



## 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
<b>Total</b>	<b>30</b>

## 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

### 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	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., & 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
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**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 – 1
  - 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.
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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
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**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**

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.

	Addresses Employability
	Addresses Entrepreneurship
All Courses Address Skill Development	

# **Holy Cross College (Autonomous), Nagercoil**

**Accredited with A<sup>+</sup> 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 Practical's, Elective Courses, Allied Courses, Allied Practical's 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 Managements** offered to the students of the Department of Commerce.

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

- 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.

## 5.

### Course Structure Distribution of Hours and Credits

Course	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI	Total	
							Hours	Credits
<b>Part I</b> –Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
<b>Part II</b> -English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
<b>Part-III</b>								
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
<b>Part IV</b>								
<b>Add-on Course</b> (Professional English)	2 (2)	2 (2)	2 (2)	2 (2)	-	-	8	8
<b>NME</b> (Non-Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
<b>SEC</b> (Skill Enhancement Course)	2 (2)	2 (2)	-	-	-	2 (2)	6	6
<b>AEC</b> (Ability Enhancement Course)	-	-	-	-	2 (2)	-	2	2
<b>Total</b>	<b>30 (22)</b>	<b>30 (22)</b>	<b>30(21)</b>	<b>30 (21)</b>	<b>30 (26)</b>	<b>30 (28)</b>	<b>180</b>	<b>140</b>
<b>Non-Academic Course</b>								
<b>Part V</b>								
<b>FC – I</b> (Values for Life)	-	(1)	-	-	-	-	-	1
<b>FC – II</b> (Personality Development)	-	-	-	(1)	-	-	-	1
<b>FC–III</b> (Human Rights Education)	-	-	-	-	(1)	-	-	1
<b>FC –IV</b> (Gender Equity Studies)	-	-	-	-	-	(1)	-	1
<b>SLP</b> -Community Engagement Course	-	(1)	(1)	-	-	-	-	2
<b>SLP</b> -Extension Activity (RUN)	-	-	(1)	(1)	-	-	-	2
<b>STP</b> - 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.

## 6. 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.

## CBCS FOR UG PROGRAMME

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

### 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
<b>Total</b>	<b>30</b>

- **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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

### a. 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
<b>Total</b>	<b>30</b>

### 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

### 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

#### i) 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
<b>Total</b>	<b>30</b>

#### 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

#### 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
<b>Total</b>	<b>30</b>

**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
	<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

**Project:**

Ratio of Internal and External= 40:60

Total: 100 marks

**ii) Part IV**

**a) Ratio of Internal and External = 50: 50 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
<b>Total</b>	<b>50</b>

**Question Pattern**

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



**b) Non – Major Elective (NME)**

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

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

**Question Pattern**

<b>Internal Test</b>	<b>Marks</b>	<b>External Exam</b>	<b>Marks</b>
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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>50</b>

**c) Skill Enhancement Course (SEC) - Computer Literacy**

**Internal Components**

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

**External Components**

<b>Component</b>	<b>Marks</b>
Exercise 1	20
Exercise 2	10
Procedures for both Exercises	20
<b>Total</b>	<b>50</b>

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

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

**External Components**

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

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

Component	Marks
Project Report	30
Viva Voce	20
<b>Total</b>	<b>50</b>

**External Components**

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

**iii) 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**

Component	Marks
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**Components**

Song, Mime, Skit	20
Book Activities	20
A Kind Action	10
<b>Total</b>	<b>50</b>

**External Components**

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

**Foundation Course II: Personality Development  
Internal Components**

Component	Marks
Exercise from Book	20
Skit	10
Group Album	20
<b>Total</b>	<b>50</b>

a) 1

### External Components

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

### 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
<b>Total</b>	<b>50</b>

### External Components

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

### 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
<b>Total</b>	<b>50</b>

### External Components

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

### a) 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
<b>Total</b>	<b>50</b>

### External Components

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

**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.

### 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.
- xi. 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:**

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
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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
<b>Total</b>	<b>30</b>

## 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

### 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**

<b>Hours / Week</b>	<b>Credits</b>	<b>Total Hours</b>	<b>Marks</b>
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**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 – 1
  - 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. 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

**1. Listening and Speaking**

- a. Listen to a Product Description and Promotion.
- b. Present a Product Description and Promotion.

