

**B.A. ENGLISH**

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED  
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Sem.	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours	Maximum Marks			
							Int.	Ext.	Total	
I	I	Language Course - 1 (Tamil \$/Other Languages +#)		6	3	3	25	75	100	
	II	English Course-I		6	3	3	25	75	100	
	III	Core Course – I (CC)	Prose		6	5	3	25	75	100
		Core Course-II (CC)	World Short Stories		6	5	3	25	75	100
		First Allied Course-I (AC)	Social History of England		4	3	3	25	75	100
	IV	Value Education	Value Education		2	2	3	25	75	100
		<b>Total</b>			<b>30</b>	<b>21</b>				<b>600</b>
II	I	<b>Language Course - II</b> (Tamil \$/Other Languages +#)		<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>	
	II	<b>English Course-II</b>		<b>4</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>	
	III	Core Course – III (CC)	Poetry I		6	5	3	25	75	100
		Core Course-IV (CC)	Fiction		6	5	3	25	75	100
		First Allied Course-II (AC)	Literary Forms		4	3	3	25	75	100
		<b>Add on Course- I ##</b>	<b>Professional English- I</b>		<b>6*</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	Environmental Studies	Environmental Studies		2	2	3	25	75	100
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Language Proficiency for Employability - Effective English</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
		<b>Total</b>			<b>30 +6 *</b>	<b>27</b>				<b>800</b>

III	I	Language Course - III (Tamil \$/Other Languages +#)		6	3	3	25	75	100	
	II	English Course-III		6	3	3	25	75	100	
	III	Core Course – V (CC)	Poetry II		6	5	3	25	75	100
		Core Course-VI (CC)	World One–Act Plays		6	5	3	25	75	100
		Second Allied Course-I (AC)	History of English Literature I		4	3	3	25	75	100
		<b>Add on Course- II ##</b>	<b>Professional English-II</b>		<b>6*</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	@ Non-Major Elective Course-I  Those who choose Tamil in Part -I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part- I must choose either  a) Basic Tamil if Tamil language was not studied in school level (or ) b) Special Tamil if Tamil language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> std.	Presentation Skills		2	2	3	25	75	100
			<b>Total</b>		<b>30 +6 *</b>	<b>25</b>				<b>700</b>
	IV	I	Language Course - IV ( Tamil \$/Other Languages +#)		6	3	3	25	75	100
		II	English Course-IV		6	3	3	25	75	100
III		Core Course – VII (CC)	Drama		6	5	3	25	75	100
		Core Course-VIII (CC)	Introduction to Language and Linguistics		6	5	3	25	75	100
		Second Allied Course-II (AC)	History of English Literature II		4	3	3	25	75	100
IV		@ Non Major Elective Course-II (NME) Those who choose Tamil in Part-I can choose a non- major elective course offered by other departments.  Those who do not choose Tamil in Part-I must choose either  a) Basic Tamil if Tamil language was not studied in school level or b)Special Tamil if Tamil Language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> Std.	Functional Skills		2	2	3	25	75	100
VI		<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Digital Skills for Employability - Microsoft</b>		-	2	3	25	75	100
		<b>Total</b>			<b>30</b>	<b>23</b>				<b>600</b>

V	III	Core Course-IX (CC)	Shakespeare	5	5	3	25	75	100
		Core Course-X (CC)	Principles of Literary Criticism	5	5	3	25	75	100
		Core Course-XI (CC)	American Literature	5	5	3	25	75	100
		Core Course-XII (CC)	History of English Language and Phonetics.	5	5	3	25	75	100
		Major Based Elective Course-I (MBE)	1. Translation : Theory and Practice (or) 2. Creative Writing	5	5	3	25	75	100
IV	Skill Based Elective-I	Communicative Skills for Tourism & Human Resource Management	3	2	3	25	75	100	
	Soft Skills Development	Soft Skills Development	2	2	3	25	75	100	
	<b>Total</b>		<b>30</b>	<b>29</b>				<b>700</b>	
VI	III	Core Course- XIII (CC)	Indian Literature in English	5	5	3	25	75	100
		Core Course –XIV (CC)	Commonwealth Literature	6	5	3	25	75	100
	IV	Core Course-XV (CC)	English Language Teaching	6	5	3	25	75	100
		Major Based Elective Course-II (MBE)	1. Introduction to Journalism (or) 2. English for Competitive Examinations	5	5	3	25	75	100
		Project	Project	4	3		20	80	100
		Skill Based Elective Course-II	English for BPO (Business Process Outsourcing)	3	2	3	25	75	100
		V	Gender Studies	Gender Studies	1	1	3	25	75
		Extension Activities		--	1*	--	--	--	--
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Employability Readiness</b>	--	--	--	--	--	<b>VI</b>
		<b>Total</b>		<b>30</b>	<b>27</b>		<b>150</b>	<b>450</b>	<b>700</b>
	<b>Grand Total</b>		<b>192</b>	<b>152</b>				<b>4200</b>	

§ For those who studied Tamil upto 10<sup>th</sup> +2 (Regular Stream)

+ Syllabus for other Languages should be on par with Tamil at degree level

# Those who studied Tamil upto 10<sup>th</sup> +2 but opt for other languages in degree level under Part- I should study special Tamil in Part -IV

## The Professional English – Four Streams Course is offered in the 2<sup>nd</sup> and 3<sup>rd</sup> Semester (only for 2022-2023 Batch) in all UG Courses. It will be taught apart from the Existing hours of teaching/ additional hours of teaching (1 hour /day) as a 4 credit paper as an add on course on par with Major Paper and completion of the paper is must to continue his/her studies further. (As per G.O. No. 76, Higher Education (K2) Department dated: 18.07.2020)

\* The Extra 6 hrs/cycle as per the G.O. 76/2020 will be utilized for the Add on Professional English Course.

@ NCC Course is one of the Choices in Non-Major Elective Course. Only the NCC cadets are eligible to choose this course. However, NCC Course is not a Compulsory Course for the NCC Cadets.

\*\* Extension Activities shall be out side instruction hours.

@@ Naan Mudhalvan Scheme: As per Naan Mudhalvan Scheme instruction

### SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES ARTS/COMMERCE/MANAGEMENT

Sl. No.	Part	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	15	75	1500
4.		Allied Courses - I & II	4	12	400
5.		Major Based Elective Courses	2	10	200
6.		Add on Course I & II (Professional English)	2	8	200
7.		Project	1	3	100
8.	IV	Non Major Elective Courses	2	4	200
9.		Skill Based Elective Courses	2	4	200
10.		Soft Skills Development	1	2	100
11.		Value Education	1	2	100
12.		Environmental Science	1	2	100
13.	V	Gender Studies	1	1	100
14.		Extension Activities	1	1	---
15.	VI	Naan Mudhalvan Scheme (For All Arts Programmes Except Economics)	3	4	200
Total			44	152	4200

#### PROGRAMME OBJECTIVES:

- To create literary sensibility among the students for appreciation and enlightenment of the artistic and innovative aspects of English Language and literature.
- To instill ethical values and develop human concerns among the students by exposing them to various English literary texts.
- To enrich the students with literary analysis and linguistic competence.
- To enable to students critically analyze the cultural texts from different historical periods and genres and augment the existing stock of literary texts through research.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To enable the students perform better social adaptability and create original literature in at least one genre.

