- Sarojini Naidu** : In the Bazaars of Hyderabad
- Nissim Ezekiel** : Jewish Wedding in Bombay

Jayanta Mahapatra	:	Grandfather
A. K. Ramanujan	:	Love Poem for a Wife
Kamala Das	:	The Old Playhouse
Gieve Patel	:	On Killing a Tree
Meena Alexander	:	Death of a Young Dalit
Shanta Acharya	:	What You Don't Know,

Unit III: Short Stories

R. K. Narayan	:	The Martyr's Corner
Anita Desai	:	Diamond Dust (Title Story)
Ruskin Bond	:	The Thief
Mahasweta Devi	:	The Breast Giver
Jhumpa Lahiri	:	The Interpreter of Maladies

Unit IV: Fiction

Mulk Raj Anand	:	<i>Untouchable</i>
Amulya Malladi	:	<i>A Breath of Fresh Air</i>

Self Study

Manju Kapoor	:	<i>Brothers</i>
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Unit V: Drama

Vijay Tendulkar	:	<i>Silence the Court is in Session!</i>
Mahesh Dattani	:	<i>Seven Steps around the Fire</i>

Self Study

Manjula Padmanabhan	:	<i>Harvest</i>
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Reference Books:

- Ayaz Memon. (2014) *Yuvraj Singh: Powerful Elegance*. Mumbai: Jaico Publishing House.
- Dwivedi. A. N., (2000) *Kamala Das and her Poetry*. New Delhi: Atlantic Publishers.
- Lavina Dhingra. (2012) *Naming Jhumpa Lahiri: Canons and Controversies*. UK: Lexington Books.
- Prasanna Sree. (2008) *Psycho Dynamics of Women in the Post Modern Literature*. New Delhi: Sarup & Sons.

Semester I
Core III: American Literature
Course Code: PE2013

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To increase knowledge of the roots of American Literature.
2. To aid reading literature with discernment, from shorter texts to longer works.
3. To explore the American philosophy and the way of Life.
4. To cultivate ability to analyze the elements and strategies of various genres.
5. To foster ability to discuss literary, dramatic, and historical concepts.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	identify and recognize the modes and motifs of American writers	PSO- 2	U
CO-2	analyse literary works as expressions of individual or communal values of the different literary periods	PSO-3	An
CO-3	compare, contrast and co-relate American literature with other national and regional literatures	PSO-2	An
CO-4	examine the elements and strategies of various genres	PSO-1	An
CO-5	write research-based critical papers using various critical approaches to literature	PSO-3	C, Ap

Unit I: Prose

Ralph Waldo Emerson : Self Reliance

Robert E Spiller : The First Frontier

Unit II: Poetry

Walt Whitman : On the Beach at Night

Emily Dickinson : I Heard a Fly Buzz When I Died

Edwin Arlington Robinson : Mr. Flood's Party

Ezra Pound : Ballad for Gloom

Robert Frost : Two Tramps in Mud Time

Vachel Lindsay : Abraham Lincoln Walks at Midnight

Unit III: Short Stories

Edgar Allan Poe : The Cask of Amontillado

O' Henry : The Ransom of Red Chief

Mark Twain : Baker's Bluejay Yarn

Raymond Carver : Cathedral

Saul Bellow : Looking for Mr. Green

Unit IV: Fiction

Edith Wharton : *The House of Mirth*

Jonathan Franzen : *The Corrections*

Unit V: Drama

Neil Simon : *Barefoot in the Park*

Eugene O'Neill : *Long Day's Journey into Night*

Self Study

Fiction

Ernest Hemingway : *For Whom the Bell Tolls?*

Drama

Edward Albee : *Who is Afraid of Virginia Woolf?*

Text Books

Egbert S. Oliver , ed. (1977). *American Literature 1890- 1965*. Eurasia Publishing House (Pvt) LTD.

William J. Fisher, et.al. , ed. (1980). *American Literature of the Nineteenth Century*. Ed. Eurasia Publishing House (Pvt) LTD.

Nina Baym ,ed. *The Norton Anthology of American Literature*. 6th edition. (2003). Norton & Company.

Reference books

Millett. C, Nancy and Raymond J. Rodrigues. *Explorations in Literature*. Scott, Foresman.

Brooks Van Wych. *The American Romantics 1800-60*. New Delhi : Light and life publishers.

American Literature: A College Survey (Self-Reliance). New York: Mc Graw-Hill Book Company.

Meenakshi Raman, ed. *Critical Perspectives in American Literature*. New Delhi: Atlantic publishers and Distributors.

Peter E. Thomas. (1971). *Myth and Modern American Drama*. Ludhiana: Kalyani Publishers.

S.C Mundra. (1978). *A Reader's Guide to American Literature: From the Beginnings to the Present Day*. Bareilly: Prakash Book Depot.

Semester I
Core IV: Canadian Literature
Course Code: PE2014

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To expose the students to the Canadian Literature
2. To give them a knowledge of various trends in literature
3. To expose Canada's ethnic and cultural diversity.
4. To know its most prominent writers focusing on ethnic minority identity, duality and cultural differences.
5. To give them the art form of Canadian culture.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO - 1	understand the contribution of Canada to Literature in English	PSO-2	U
CO - 2	master the major literary trends in Canada	PSO-6	U, Ap
CO - 3	analyse Canada's ethnic and cultural diversity	PSO-1	U
CO - 4	examine the art form of Canadian Literature	PSO-1	U, An

Unit I: Prose

Margaret Atwood : *Survival: A Thematic Guide to Canadian Literature*

Unit II: Poetry

A.M.Klein : Indian Reservation Caughnawaga

Wilfred Campbell : The Winter Lakes

Duncan Campbell Scott : A Prairie Water Colour

A.J.M.Smith : Ode on the Death of William Butler Yeats

E.J Pratt : From Stone to Steel

P.K Page : Adolescence

Earle Birney : Bushed

Unit III: Short Stories

Alice Munro : Too Much of Happiness, Wenlock's Edge

Robertson Davies : Offer of Immortality,

The Night of the Three Kings

Stephen Leacock : The Beacon on the Hill,

The Whirlwind Campaign of Maripose

Unit IV: Fiction

Margaret Laurence : *The Diviners*

Maria Campbel : *Half Breed*

Unit V: Drama

Tomson Highway : *The Rez Sisters*

George Ryga : *The Ecstasy of Rita Joe*

Self Study

Fiction

Lucy Maud Montgomery : *Anne's House of Dreams*

Drama

Sharon Pollock : *Blood Relations*

Reference Books:

1. Stephen Leacock. (1912). *Sunshine Sketches of a Little Town*. Canada, Teddington: Eco Library.
2. W. H. New. (2002). *Encyclopedia of Literature in Canada*. Toronto: University of Toronto Press.
3. P.K.Sinha. (2011). *Commonwealth Literature*. New Delhi: Commonwealth Publishers. Press.
4. Anju Sexan. (2009). *Comparative Canadian Literature*. Toronto: University of Toronto. Press.
5. George Woodcock. (1993). *Introduction to Canadian Literature*. Canada: Toronto Press.

Semester I
Elective I (a): Critical Approaches to Literature
Course Code: PE2015

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students understand how literary texts are multidisciplinary.
2. To provide knowledge about the critics who initiated various approaches to literary texts.
3. To show the students how a single text can be approached from different angles.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand how literary texts are multidisciplinary	PSO- 2	U
CO-2	become well equipped with a broad knowledge of the various critics who framed the different approaches to literary texts	PSO- 2	U
CO-3	have an analytical understanding of how a single text can be approached from different angles	PSO- 2	An
CO-4	evaluate the different approaches to literature	PSO-2	E
CO-5	apply the learned approaches to their academic writing and assignments	PSO-2	Ap

Unit I: The Moral Approach

Introduction

T.S Eliot : Religion and Literature

Edmund Fuller : The New Compassionate in the American Novel

Self Study : John Milton's *Paradise Lost* - Book IX (Lines 1-425)
 (Temptation of Eve)

Unit II: The Psychological Approach

Introduction

Geoffrey Gorrer : The Myth in Jane Austen

Simon O. Lesser : The Image of the Father

Self Study : Jane Austen's *Pride and Prejudice*

Unit III: The Sociological Approach

Introduction

Christopher Caldwell : George Bernard Shaw: The Study of the Bourgeois
 Superman

George Orwell : Rudyard Kipling

Self Study : George Bernard Shaw's *Candida*

Unit IV: The Formalistic Approach

Introduction

James Smith : As You Like It

Cleanth Brooks : Keats's *Sylvan Historian: History without Footnotes*

Unit V: The Archetypal Approach

Introduction

Robert Heilman : The Turn of Screw as a Poem

Leslie Fielder : Come Back to the Raft Again Huck Honey

Text Book:

Wilbur S Scott. (1966). *Five Approaches to Literary Criticism*. USA: Macmillan.