**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)

### 1. Reading and Writing

a. Read an Autobiographical Piece.

b. Write an Autobiographical Piece.

### 2. Word Power on Life Skills

a. Interpersonal Skills and Good Communication.

### 3. Grammar in Context: Complex Sentences.

## Unit V



4. Listening and Speaking

- a. Listen to Eco Talk.
- b. Present an Eco Talk.

5. Reading and Writing

- a. Read about an Enterprise.
- b. Write about an Enterprise.

6. Word Power on Life Skills

- a. Management of Stress
- a. Management of Emotions

7. 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
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

### **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)**

<b>PEO – 1</b>	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.
<b>PEO – 2</b>	The graduates pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.
<b>PEO – 3</b>	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)**

	<b>Upon completion of B.A. English Literature degree programme, the graduates will be able to:</b>
<b>PO - 1</b>	utilize efficiently the acquired knowledge of humanities to face life challenges.
<b>PO - 2</b>	implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
<b>PO - 3</b>	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
<b>PO - 4</b>	develop professional and life skills.
<b>PO - 5</b>	enhance leadership qualities, team spirit and communication skills for a better developmental career.
<b>PO - 6</b>	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:
<b>PSO - 1</b>	master communication skills for employability and higher education.
<b>PSO - 2</b>	ascertain specialized knowledge of literature and its backgrounds.
<b>PSO - 3</b>	interact confidently at the interface between life and self.
<b>PSO - 4</b>	address complex environmental issues and develop sensitivity for the natural, physical and human resources in their familiar neighborhood.

### 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)

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

### CBCS FOR UG PROGRAMME

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

**Course Structure**  
**Distribution of Hours and Credits**

Course	Sem. I	Sem.II	Sem.III	Sem.IV	Sem.V	Sem.VI	Total	
							Hours	Credits
<b>Part I</b> –Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
<b>Part II</b> -English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
<b>Part-III</b>								
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
<b>Part IV</b>								
<b>Add on Course</b> (Professional English)	2(2)	2(2)	2 (2)	2 (2)	-	-	8	8
<b>NME</b> (Non-Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
<b>SEC</b> (Skill Enhancement Course)	2 (2)	2 (2)	-	-		2 (2)	6	6
<b>AEC</b> (Ability Enhancement Course)					2(2)		2	2
<b>Total</b>	<b>30(22)</b>	<b>30(22)</b>	<b>30(21)</b>	<b>30(21)</b>	<b>30(26)</b>	<b>30(28)</b>	<b>180</b>	<b>140</b>
<b>Non-Academic Courses</b>								
<b>Part V</b>								
<b>FC –I</b> (Values for Life)	-	(1)	-	-	-	-	-	1
<b>FC– II</b> (Personality Development)	-	-	-	(1)	-	-	-	1
<b>FC–III</b> (Human Rights Education)	-	-	-	-	(1)	-	-	1
<b>FC –IV</b> (Gender Equity Studies)	-	-	-	-	-	(1)	-	1
<b>SLP</b> -Community Engagement Course	-	(1)	(1)	-	-	-	-	2
<b>SLP</b> -Extension Activity (RUN)			(1)	(1)	-	-	-	2
<b>STP</b> - 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
<b>I</b>	<b>Part I</b>	TL2011 FL2111	Language: Tamil French	6	4
	<b>Part II</b>	GE2111	English	6	4
	<b>Part III</b>	EC2011	Major Core I: Poetry	6	4
		EA2011	Allied I: Social History of England	6	4
	<b>Part IV</b>	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
	<b>Part V</b>	FCV201	Foundation Course I – Values for Life	-	-
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
<b>II</b>	<b>Part I</b>	TL2021 FL2121	Language: Tamil French	6	4
	<b>Part II</b>	GE2121	English	6	4
	<b>Part III</b>	EC2021	Major Core II:Modern English Grammar and Composition	6	4
		EA2021	Allied II:Literary Forms and Terms	6	4
	<b>Part IV</b>	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
	<b>Part V</b>	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	
<b>III</b>	<b>Part I</b>	TL2031 FL2031	Language: Tamil French	6	4
	<b>Part II</b>	GE2131	English	6	4
	<b>Part III</b>	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		
	<b>Part IV</b>	AAS203	Add on Course: Professional English for Arts and Social Science - III	2	2
	<b>Part V</b>	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	-	-
<b>IV</b>	<b>Part I</b>	TL2041 FL2041	Language: Tamil French	6	4
	<b>Part II</b>	GE2141	English	6	4
	<b>Part III</b>	EC2041	Major Core IV: Drama	6	4
		EC2042 EC2043 EC2044	Elective II: (a) Journalism and Mass Communication (b) Creative Writing (c) English for Tourism	4	3
		EA2041	Allied IV: History of English Literature - II	6	4
	<b>Part IV</b>	AAS204	Add on Course: Professional English for Arts and Social Science - IV	2	2
	<b>Part V</b>	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	
<b>V</b>	<b>Part III</b>	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
	<b>Part IV</b>	AEC201	Ability Enhancement Course (AEC): Environmental Science	2	2
	<b>Part V</b>	FCV203	Foundation Course III- Human Rights Education	-	1
<b>VI</b>	<b>Part III</b>	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: EcoLiterature	6	5
			Elective III:	4	4