### **PROGRAMME OUTCOMES:**

- Demonstrate a broad understanding of literature in English and translation and appreciate the historical significance in the creation and interpretation of literary works.
- Engage questions of justice, values, spirituality, and meaning raised by literary texts.
- Read, closely analyze, interpret, and produce texts in variety of forms and genre.
- Draw from different critical perspectives and appreciate how differences in theoretical framework can produce multiple readings of a literary text.
- Conduct scholarly inquiry to produce literary research.
- Write and speak effectively for specific audiences and purposes in university, public, and professional life.

### **PROGRAMME SPECIFIC OUTCOMES:**

- Expertize the LSRW ability of English language and its divergent forms such as prose, poetry, drama and fiction.
- Increase the professional competency of exegesis linguistically, historically and culturally.
- Assimilate the contextual, critical and theoretical interpretation of any piece of literature.
- Apprehend and analyse various customs of ethics and cultural sensibilities in heterogeneous cultures through literary texts.
- Augment the employability skills mandatory in the spheres of teaching, translation, documentation, creative writing, media, and explication etc.
- Enable the students to employ the theoretical and practical knowledge of the global language in industries or institutes for better performance.

<b>First Year</b>	<b>CORE COURSE-I</b>	<b>Semester-I</b>
<b>Code:</b>	<b>PROSE</b>	
	<b>(Theory)</b>	<b>Credit: 5</b>

**OBJECTIVES:**

- To acquaint the students with lives and works of great writers of prose.
- To instigate a sense of aesthetic beauty and love of aspiration.
- To provide some moral lesson through the essays.

**UNIT – I:**

Francis Bacon	: Of Studies
	: Of Friendship

**UNIT – II:**

Joseph Addison	: Sir Roger at the Play
Oliver Goldsmith	: The Man in Black

**UNIT – III:**

Charles Lamb	: In the Praise of Chimney Sweepers
William Hazlitt	: On Going a Journey

**UNIT – IV:**

E. M Forster	: A Note on English Character
Robert Lynd	: The Pleasures of Ignorance

**UNIT – V:**

A.G. Gardiner	: On the Rule of the Road
Virginia Woolf	: Professions for Women

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of language in the elements of prose such as character, theme, and style – Give a critical analysis of a passage of prose from English literature – Becoming aware of moral values through the stories from the prescribed prose pieces.

**REFERENCE:**

1. Damrosch, David. *The Longman Anthology of British Literature*. Longman, 2003.

**COURSE OUTCOMES :**

After completion of the course the students will be able to realize the following outcomes:

- To develop a knowledge about different genres of prose
- To get an idea about the development of prose through ages
- To expose the students early English Literature and transition
- To Understand the linguistic changes that took place during this period
- To provide knowledge about socio-cultural and historical development of this period

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**First Year**

**CORE COURSE-II  
WORLD SHORT STORIES  
(Theory)**

**Semester-I**

**Code:**

**Credit: 5**

**OBJECTIVES:**

- To explore the sequences in a story by knowing its themes, strategies and techniques employed by the writers and create an insight of various cultures of the world.
- To identify the characters and convey moral, ethical and cultural values.
- To enhance vocabulary knowledge of learning new words and phrases.

**UNIT-I BRITISH:**

H. H. Munro (Saki) : The Open Window  
Somerset Maugham : The Verger

**UNIT-II INDIAN:**

Rabindranath Tagore : Subha  
Lakshmi Kannan : Muniyakka

**UNIT-III RUSSIAN:**

Anton Chekhov : A Work of Art  
Leo Tolstoy : How Much Land Does a Man Need?

**UNIT-IV AMERICAN:**

Kate Chopin : The Story of an Hour  
O. Henry : The Last Leaf

**UNIT-V NEW ZEALAND & AUSTRALIAN:**

Katherine Mansfield : A Cup of Tea  
Tim Winton : Neighbours

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of reading various classical and modern stories of various countries and writers.  
Reading / Writing / Express a short story in own words and making a short video of a short story.



**BOOKS FOR REFERENCE:**

1. Joseph. A and Subramanian. *Memorable Tales*. Pogo Publishing House, 2013.
2. *Popular Short Stories* Edited by Board of Directors. Oxford University Press, 2006.
3. Kannan, Lakshmi. *India Gate and Other Stories*. Disha Books, 1993.

**COURSE OUTCOMES :**

**After completion of the course the students will be able to realize the following outcomes:**

- Analyze the style of writing and examine the story, plot and themes.
- Classify the different types of characters in real life situations.
- Understand the meanings of difficult words / phrases.
- Write or narrate a story creatively in own words.
- Recall and relate stories from different parts of the world.
- Explain and apply the values and understand that virtues always excel over vices.
- Empower to think creatively and discover the inner talent to b short story writers.

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**First Year**

**FIRST ALLIED COURSE-I  
SOCIAL HISTORY OF ENGLAND**

**Semester-I**

**Code:**

**(Theory)**

**Credit:3**

**OBJECTIVES :**

- To help learners understand the social and literary history of England from the Middle Ages to the 20th century
- To make learners aware of the relation between socio-political and socio-religious events and literary works

**UNIT – I:**

Medieval and Tudor England – Renaissance, Reformation

**UNIT – II:**

The Civil War and the Restoration England

**UNIT – III:**

The Age of Queen Anne

**UNIT – IV:**

The Victorian Age

**UNIT – V:**

Twentieth Century

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Map Reading – Post World War England – Birth of Commonwealth – UK: Current Scenario - Economy and e-commerce.

**BOOKS FOR REFERENCE :**

1. Trevelyan, G. M. *English Social History*. Books Way, 2014.
2. Xavier, A. G. *An Introduction to the Social History of England*. S.V. Printers and Publishers, 2009.
3. Ward A. C. *Twentieth Century Literature (1900-1960)*. ELBS, 1965.
4. Bedarida Francois. *A Social History of England (1851-1990)*. Routledge, 1991.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire knowledge of the course of British social history.
- Realize the major trends which have shaped English society
- Identify the key themes which encapsulate each period.
- Relate the socio–historical background to literature.
- Understand the impact of historical events on writers of each age.
- Explore the contemporary social history of England.

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**First Year**

**CORE COURSE-III**

**Semester-II**

**Code:**

**POETRY -I  
(Theory)**

**Credit: 5**

**OBJECTIVES:**

- To introduce learners to the changing trends in English poetry from Age of Renaissance to Johnson.
- To help learners analyse and appreciate poetry critically

**UNIT – I:**

Edmund Spenser : Epithalamion  
William Shakespeare : Sonnet 116

**UNIT – II:**

John Donne : Death be not Proud  
Andrew Marvell : The Garden

**UNIT – III:**

John Milton : Lycidas

**UNIT– IV:**

John Dryden : To the Memory of Mr. Oldham  
Alexander Pope : Essay on Man  
Epistle I : Of the Nature and State of Man with  
Respect to the Universe.