Reference Books:

Bijay Kumar Das. (2004). *Twentieth Century Literary Criticism*. Delhi: Mehra Offset Press.

Julian Wolfreys. (2002). *Introducing Criticism at the 21st Century*. New Delhi: Rawat Publications.

Kapil Kapoor and Ranga Kaboom. (1995). *Canonical Texts of English Literature Criticism With Selections from Classical Poeticians*. New Delhi: Academic Foundations.

Wilfred Guerin. Earle Labour. L. (1992). *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press.

Roger. T. S Kojeckey. (1971). *Eliot's Social Criticism*. London: Faber and Faber.

Semester I
Elective I (b): Psychology in Literature
Course Code: PE2016

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students identify the major psychological concepts.
2. To help the students apply the theories of psychology for the interpretation of literature.
3. To make the students understand the relationship between psychology and literature.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	confidently analyse the psychological imperatives in the texts	PSO-2	An
CO-2	analyse the emotional outrages in the society	PSO-4	An
CO-3	popularize the voice of the subaltern and the downtrodden	PSO-2	U
CO-4	enhance the emotional quotient by means of theories and critical concepts	PSO-2	Ap

Unit I: Introduction to Psychology

Geoffrey Hartman : The Interpreter's Freud

Sigmund Freud : Id, Ego, Super ego

Scheck, Stephanie : Erik Erikson's "The stages of Psychosocial Development"

Unit II: Poetry

Sylvia Plath : Daddy

Margaret Atwood : Morning in the Burned House

Joshua Lee Quarrell : A Mother's Unwanted Child

D.H. Lawrence : Snake

Edna St. Vincent Millay : Ashes of Life

Walter de la Mare : The Listeners

Unit III: Short Stories

Anton Chekov : Difficult People

Charlotte Perkins Gilman : The Yellow Wallpaper

Edgar Allan Poe's : The Black Cat

Charles Dickens : A Christmas Carol

Unit IV: Fiction

Alex Michaelides : *The Silent Patient*

Virginia Woolf : *Mrs. Dalloway*

Unit V: Drama

Eugene O' Neill : *The Emperor Jones*

Oscar Wilde : *The Importance of Being Earnest*

Self Study

Fiction

Charlotte Bronte : *Jane Eyre*

Drama

Mahesh Dattani : *Thirty Days in September*

*Handout of Selected Poems will be distributed

Reference Books:

Alex Michaelides (1920). *The Silent Patient*. Celadon books.

Eugene O'Neill. (1921). *The Emperor Jones*. California: University of California Libraries.

Geoffrey Hartman. (2007). "The Interpreter's Freud". *Modern Criticism and Theory*. Eds.

David Lodge and Nigel Wood. Dorling Kindersley.

Oscar Wilde. (2015). *The Importance of Being Earnest*. Fingerprint Publishing.

Sigmund Freud. (1962). *Id, Ego, Super Ego*. Norton.

William James Mckcachie. (1996). *Psychology*. USA: Addison Wesley Co.

Semester I
Elective I (c): Disability Theory and Literature
Course Code: PE2017

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students understand the social and cultural implications of disability
2. To inspire and motivate the students to face challenges

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand disability with a positive perspective	PSO-3	U
CO-2	gain insight into the key ideas of disability theory	PSO-2	U
CO-3	recognise disability as a social and cultural construct	PSO-4	An
CO-4	analyse societal representations of disability at moral, social, and medical levels	PSO-2	An
CO-5	recognize contributions of disabled persons in literary world	PSO-2	An

Unit I: Disability Theory

Tobin Siebers : *Disability Theory*

Nancy Maris : *On Being a Cripple*

Unit II: Life Writing

Joni Erickson Tada : *Joni: An Unforgettable Story*

Jean Dominique Bauby : *The Diving Bell and the Butterfly: A Memoir of Life in Death*

Fictional Representations:

Unit III: Describing Disability

William Faulkner : *The Sound and the Fury*

Lucy Grealy : *Autobiography of a Face*

Unit IV: Socio-cultural Crippling

Rohinton Mistry : *A Fine Balance*

Bapsi Sidhwa : *Ice Candy Man*

Unit V: Dramatic Representation

Susan Sontag : *Alice in Bed*

Mahesh Dattani : *Tara*

Self Study

Mark Hadden : *The Curious Incident of the Dog in the Night-Time*

Helen Keller : *The Story of my Life*

Reference Books:

Helen Keller. (1903). *The Story of My Life*. New York: Cosimo.

Joni Erickson Tada. (1996). *Joni: An Unforgettable Story*. Michigan: Zondervan Publishing House.

Jean Dominique Bauby. (2008). *The Diving Bell and the Butterfly: A Memoir*. New York: Harper Perennial.

Mark Hadden. (2012). *The Curious Incident of the Dog in the Night-Time*. Vintage Children's Classics

Rohinton Mistry. (1996). *A Fine Balance*. London: Faber & Faber.

Susan Sontag. (1993). *Alice in Bed*. New York: Straux & Giroux.

William Faulkner. (1929). *The Sound and the Fury*. United States: Jonathan Cape and Harrison.

Semester II
Core V: Dryden to Johnson
Course Code: PE2021

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.
4. To explore the richness and variety of British Literature.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO -1	recognize the variety of styles, genres and themes of British literature and history, primarily through the works of dominant figures	PSO 1	U
CO- 2	have a knowledge of the social conditions existing during the period of the prescribed writers	PSO 2	U
CO- 3	situate an author in his/her literary period.	PSO 2	An
CO- 4	prepare themselves for professional exams at the National level (SET, NET) and international level (subject GRE exam)	PSO 3	Ap

Unit I:

Age of Dryden : 162-194

Age of Pope : 195- 235

Age of Transition : 236- 279

(History of English Literature – Edward Albert)

Unit II: Prose

Richard Steele : Of the Spectator's Club

The Club at the Trumpet

Joseph Addison : Sir Roger at home

Sir Roger and the Widow

Unit III: Poetry

Alexander Pope : The Essay on Man Epistle II (lines 1-52)

Thomas Gray : Elegy Written in a Country Churchyard

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

Robert Burns : To a Mountain Daisy

Oliver Goldsmith : The Deserted Village

William Blake : The Lamb, The Tyger

Unit IV: Fiction

Jonathan Swift : *Gulliver's Travels: A Voyage to Brobdingnag*

Henry Fielding : *Joseph Andrews*

Unit V: Drama

William Congreve : *The Way of the World*

John Dryden : *All for Love*

Self Study

Fiction

Daniel Defoe : *Robinson Crusoe*

Drama

Sheridan : *The Rivals*

Reference Books:

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Joseph Addison and Sir Richard Steele (1908). *Sir Roger de Coverley and The Spectator's Club*. London: Cassell.

John Dryden (1973). *All For Love*. David M. Vieth ed. Britain: University of Webraska Press.

William Congreve (1967). *The Way of the World*. Prof. Barath Banerjee ed. Bareilly: Student Store

Henry Fielding the Critical Heritage (1969). Roland Paulson Ed. Delhi: Vikas Publication

The criticism of Henry Fielding (1970). Ioan William ed. London: Routledge and Kegan Paul Ltd.