		EC2065	(a) Writing for Media		
		EC2066	(b) Film and Literature		
		EC2067	(c) English for Entrepreneurship		
	<b>Part IV</b>	ESK206	Skill Enhancement Course (SEC): Translation: Basic Concepts and Practice	2	2
	<b>Part V</b>	FCV204	Foundation Course IV - Gender Equity Studies	-	1
			<b>TOTAL</b>	<b>180</b>	<b>140+10</b>

### Self-Learning - Extra Credit Courses

Semester	Course Code	Title of the Course	Credits
III/ V	EC20S1	Children's Literature	2
IV/VI	EC20S2	Indian Short Stories	2
III – VI	EC20S3	MOOC Online Course	2

### Value Added Courses

Semester	Course Code	Name of the Course	Total Hours
III/ IV	VAE201	Public Relations	30
V/VI	VAE202	Verbal Ability and Aptitude	30

### Instruction for Course Transaction Theory (Major Core) Paper Hours

Components	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI
Lecture hours	75	75	75	75	75	75
Internal Test (2)	5	5	5	5	5	5
Quiz (2)	1	1	1	1	1	1
Class Test (3)	3	3	3	3	3	3
Open Book Test/Seminar/ Class Assignment / Role Play/ Article Review/GD	6	6	6	6	6	6
<b>Total Hours</b>	90	90	90	90	90	90

### 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
<b>Total Hours</b>	<b>90</b>	<b>90</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>

### 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
<b>Total</b>	<b>30</b>

#### 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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>70</b>

#### 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**

<b>Internal Components</b>	<b>Marks</b>
Listening and speaking	25
Reading and Writing	25
<b>Total</b>	<b>50</b>

**Question Pattern for External Examination**

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

**b) Non-Major Elective (NME)**

**Continuous Internal Assessment (CIA)**

**Internal Components and Distribution of Marks**

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

**Question Pattern**

<b>Internal Test</b>	<b>Marks</b>	<b>External Exam</b>	<b>Marks</b>
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
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>50</b>

**c) Skill Enhancement Course (SEC) - Computer Literacy**

**Internal Components**

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

**External Components**

<b>Component</b>	<b>Marks</b>
Exercise 1	20
Exercise 2	10
Procedures for Both Exercises	20
<b>Total</b>	<b>50</b>

**Skill Enhancement Course(SEC) – Meditation and Exercise**

**Internal Components**

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

**External Components**

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

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

**Internal Components**

<b>Component</b>	<b>Marks</b>
Project Report	30
Viva Voce	20
<b>Total</b>	<b>50</b>

**External Components**

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

**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**

<b>Component</b>	<b>Marks</b>
Song, Mime, Skit	20
Book Activities	20
A Kind Action	10
<b>Total</b>	<b>50</b>

**External Components**

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

**b) Foundation Course II: Personality Development**

**Internal Components**

<b>Component</b>	<b>Marks</b>
Exercise from Book	20
Skit	10
Group Album	20
<b>Total</b>	<b>50</b>