**UNIT– V:**

Oliver Goldsmith : The Village Preacher  
William Blake : The Tyger

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - the diverse themes & poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

### **BOOKS FOR REFERENCE:**

1. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
2. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. OxfordUniversity Press, New Delhi, 2011.
3. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UniversityPress, New Delhi, 2001.

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the followingoutcomes:**

- Identify the essential elements of poetry.
- Appreciate the tone and theme, sound devices metre, rhythm, rhyme scheme
- Explain the figures of speech used in the poems.
- Understand the different types of poetry.
- Analyze myths and biblical references of the poem.
- Examine the contemporary life of England as portrayed

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<b>First year</b>	<b>CORE COURSE-IV</b>	<b>Semester-II</b>
	<b>FICTION</b>	
<b>Code:</b>	<b>(Theory)</b>	<b>Credit:5</b>

**OBJECTIVES:**

- To introduce fiction as a literary genre.
- To familiarize learners with various techniques of fiction.
- To enable the learners to understand fiction as tool for enhancing reading skills.
- To orient the learners towards understanding the chronological development of fiction.
- To motivate the learners to write screenplay for the prescribed

**UNIT – I:**

Samuel Richardson : Pamela

**UNIT – II:**

Charles Dickens : Great Expectations

**UNIT – III:**

Joseph Conrad : Heart of Darkness

**UNIT – IV:**

Virginia Woolf : Mrs. Dalloway

**UNIT – V:**

Aldous Huxley : Brave New World

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Taking up fiction reading as an individual and group activity – Comparing the prescribed fiction with the works of regional writers – updating their knowledge on the contemporary novelists – watching the movie adaptation of prescribed fiction

**BOOKS FOR REFERENCE:**

1. Logan, Melville Peter. The Encyclopedia of Novel.
2. Richardson, Samuel. *Pamela: Or, Virtue Rewarded*. Penguin Classics, 1980.
3. Conrad, Joseph. *Heart of Darkness*. Fingerprint! Publishing, 2018.
4. Woolf, Virginia. *Mrs. Dalloway*. Maple Press, 2018.
5. Huxley, Aldous. *Brave New World*. RHUK, 2004.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand fiction as a literary genre.
- Gain a grip over skimming and scanning methods of reading.
- Develop the various methods of storytelling.
- Transform fiction into modern screen play.
- Familiarize themselves with contemporary popular fiction.
- Appreciate theme, characterization and setting of the novel .

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**First year**

**FIRST ALLIED COURSE-II**

**Semester-II**

**Code:**

**LITERARY FORMS  
(Theory)**

**Credit:3**

**OBJECTIVES:**

- To initiate learners into the study of various literary forms
- To enable learners to understand the literary terms while analyzing and interpreting the works of literature

**UNIT- I POETRY:**

Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elegy – Pastoral Elegy – Sonnet

**UNIT- II POETRY:**

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech – Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe –Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

**UNIT – III DRAMA:**

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

**UNIT- IV NON-FICTION:**

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

**UNIT – V FICTION:**

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Haiku and other modern forms of poetry – drama and fiction in the postmodern era – memoir and life narrative –cyber literature – eco literature

**BOOKS FOR REFERENCE:**

1. Abrams, M H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers, 2015.
2. Prasad B. *A Background to the Study of English Literature*. Trinity Press Pub., 1999.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.
4. Rees, R J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973.
5. NTC's *Dictionary of Literary Terms*. McGraw-Hill, 1992.
6. Baldick, Chris. *Oxford Dictionary of Literary Terms*. OUP, 2015.



**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Identify a wide variety of forms, styles and genres in English literature.
- Understand the significance of these forms in determining the meaning of texts.
- Have access to elementary literary vocabulary.
- Possess the basic skills required for the reading and understanding of literature.
- Acquire the ability to appreciate literature through analytical and responsive reading.
- Observe present trends in literary writings.

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**Second Year**

**CORE COURSE-V  
POETRY - II  
(Theory)**

**Semester-III**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T. S. Eliot
- To make learners sharpen their poetic sensibility and stylistic skills

**UNIT-I:**

William Wordsworth : Ode on Intimations of Immortality  
S. T. Coleridge : Kubla Khan

**UNIT-II:**

John Keats : Ode to Autumn  
P. B. Shelley : To a Skylark

**UNIT-III:**

Robert Browning : My Last Duchess  
Alfred Tennyson : Ulysses

**UNIT-IV:**

W.B Yeats : The Second Coming  
T. S. Eliot : The Hollow Men

**UNIT-V:**

Rudyard Kipling : The White Man's Burden  
W .H. Auden : Lullaby

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - The diverse themes & poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

**BOOK FOR REFERENCE:**

1. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UP, New Delhi, 2001.

2. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
3. Sen. S. and Chopra. J.K. ed., *W.H. Auden, Selected Poems: A Critical Evaluation*. Unique Publishers, New Delhi, 2007.
4. Mukherjee, Suroopa. ed., *Victorian Poets: Tennyson, Browning and Rossetti*. Worldview Pub., New Delhi, 2003, 2004.
5. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. Oxford UP, New Delhi, 2011.

**COURSE OUTCOMES:**

**After completion of this course, the student will be able to :**

- Recognize poetry from a variety of cultures, languages and historic periods.
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Explain the features of different types of poetry.
- Recognize the influence of culture and experience of poets.
- Read and discuss selected poems in translation and enhance their writing skills.
- Identify the variations of poetic forms.

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Second Year

**CORE COURSE-VI  
WORLD ONE-ACT PLAYS  
(Theory)**

Semester-III

Code:

Credit: 5

**OBJECTIVES:**

- To provide a deep insight in one-act plays of knowing different cultures, traditions and values across the globe.
- To expose learners to the sociological and psychological dimensions of characterisation and focus the reality in life.
- To explore the genres of one-act plays and analyze the themes, stage performance, reading skill, style of the writers and writing plays.

**UNIT – I BRITISH:**

A. A. Milne : The Ugly Duckling

**UNIT – II RUSSIAN:**

Anton Chekov : A Marriage Proposal

**UNIT– III HUNGARIAN:**

Fritz Karinthy : Refund

**UNIT – IV AFRICAN:**

Erisa Kironde : The Trick

**UNIT – V AMERICAN:**

Stanley Houghton : The Dear Departed

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of one-act plays and its distinction from drama – critical analysis of a one- act play of choice – Staging a one-act play selected from literature written in English.