Robert Burns (1906) *Poems and Songs*. J.M Dent and Son Ltd. ed. London: J. M Dent and Son Ltd

Semester II
Core VI: World Literature in Translation
Course Code: PE2022

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To give a comprehensive knowledge of the great literary works produced all over the world in different languages and available in English translation.
2. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO – 1	understand and appreciate the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PSO - 2	U
CO – 2	apply the knowledge acquired by reading the transnational texts in handling intercultural encounters in academics, business, politics and community	PSO - 3	Ap
CO – 3	analyze and interpret the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PSO - 3	An
CO – 4	evaluate major developments in world history, the historical roots of contemporary global cultures and the literary, philosophical, religious contributions of world cultures	PSO - 2	E
CO – 5	create critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis	PSO - 2	C
CO - 6	remember the significant figures and works of world literature.	PSO - 3	R

Unit I: Prose

Stephen Mitchell : Book of Job

Unit II: Poetry

Edward Fitzgerald : Rubaiyat of Omar Khayyam (1-10 stanzas)

Thiruvalluvar- G.U. Pope : *Thirukkural* (Chapters 1-Invocation (The Praise of God), 11- Gratitude & 20- Bearing No Envy)

Pablo Neruda : If You Forget Me

Unit III: Short Story

Guy De Maupassant : Two Friends

Anton Chekhov : The Bet

Luigi Pirandello : The War

Alexander Pushkin : The Undertaker

Unit IV: Fiction

Han Kang : *The Vegetarian*

Leo Tolstoy : *Anna Karenina*

Unit V: Drama

Bertold Brecht : *Mother Courage and her Children*

Sophocles : *Oedipus Rex*

Self Study

Fiction

Paulo Coelho : *The Alchemist*

Drama

Henrik Ibsen : *Ghosts*

Reference Books:

Bertold Brecht. (2012). *Mother Courage and her Children*. India: Bloomsbury.

Paulo Coelho. (2002). *The Alchemist*. New York: Harper Collins

Henrik Ibsen. (1997). *Ghosts*. London: Dover Publications

Han Kang. (2015). *The Vegetarian*.UK: Portobello Books.

Leo Tolstoy. (1984). *Anna Karenina* .UK: RHUS.

Semester II
Core VII: Research Methodology
Course Code: PE2023

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To master the rudiments of research writing
2. To equip the students to become informed researchers
3. To enhance the students in developing the language skills for research writing
4. To sensitize the students to become morally and ethically responsible researchers

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the formal aspects of research.	PSO-3	U
CO-2	equip themselves in Research Methodology	PSO-1	Ap
CO-3	skilled at selecting and limiting the research topic.	PSO-2	Ap
CO-4	develop the ability to organize ideas and present them coherently with a considerable degree of sophistication in keeping with the norms of scholarly research and writing.	PSO-2	Ap

Unit I: (MLA Handbook – Seventh Edition)

Research and Writing

The Research Paper as a Form of exploration

The Research Paper as a Form of Communication

Selecting a Topic

Taking Notes

Outlining

Writing Drafts

Unit II

Principles of MLA Style

Introduction

Why Document Sources

Plagiarism and Academic Dishonesty

Unit III

Think: Evaluating your Sources

Select: Gathering Information about your Sources

Organize: Creating your Documentation

The Format of the Research Paper (MLA Handbook – Seventh Edition)

Unit IV

The Mechanics of Scholarly Prose

Works Cited

Unit V

In-text Citations

Citations in forms other than Print

Self-Study

Practical Application

Reference Book:

MLA Hand Book. (8th ed.). (2016). America: Modern Language Association

MLA Hand Book for Writers of Research Papers. (7th ed.).(2009) America: Modern Language Association.

Semester II (Ratification)
Core VII : Research Methodology
Course Code: PE2123

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To master the rudiments of Research Writing
2. To help the students write quality research papers.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the formal aspects of research	PSO - 3	U
CO-2	develop the ability to organize ideas in their scholarly research writing	PSO - 1	Ap
CO-3	equip themselves in Research Methodology and research ethics	PSO - 3	E
CO-4	be skilled at selecting the research topic	PSO - 3	Ap

Unit I: Formatting Your Research, Mechanics of Prose, Principles of Inclusive Language

Margins, Text Formatting, Title, Running Head and Page Numbers, Internal Headings and Sub Headings, Placement of the Works Cited, Tables and Illustrations, Lists, Paper and Printing, Proof Reading and Spell Checkers, Binding a Printed Page, Electronic Submission, Spelling, Punctuation, Italics in Prose, Capitalization of Terms, Names of Persons in Your Prose, Names of Organizations and Groups, Names of Literary Periods and Cultural Movements, Titles of Works in Your Prose, Punctuation of Titles, Punctuation around Titles, Styling Titles, Titles within Titles, Quotations within Titles, Foreign Language Terms and Titles within Titles, Shortened Titles in Your Prose, Translating Titles in Languages Other than English, Numbers, Use of Numerals or Words, Commas in Numbers, Dates and Times, Number Ranges.

Unit II: The List of Works Cited - 1

Creating and Formatting Entries : An Overview, The MLA Core Elements, Author : What It Is, Author : Where to Find It, Author : How to Style It, Author : How to Style It, Title of Source: What It Is, Title of Source : Where to Find It, Title of Source : How to Style

It, Title of Container: What It Is, Title of Container : Where to Find It, Title of Container : How to Style It, Contributor : What It Is, Contributor : Where to Find It, Contributor : How to Style It, Version : What It Is, Version : Where to Find It, Version : How to Style It, Number : What It Is, Number : Where to Find It, Number : How to Style It, Publisher : What It Is, Publisher : Where to Find It, Publisher : How to Style It.

Unit III: The List of Works Cited -2, Citing Sources in the Text, Notes

Publication Date : What It Is, Publication Date : Where to Find It, Publication Date : How to Style It, Location : What It Is, Location : Where to Find It, Location : How to Style It, The Three Most Common Types of Entries, Works in One Container, Works in Two Containers, Works That Are Self-Contained, One Work Cited Different Ways, Supplement Elements, Placement after Title of Source, Placement at End of Entry, Placement between Containers, Punctuation of Entries, More Than One Item in an Element, Supplied Publication Information, Ordering the List of Works Cited, Alphabetizing : An Overview, Alphabetizing by Author, Alphabetizing by Title, Cross-Reference, Annotated Bibliographies

Unit IV: In-Text Citations

In-Text Citations, Overview, What to Include and How to Style It, Quoting and Paraphrasing Sources, Integrating Quotation into Prose, Placement of Parenthetical Citations, Omitting Citations for Repeated Quotations and Terms, Punctuation with Quotations, Capitalization with Quotations, Using an Ellipsis to Mark Material Omitted from Quotations, Other permissible Alterations of Quotations, What Not to Reproduce from Your Source, Languages other Than Modern English, Indirect Sources, Citations in Forms Other Than Print, Slides, Videos, Web Projects, Oral Presentations

Unit V: Research and Writing, Plagiarism and Academic Integrity

The Research Paper as a Form of Exploration, The Research Paper as a Form of Communication, Selecting a Topic, Conducting Research, Compiling a Working Bibliography, Evaluating Sources, Taking Notes, Outlining, Writing Drafts, Language and Style, Plagiarism and Academic Integrity Definition of Plagiarism, Consequences of Plagiarism, Information Sharing Today, Unintentional Plagiarism, Forms of Plagiarism, When Documentation is not Needed Bibliographic Notes, Content Notes, Styling of Notes, Placement of Notes in the Text.

Text Books

MLA Handbook. 9th Edition. The Modern Language Association of America, New York, 2021.

MLA Handbook for Writers of Research Papers. 7th Edition. 2009. Affiliated East-West Press Pvt Ltd.

Semester II
Core VIII: Introduction to Literary Theories
Course Code: PE2024

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce key essays representing the contemporary Literary theories
2. To have an understanding of these theoretical texts
3. To expose the students to the prominent thinkers
4. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the ways of looking at literature	PSO-2	U
CO-2	understand and analyse key concepts	PSO-2	An
CO-3	apply the knowledge to research	PSO-3	Ap
CO-4	generate new knowledge based on sound theoretical insight	PSO-2	C

Unit I: Structuralism

Vladimir Propp : Morphology of the Folktale

Levi Strauss : Structural Study of Myth

Self Study

‘Structuralism’ Routledge Companion to Critical Theory

Unit II: Post Structuralism:

Roland Barthes : From Work to Text

Paul de Man : Resistance to Theory

Self Study

‘Post Structuralism’ Routledge Companion to Critical Theory

Unit III: Postmodernism

Jurgen Habermas : *Modernity- An Incomplete Project*

Jean-François Lyotard : *Defining the Postmodern*

Self Study

‘Post Modernism’ Routledge Companion to Critical Theory

Unit IV: Gender and Queer Studies

Helene Cixous : *The Laugh of the Medusa*

Judith Butler : *Gender Trouble (Chapter-1)*

Self Study

Gender and Queer Studies - Routledge Companion to Critical Theory

Unit V: Postcolonial Studies

Edward Said : *Culture and Imperialism (Chapter 1)*

Achebe : *An Image of Africa: Racism in Conrad’s Heart of Darkness*

Self Study

‘Race and Postcoloniality’ Routledge Companion to Critical Theory

Reference Books:

Roland Barthes. (1988). *The Semiotic Challenge*. Translated by Richard Howard. Blackwell.