**External Components**

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

**c) Foundation Course III: Human Rights Education**

**Internal Components**

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

**External Components**

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

**d) Foundation Course IV: Gender Equity Studies**

**Internal Components**

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

### External Components

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

#### e) 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
<b>Total</b>	<b>50</b>

### External Components

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

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

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

#### b) 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**

William Blake : The Chimney Sweeper

William Wordsworth : The Solitary Reaper

Alfred Tennyson : The Lady of Shalott

**Unit II**

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: Methuen & 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 21<sup>st</sup> 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
<b>CO-1</b>	start vocabulary building through which they can benefit in the long run	PSO – 1	R
<b>CO-2</b>	identify the rudiments of English grammar	PSO – 1	U
<b>CO-3</b>	develop the basic skills in English	PSO - 1	An, Ap
<b>CO-4</b>	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 (Letters1, 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
<b>4</b>	<b>4</b>	<b>60</b>	<b>100</b>

**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*. 3<sup>rd</sup> 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

GirishKarnad : *Nagamandala*

#### Text Books:

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

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

SathanaNaithani. (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.

GirishKarnad. (1999). *Nagamandala*. UK: Oxford University Press.

#### Reference Books:

GirishKarnad. (1998). *Hayavadana*. UK: Oxford University Press.

AsifCurrimbhoy. (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
<b>CO-1</b>	understand the importance of playwritings and the playwrights.	PSO - 2	U
<b>CO-2</b>	get knowledge of types of dramas, its elements and theatres.	PSO - 2	U
<b>CO-3</b>	understand the nuances of writing and acting.	PSO- 3	U
<b>CO-4</b>	develop the skill of delivering dialogues and the skill of acting.	PSO - 3	Ap
<b>CO-5</b>	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.

ArthurMiller. (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.NoorbakhshHooti and PuriaTorkamaneh.

“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
<b>CO-1</b>	understand the characteristics of good communication and learn to use it in the field of journalism.	PSO - 1	U
<b>CO-2</b>	understand the stages of work involved in the production and the advancements in media	PSO - 1	U
<b>CO-3</b>	analyse the different types of news and categorise it according to the need of media production.	PSO - 1	An
<b>CO-4</b>	identify the different precepts of journalistic skills and enhance the art of journalistic writing	PSO - 3	Ap
<b>CO-5</b>	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.

RangaswamiParthasarathy. (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:**

NeiraDev, 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 Organizations, 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. Samant Subramanian. (2010). *Following Fish*. India: Penguin Books.
2. Morris E. Cartin. *Flash on English for Tourism*, Georgia: 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

**Textbooks :**

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 AnniahGowda. (1979). *Style and Structure in Shakespeare*. Vikas Publishing House.

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

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

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.
- 3.

**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**

Gwendelyn 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
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**Unit V: Drama**

Susan Glaspell	:	Trifles
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**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., NewDelhi.

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

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

**Semester V**  
**Major Project**  
**Course Code: ECP201**

<b>Hours / Week</b>	<b>Credits</b>	<b>Total Hours</b>	<b>Marks</b>
<b>4</b>	<b>4</b>	<b>60</b>	<b>100</b>

**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

**Unit IV: Fiction**

Michael Ondaatje : In the Skin of a Lion

**Unit V: Drama**

Wole Soyinka : The Strong Breed

**Text Books:**

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

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

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

SharankumarLimbale.(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).

Roynon, 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
<b>6</b>	<b>5</b>	<b>90</b>	<b>100</b>

**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*, 2<sup>nd</sup> 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,TawfiqHamamra. (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:**

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

[www.feedough.com/what-is-public-relations-pr-functions-types-examples/](http://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](http://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.

**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

**c) Organising Presentations and Meetings**

Presentation - 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*. 5<sup>th</sup> Edition. howtobooks.  
Pilucka, Svetlana. *Business English*. DPU, 1998.

**Reference Books**

Guffy, Mary Ellen and Carolyn M. Sheefer. (2008). *Business English*. 10<sup>th</sup> Edition.  
MacKenzie, Ian. (2010). *English for Business Studies*. 3<sup>rd</sup> 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**

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

**Unit IV**

H. G. Wells : The Time Machine

**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

**Unit II**

Vaidehi : Soliloquies of Saugandhi

MunshiPremchand : 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

NrisinhaRajpurohit : Waiting

KishoriCharan Das : Death of an Indian

GangadharGadgil : The Wan Moon

M.K.Binodhini Devi : Tune

N. Malathi : A House and a Home

**Text Books:**

ShantinathK.Desai. *Contemporary Indian Stories*. Series-III. SahityaAkademi.