**BOOKS FOR REFERENCE:**

1. Elias, M., *Plays in One Act*. Chennai: Orient BlackSwan, 2013.
2. Sujatha K., Ed. *On the Stage: One-Act Plays*. New Delhi: Orient BlackSwan, 2011.
3. Singh, Satyanarain. *Selected One Act Plays*. The Macmillan Co. of India Ltd., 1974.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Identify and discuss the theoretical elements of one-act plays.
- Explore the diverse cultures, traditional approaches and values in a play.
- Analyze critically the themes, plot and cultural aspects of the play.
- Complete reading and writing enhanced with expression and style.
- Explore the techniques of staging one-act plays
- Empower the inner talent to be creative writers of one-act plays.

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**Second Year**

**SECOND ALLIED COURSE-I  
HISTORY OF ENGLISH LITERATURE -I**

**Semester-III**

**Code:**

**(Theory)**

**Credit:3**

**OBJECTIVES:**

- To help learners know the literary history of the texts from the Age of Chaucer to Dryden
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**UNIT – I:**

Chapters II & III : The Age of Chaucer

**UNIT – II:**

Chapters IV & V : Development of Drama

**UNIT – III:**

Chapters VI, VII & VIII : The Age of Shakespeare

**UNIT – IV:**

Chapters IX & X : The Age of Milton

**UNIT – V:**

Chapters XI & XII : The Age of Dryden

(All the chapters are from W. H. Hudson's *An Outline History of English Literature*)

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Contemporary history of English Literature and its relevance – reading classical literature in the modern era – reading Shakespeare in the postcolonial era – influence of classical writers in the 21<sup>st</sup> Century

**BOOKS FOR REFERENCE:**

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.

4. Evans, Ifor. *A Short History of English Literature*. Penguin 4<sup>th</sup> Edition, 1990.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the growth and development of English literature
- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Comment on the influence of classical writers in the 21<sup>st</sup> Century

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**Second Year**

**NON MAJOR ELECTIVE COURSE-I  
PRESENTATION SKILLS**

**Semester-III**

**Code:**

**(Theory)**

**Credit:2**

**OBJECTIVES:**

- To enable students to develop their presentation skills as well as soft skills.
- To enhance students' communication skills including reading, writing, listening and speaking skills.

**UNIT – I :**

Reading Skills

**UNIT – II:**

Speaking Skills

**UNIT – III :**

Presentation Skills

**UNIT – IV:**

Types and Methods of Presentation

**UNIT – V:**

Obstacles to Presentation

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of presentation skills and soft skills – Read from text, extempore and impromptu speeches – Narrate stories, experiences, review and improve performances – Deliver effective PowerPoint presentations on various topics.

**BOOKS FOR REFERENCE:**

1. Townsend, Roz. *Presentation Skills for the Upwardly Mobile*. Emerald, 2006.
2. Hariharan. S, et al. *Soft Skills*. MJP Publishers, 2010.
3. Pease, Allan. *Body Language*. Sudha Publications, 1998.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:–**

- Read with confidence, comprehension and fluency while interacting with the message.



- Express ideas more effectively and enhance speaking and listening skills.
- Use slides, handouts, notes and other audio-visual aids effectively.
- Plan, structure and deliver powerful presentations with effective messages.
- Deal with anxiety and have a positive attitude towards presentation and public speaking.
- Learn the nuances of different types of public speaking (academic and non-academic).

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**Second Year**

**CORE COURSE-VII**

**Semester-IV**

**Code:**

**DRAMA  
(Theory)**

**Credit:5**

**OBJECTIVES:**

- To introduce drama as a literary genre.
- To introduce drama as a literary genre.
- To familiarize learners with various techniques of drama.
- To orient the learners towards understanding the chronological development of drama studies.
- To enable the learners to understand drama as form of performance studies.
- To motivate the learners to experiment with their creative skills in staging performances of the prescribed plays

**UNIT – I :**

Christopher Marlowe : Dr. Faustus

**UNIT – II :**

John Webster : The Duchess of Malfi

**UNIT – III :**

Richard Brinsley Sheridan : The Rivals

**UNIT – IV :**

George Bernard Shaw : Pygmalion

**UNIT – V :**

Harold Pinter : The Birthday Party

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Memorizing select dialogues from the prescribed plays, taking up group activities of practicing and performing the scenes from the prescribed texts, updating the contemporary adaptations of the prescribed dramas.

**BOOKS FOR REFERENCE:**

1. McGraw-Hill *Encyclopedia of World Drama: An International Reference Work* in 5 volumes
2. John Smart. *Twentieth-Century British Drama*, Cambridge University Press, 2001
3. Una Mary Ellis-Fermor: *The Jacobean Drama: An Interpretation*.

4. Fredson Bowers: *Elizabethan Revenge Tragedy*
5. John Loftis (Ed.): *Restoration Drama: Modern Essays in Criticism*.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf, 2009
7. Marlowe, Christopher. *Doctor Faustus*. Worldview Publications, 2000.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the theatrical skills.
- Opt for performance studies as a field of research and career.
- Compare and contrast the classical and modern techniques of drama as a discourse and performance.
- Compose their own versions of classical drama.
- Imbibe the ability to direct short films, reels and trolls for various social media and as OERs.
- Develop the expertise in the techniques of film adaptation.

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**Second Year**

**CORE COURSE-VIII  
INTRODUCTION TO LANGUAGE AND  
LINGUISTICS**

**Semester-IV**

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To introduce learners to the history of English language and concepts in linguistics
- To enable learners to know the form and content of language and its scientific systems

**UNIT – I:**

The Origins and the Development of Language

**UNIT – II:**

The Organs of Speech – Classification of Speech Sounds

**UNIT – III:**

Phonology – Morphology

**UNIT – IV:**

Syntax – Semantics

**UNIT – V:**

Language, Society and Culture

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of language and linguistics in the modern era – software and mobile apps in promoting transcription and word formation – exploring the link between the language, society and culture

**BOOK FOR REFERENCE:**

1. Wrenn, C L. *The English Language*. Methuen, 1949.
2. Yule, George. *The Study of Language: An Introduction*. CUP, 1985.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the discourse of linguistics.
- Describe the theoretical and practical manifestations of linguistics.
- Explain the origin of the English Language and its development.
- Classify and describe the English speech sounds and understand speech patterns in sentences.
- Gain knowledge of the main concepts of syntax and semantics.
- Analyze the link between the language, society and culture

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Second Year

**SECOND ALLIED COURSE-II  
HISTORY OF ENGLISH LITERATURE -II  
(Theory)**

Semester-IV

Code:

Credit:3

**OBJECTIVES:**

- To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**UNIT – I:**

Chapters XIII & XIV : The Age of Pope

**UNIT – II:**

Chapters XV to XVII : The Age of Johnson

**UNIT – III:**

Chapters XVIII to XXI : The Age of Wordsworth

**UNIT – IV:**

Chapters XXII to XXIV : The Age of Tennyson

**UNIT – V:**

Chapters XXV & XXVI : The Age of Hardy and the Present Age  
(All the chapters are from W. H. Hudson's *An Outline History of English Literature*)

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Socio-cultural matrix in literature through the ages – understanding the political history of every age in the literary texts – tracing the transformation of literary trends through the ages.