Jonathan Culler (1975). *Structuralist Poetics*. Routledge.

Jacques Derrida. (1976). “The exorbitant question of method” Of Grammatology, translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press.

Christopher. Norris. (1991). *Deconstruction: Theory and Practice*. 2nd ed. Routledge,

Peter Brooker, ed. (1992). *Modernism/Postmodernism*. Longman.

Steven Connor. (1996). *Postmodernist Culture: An Introduction to Theories of the Contemporary*. 2nd ed. Blackwell.

Bill Ashcroft and Pal Ahluwalia. (2001). “Edward Said”. Routledge.

Homi K. Bhabha, ed. (1990). *Nation and Narration*. Routledge.

Joseph Bristow, ed. (1992). *Sexual Sameness: Textual Difference in Lesbian and Gay Writing*. Routledge

Diana Fuss, ed. (1992). *Inside/ Out: Lesbian Theories, Gay Theories*. Routledge.

Semester II
Elective II (a): Feminist Writings
Course Code: PE2025

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce the students to a different form of literary works by women.
2. To analyze and evaluate the empowerment of women.
3. To deconstruct traditional images of women.
4. To ascertain the patterns of women's self-discovery and self assertion.
5. To identify how feminist literature aims to change the patriarchal society by pointing out its flaws.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO - 1	gain insight into the power of portraying women	PSO - 2	U
CO - 2	comprehend the patterns of women's self- discovery and self assertion	PSO - 2	An
CO - 3	consider how literature can be a vehicle for social transformation	PSO - 1	An
CO - 4	identify how feminist literature aims to change the patriarchal society by pointing out its flaws	PSO - 4	U

Unit I: Prose

Mary Wollstonecraft : A Vindication of the Rights of Woman (Chapter-II)

Simone de Beauvoir : The Second Sex (Introduction Chapter)

Unit II: Poetry

Gwendolyn Brooks : The Mother

Maya Angelou : Equality

Bella Akhmadulina : Farewell

Eavan Boland : A Woman without a Country

Kate Jennings : Keeping a Close Watch on this Heart of Mine

Mallika Sengupta : Tell us Marx

Anne Sexton : Housewife

Sylvia Plath : Mirror

Unit III: Short Stories

Virginia Woolf : The Lady in the Looking Glass: A Reflection

The New Dress

Ambai : Unpublished Manuscript

First Poems

Unit IV: Fiction

Alice Walker : *Possessing the Secret of Joy*

Chimamanda Ngozi Adichie : *Purple Hibiscus*

Unit V: Drama

Sharon Pollock : *Doc*

Alice Gerstenberg : *Overtones*

Self Study

Short Stories

Zora Neale Hurston : Sweat

Kate Chopin : A Respectable Woman

Manju Kapur : Chocolate

Gail Godwin : A Sorrowful Woman

Fiction

Anita Nair : *Ladies Coupe*

Reference Books

Catherine Belsey and Jane Moore, eds. (1997). *The Feminist Reader: Essays in Gender and the Politics of Literary Theory*. New York: Wiley-Blackwell.

Manjula Padmanabhan. (2000). *Body blows: Women, Violence, and Survival: Three Plays*. Calcutta: Seagull Books.

Barbara Solomon H, ed. (1976). *The Awakening: And Selected Stories of Kate Chopin*. Signet Classic.

Prasad H. (2012). *Twentieth Century American Women Poets*. New Delhi: Arise

Semester II
Elective II (b): Postcolonial Literature
Course Code: PE2026

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To acquaint the students with literatures written in commonwealth countries in the postcolonial period and to introduce the students to postcolonial theory and practice.
2. To make the students understand how postcolonial literature in English contributed to the shaping of social, political and cultural factors of modern postcolonial countries.
3. To explore the complexity of the culture of postcolonial societies.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO – 1	understand the issues and themes in postcolonial literature	PSO - 2	U
CO – 2	apply the acquired learning in finding answers to the prominent questions relevant to postcolonialism such as history, modernity, identity and language	PSO - 3	Ap
CO – 3	analyze and interpret the complexity of the cultures of postcolonial societies	PSO - 3	An
CO – 4	evaluate how postcolonial literature in English involves in the shaping of societal, political and cultural factors of modern postcolonial countries	PSO - 2	E
CO – 5	create awareness on how human diversity (such as race, gender, culture etc) influences personal identities and construct institutional inequity	PSO - 2	C
CO - 6	remember and be familiar with literary concepts of postcolonialism	PSO - 3	R

Unit I: Prose

John Macloud : **Beginning Postcolonial (1st Chapter)**

Franz Fanon : **Black Skin and White Masks,**

Chapter 1: The Language of African Literature

Bill Ashcroft et.al. : **The Empire Writes Back (Introduction)**

Unit II: Poetry

A.D. Hope : **Australia**

Judith Wright : **The Harp and the King**

Margaret Atwood : Journey to the Interior

Gabriel Okara : The Mystic Drum

John Pepper Clark : The Casualties

Wilfred Campbell : The Winter Lakes

Unit III: Short Stories

V.S. Naipaul : Miguel Street

Mahasweta Devi : Three Sides of Life

Nadine Gordimer : Six feet of the Country

Jeanette Armstrong : This is a Story

Unit IV: Fiction

Jean Rhys : Wide Sargasso Sea

M.G. Vassanji : The Assassin's Song

Unit V: Drama

Wole Soyinka : Death and the King's Horseman

Badal Sircar : Evam Indrajit

Self Study

Fiction

V. S. Naipaul : House of Mr. Biswas

Drama

Girish Karnad : Hayavadana

Reference Books:

1. Russel Brown, ed. *An Anthology of Canadian Literature in English*. Vol.1&2. Toronto: Oxford University Press.
2. Shiv Kumar Sharma. (2014). *Postcolonial Women Writers*. Jaipur: Ritu pub.
3. William Walsh. (1973). *Readings in Commonwealth Literature*. Oxford: Clarendon Press.
4. Adewale Maja Pearce. (1994). *Wole Soyinka-An Appraisal*. Oxford: Heinemeann Publishers.
5. Mohit K Raj & Rama Kunda. (2006). *Studies in Women Writers in English*. New Delhi: Atlantic Publishers.
6. C. D Narasimhaiah, (ed) (1990). *An Anthology of Commonwealth Poetry*. Chennai: Mac Millan.

Semester II
Elective II (c): Human Rights and Literature
Course Code: PE2027

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To enable the students understand how literatures of the world engage with the issues of human rights across the globe.
2. To help the students gain insight into fictionalized accounts of violation and fight for human rights.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand how literatures of the world engage with the issues of human rights across the globe.	PSO - 2	U
CO-2	identify the challenges of contemporary significance through the readings on the history and ethos of human rights.	PSO - 2	R, U
CO-3	analyse how the knowledge of human rights structure our ways of thinking, refining the perspectives of ourselves and others.	PSO - 4	An
CO-4	evaluate the discourses on human rights representation from a variety of angles.	PSO – 3	Ev
CO-5	create insights into a variety of imaginative perspectives on human rights issues.	PSO-3	C

Unit I: Prose

Lynn Hunt : “Introduction” *Inventing Human Rights* (15-34)

Martin Luther King, Jr. : Where do We Go from Here? Address
 Delivered at the 11th Annual SCLC Convention

Edward Said : Reflections on Exile

Unit II: Poetry

Langston Hughes : Let America be America Again

Warsan Shire : Home

V.I.S. Jeyepalan : The Song of the Defeated

Ashraf Fayadh : Cracks in the Skin

Bertolt Brecht : The Burning of the Books

W. H. Auden : Refugee Blues

Unit III: Memoir

Anne Frank : *The Diary of a Young Girl*

Michael Herr : *Dispatches*

Unit IV: Fiction

Sharon Bala : *The Boat People*

Markus Zusak : *The Book Thief*

Unit V: Drama

Arthur Miller : *The Crucibles*

Asif Currimbhoy : *The Refugee*

Self Study

Elie Wiesel : *Night*

Percy Mtwa, et.al : *Woza Albert*

Text Books:

Sharon Bela. (2018). *The Boat People*. Knopf Publishing Group.