ShantinathK.Desai. *Contemporary Indian Stories*. Series-IV. SahityaAkademi.

# Value – Added Course

## Public Relations

### Objectives:

1. to understand the basic premises and fundamental concepts of Public Relations
2. to offer a wholesome personality development which leads to professional prospects
3. to acquire skills in using communication tools
4. to understand basic concepts and practices in Marketing

### Unit I

**Introduction to Public Relations – Need for PR**

### Unit II

**Effective Writing & Business Communication**

### Unit III

**Public Speaking & Presentation Skill**

### Unit IV

E- Communication – writing blogs, websites, brochures, pamphlets

### Unit V

Skill set for PR Personnel - Qualities of a PR Person - Ethics in PR

### Evaluation

Live Project – Act as a PRO to any department in an institution and prepare a brochure for the same.

### ReferenceBooks:

1. Cutlip, S.M., A.H Center and G.M Broom. *Effective Public Relations*. New Jersey: PearsonEducation, 2006.
2. Datta. K.B. *Fundamentals of Public Relations*. 2<sup>nd</sup> Ed. New Delhi: Akansha, 2007.
3. Lesly, P. *Handbook of Public Relations & Communications*. 3rd Ed. Mumbai: Jaico, 2008.



## **Value - Added Course**

### **Verbal Ability & Aptitude**

#### **Objectives**

1. To be able to acquire skills in writing and speaking in English, comprehending written and spoken English.
2. The students are trained to introduce themselves and others, to carry out short conversation, to ask for simple information, and to interact in a basic way.
3. To be able to attend competitive examinations, face interviews and handle real life situations.

#### **Course Outcome**

<b>CO</b>	<b>Upon Completion of this course, the students will be able to</b>	<b>PSO Addressed</b>	<b>CL</b>
CO-1	acquire satisfactory competency in use of verbal reasoning.	PSO - 1	U
CO-2	compete in various competitive exams.	PSO - 1	Ap
CO-3	obtain multitude of opportunities in testing and applying grammar, vocabulary, spelling and comprehension resulting in the refinement of the language skills.	PSO - 1	An, Ap
CO-4	apply the skills for effective communication.	PSO - 4	Ap

#### **Unit I**

Phrasal Verbs

#### **Unit II**

Miscellaneous Vocabulary

Analogy

#### **Unit III**

Collocations – Collocation of Similes, Verb Collocations, Collocations related to time

**Unit IV**

Writing Dialogues- Greeting, Introducing, Inviting, Making Requests, Seeking Permission, Expressing Gratitude, Apologising, Making Suggestions

**Unit V**

Sentence Improvement

Sentence Completion

**Text books:**

Objective English for Competitive Examinations, 2<sup>nd</sup> Edition by Hari Mohan Prasad and Uma Rani Sinha.

Current English Usage: A Practical Reference Book by Dr.K.Hema.

Emerald English Grammar and Composition by G.Radhakrishna Pillai.

**Semester I**  
**Add On Course Professional English - IEnglish**  
**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**

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, Gurbirsangha, (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.MeeraAsthana, (2010). Environmental Studies. New Delhi: S.Chand& Company Ltd.,

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

	Addresses Employability
	Addresses Entrepreneurship
All Courses Address Skill Development	



**Holy Cross College (Autonomous)**  
**Nationally Re-Accredited with A<sup>+</sup> by NAAC (CGPA 3.35) Nagercoil,**  
**Kanyakumari District, Tamil Nadu, India.**  
**Website: [www.holycrossngl.edu.in](http://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

### **i) 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
<b>Total</b>	<b>30 (21)</b>	<b>30 (23)</b>		<b>30 (21)</b>	<b>30 (25)</b>	<b>120</b>	<b>90</b>
<b>Non-academic Courses</b>							
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
<b>Total</b>	<b>-</b>	<b>(2)</b>	<b>(1)</b>	<b>(1)</b>	<b>(1)</b>	<b>-</b>	<b>5</b>