**BOOKS FOR REFERENCE:**

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.
4. Evans, Ifor. *A Short History of English Literature*. Penguin 4<sup>th</sup> Edition, 1990.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the growth and development of English literature
- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature.
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Develop the basic skills to prepare for competitive examinations.

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**Second Year**

**NON MAJOR ELECTIVE COURSE-II  
FUNCTIONAL SKILLS  
(Theory)**

**Semester-IV**

**Code:**

**Credit:2**

**OBJECTIVES:**

- To develop communicative skills of the learners in listening, Speaking, Reading and Writing.
- To focus on how English is used in real- life situations.

**UNIT- I:**

Word Formation-Prefix, Suffix-Synonyms-Antonyms-One word Substitution.

**UNIT- II:**

Sentence Pattern-Sentence Making-Error Correction.

**UNIT-III:**

Sounds-Diphthongs-Consonants-Syllable-Words Stress-Intonation.

**UNIT- IV:**

Communication-Types of Communication.

**UNIT-V:**

Report Writing-Letter Writing-Paragraph Writing-Dialogue Writing-E-mail Writing.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of Communication - give importance of LSRW Skills - Practical session on recent trends in interview and group discussion.

**BOOKS FOR REFERENCE:**

1. O'Connor, J.D. *Better English Pronunciation*. CUP, 2004.
2. Thomson, A.J and Martinat, *A.V.A Practical English Grammar*. OUP, 2006.
3. Quirk, Randolph and Greenbaum, Sidney. *A University Grammar of English*. Dorling Kindersley (India) Pvt. Ltd, 2009.
4. Yadugiri, M.A. *Making Sense of English: A Textbook of Sounds, Words and Grammar*, Viva Books Pvt. Ltd, 2008.



**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand that grammar can be seen as a flexible and useful tool for their day to day life.
- Heighten their knowledge of correct usage of English grammar in writing and Speaking.
- Improve their speaking ability in English both in terms of fluency and Comprehensibility.
- Strengthen their ability to write academic papers, essays and summaries.
- Review the grammatical forms of English in Specific communicative contexts.
- Attain and enhance competence in the four modes of literacy: listening, speaking, reading and writing.

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**Third Year**

**CORE COURSE-IX  
SHAKESPEARE  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To provide an understanding of Elizabethan and Jacobean context.
- To engage learners with the themes, dramatic texts and devices.
- To enable learners to know about style of writing in Shakespearean context.

**UNIT – I:**

The Winter's Tale

**UNIT – II:**

Julius Caesar

**UNIT – III:**

Macbeth

**Unit – IV:**

The Merchant of Venice

**UNIT – V:**

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare Tragedy – A.C. Bradley

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Relevance of Shakespeare in the 21<sup>st</sup> Century. – Reading Shakespeare through recent critical lens. Modern adaptation and re-readings of Shakespeare's plays.

**BOOKS FOR REFERENCE:**

1. Johnson, Samuel. *Preface to Shakespeare*. Kessinger Publishers, 2004.

2. Bradley, A. C. *Shakespearean Tragedy*. Martino Fine Books, 2016.
3. Acroyd, Peter. *Complete Works of Shakespeare*. Collins: New Alexander Text Edition, 2013.
4. Parker, Patricia. *The Shakespeare Encyclopedia: Life, Works, World, and Legacy*. Greenwood Pub. Groups, 2018.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output.
- Recognize the greatness of Shakespeare in the usage of language and characterization.
- Understand the personality traits of dominant characters.
- Gain a working knowledge of communicative strategies and like skills.
- Experience and derive meaning from life-like situations.
- Evaluate Shakespeare's characters in today's society.

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**Third Year**

**CORE COURSE-X  
PRINCIPLES OF LITERARY CRITICISM  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To acquaint learners with the knowledge of history of literary criticism, its various trends and schools.
- To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
- To make learners understand Wilbur Scott's five approaches to literature

**UNIT – I:**

Literary Theory – Literary History – Literary Criticism

**UNIT – II:**

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus

**UNIT – III:**

Orientation of Critical Theories:

Mimetic Theories – Pragmatic Theories – Sidney – Dryden – Dr. Johnson – Coleridge – Arnold – T. S. Eliot

**UNIT – IV:**

Five Approaches:

Moralistic Approach

Psychological Approach

**UNIT – V:**

Archetypal Approach

Sociological Approach

Formalistic Approach

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Application of Theory into literary texts – conceptualizing theories based on literary texts – reading the classics from contemporary critical and theoretical perspectives.

### **BOOKS FOR REFERENCE:**

1. Scott, Wilbur. *Five Approaches of Literary Criticism*. MacMillan, 1966.
2. Habib, M. A. R. *Literary Criticism: From Plato to Present – An Introduction*. Wiley Blackwell, 2011.
3. Saintsbury, George. *A History of English Literary Criticism*. Atlantic Pub., 2004.
4. Blamires, Harry. *A History of Literary Criticism*. Laxmi Pub., 2008.
5. Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Orient Blackswan, 2006

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Define critical terms and concepts from classical criticism to the contemporary criticism.
- Gain knowledge of various critical theories, approaches and schools of thought.
- Identify the major contributors to literary criticism and their ideas.
- Develop skills to analyze and interpret texts critically by close reading.
- Attempt practical criticism of short plays, passages and poems.
- Understand literature as more than a creative acts.

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**Third Year**

**CORE COURSE-XI  
AMERICAN LITERATURE  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To introduce learners to important aspects in various genres of American literature.
- To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists.
- To enable learners to know more about American writers and their works.

**UNIT – I POETRY:**

Walt Whitman : O Captain! My Captain!

Maya Angelou : On the Pulse of Morning

**UNIT – II POETRY:**

Robert Frost : Birches

Edgar Allan Poe : Annabel Lee

**UNIT – III PROSE :**

Martin Luther King : I Have a Dream

Ralph Waldo Emerson : Self-Reliance

**UNIT– IV DRAMA :**

Arthur Miller : All My Sons

**UNIT – V FICTION:**

Toni Morrison : The Bluest Eye

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of American writers' contribution to English literature – Critically appreciate poems and plays written by any American poets and dramatists – Give a narration of a short story from American literature.

### **BOOKS FOR REFERENCE:**

1. Cunliffe, Marcus. *American Literature to 1900*. P. Bedrick Books, 1987.
2. Gabler–Hover, Janet. & Robert Sattelmeyer. *American History through Literature, 1820–1870*. Charles Scribner's Sons, 2006.
3. Lyon, Thomas J. (Thomas Jefferson). *The Literary West: An Anthology of Western American Literature*. Oxford University Press 1999.
4. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. Macmillan, 1985.
5. Spiller, Robert E. *Literary History of the United States*. Macmillan, 1963.