Asif Currimbhoy. (1972). *Asif Currimbhoy's Plays*. New Delhi: Oxford & IBH Publishing Co.

Asif Currimbhoy. (1972). *Asif Currimbhoy's Plays*. New Delhi: Oxford & IBH Publishing Co.

Anne Frank. (1947). *The Diary of a Young Girl*. Samaira Book Publishers.

Lynn Hunt. (2007). *Inventing Human Rights: A History*. New York: W. W. Norton & Company

Arthur Miller. (1953). *The Crucibles*. U.S.A: Penquin Books.

Edward Said. (2000). *Reflections on Exile and other Essays*. Granta: Harvard University Press.

Elie Wiesel. (1960). *Night*. Maanu Graphics.

Markus Zusak. (2005). *The Book Thief*. Knopf Publishing Group.

Reference Books:

Gopichand. P & Nagasuseela.P, (2010). *Indian Drama in English: A Kaleidoscopic View*. New Delhi: Sarup Book Publishers. Pvt. Ltd.

Robert Hogan.. (1967). *Arthur Miller*. U.S.A. : North Central Publishing Company.

Sarat Joshi C. (2011). *Protecting Human Rights of Refugees: Issues and International Intervention*. New Delhi: Akansha Publishing Macgowan.

Christopher. (2004). *Twentieth Century American Poetry*. New York: Blackwell Publishing.

Monroe K Spears. (1963). *The Poetry of W.H.Auden: The Disenchanted Island*. New York: Oxford University Press.

Semester III
Major Core IX: Wordsworth to Ruskin
Course Code: PE2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	recognize the shifts and thoughts behind the romantic movement of the Victorian period	PSO – 2	U
CO- 2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO – 2	U
CO- 3	analyse the literary merits of the early formative writers and their description of nature	PSO – 2	An
CO -4	demonstrate critical thinking and creative felicity by reviewing	PSO – 2	E
CO- 5	achieve expertise in language and literature and identify career potentials	PSO – 1	Ap

Unit I

Wordsworth & Coleridge – pg. 313 - 330

Tennyson & Browning – pg. 399 - 412

John Ruskin – pg. 454 - 456

Unit II: Prose

Charles Lamb : Oxford in the Vacation

Detached thoughts on Books and Readings

Thomas De Quincy : Pleasures of Opium

Pains of Opium

John Ruskin : Sesame and Lilies

Unit III: Poetry

William Wordsworth : I Wandered Lonely as a Cloud

S.T. Coleridge : Dejection: An Ode

P.B. Shelley : The Devil's Walk: A Ballad

John Keats : Endymion

Alfred Lord Tennyson : Tithonus

Robert Browning : Andrea del Sarto

Mathew Arnold : Dover Beach

Unit IV: Novel

Sir Walter Scott : *Ivanhoe*

William Makepeace Thackeray : *Vanity Fair*

Unit V: Drama

P.B. Shelley : *The Cenci*

Oscar Wilde : *The Duchess of Padua*

Self Study

Novel

Charles Dickens : *Oliver Twist*

Drama

Oscar Wilde : *An Ideal Husband*

Reference Books:

Charles Lamb. (2013). *The Essays of Elia and the Last Essays of Elia*. Massachusetts: Hardpress.

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Lain McCalman. (2001). *An Oxford Companion to the Romantic Age*. London: Oxford University Press.

Oscar Wilde. (2015). *Complete Writings of Oscar Wilde*. Great Britain: Andesite Press.

Pat Rogers. Editor. (1997). *Vanity Fair: A Novel without a Hero*. London: Everyman.

Sir. Walter Scott. (1913). *The Works of Sir. Walter Scott: Ivanhoe* London: Nabu Press.

Semester III
Major Core X: Regional Literature in Translation
Course Code: PE2032

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To create new opportunities for social and cultural interaction.
2. To focus on the characters, dialect, topography, and other features particular to a specific region.
3. To give an opportunity to learn scrupulously the concepts of translation.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	become masters of the regional contribution to Literature in English.	PSO - 2	U
CO - 2	equip with skills of translation and also problems of translation	PSO - 1	An
CO - 3	create awareness of the cultural issues from a global perspective.	PSO - 4	C
CO - 4	enhance the knowledge about regional literature written in English	PSO - 2	E

Unit I: Poetry

Amrita Pritam : I am the Daughter of the Land of Dravida

Kumari Aathavan : With Lots of Love

Subhadra Kumari Chauhan : The Kadamba Tree

Ramdhari Singh : Gandhi

Balachandran Chullikkad : Ghazal

Unit II: Short Stories

Gyan Ranjan : The Flunkey

Damaodar Mauzo : Waiting for Death

Ishwar Chander : The Riding Fate

Hari Kishan Kaul : Sunshine

Y.Iromcha : Water

Unit III: Novel

Sundara Ramaswamy : Tale of a Tamarind Tree

M. T. Vasudevan Nair : Naalukettu

Unit IV: Drama

Vijay Tendulkar : *Kanyadaan*

Mohan Rakesh : *Halfway House*

Unit V: Theory and Practice

Susan Bassnett : *Introduction to Translation Studies*

Self-Study:

Ambai : *A Kitchen in the Corner of the House.*

Reference Books:

Kumari Aathavan, Trans. (2016). *Homeland: Selected Poems of Kumari Aathavan.*

Nagercoil: NESS.

Ambai. Trans. (2019). *A Kitchen in the Corner of the House.* United States: Archipelago Books.

Susan Bassnett. (2002). *Introduction to Translation Studies.* United Kingdom: Routledge.

Girish Karnad. (2005). *Collected Plays.* Vol.1. New Delhi: OUP. Penguin Books.

Sundara Ramaswamy. (1995). *Tale of a Tamarind Tree.* New Delhi: Penguin Books.

Satish Alekar. (2009). *The Collected Plays of Satish Alekar.* India: OUP.

Semester III
Major Core XI: English Language Teaching
Course Code: PE2033

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To acquaint students with the nuances of language teaching
2. To familiarize them with various theories of language learning and acquisition

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	familiarize with the learning theories and enabling them to understand the application of these theories in the current scenario	PSO - 2	U
CO - 2	distinguish between the theories of learning and SLA so as to enable them to have a practical view of the real 'classroom climate'	PSO - 2	An
CO - 3	discover the different types of materials used for language teaching	PSO - 3	U
CO - 4	distinguish between syllabus and curriculum development	PSO - 1	U
CO - 5	comprehend the different methods used for testing and evaluation	PSO - 4	Ap

Unit I

Theories and Techniques of Language Learning

- Instructivism
- Humanism
- Social Interactionism
- Programmed Instruction
- Project based learning

Unit II

Theories of Second Language Acquisition

- Constructivism
- Stephen Krashen's hypotheses
- Interactional theories
- Interlanguage
- Error Analysis

Unit III

Material Production – definition of materials, types of materials, creating materials for teaching LSRW

Unit IV

Syllabus – definition, types of syllabus

Curriculum Development – definition, types

Unit V

Testing and Evaluation – definition, methods of testing and evaluation.

Reference Books:

1. Richards, Jack C. and T.S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge UP, 1986.
2. Tickoo.M. L. Teaching of Language Skills.
3. Prabhu, N.S. Second Language Pedagogy.Oxford UP, 1987.
4. Weir, C. Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan, 2005.