Total Number of Hours = 120

Total Number of Credits = 90+5

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

### 1. 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/Practical's/ 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
<b>Total</b>			<b>95</b>

## 2. 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.

## 3. 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
<b>Total</b>	<b>40</b>

#### External Component

Component	Marks
<b>Part A:</b> 10 x 1 (Two objective type questions from each unit without any choice).	10
<b>Part B:</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 willbe of analysis type).	15
<b>Part C:</b> 5 x 7 estion from each unit with internal choice. Question should cover allcognitive levels as per the Course Outcomes).	35
<b>Total</b>	<b>60</b>

#### **Project:**

Ratio of Internal and External= 40:60

Total: 100 marks

**Life Skill Training  
Internal Component**

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

**External Component**

<b>Written Test</b>	Five out of Seven (5 x 8)	40
	<b>Total</b>	<b>40</b>

**SLP -Community Engagement Course (CEC)**

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

**Internal Component**

<b>Component</b>	<b>Marks</b>
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
<b>Total</b>	<b>50</b>

**External Component**

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

**9. Evaluation**

**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.

- v. 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

<b>CGPA</b>	<b>Grade</b>	<b>Classification of Final Results</b>
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)**

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

### **Programme Outcomes (POs)**

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

### **Programme Specific Outcomes (PSOs)**

	<b>Upon completion of M.A. English, the graduates will be able to:</b>
<b>PSO – 1</b>	exhibit a definite mastery of English language skills.
<b>PSO – 2</b>	identify significant works of literature and to provide analytical insights to the same.
<b>PSO – 3</b>	assure integrated individuals both as professionals and leaders.
<b>PSO – 4</b>	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 ManonmaniamSundaranar 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**

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

**CBCS for PG Programme**

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

**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 (5) +	-	6 (4) +	6 (5) +	90	66
	6 (4) +	6 (5) +		6 (4) +	6 (5) +		
	6 (4) +	6 (4) +		6 (4) +	6 (5) +		
	6 (4)	6 (4)		6 (4)	6 (5)		
Elective	6 (5)	6 (5)	-	6 (5)	6 (5)	24	20
Project	-	-	-	6 (4)	-	6	4
<b>Total</b>	<b>30 (21)</b>	<b>30 (23)</b>		<b>30 (21)</b>	<b>30 (25)</b>	<b>120</b>	<b>90</b>
<b>Non-academic Courses</b>							
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
<b>Total</b>	-	<b>(2)</b>	<b>(1)</b>	<b>(1)</b>	<b>(1)</b>	-	<b>5</b>

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
<b>I</b>	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
	PE2021	Core V: Dryden to Johnson	6	5
	PE2022	Core VI: World Literature in Translation	6	5
<b>II</b>	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
	<b>III</b>	PE2031	Core IX: Wordsworth to Ruskin	6
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
<b>IV</b>	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
			<b>TOTAL</b>	<b>120</b>

### 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
<b>Total hours</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>

### 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
<b>Total</b>	<b>40</b>

### External Component

Component	Marks
<b>Part A:</b> 10 x 1 (Two objective type questions from each unit without any choice).	10
<b>Part B:</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
<b>Part C:</b> 5 x 7 One question from each unit with internal choice. Question should cover all cognitive levels as per the Course Outcomes).	35
<b>Total</b>	<b>60</b>

#### **Project:**

Ratio of Internal and External= 40:60

Total: 100 marks

### **Life Skill Training**

#### Internal Component

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

#### External Component

<b>Written Test</b>	Five out of Seven (5 x 8)	40
	<b>Total</b>	<b>40</b>

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

**Internal Component**

<b>Component</b>	<b>Marks</b>
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
<b>Total</b>	<b>50</b>

**External Component**

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



**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: p**

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 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.
- GillianRud.(2001).*The Complete Critical Guide to Geoffrey Chaucer*. London. : Routledge.
- RichardBradford. (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
JhumpaLahiri	:	The Interpreter of Maladies

### **Unit IV: Fiction**

Mulk Raj Anand	:	<i>Untouchable</i>
AmulyaMalladi	:	<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.
- LavinaDhingra. (2012) *Naming JhumpaLahiri: Canons and Controversies*. UK: Lexington Books.
- PrasannaSree. (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	:	<i>The House of Mirth</i>
Jonathan Franzen	:	<i>The Corrections</i>