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Obtain knowledge about the major writers and their contribution to American Literature.
- Appreciate the richness of American literature across various forms of literature – poetry, prose, drama, short story and novel
- Describe the significant aspects of various genres of American literature.
- Examine the issues discussed in the text within the socio–historic and cultural context.
- Apply the knowledge gained in the study of literature and become a critical reader.
- Understand multi-culturalism in America.

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Third Year

**CORE COURSE-XII  
HISTORY OF ENGLISH LANGUAGE AND  
PHONETICS**

Semester-V

Code:

(Theory)

Credit:5

**OBJECTIVES:**

- To introduce learners to the history of English language and concepts in phonetics.
- To familiarize learners with the prosodic features of language

**UNIT – I:**

Place of English in the Indo–European Family of Languages – Characteristics of Old English – Characteristics of Middle English

**UNIT – II:**

Word Borrowing (Scandinavian, French, Latin and Greek) – Makers of English (Shakespeare, Milton, Bible Translators) – History of English Spelling and Spelling Reforms – Changes in Meaning of Words

**UNIT – III:**

Dictionaries and the Growth of Vocabulary – Evolution of Standard English – Growth of American English – English as a Universal Language.

**UNIT – IV:**

Production of Speech Sounds – The Classification and Description of the Sounds of English

**UNIT – V:**

The Phoneme – The Syllable – Word Accent – Intonation – Phonetic transcription.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Present day trends in English language - English as a global language – Digital Dictionaries and word pronunciation – Role of Language labs in enhancing pronunciation – software and mobile apps for practicing sounds – Varieties of English – British, American, Asian, Indian, etc.

**BOOKS FOR REFERENCE:**

1. Balasubramanian. T. *A Textbook of English Phonetics*. Macmillan India Limited. 2000.
2. Baugh, Albert C, and Thomas Cable. *A History of the English Language*. Routledge, 2002.
3. O'Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Book Stall, 1997.



4. Sasikumar, P.V. and Dhamija P.V. *A Course in Phonetics and Spoken English*. McGraw, 1993.
5. Wood, F.T. *An Outline History of the English Language*. Macmillan, 2008.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Describe the origin of the English language and its development.
- Explain the various implications of word formation and the change of meanings of various words in the English language.
- Differentiate among different varieties of English spoken all over the world.
- Classify and describe the sounds in English language.
- Understand how word stress and accent help better pronunciation.
- Develop ability to transcribe sentences and passages into phonetic symbols.

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**Third Year**

**MAJOR BASED ELECTIVE COURSE-I  
1.TRANSLATION: THEORY AND  
PRACTICE**

**Semester-V**

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To familiarize learners with the history and theory of translation
- To introduce learners to the techniques involved in translation
- To make learners translate prose passages from English to Tamil and vice versa

**UNIT – I:**

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

**UNIT – II:**

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17th Century and 18th Century – Romanticism – Victorians – 20th Century

**UNIT – III:**

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

**UNIT– IV:**

Two chapters from G.U Pope’s Translation of *Tirukkural*:

“The Utterance of Pleasant Words”

“Not Doing Evil”

**UNIT – V:**

Translation Practice: Translating Proverbs and Prose from English into Tamil and vice versa

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of translation theory – Translation: definition, types, principles– Decoding and Recoding – Problems of translation – Untranslatability – Translating small passages from Tamil to English and vice versa.

**BOOKS FOR REFERENCE:**

1. Bassnett, Susan. *Translation Studies*. Methuen, 1980.
2. Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford UP, 1965.
3. Savory, Theodore H. *The Art of Translation*. The Writer, 1968.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the significance of translation studies in enriching literature.
- Define the basic concepts of translation theory and terminology relevant to practical translation.
- Explore the challenges and difficulties of translation across languages.
- Understand and appreciate works of different languages by reading the translated works in English.
- Develop translation skills by reading and translating small pieces of fiction into English.
- Analyze the issues related to cultural untranslatability.

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**Third Year**

**MAJOR BASED ELECTIVE COURSE-I**  
**2. CREATIVE WRITING**  
**(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**COURSE OBJECTIVES:**

- Comprehend complex texts and draw Inferences.
- Analyze and assess the characteristics of the literary works.
- Distinguish various aesthetic approaches.
- Use formal, aesthetic, and rhetorical conventions within the prescribed literary texts.
- Write with clear expression in addition to specific purposes. □ Encourage Creative Writing in English.

**UNIT - I WHAT IS CREATIVE WRITING?**

Defining Creativity - Measuring Creativity - Inspiration and Agency - Creativity and Resistance Art and Propaganda - Creativity and Madness - Imagination and Writing - Restrictions of an Open Field - The Importance of Reading

**UNIT - II THE ART AND CRAFT OF WRITING :**

Tropes and Figures - Style and Register - Formal and 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:**

Writing to Communicate: The Writer and the Reader - Writing Poetry – The Four Functions of Language - What to Write About and How to Start - Poetry and Prose - Shape, Form and Technique - Rhyme and Reason - Fixed Forms and Free Verse - Writing Drama - Writing for Films - Writing a Screenplay

**UNIT – IV WRITING FOR THE MEDIA :**

Introduction - The Print Media - The Broadcast Media - The New Media - Advertising

**UNIT – V PREPARING FOR PUBLICATION :**

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

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Presenting famous literary characters in different perspectives – Attempting critical analysis based on plot construction and portrayal of characters – Discerning and aesthetic understanding – Proposing and presenting the analytical work – Exploring Ecological, Sociological and Psychological aspects related to the current scenario.

## **BOOKS FOR REFERENCE:**

1. Brande, Dorothea. *Becoming A Writer*. TarcherPerigee, 1981.
2. Neira Dev, Anjana, et al. *Creative Writing: A Beginner's Manual*. Pearson, India, 2009.

## **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Describe the writers, texts and movements that influence their work.
- Contribute to literary magazine, book reviews and other publications.
- Recognize the relevance and importance of the literary works.
- Discuss the hurdles in creative writing.
- Refine the skill of written presentations.
- Acquire professional experiences in a variety of writing, editing and content-creation fields.

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**Third Year**

**SKILL BASED ELECTIVE COURSE-I  
COMMUNICATIVE SKILLS FOR TOURISM  
& HUMAN RESOURCE MANAGEMENT**

**Semester-V**

**Code:**

**(Theory)**

**Credit:2**

**COURSE OBJECTIVES:**

- Enhance the students' productive and receptive skills of the English language.
- Consolidate and complete the knowledge of grammar pertaining to the fields of transport, accommodation and catering.
- Master English for Occupational Purposes (EOP) and English for Tourism Purpose (ETP).
- Perform confidently in a job interview.
- Resolve difficult customer service situations.
- Communicate fluently with more confidence with foreign colleagues, organizations and clients in a wide range of real-world professional contexts.