Journals:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-learning Resources:

[https:// www.teachingenglish.org.uk](https://www.teachingenglish.org.uk)

[https:// www.researchgate.net](https://www.researchgate.net)

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 30 Duration: 90 minutes

Section A – objective type questions 10x1=10 marks

Section B – two 500-word essays with internal choice 2x3=6 marks

Section C – two 1500 words essays with internal choice including preparation of tasks for a given passage 2x7= 14 marks

Other Components: Total Marks: 50

Practice teaching (Teaching their own classmates/ Bridge Course students) 25 marks

Preparation of materials 25 marks

Portfolio (Preparation of materials, five lessons)

End-semester Evaluation Total Marks: 60

Semester III
Elective III (a): Green Studies
Course Code: PE2034

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To analyze literary texts with environmental concerns in order to approach social issues eco-critically.
2. To examine the various ways in which literature treat the subject of nature.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	understand the relationship between human beings and nature.	PSO - 4	U
CO-2	know the issues connected with environment, its resources and native practices	PSO - 4	U
CO-3	analyze the current environmental issues from a literary perspective	PSO - 4	An
CO-4	construct literary and critical ideas for eco-awareness.	PSO - 3	Ap

Unit I: Prose

Carson Rachel : A Fable for Tomorrow

Ramachandra Guha : Radical Environmentalism

Ursula Heise : The Hitchhiker's Guide to Ecocriticism

Unit II: Poetry

Palai, Thankal Mudakottranar : Akananuru 355 - Spring has come

Alathur Kilar on Killivalavan, the Chola king: Purananuru 36 - The Sound of Falling Trees

Philip Larkin : Going, Going

George Sterling : Night on the Mountain

Seamus Heaney : Sunlight

Unit III: Short Stories

Ruskin Bond : Tiger, Tiger, Burning Bright

Vandana Singh : Ambiguity Machines: An Examination

Barry Lopez : The Mappist

Isabel Allende : And of Clay Are We Created

Unit IV: Novel

Easterine Kire : *When the River Sleeps*

Linda Hogan : *Power*

Unit V: Drama

Girish Karnard : *Fire and the Rain*

Vinodhini : *Thirst*

Self Study:

Anita Desai : *Fire on the Mountain*

Barbara Kingsolver : *Flight Behaviour*

Reference Books:

Cheryll Glotfelty & Harold Fromm. (1996). *The Ecocriticism Reader*. Athens: The U of Georgia.

Jonathan Bate. (2013). *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge.

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

Van Andruss, et al. (1990). *Home! A Bioregional Reader* edited. Philadelphia. New Society Publishers.

Greg Garrard. (2004). *Ecocriticism: New Critical Idiom Series*. London: Routledge.

Makarand Paranjape, ed. (1997). *Nativism: Essays in Criticism*. Pune: Sahitya Akademi.

Nirmal Selvamony, Nirmaldasan and Rayson K. Alex. (2008). *Essays in Eco criticism*. New Delhi: Sarup and Sons and OSLE-India.

Semester- III
Elective III (b): African Literature
Course Code: PE2035

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To enable students compare the ancient texts with the latest trends in African literature.
2. To make students have a better understanding of the African ancestors and the impact of European intrusion on African history.
3. To provide a deep knowledge of the social, cultural and political changes taking place in the modern Africa.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO – 1	demonstrate an understanding of different contents, forms and contexts of contemporary African literature.	PSO - 1	Ap
CO – 2	evaluate how different historical and ideological contexts of contemporary realities in Africa are mediated, reflected and expressed through African literature.	PSO - 2	An
CO – 3	understand Africa through specific forms of literary expression from the continent and the Diaspora.	PSO - 2	U
CO – 4	demonstrate experience with, and increased confidence in, developing their own analyses of selected works of African literature.	PSO - 4	Ap

Unit I: Prose

Chinua Achebe : Hopes and Impediments. (Chap: 1, 2, 3)

Chimamanda Ngozi Adichie : We Should Always be a Feminist

Unit II: Poetry

Juliya Lithebe : The Sunshine

Ben Okri : A New Dream of Politics

Gabriel Okara : Once Upon a Time.

Dennis Brutus : A Common Hate Enriched Our Love and Us,

Neo Mvubu : Mighty Eyes

David Rubadiri : The Negro Labourer in Liverpool

Unit III: Short Story

Lilian A. Aujo : Getting Somewhere

Gloria Kembabazi Muhatane : The Gem and Your Dreams

Oyet Sisto Ocen : In the Plantation

Rutangye Crystal Butungi : Legal Alien

Hellen Nyana : Waiting

Unit IV: Fiction

Nadine Gordimer : *July's People*

Ibrahim al Koni : *Gold Dust*

Unit V: Drama

Ama Ata Aidoo : *Anowa*

Ngũgĩ WaThiong'o : *The Black Hermit*

Self Study

Fiction

J.M. Coetzee : *Disgrace*

Drama

Wole Soyinka : *The Road.*

Reference Books:

Maathai, Wangari. (2003). *The Green Belt Movement: Sharing the Approach and the Experience*. Lantern Books.

Okara, Gabriel. (1990). *An Anthology of Commonwealth Poetry*. Ed. C. Narasimhaiah. Madras: Macmillan India Ltd.

Msiska, Mpalive-Hangson. (2010). *Wole Soyinka: Writers and their Work*. Ghaziabad: Northcote House Pub.

Yousaf, Nahem. (2010). *Chinua Achebe: Writers and their Work*. Ghaziabad: Northcote House Pub.

africanwriterstrust.org. "A Collection of Short Stories and Poems from African Writers". *suubi*.

Semester- III
Major Elective III (c): Critical Theories
Course Code: PE2036

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To enumerate critical and theoretical influences on literary studies.
2. To help students read with an enhanced critical and theoretical knowledge.
3. To nurture the application of critical thinking.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	familiarize the students with the modern literary theories	PSO-2	U
CO-2	train the students to appreciate literature by applying modern literary theories	PSO-3	Ap
CO-3	have an in-depth range of theoretical perspectives.	PSO-3	Ap
CO-4	enhance the critical sensibility of the students	PSO-2	An

Unit I

I. A. Richards : Four Kinds of Meaning

Mikhail Bakhtin : Discourse in the Novel

Self Study

‘The New Criticism’, ‘Russian Formalism’ Pg. (121-140) from English Literary Criticism and Theory: An Introductory History.

Unit II

Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences.

Roland Barthes : Death of an Author

Self Study

‘Post- Structuralism’ Pg (61-75) from English Literary Criticism and Theory: An Introductory History.

Unit III

Gayatri Chakravorty Spivak : Can the Subaltern Speak?

Gyan Prakash : Subaltern Studies as Postcolonial criticism.

Self-Study

'Subaltern' Pg (30-39) from *Towards an Aesthetic of Dalit Literature*.

Unit IV

Wolfgang Iser : Reading Process

Stanley Fish : Is there a text in the class?

Self Study

'Readers Response Theory' Pg (193-205) from *English Literary Criticism and Theory: An Introductory History*.

Unit V

Stephen Greenblatt : The Circulation of Social Energy

Louis Montrose : *Professing the Renaissance: The Poetics and Politics of Culture*

Self Study

'New Historicism' Pg (175-180) from *English Literary Criticism and Theory* :
An Introductory History.

Reference Books:

Peter Barry. (2008). *Beginning Theory: An Introduction to Literary and Cultural Theory*.
New Delhi: Viva Books.

Sharankumar Limbale. (2006). *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. from the Marathi by Alok Mukherjee.
New Delhi: Orient Black Swan.

David Lodge. (1972). *20th Century Literary Criticism: A Reader*. London: Longman.

David Lodge and Nigel Wood (Ed). (1988). *Modern Criticism and Theory: A Reader*
(Second Edition). New Delhi: Pearson.

Nagarajan M.S. (2006). *English Literary Criticism and Theory: An Introductory History*.
Hyderabad: Orient Black Swan.

Lois Tyson. (1999). *Critical Theory Today: A User Friendly Guide*. New York: Garland
Publishing.