### **Unit V: Drama**

Neil Simon	:	<i>Barefoot in the Park</i>
Eugene O'Neill	:	<i>Long Day's Journey into Night</i>

### **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*. 6<sup>th</sup> 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 Mariposa

**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. AnjuSexan. (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**

**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 analyses 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

RohintonMistry. (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	:	<i>Gulliver's Travels: A Voyage to Brobdingnag</i>
Henry Fielding	:	<i>Joseph Andrews</i>

**Unit V: Drama**

William Congreve	:	<i>The Way of the World</i>
John Dryden	:	<i>All for Love</i>

**Self Study**

**Fiction**

Daniel Defoe	:	<i>Robinson Crusoe</i>
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**Drama**

Sheridan	:	<i>The Rivals</i>
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**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
<b>6</b>	<b>5</b>	<b>90</b>	<b>100</b>

**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*. (8<sup>th</sup> ed.). (2016). America: Modern Language Association

*MLA Hand Book for Writers of Research Papers*. (7<sup>th</sup>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 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 Movements, Titles of Works in Your Prose, Punctuation of Titles, Punctuation around Styling Titles, Titles within Titles, Quotations within Titles, Foreign Language Terms and Titles within Titles, Shortened Titles in Your Prose, Translating Titles in 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.

In-Text Citations, Overview, What to Include and How to Style It, Quoting and Paraphrasing Sources, Integrating Quotations 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 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**

### **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 GayatriChakravorthySpivak, Johns Hopkins University Press.

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

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

Steven Connor. (1996). *Postmodernist Culture: An Introduction to Theories of the Contemporary*. 2<sup>nd</sup> 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
<b>6</b>	<b>5</b>	<b>90</b>	<b>100</b>

**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

ManjuKapur : 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	:	<i>Wide Sargasso Sea</i>
M.G. Vassanji	:	<i>The Assassin's Song</i>

### Unit V: Drama

Wole Soyinka	:	<i>Death and the King's Horseman</i>
Badal Sircar	:	<i>EvamIndrajit</i>

### Self Study

#### Fiction

V. S. Naipaul	:	<i>House of Mr. Biswas</i>
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#### Drama

GirishKarnad	:	<i>Hayavadana</i>
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### 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:  
HeinemannPublishers.
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 11<sup>th</sup> 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*

AsifCurrembhoy : *The Refugee*

**Self Study**

Elie Wiesel : *Night*

Percy Mtwa, et.al : *Woza Albert*

**Text Books:**

Sharon Bela. (2018). *The Boat People*. Knopf Publishing Group.

AsifCurrembhoy. (1972). *AsifCurrembhoy's Plays*. New Delhi: Oxford & IBH Publishing Co.

AsifCurrembhoy. (1972). *AsifCurrembhoy'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.

SaratJoshi 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, ThankalMudakottranar : Akananuru 355 - Spring has come  
 AlathurKilar 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**

- EasterineKire : *When the River Sleeps*

Linda Hogan : *Power*

**Unit V: Drama**

GirishKarnard : *Fire and the Rain*

Vinodhini : *Thirst*

**Self Study:**

Anita Desai : *Fire on the Mountain*

Barbara Kingsolver : *Flight Behaviour*

**Reference Books:**

CheryllGlotfelty& 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: SahityaAkademi.

NirmalSelvamony. 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
<b>6</b>	<b>5</b>	<b>90</b>	<b>100</b>

**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**

JuliyaLithebe : 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 KembabaziMuhatane : The Gem and Your Dreams

OyetSistoOcen : In the Plantation

Rutangye Crystal Butungi : Legal Alien

HellenNyana : 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.

## **UnitIV**

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.

## **UnitV**

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.  
NewDelhi: Orient Black Swan.

David Lodge. (1972). *20<sup>th</sup> 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**

<b>Hours / Week</b>	<b>Credits</b>	<b>Total Hours</b>	<b>Marks</b>
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**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. Prawer. (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

**Unit II** Animals and human language  
 Word and word formation processes

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 Gooneratne** : 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 Kureishi : *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.

	Addresses Employability
	Addresses Entrepreneurship
All Courses Address Skill Development	