**UNIT - I READING AND LISTENING SKILLS :**

Key Cards – Guide Books – Reports – Letters – Dialogues between Tourists and Guides – Face to Face Conversation – Telephone Conversation

**UNIT - II LISTENING AND SPEAKING SKILLS :**

Dialogues – Role Plays – Wide Range of Accents – Listening to Tourism Advertisements – Extempore – Debates – Seminars and Group Discussions

**UNIT – III WRITING SKILLS :**

Drafting Letters – Sending Fax – Memos – Notices – Drafting Circulars – Making Announcements and Drafting – Sending and Receiving Mails

**UNIT – IV RESPONDING TO THE ROLE IN A SPECIFIC SITUATION :**

Enquiries at a Hotel Reception – Booking a Hotel Room – Taking order from Room Service – Explaining an Attraction as Guide – Complaint Handling by a Guide

**UNIT – V PACKAGE PREPARATION :**

Preparation of Travel Agency List – Preparation of Conferences list – Negotiate with Tourists – Preparing Itinerary – Preparing Route Map .

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Developing ethical understanding in all learning and deliverables – Increasing interpersonal communication – Inculcating teamwork and networking culture – Intensifying thought process thinking – Acquiring entrepreneurial skill sets.

### **BOOKS FOR REFERENCE:**

1. Jones, Leo. *English for Travel and Tourism*. Cambridge University Press, 1998.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
3. McIntyre, Ken. *English for Tourism*. Centre for Language Studies, Dili Institute of Technology, Dili, Timor Leste. 2013.
4. Revell, Rod and Chris Stott. *Five Star English: For Hotel and Tourist Industry*. OUP, 1996.

### **E-BOOKS:**

1. <https://www.pdfdrive.net/english-for-tourism-tetun-dit-e12409847.html>

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Communicate effectively, in the target language, concepts concerning the tourist industry.
- Use the acquired knowledge of English language skills, solve problems related to touristic and territorial environment.
- Deal with the public, preparing tours and events, management of planning, statistics and forecasting, and advertising.
- Possess vibrant interpersonal qualities.
- Develop appropriate learning skills to enable autonomous decision making.
- Assist international visitors and promote their services.

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**Third Year**

**CORE COURSE-XIII  
INDIAN LITERATURE IN ENGLISH  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To familiarize the students with the evolution of Indian Literature in English and the contribution of major writers to Indian Literature in English.
- To enable the students, understand the rich literary tradition and the contemporary relevance of various themes discussed in their writings.
- To introduce the students to the significant themes and techniques of Indian Literature in English and make them appreciate the changing trends in post-colonial and political context.

**UNIT – I POETRY:**

Kamala Das : Dance of the Eunuchs  
Mamta Kalia : Tribute to Papa

**UNIT – II PROSE:**

M. K. Gandhi : Playing the English Gentleman (Chapter 15 from  
*The Story of My Experiments with Truth*)

A. P. J. Abdul Kalam : The Power of Prayer.

**UNIT – III SHORT STORIES:**

Mahasweta Devi : Draupadi  
Rabindranath Tagore : Kabuliwala

**UNIT – IV DRAMA:**

Girish Karnad : The Dreams of Tipu Sultan

**UNIT – V FICTION:**

Mulk Raj Anand : Untouchable

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Encourage critical analysis of the latest works in Indian Literature in English – Analyze texts from social, political and eco critical point of view – Attempt critical analysis of the problems discussed in the women's writings – Understand the significance of rich Indian culture embedded in Indian English Literature – Explore the issues in Dalit literature.



### **BOOKS FOR REFERENCE:**

1. Kalia, Mamta. *Tribute to Papa and other Poems*. Ind–U.S. Incorporated.
2. Gandhi, M.K. *The Story of My Experiments with Truth*. Fingerprint Publishing, 1999.
3. Kalam, Abdul. A.P.J. *Wings of Fire*. UP, 1999.
4. Tagore, Rabindranath. *Kabuliwala*, Vidya Books, 2011.
5. Karnad, Girish. *The Dreams of Tipu Sultan and Bali*. OUP, 2004.
6. Anand, Mulk Raj. *Untouchable*, Penguin, 2001.
7. Devi, Mahasweta. *Breast Stories*. Seagull Pub., 2014

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the major movements and writers of Indian Writing in English.
- Analyze and appreciate the concept of ‘Indianness’ found in the works of Indian writers.
- Understand how well the Indian culture is reflected in Literature and how the cultural and societal issues are presented in Indian English literature.
- Recognize the artistic and innovative use of language employed by the writers.
- Appreciate values and traditions represented in literary texts of colonial and postcolonial period.
- Develop an insight in Indian Literature and Indian Values

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**Third Year**

**CORE COURSE-XIV  
COMMONWEALTH LITERATURE  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To appreciate literary works from various countries that were once under British colonial rule as a branch of English Literature in general.
- To recognize that 'Commonwealth Writing' has a global relevance, significance, and resonance
- To analyze and assess the postcolonial characteristics of Commonwealth literature.
- To realize translation studies' contribution to Commonwealth literature.
- To examine the importance of reading these texts in wake of globalization critically.

**UNIT – I POETRY :**

Mervyn Morris : Judas  
Kamala Wijeratne : To a Student

**UNIT – II POETRY :**

Edwin Thumboo : Gods Can Die  
E.J. Pratt : The Dying Eagle

**UNIT – III PROSE :**

Margaret Atwood : Nature as a Monster (from Chapter 2 Survival:  
A Thematic Guide to Canadian Literature)  
George Lamming : "Introduction" from *The Pleasures of Exile*

**UNIT – IV DRAMA:**

Wole Soyinka : The Lion and the Jewel

**UNIT – V FICTION:**

Chinua Achebe : Things Fall Apart

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Present famous literary characters in different perspectives – Attempt critical analysis based on plot construction and portrayal of characters – Assess literary negotiations of colonization and decolonization, identity, inequality and marginalization – Investigate issues of cultural plurality and hybridity – Explore Ecological, Sociological and Psychological aspects related to the current scenario.

## **BOOKS FOR REFERENCE:**

1. Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958.
2. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. House of Anansi, 1972.
3. Narasimhaiah, C.D. Ed. *An Anthology of Commonwealth Poetry*. Trinity Press, 2014.
4. Soyinka, Wole. *The Lion and the Jewel*. OUP, (Revised Edition) 1974.
5. Lamming, George. *The Pleasures of Exile*.  
[https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Lamming\\_Pleasures-of-Exile.pdf](https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Lamming_Pleasures-of-Exile.pdf)

## **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Appreciate the literary works of Commonwealth countries after understanding the content related to the continents.
- Recognize the relevance, significance and resonance of the literary works in Commonwealth Literature.
- Evaluate the major themes and literary trends in Commonwealth Literature.
- Analyze and assess the postcolonial aspects in Commonwealth Literature.
- Refine the skills of oral and written presentations and discuss the hurdles in creative writing.
- Understand the global relevance of commonwealth literature in the contemporary world.