Semester III
Major Project
Course Code: PE20P1

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Guidelines

- The Project will be done under the direct supervision of a teacher of the department.
- The list containing the groups and its members and their Supervisor will be finalized at the beginning of the third semester.
- Selection of topics/areas have to be finalized in the course of the first week of the third semester itself with the prior concurrence of the Supervisor
- The teaching hours allotted for the Project is used to make the students familiar with Research Methodology and project writing.
- A maximum of two students will work as a group and submit their project. The members of the group will be allotted by the class in charge. Each group will submit a project and face the viva-voce examination at the end of the third semester.
- The Project must be between 50 and 55 pages. The maximum and minimum limits are to be strictly observed.
- There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
- **General guidelines for the preparation of the Project:** • Paper must of A4 size only. • Line Spacing: double. • Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides. • Font: Times New Roman only. • Font size: Main title -14 BOLD & Document - 12 normal. • Paragraphs and line spacing: double space between lines [MLA format]. • Double space between paragraphs. No additional space between paragraphs. • Start new Chapter on a new page. • Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner
- One copy of the Project has to be submitted at the department by each group for internal and external evaluation.
- The total marks for the project is 100, of which 40 marks is awarded on the basis of internal evaluation and 60 marks on the basis of external.
- There will be an external evaluation of the Project by an External examiner appointed by the Controller of Examinations. This will be followed by a viva voce Examination. All the members of the group will have to be present for the viva voce. The grades obtained for the external evaluation and viva voce will be the grade for the Project for each student within that group.
- The student who fails to attain 40 % of marks for Project shall redo and resubmit his/her project.

Semester IV
Core XII: Modern Age
Course Code: PE2041

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To provide an in-depth study of writers during Modern Age
2. To explore the War poets and Pink Poets,
3. To investigate the richness and variety of British literature

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSO Addressed	CL
CO-1	gain judicious outlook on the famous writers of the Modern Age	PSO 1	U
CO-2	will be exposed to Modern Age and its impact on literature	PSO 2	U
CO-3	acquire mastery in the works of Modern Age	PSO 2	C
CO-4	expand the knowledge about war poets, pink poets and social life of Modern Age	PSO 3	An

Unit I

The Age of Hardy : 470-494, 499-509,523-534

Inter-War Years : 551-566, 576-585,597-602

Mid-Twentieth Century : 613-654

Unit II: Prose

Joseph Conrad : The Lagoon

Virginia Woolf : Mr. Bennett and Mrs. Brown

E.V.Lucas : Bores

W.B Yeats : The Autumn of the Body

Unit III: Poetry

T.S Eliot : The Waste Land

William Henry Davis : A Greeting

Samuel Butler : A Psalm of Montreal

Rupert Brooke : The Soldier

Ted Hughes : Thought Fox

W.H. Auden : Funeral Blues: Stop all the clocks

Unit IV: Fiction

Anita Brookner : Hotel du Lac

Henry James : The Portrait of a Lady

Unit V: Drama

George Bernard Shaw : Candida

John Galsworthy : The Silver Box

Self Study

Fiction

E. M. Foster : A Passage to India

H. G. Wells : Invisible Man

Reference Books

1. Edward Albert. (1979). *History of English Literature*. London: Oxford.
2. *The Book of Yeats's Vision: Romantic Modernism and Antithetical Tradition* (Ann Arbor MI: University of Michigan Press, 1995) [BYV].
3. Nayar, M.G. (1986). "A Galaxy of English Essayists: From Bacon to Beerbohm", Macmillan Publishers.
4. Yeats, W.B. (1903). *Ideas of Good and Evil*. "The Autumn of the Body".

Semester IV
Major Core XIII: Shakespeare
Course Code: PE2042

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To develop familiarity in the students with the writings of Shakespeare's plays.
2. To comprehend the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, and tragedy.
3. To orient them to a concrete understanding of Shakespeare's "Universality".

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.	PSO - 2	U
CO - 2	interpret particular Shakespearean works in literary critical essays of one's own.	PSO - 1	E
CO - 3	understand the personality traits of dominant characters	PSO - 2	U
CO - 4	experience and derive meaning from life like situations	PSO - 3	An
CO - 5	know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.	PSO - 2	An

Unit I

Sonnets: 14, 18, 27, 60, 65, 73, 91, 104, 116, 130

Unit II

As You Like It

Unit III

King Lear

Unit IV

Henry IV Part I

Unit V

Harold Jenkins - *As You Like It*
 C. L. Barber - *From Ritual to Comedy: An Examination of Henry IV*
 J. Stampfer - *The Catharsis of King Lear*

Self Study:

The Winter's Tale

Reference Books:

William Shakespeare (2012). *William Shakespeare Complete Plays*. New York: Fall River Press.

Bradley, A. C. (2016). *Shakespearean Tragedy*. Chennai: Atlantic Publishers.

Ifor Evans. B. (1966). *The Language of Shakespeare's Plays*. London: University Paperbacks.

Leonard. F. Dean. (1967). *Shakespeare: Modern Essays in Criticism*. London: Oxford University Press.

Ludowyk. E. F. C. (1974). *Understanding Shakespeare*. Cambridge: University Printing House.

Styan. J. L. (1967). *Shakespeare's Stagecraft*. Cambridge: University Printing House.

Semester IV
Core XIV: Comparative Literature
Course Code: PE2043

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To understand and appreciate the different schools of Comparative Literature.
2. To acquaint students with the various theories of Comparative Literature.
3. To acquaint students with a basic knowledge of comparative literature in India.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	broaden the knowledge of neighbouring national Literatures.	PSO - 2	U
CO - 2	understand the socio cultural challenges across the borders.	PSO - 2	U
CO - 3	read literature as a record of universal human concerns	PSO - 3	An
CO - 4	compare literatures of various countries	PSO - 2	An

Unit I:

Definition and History of Comparative literature

National Literature, General Literature, World Literature

Comparative Literature in India

Unit II:

Schools of Comparative Literature: American and French Schools

Reception and Influence

Influence and Imitation

Unit III:

Thematology: Themes, Motifs, Genre Study

Literature and Society, Literature and Philosophy, Literature and Psychology

Unit IV:

Amiya Dev - Comparative Literature in India

Comparative Literature in India: An Overview of its History

Unit V:

K. Chellappan's Shakespeare and Ilango as Tragedians (Chapters I, II & VI)

Reference Books:

Sussan Bassnett. (1993). *Comparative Literature: A Critical Introduction*. Cambridge: Wiley-blackwell.

K. Chellappan. (1985). *Shakespeare and Ilango as Tragedians*. Thanjavur: Tamil University.

Francois Jost. (1974). *Introduction to Comparative Literature*. New York: Bobbs Merrill.

Haun Saussy. ed. (2006). *Comparative Literature in an Age of Globalization*. Baltimore: John Hopkins University Press.

S. S. Praver. (1973). *Comparative Literary Studies: An Introduction*. London: Duckworth.

Rene Wellek. (1963). *Concepts of Criticism*. London: Yale University Press.

Semester IV
Major Core XV: The Study of English Language Course
Code: PE2044

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To familiarize the students to the evolution and the differential traits of the English language.
2. To introduce the learners to the varieties of English language.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the origins of the language by familiarizing them with the theories of language.	PSO - 1	U
CO - 2	familiarize the students with the connection between language and brain and also to distinguish between first and second language acquisition and learning	PSO - 2	Ap
CO - 3	introduce them with the sounds and sound patterns of language	PSO - 1	U
CO - 4	acquaint them with the varieties of language and the changes it has undergone over the years	PSO - 1	U
CO - 5	comprehend the association among the language, culture and society.	PSO - 4	U

Unit I

The Origin of Language
Theories of Language - Bow-wow theory, ding-dong theory, pooh-pooh theory,
The Properties of Language
Animals and human language
Word and word formation processes

Unit II

Language and the brain
Language and Machines
First Language Acquisition
Second Language Acquisition/Learning

Unit III

Language history and change (Family trees, Language Changes – sound, syntactic, lexical changes)

Unit IV

Language Varieties - Dialects and Idiolects, Registers, British, American English
Indian English

Unit V

Language, Society and Culture (Sociolinguistics, Social Class and Education,
Language and Culture, Diglossia, The Sapir-Whorf hypothesis)

Reference Books:

- Yule, George. *The Study of Language*. Third Edition, n.d. 116
Wood, Frederick T. (2015). *The Outline History of the English Language*. New Delhi: Trinity Press.

Semester IV
Major Elective IV (a): South Asian Literature
Course Code: PE2045

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To have an advanced knowledge of the distinctive literary strategies and devices deployed in South Asian literature in English.
2. To have a critical understanding of South Asian literary texts in their appropriate historical and cultural contexts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the writings of South Asian writers offering a substantial contribution to world literature	PSO – 2	U
CO-2	gain knowledge about the numerous South Asian writers who have emerged on the global literary scene since the end of the colonial era	PSO - 2	E
CO-3	understand the plural traditions and value system of South Asian countries	PSO – 2	U
CO-4	analyse how South Asian writers use European techniques such as modernism and postmodernism, and modify or inflect them in unique ways	PSO – 2	An

Unit I: Prose

- Malala Lamb Yousafzai : Nobel Lecture
 Salman Rushdie : Imaginary Homelands (Title Essay)

Unit II: Poetry

- Edwin Thumboo : Words
 Yasmine Goonerate : There was a country
 Kamala Wijeratne : To a student
 Razia Khan : The Monstrous Biped
 Mohan Koirala : I Remember
 Faiz Ahmad Faiz : Loneliness

Unit III: Short Stories

Gobinda Shoundo : On Water and On Shore

Anil Gharai : The Sky of Drought

Nakul Mallick : The Son of a Peasant

Shyamal Kumar Pramanik : Survival

Unit IV: Fiction

Michael Ondaatje : *Anil's Ghost*

Tahmima Anam : *The Bones of Grace*

Unit V: Drama

Mahesh Dattani : *Thirty Days in September*

Hanif Kureshi : *My Beautiful Laundrette*

Self Study:

Drama

Ayad Akhtar : *Disgraced*

Fiction

Kalki : *Ponniyin Selvan Book I*

Reference Books

Ayad Akhtar. (2013). *Disgraced*. London: Bloomsbury Publishing Plc.

C.D. Narasimhaiah . Ed. (1990). *An Anthology of Commonwealth Poetry*. Chennai: Macmillan India Limited.

Kalki Krishnamurthy. (2018). *Ponniyin Selvan Book I*. Bangalore: Pustaka Digital Media.

Michael Ondaatje.(2011). *Anil's Ghost*. New York: Vintage Publications.

Salman Rushdie. (1992). *The Imaginary Homelands: Essays and Criticism*. United Kingdom: Granta Books.

Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories*. Kolkatta: Orient Black Swan Pvt Ltd.

Tahmima Anam. (2017). *The Bones of Grace*. USA: Harper Collins Publishers.

Semester IV
Major Elective IV (b): Media Studies
Course Code: PE2046

Hours / Week	Credits	Total Hours	Marks
6	5	60	100

Objectives

1. To explore the various forms, models, elements and nature of mass communication.
2. To understand the rudiments and basics of Medias as a subset of human communication.
3. To develop critical understanding of international media through engagement with the creative application of practical skills.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	acquainted with the contents and characteristics of various types of media of mass communication	PSO - 1	U
CO-2	enhance knowledge about media and its usage in day to day life	PSO - 1	U
CO-3	enjoy and appreciate the media and its role in their daily lives	PSO - 3	U
CO-4	can apply the skills an research ideas in real life situations	PSO - 3	Ap
CO-5	create and write news for the media	PSO - 1	Ap

Unit I: Introduction to Media Studies

Origin, Growth, Role of Media

Magic Bullet Theory

Press Theories - Authoritarian & Libertarian Theory

Unit II: Understanding News

Broadcasting News, Writing News Story, Writing for Print Media

Unit III: Web - Publishing and Online Media Production

Introduction to the Internet and Web, Website Creating Methodology, Logical

Organization and Navigational Website, Learning a Website Editor, Flash

Fundamentals (timeline, forms, symbol, motion editor, sound and video in flash)

Unit IV: Media Literacy

Film, Television, Advertising, Marketing, Creative Media Writing (Blog Writing, News Writing, feature and column writing, film and book review, documentary writing, writing for digital media)

Unit V: Project

Newspaper Writing, Creating Blog, Creating Website, Documentary video, News Broadcasting, Making Advertisement (Poster and Video)

Reference Books:

Melvin DeFluer and Sandra Ball-Rokeach. (1989). *Theories of Mass Communication*.

Pearson

M. Neal. *News Writing and Reporting*. Surjeet Publication

News Writing, George A. Hough. *Pre Production Planning for Video film and Multimedia*, Cartwright.

Semester IV
Major Elective IV (c): Introduction to Linguistics Course
Code: PE2047

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To provide a platform to understand the node between language acquisition and production.
2. To familiarize with the practical and theoretical discourse of linguistics.
3. To expose the learners to the different branches of linguistics.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	learn the varied Theories in Linguistics	PSO - 1	R
CO-2	evaluate the Varieties of Language	PSO - 1	E
CO-3	identify the Branches of Applied Linguistics	PSO - 1	U
CO-4	illustrate the relationship between language and literature	PSO - 2	Ap
CO -5	analyze the Language Disorders	PSO - 1	An

Unit I: Theories in Linguistics

Innate grammatical Principles

Corpus Linguistics

Unit II: Native and Non-Varieties of Language

Phonology to Morphology, Syntax to Semantics, Pragmatics

Unit III: Branches of Linguistics

Structural Linguistics, Psycholinguistics, Sociolinguistics

Unit IV: Applied Linguistics

Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse

Unit V: Language Disorders

The Brain and Language Organization, Aphasia, Dyslexia, Dysgraphia.

Reference Books:

- Aitchinson J. (1995). *Linguistics: An Introduction*. India: Hodder &Stoughton.
- Atkinson, M. Kilby, D. & Rocca, I. (1982). *Foundations of General Linguistics*. United Kingdom: George Allen & Unwin.
- Radford, A. et.al. (1999). *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.
- Wardhaugh ,R. (1986). *An Introduction to Sociolinguistics*. United States: Blackwell.
- Madhukar.G.D, (2012). *Encyclopedia of Language and Linguistics*, (2 Vols.), New Delhi: Swastik Publications.

Self Learning Course
Semester III
NET/ SET Paper I
Course Code: PE20S1

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives

1. To prepare the students to qualify in NET/SET/JRF
2. To have general awareness of teaching and learning process in the higher education system.
3. To make the students understand the interaction between people, environment, natural resources and their impact on the quality of life.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	answer the teaching/research aptitude of the candidate.	PSO - 1	R
CO-2	understand the reasoning ability, comprehension, divergent thinking and general awareness of the student.	PSO - 1	U
CO-3	progress in NET/SET Exam.	PSO - 3	Ap

Unit I

Teaching Aptitude

Research Aptitude

Unit II

Comprehension

Communication

Unit III

Mathematical Reasoning and Aptitude

Logical Reasoning

Unit VI

Data Interpretation

Information and Communication Technology

Unit V

People, Development and Environment

Higher Education System

Reference Books:

NTA UGC NET/SET/JRF: Teaching & Research Aptitude Paper 1|fourth Edition|BY Pearson By
KVS MADAN.

Trueman's UGC NET/SET General Paper I- Teaching & Research Aptitude 2020 Edition By
Trueman Publication.

Oxford NTA UGC Paper I for NET/SET/JRF- Teaching and Research Aptitude By Oxford
University Press.

Self-Learning Course Semester IV
NET/ SET Paper II Course Code: PE20S2

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives

1. To prepare the students to qualify in NET/SET/JRF
2. To help the students understand English Language and Literature.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	pursue the career in research/lectureship field.	PSO - 3	Ap
CO-2	familiarize with the terms and aspects of the subject.	PSO - 1	U
CO-3	acquire a diversified knowledge in the fields of English literature and language.	PSO - 1	U

Unit I

Poetry
Drama

Unit II

Non-Fictional Prose
Fiction, Short Story

Unit III

Language: Basic Concepts, Theories and Pedagogy, English in Use.
English in India: History, Evolution and Futures

Unit IV

Literary Theory Post World War II
Literary Criticism

Unit V

Cultural Studies
Research Methods and Materials in English.

Reference Books:

UGC NET English Literature by Arihant Experts

An Objective & Analytical Approach to English Literature for UGC NET-JRF BY Dr.

Vivekanand Jha.

Trueman's *UGC NET English Literature* by B.P.Panigrahi.

	Content addressed with Local Needs
	Content addressed with National Needs
	Content addressed with Regional Needs
	Content addressed with Global Needs