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**Third Year**

**CORE COURSE-XV  
ENGLISH LANGUAGE TEACHING  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To expose learners to various approaches and methods, aspects and strategies of teaching English
- To help learners understand the essential components and concepts of language teaching

**UNIT – I:**

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes

**UNIT – II:**

Approaches and Methods – Grammar Translation Method – Audio–lingual Method – Communicative Approach – Natural Approach – Content–based Instruction – Task–based Language Teaching

**UNIT– III:**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

**UNIT – IV:**

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

**UNIT – V:**

Use of Audio–Visual Aids – Television and Language Lab in Teaching English

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Recent trends in ELT – English as a global language – second language acquisition – language teaching in the digital era – role of online platform in language teaching.

**BOOKS FOR REFERENCE:**

1. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.
2. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.
3. Varghese, Paul. *Teaching English as a Second Language*. Sterling Publishers, 1990.

4. Tickoo, M. L. *Teaching and learning English*. Orient Blackswan, 2003.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Analyze the significance of English as a second language in India.
- Describe the various approaches and methods in language teaching.
- Classify the different methods of teaching English and evaluation.
- Explain the principles of testing and evaluation and its types.
- Comment on the contemporary instructional aids used in teaching English.
- Explore the effective use of modern gadgets in language teaching.

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**Third Year**

**MAJOR BASED ELECTIVE COURSE-II**  
**1. INTRODUCTION TO JOURNALISM**  
**(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To initiate learners into the history of journalism
- To expose learners to various aspects of journalism

**UNIT – I:**

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

**UNIT–II:**

New – Definition – Kinds – Elements – Source – News Agencies

**UNIT– III:**

Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

**UNIT – IV:**

Editing – News Editor – Sub Editors – Anatomy of Editing.

**UNIT – V:**

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads Headlines.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Updating the modern developments of journalism – understanding the techniques of writing for new media – tracing the similarities and difference of various media.

**BOOKS FOR REFERENCE:**

1. Kumar, Keval. J. *Mass Communication in India*. Jaico Publishing House, 1994
2. Mehta, D.S. *Mass Communication and Journalism in India*. Allied, 1979.
3. Shrivastava, K. M. *News Reporting and Editing*. Sterling Publishers, 2003.
4. Parthasarathy, R. *Basic Journalism*. Sterling Publishers, 1984.

## **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Trace the history of journalism and the different stages of its development
- Gain knowledge in the basic aspects of journalistic crafts such as reporting, research and storytelling.
- Understand the factors that influence the message in a diverse, globalized media landscape.
- Create journalistic works including news stories, press releases, and advertising copy, following accepted journalistic standards.
- Focus on an area of specialization that draws on the creativity and entrepreneurial spirit of the student.
- Develop the ability to write news stories
- Understand the techniques of writing for digital media

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Third Year

**MAJOR BASED ELECTIVE COURSE-II**  
**2. ENGLISH FOR COMPETITIVE**  
**EXAMINATIONS**

Semester-VI

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To instill confidence in learners and improve their language skills to face the challenges of a competitive examination
- To equip learners with adequate English language skills to achieve success in competitive examinations

**UNIT – I:**

Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

**UNIT – II:**

Homophones – Homonyms – Phrases and Idioms – One-word Substitution – Reading Comprehension

**UNIT – III:**

Error Correction

**UNIT – IV:**

Letter Writing – Formal and Informal – Note-making

**UNIT – V:**

Expansion of Proverbs – Writing Essays

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Solving the previous year questions of various competitive examinations – Preparing question banks for competitive examinations – Involving in peer group study – managing time and stress

**BOOKS FOR REFERENCE:**

1. Bhatnagar, R. P. *English for Competitive Examinations*. Laxmi Publishers India, 2009.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
3. Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.



4. Prasad, Hari M, and Uma R. Sinha. *Objective English for Competitive Examination*. Tata McGraw–Hill Education Pvt. Ltd., 2005.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire an appreciable understanding of grammar, comprehension and vocabulary.
- Produce grammatically and idiomatically correct spoken and written discourse.
- Spot language errors and correct them
- Understand basic sentence patterns and various types of phrases.
- Learn to perform and excel in the competitive examinations
- Use error free English language in written and spoken form.

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**Third Year**

**PROJECT**

**Semester-VI**

**Code:**

**Credit: 3**

The candidate shall be required to take up a Project Work by group *or individual* and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The candidates in Sanskrit programme shall submit their Project only in Sanskrit.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

**ASSESSMENT/EVALUATION/VIVA VOCE:**

**1. PROJECT REPORT EVALUATION (Both Internal & External)**

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report. - 45 marks

III. Individual initiative - 15 marks

2. Viva-Voce / Internal& External - 20 marks

**TOTAL - 100 marks**

**PASSING MINIMUM:**

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

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**Third Year**

**SKILL BASED ELECTIVE COURSE-II  
ENGLISH FOR BPO (BUSINESS PROCESS  
OUTSOURCING)**

**Semester-VI**

**Code:**

**(Theory)**

**Credit:2**

**COURSE OBJECTIVES:**

- Enrich the students' communicative and writing skills of English language.
- Improve the grammatical knowledge related to the field of business.
- Enlighten the students about skills of verbal and non-verbal techniques of communication.
- Expose the students for the international standard of English language for business.
- Help the students learn writing business oriented documents in English.
- Perform confidently in a job interview.

**UNIT-1:**

Introduction to Basics of communication-definition of communication-features of communication –Process of communication barriers to effective communication

**UNIT-II:**

Basic vocabulary- how to improve vocabulary-developing fluency- basic grammar rules-official letters- English in situation

**UNIT-III:**

Improving LSRW skills-verbal and non-verbal communication-listening process-group discussion-forms of oral presentation-self-presentation=dynamic presentation

**UNIT-IV:**

BPO- basics, benefits of BPO-BPO models and types of vendors-BPO companies in India

**UNIT-V:**

Documentation using MS-Word-MS-Excel –creating and editing documents-auto-text-auto-correct-spelling and Grammar tool, document Dictionary-MS word mail merge

**UNIT -VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Spoken English- practice and identification of meaning of verbal and non-verbal communication-practice of MS-office and power point presentations-learning the technique of documentation in English language

**REFERENCES:**

1. P. Bhalla, Prem. *Business English – A Complete Manual for Effective Business Communication*. V&S Editorials, 2016

2. Kulkarni, Sarika. *Business Process Outsourcing*. Delhi: Jaico publishing house, 2005.
3. Raman, Meenakshi & Sharma, Sangeetha. *Technical Communication*. OUP, 2017.
4. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
5. V. Sople, Vinod. *Business Process Outsourcing: A Supply Chain of Expertise*. PHI Learning Publisher, 2016

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire an appreciable understanding of comprehensive communication skills.
- Produce grammatically and idiomatically correct spoken and written texts.
- Spot the proper vocabulary for spoken and written business documents.
- Understand basic sentence patterns and various types of phrases useful for business.
- Learn to document the contents of the Business in English .
- Use error free English language in the business arena.

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